



2016

Motivation to grow!

Short summary from seminar in Helsinki May 11th – May 13th



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- a collaboration project between adult education organizations in the Nordic and Baltic countries financed by



**Report from seminar May 11th – 13 th
held at the SFV-house G 18, Georgsgatan 18 00120 Helsinki**

Program:

Wednesday May 11th

- 13:00 Welcome! Sandwiches and coffee at SFV-house G 18, Georgsgatan 18 00120 Helsinki
Presentation and practical information by steering group
Presentation by Sixten Sandström, headmaster SFV Bildning
- 14:00 What has happened since the seminar in Stockholm? Summary from the groups, followed by discussion. Chaired by steering group
- 15:30 Coffee/tea break with a snack
- 16:00 Lecture by Jonas Ehrman about how Föregångarna works with young people: Best practice, good examples.
- 17:00 Group seminar: Reflections and last sharing for the web page
- 18:00 Closing for the day, check in at hotel
- 19:30 Dinner

Thursday May 12th

From 07:00 Breakfast

- 09:00 Good morning! Morning gathering and reflections.
- 09:30 Presentations from the group seminar Wednesday: questions to answered, followed by comments and discussion (group 1 og 2)
- 10:30 Coffee/tea break with a snack
- 11:00 Presentations from the group seminar Wednesday: questions to answered, followed by comments and discussion (group 3 og 4)
- 12:00 Group session: conclusions from the groups, upload to web page
- 13:00 Light lunch (sandwiches)
- 14:00 Lecture by Niclas Risku, vägledare (adviser) at Resurscenteret Föregångarna, Vasa followed by questions, comments and discussion.
- 15:00 Group sessions with focus on dissemination, and how to spread information and experiences gained through the project.
Coffee and snacks in the groups
- 16:00 Walk&Talk in Helsinki, return to hotel
- 20:00 Farewell dinner

Friday May 13th

From 07:00 Breakfast

09:00 Good morning! Morning gathering and reflections

09:30 Evaluation and conclusions by Johan Söderman, Ph. d, Project evaluator

10:30 Coffee/tea break

11:00 Closing, project with focus on documentation, paper work and final report

12:30 Information on new project applications: participants are invited to share information about new or coming up applications

13:00 Light lunch (sandwiches) and travel to the airport



Wednesday May 11th

Presentation by Sixten Sandström, principal SFV Bildning

SFV Bildning was founded in 1882, to establish folk schools and libraries, and to publish written material for the Swedish speaking part of the Finnish population.

Today there is a broader agenda. SFV has 10 000 members

A new organization and new strategy is established:

- Support and strengthen the work
- Cooperation over borders (language, geography, culture)
- Strengthen local activity
- Establish collaborative models in local communities in Finland
- Co-operation internationally
- Swedish-speaking: Finland vs Finland in the EU

5% speaks Swedish in Finland. Historical courses from 600 years with Swedish influence.

Many Swedish speaking people live in the countryside. Many live on the coast. If SFV is not active and co-operative, the Swedish language will be a losing part – like Finland in the EU, one must be active. SFV has now a new organizational model.

Important issues:

- Swedish language in the Finnish everyday life
- Support Finnish/Swedish organizations
- Support money and grants from the government
- Non-profit organization
- Co-operation with other organizations

Participating in networks, projects etc.



Sixten Sandstöm and Kirsten Kampp

What has happened since the seminar in Stockholm? Summary from the groups, followed by discussion. Chaired by steering group

Group Focus

Presentation by Alen Sundlöf

Provux - project to keep the focus on learning. Participants: Adult student, gymnasium classes. Teaching Swedish and English, the goal is to be able to communicate, by writing and reading with others.

Mathematic (theory and practice), to cope with everyday mathematics. He/she can see the use of mathematics in real life. Mathematic class – 17 pupils outside the classroom – practical mathematics by measuring,

Civic education: (The study of civics is important because it helps people to understand how government works, and it provides people with knowledge about how to influence government as a citizen. Generally speaking, civics is the study of what it means to be a citizen in a particular nation. Also history and religion are taught. The most important matter is to help students become interested in studying and getting “motivation to growth”, by showing them their results for their efforts on studies. (Confidence)

Very good results in passing grades (from 69% up to 97%). As a result, a good per cent of the ones who failed to pass their grades, decided to go on with their studies.

