Cooperation between different stakeholders as an intervention model in the Icelandic crisis

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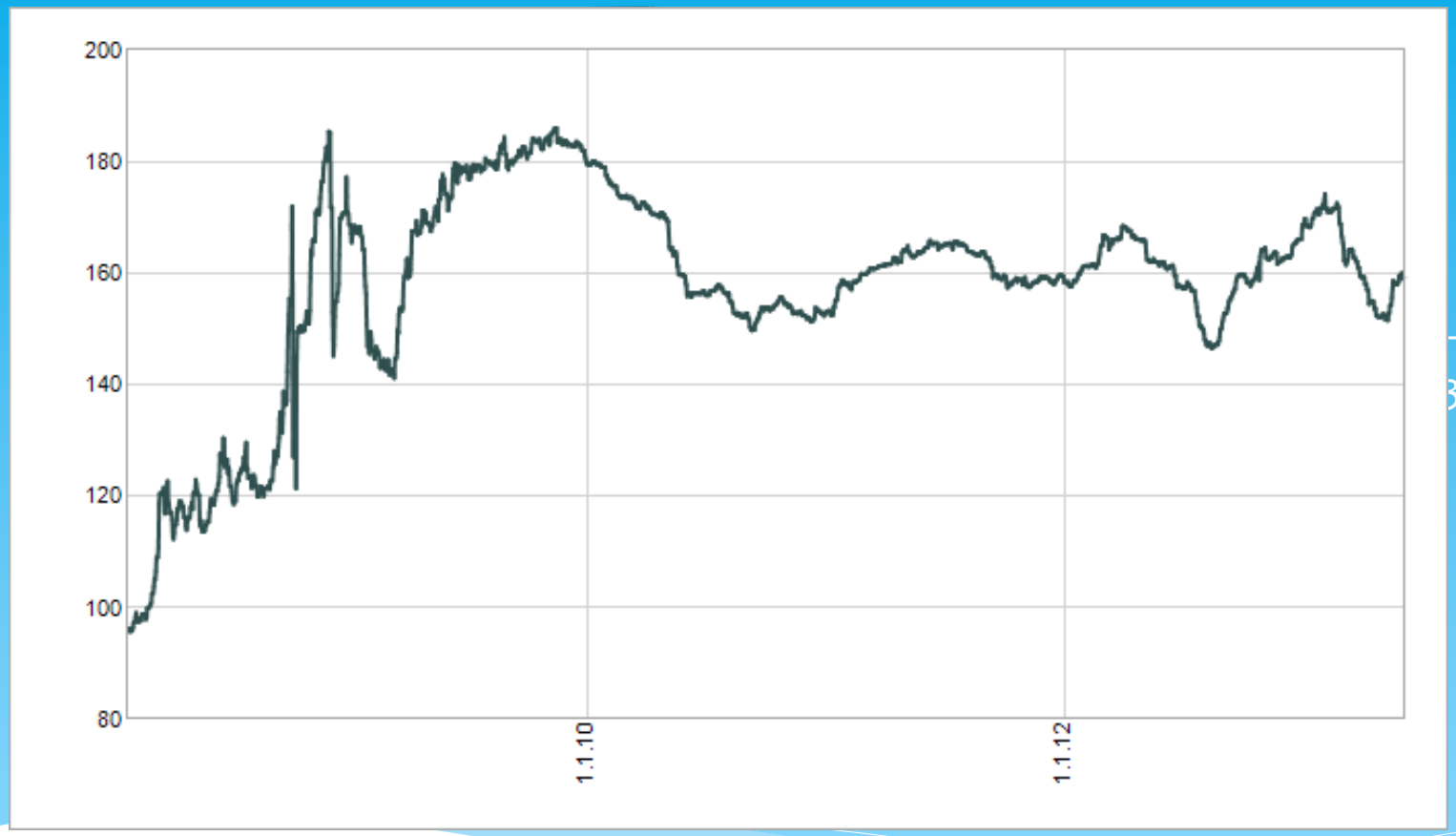
FRÆÐSLUMIÐSTÖÐ ATVINNULÍFSINS
MENNTUN Á VINNUMARKAÐI

Questions

* *Is there really a crisis?*
* *What are the challenges facing adult education today in times of crisis?*
* *How did people from your field of expertise respond to the crisis?*
* *Who benefits from all the talk about the ever-present crises?*
* *What does this mean for adult education, lifelong learning, the working world and everyday life?*

Is / was there really a crisis in Iceland?