Vladimir: Try to involve students into activities. Information about career Centre, take part in national and international projects. Try to find interesting topics to promote writing skills.

Indra: Saldus evening school, try to do dancing, creating new programs, professional elements, teach business English and IT etc. Teach pupils to communicate, how to be competitive in the labor market. Some have very low self-confidence.

Aldona: programme, socialization of young people with behavior problems (Bridges)

Group E-learning

Presentation by Anna Tymciuk

Meri Tennilä guided everyone through a small quiz, to show how digital tools can be used in the learning situation.

Group Hunters for motivation

Presentation by Sina Bråten Lunde

Since we last met we have had both good and not so good experience in our group. We found it very interesting to exchange experiences and come up with ideas together when we meet in Vilnius and Stockholm. However, we have had challenges with obtaining this when going back to our separate countries and our everyday work.

We have, as we agreed in Stockholm, started a Facebook group where all are members of the group can share articles they find interesting. We wanted the group to be a way of easily sharing and exchanging our knowledge and material we thought the group would find interesting.

We set a goal of speaking together at least once before this meeting in May. We unfortunately, did not manage that. We tried to arrange a meeting using google hang outs and wanted to make it so that as many as possible could participate. Unfortunately, we all have been very busy the last 6 months and have not managed to meet.

When I looking back at the conversations and posts written in our Facebook group we all have participated in some way since we last met. I think that our intentions were good when we made the decision to create the group. However, we just did not find the time to see it through. Looking back, we were maybe not specific enough with what we wanted to do. We should maybe have given our selves better restrictions and clearer responsibilities

Made some conclusions: maybe the group was too big, and everybody have had a very stressing time. We are very happy with the network and the group. Most valuable thing, is this network. We have had interesting discussion, and want to continue with this. Kultur og tradisjon: working with voluntary education for adults. The organization want to include refugees into society. Got funding from the government and held courses in refugee centres. Basic competence building, and handicraft group.

Paula: sustainable local communities, working in study circles and by dialogue.

Helle: small project in Gudbrandsdalen, have made several courses for workers that are working with old houses.

Regina: what to do with a class with multi ethnic pupils, og very different levels?



Anna during her presentation

Group Drop outs

Presentation by Jonas Ehrman

Working with drop outs every day, working with people to manage their lives. Have not had so much contact within the group during the period, but more value to be meeting in the seminar.

Elwood: Facebook group, had planned a physical meeting, but this couldn't be done.

Tried to get Tema Ung, but they couldn't make a lecture.

Mikko: The problem is that if youngsters drop out, they often need more support and help, Not only education. Why are they losing their motivation? How get this motivation from teachers and educators? Get the Youngsters into the class room is the first and important step. Establish stability, then can you start to work with the education, to understand that the educator is able to help out. It is not easy to give an answer to how this can be done. Social skills: important to come in contact with people, the need a class room environment, not only digital gadgets – these are taking a lot of concentration etc.

Sara: SUL: young people in politics can bring on motivation, because they see that they can contribute and have some influence. Engage people to take part.

Lecture by Jonas Erhmann about how Föregångarna works with young people: Best practice, good examples.

In the 1990s- Finland was in economic recession, and high numbers of unemployment. To minimize the risks of social marginalization towns founded daycentres for unemployed people. Resurscentret Föregångarna was founded in 2000 and have helped many people find their place in society and on the job market. At startup year 2000 there were 2 employees working at Föregångarna. Today we employ 11 professionals with various backgrounds and specialties to cater for different needs. Föregångarna are still



financed by project money, and emphasize on equal opportunity, equal value for all individuals. We emphasize respect, communication and each individual' s right to grow and find their place in society and a meaningful education and/or work, and encourage own initiatives and taking active part in society.

Föregångarna has motivated and experienced staff that can offer service according to each individual's needs and life situation.

Co-operation with

- schools, collages/high schools, institutes, universities
- the employment bureau
- social services
- municipalities around Vaasa and the city of Vaasa

Services for jobseekers and students:

JOBSEARCH COURSE (20 days)

ALLSTARS (For people ages 16-65, long term unemployed, looking to change field of work eg. Group activities: life management, visits to companies, museums, libraries and all other places of interest depending on current participants Own projects, preferably to help towards a job or education

RAMP: For students aged 16-29, Focus on studies and own projects, life management - Youth workers – outreach, Information, advice and guidance Studies. Target groups:

Primary school
College/ high school
Army

REHABILITATION: When the individual is not yet ready for employment or studies, small steps to get back into society.