Rate of currency from 2008-2013



Rate of currency got very weak–
EURO January 2008 till May 2013

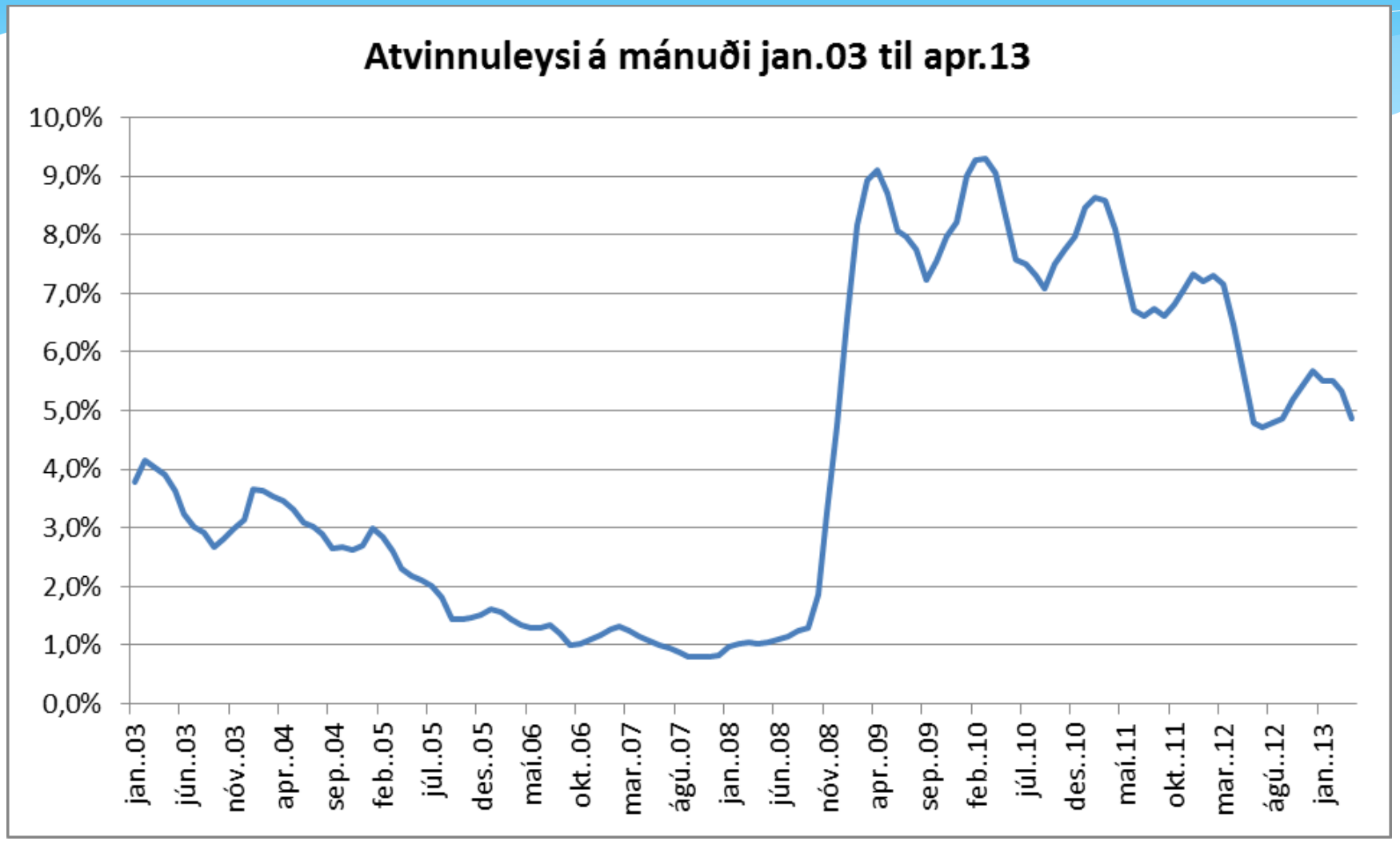
Three banks bankrupt

* 29th September: The state took over Glitnir bank
* 6th October: Emergency law adopted – God bless Iceland
* 7th October: The Financial Supervision of Iceland took over the National bank of Iceland
* 9th October: The Financial Supervision of Iceland took over Arion Bank.

Kitchenware revolution

- Insecurity
- Anger
- Protests
- The government resigned in the beginning of 2009

Unemployment in Iceland last 10 years



Consequences

* The Icelandic crisis that started in 2008 is special because the whole financial system collapsed, the currency market disappeared, and big part of companies were technically bankrupt. Gylfi Zoëga, professor of Economics
  * Long-term unemployment is a reality for the first time in decades
  * Families and homes are still wrestling with too big debts
  * The state budget has suffered –less income leads to cuts in expenses

What is crisis?