CONSULTATIONS: Help to find a job Help with queries about studies Personal economy advice / budgets / loans/ debts/ grants (KELA) Discussions about anything that you find worrying or unclear

Elwood Overholt, presentation on “Normalcy”

If we are narrowing how we define 'Normalcy', how do we meet the new non-normal individuals?

If we are experiencing a increase in the variation of phenotypic traits, how do we meet this broader variation?

In either case, is traditional schooling the answer?



Thursday May 12th

Elwood's presentation Wednesday on normalcy, was followed up by a video from Swedish Television and plenary discussion:

- Useful information, to be shared by teachers and in own organization
- Normality, separate classes in Finland, based on diagnosis. Not this way in Norway, an idea that everybody is integrated in school.
- Finland have very good PISA-results, but the pupils do not thrive in school, and this is a problem
- Research on children with special needs, poorly work on inclusion doesn't function.
- Research – sharing of articles
- No child left behind – but what happened in the American school? Overholt, research: the school fell in the hands of the accountants. Accounted to wha is needed in the modern society. But no teacher will leave a child behind.
- So inspired that we talked problems in two hours in the night!
- Must also learn about social skills
- Metaperspective on learning and pupils, to not leave the pupils behind.
- Need to have a holistic approach to teaching

Dissemination by Kirsten Kampp



Group work with set up for Google docs, to write in the same documents and share as PDFs.

https://docs.google.com/document/d/1HjWG_o5aNXDRtC6YnndZni99AmYHTjs0lQZfVJaLHQ_A/edit#

An abstract from group working on Google Docs

Here you are welcome to write

Each group make an appetizer

Find as many Ideas and ways as possible to spread the knowledge gained in this network.

Ways to disseminate:

You can make a meeting at home and invite people and use our PPT's

Tell a college about the genetic influence in the learning - style and classroom management

Upload a message or remark on Facebook, in your own profile or share

Facebook Groups could be DYTEK, Kids Learning, Transformative Learning, Transformative learning Solutions,

Go to your mailbox and find people, who disseminate to you

1 Meri's group

Riina

Anna

Paula

Young drop-outs: Recognize the problem, admit the problem and search for ways to change it.

- Our own homepages and Facebook-sites.
- Professional networks
- Material: stickers, shopping bags, etc.
- Dissemination focusing on specific themes inside website.

2 Mikko testaa.

Jonas

Indra

Alen

Alan

Sense of failure at school doesn't prevent success in life.

Is school bound to be an outdated dinosaur trying to uphold "old world" or can it be an anchor to reality in the digital era (and how can it do it)?

3 Elwood's up and running!

Sara is in!

How does one transform a networking project into a knowledge bank?

How is it that decision makers never discuss education using psychological models as a basis for their proposals? How can we affect a change in the frame of reference?

How do we give voice to the persons with lesser resources? How can we assist them in being heard and seen?

How can understanding human variation aid us in reaching out to pupils and young adults?

<http://www.bokus.com/bok/9780199917105/the-learning-brain-memory-and-brain-development-in-children/>

<http://www.bokus.com/bok/9780195372885/the-overflowing-brain>



4 Hello from Kristin

Words without deeds: between special schools and inclusive education in Norway

The compulsory primary school for all, or the inclusive school, is very important in Norway, at least rhetorically. Children with special educational needs, for instance, attend the same school and have the same education as all other children. Children no longer attend special schools or any other system of segregated education. Initially, this article briefly presents and analyses the formulation and the realization of this educational policy in Norway. As indicated in the title, there is a gap

between the formulation and the realization of this policy. In the main part of the presentation the reasons behind this lack of realization are discussed, and related to the nature of stability and change in education more generally. Read the article by researcher Peder Haug here: <http://www.tandfonline.com/doi/abs/10.1080/14681360000200097>

5 Sina, Helle og Regina

Learn more about the possibilities in the diverse classroom

Learn more about the pedagogy in a diverse classroom

The polyphonic classroom

Learn new ways of getting the students attention

Don't underestimate the value of silence.