* A **crisis** is any event that is, or expected to lead to, an unstable and dangerous situation affecting an individual, group, community, or whole society.
* Crises are deemed to be negative changes in the security, economic, political, societal, or environmental affairs, especially when they occur abruptly, with little or no warning. More loosely, it is a term meaning 'a testing time' or an 'emergency event'. (Wikipedia)

What are the challenges facing adult education in times of crisis?

Insecurity at all levels

* Social level:
  * What will be the consequences of cuts in state budget?
  * Insecurity on the labour market, how will it develop f.ex. In Iceland the financial and the building sector suffered?
  * Unemployment – How to respond to the increased number of unemployed people and avoid increased disability?
    * Education and training often the answer – increased participation
* Iceland 2008: Laws and regulations – Adapted to a long period of growth and minimal unemployment - change needed?

Insecurity at all levels

* Organizational level:
  * Operational insecurity leading from social changes - cuts
  * New groups – new needs – new challenges
    * People in distress
    * Teaching and counselling methods under change
* Individual level:
  * Economic problems – changed situation for all
  * Emotional distress
  * Inactive
  * Hindrances / restrictions when accepting benefits -anger

The big challenge

* To be spontaneous, creative, reactive, proactive and innovative in spite of insecurity and in accordance with what fits in the circumstances.

How did people from your field of expertise respond to the crisis?

Cooperation

* Cooperation on the difficult situation on the labour market
  * Group established of the social partners, ministries, education providers, educational funds and the Directorate of Labour
  * Cooperation about:
    * Monitor changes and suggest solutions
    * Find out how to offer the tools and methods that had been developed
    * Add new education opportunities and change priorities in favour of the unemployed – a big part being the target group of ETSC
  * Meetings once a week from October 2008 – May 2010

What was done?

* The group oversaw the changes as they happened
  * The Directorate of Labour (DoL) was overloaded with work
    * Contract between LLL centres and DoL for guidance and counselling
    * Web-site with the law for benefits and educational opportunities in easy language
    * Brochure and increased information flow
  * Educational opportunities limited for those on benefits
    * Problems discussed and possible solutions
    * Hindrances removed for the unemployed to increase possibilities of activation.

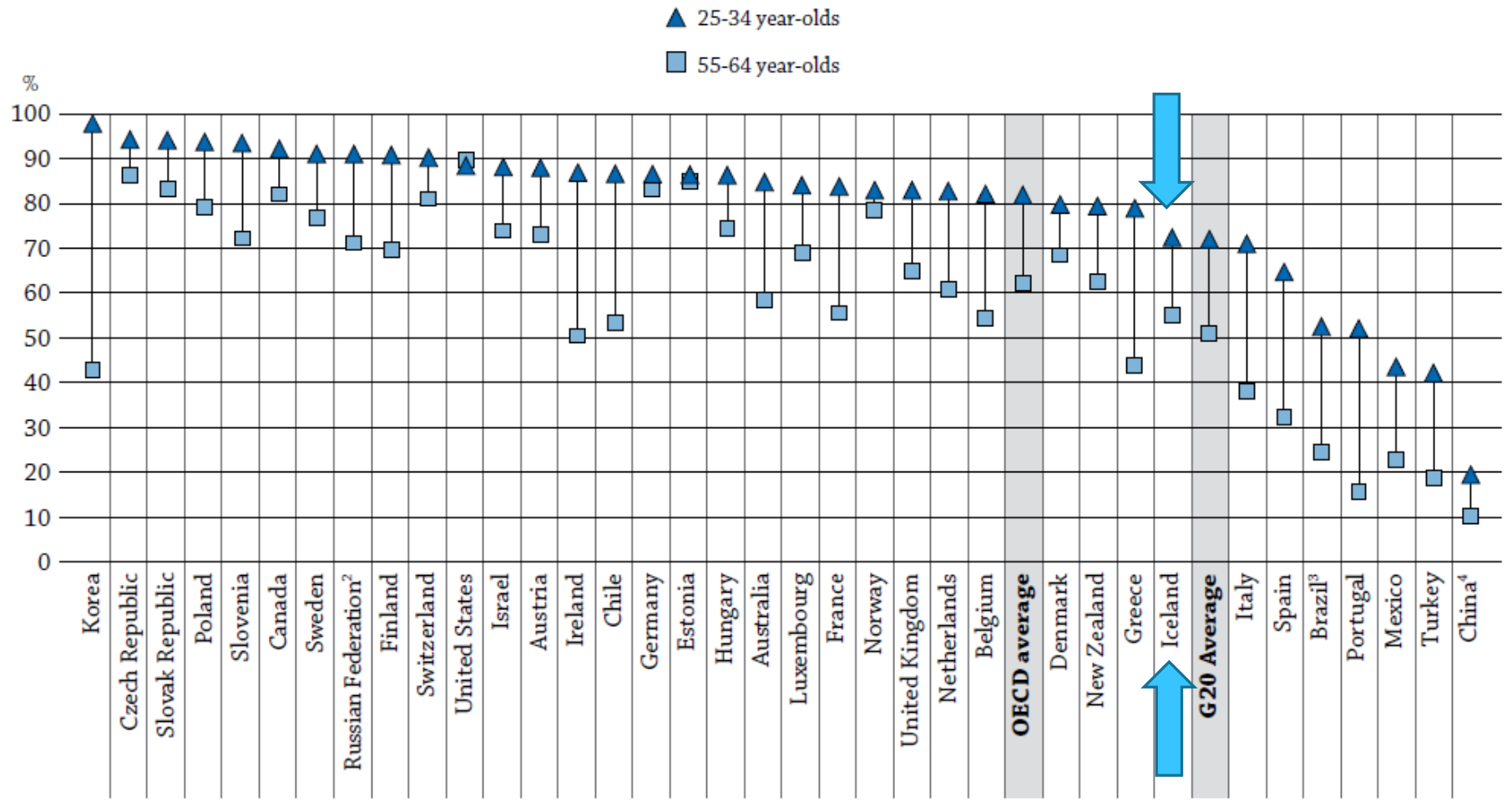
Why was ETSC concerned?