Remember that the student need five seconds to think of the answer to your question. Then give them five seconds to find the courage to give you the answer. Then give them five seconds more to make them continue and reflect without having to ask them to.

Let the students own the conversation and make sure it becomes a discussion not a monologue with quick questions.

6 Vitalijas group

Aldona

Vitalija

Vladimir

“Nobody should be left behind!”

“So let’s learn and use the experiences of all project partners in helping everyone to feel important in constantly changing modern society.”

How?

To create short articles with illustrations and put on the web-sites of the institutions and Facebook, to discuss during colleagues’ and to community member’s meetings, conferences, seminars, in classrooms

- make posters to spread among our teachers and community members



(Text in English:
 "Are your life sour?
 Unpredictable future)
 Without job or studies?
 SVEPS support you."

A study visit to SVEPS (located in Georgsgatan)

Youth workshop SVEPS are for those who are 16-28 years who currently do not attend school, work or have other jobs during the day. Young persons who are officially written in a school, but no longer study, can be helped to think about future plans. SVEPS work with young people from Helsinki, Espoo, Vantaa, Kirkkonummi and Kauniainen.



Participants listening to the presentation given at SVEPS.

Lecture by Niclas Risku, vägledare (advicer) at Resurscenteret Föregångarna, Vasa followed by questions, comments and discussion.

Marginalization and exclusion – a state or feel?

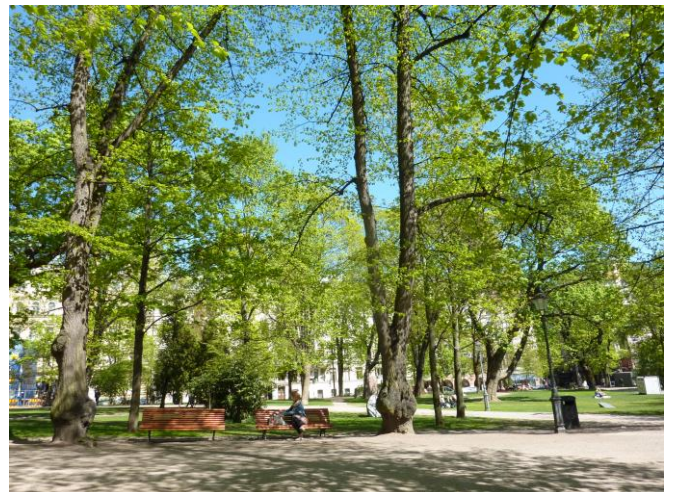
- Insiders and outsiders – it is more like a feel, being a part or not. How do young people feel?
Including and excluding mechanics in the society. Exclusion can lead to serious problems, like extremism and radicalization.
- NEET – Not in education, Employment or Training.
- What is wrong with the system? What should be done, and who should solve the problems?
- Outreach youth work and detached youth work.



Group sessions with focus on dissemination, anchoring and how to spread information and experiences gained through the project.



Visit to Maahenki and Walk&Talk in Helsinki



Friday May 13th

Good morning! Morning gathering og reflections /Kirsten

- Reflections on film on development psychology
- Plenary comments and discussion

Evaluation and conclusions by Johan Söderman, Ph d, project evaluator



Presentation, Results from survey, Stockholm by Johan Söderman

Comments:

- It is not easy to start a group work. Had to figure out what to do, how to work, getting to know each other. Better now, and was interesting when got started.
- It takes about two years to get settled in a new work place, so it takes time to get on working in a group as well.
- Takes time to be safe in a group, new people, new culture, trying to find ones place in the group.
- Reassuring, common goal to create a better learning environment for young people. But there are so many road blocks in the daily work, and creates some much pressure – combining with a new group is not the best thing. It was extremely difficult to find space and time for the digital meeting.
- Feel safe when there is a safe and sound structure.
- Learning takes time, but could have been a clearer core of the object coming out.

- How do we look at school – from the inside, and from the outside? Bringing up issues on school and society.

Johan is going to write a thesis on the evaluation, that is why we must do the same questionnaire as last time, to be able to compare. Asked the participants to write a little about aims, progress, outcome. Each group leader sends an e-mail to Johan, like a statement from each group: positive and negative reflections about the project and process. Also to be done by the organizers, deadline next week.

This was the last seminar, and closing of the project. As we have established a network, we will keep in touch.

Thank you so much for your valuable contribution in Motivation to Grow!





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