* Established in 2002 – service contract with the Ministry of Education since 2003
* Owned and run by the social partners
  * Confederation of Icelandic Employers and
  * The Icelandic Confederation of Labour
  * Changed in 2010 to cover also the public sector
    * The Federation of State and Municipal Employees
    * Ministry of Finance
    * The Association of Local Authorities in Iceland

  The target group: Labour force without formal education and training from Upper Secondary Schools

Chart A1.2. **Population that has attained upper secondary education[1] (2010)**

Percentage, by age group



1. Excluding ISCED 3C short programmes.
2. Year of reference 2002.
3. Year of reference 2009.
4. Year of reference 2000.

Countries are ranked in descending order of the percentage of 25-34 year-olds who have attained at least an upper secondary education.

Source: OECD. Table A1.2a. See Annex 3 for notes (*www.oecd.org/edu/eag2012*).

Higher unemployment rate for those without upper secondary education and training

Working and unemployed 2011*			
	Workforce	Unemployed	% unemployed
Elementary school	58.438	5.992	10,3%
Upper secondary - General & VET	67.160	3.873	5,8%
University education	49.428	2.067	4,2%
Samtals	175.026	11.932	6,8%
*Workforce in 2. quarter and unemployment at the end of august.			
From the Directorate of Labour			

What was in our tool box at the beginning of the crisis?

Fræðslumiðstöð Vestfjarða
Ísafjörður
Patreksfjörður
Hólmavík
Farskólinn
miðstöð símenntunar á Norðurlandi vestra
SÍMEY
Þekkingarnet Þingeyinga
Húsavík
Reykjahlíð
Bárðardalur
Laugar
Kópasker
Raufarhöfn
Þórshöfn
Akureyri
Dalvík
SÍMENNTUNARMIÐSTÖÐIN Á VESTURLANDI
Sauðárkrókur
Hvammstangi
Blönduós
Skagaströnd
Siglufjörður
FRÆÐSLUMIÐSTÖÐ ATVINNULÍFSINS
MENNTUN Á VINNUMARKAÐI
Borgarnes
Akranes
Ólafsvík
Stykkishólmur
Búðardalur
Egilsstaðir
Vopnafjörður
Seyðisfjörður
Neskaupsstaður
Reyðarfjörður
Fáskrúðsfjörður
Stöðvarfjörður
Breiðdalsvík
Djúpivogur
Höfn í Hornafirði
Höfuðborgarsvæðið
Mímir-símenntun, Starfsmennt, IÐAN fræðslusetur, Framvegis og Fræðsluskrifstofa rafiðnaðarins
MÍMIR símenntun
IÐAN fræðslusetur
Starfsmennt
FRAMVEGIS
Miðstöð símenntunar í Reykjavík
Selfoss
Kirkjubæjarklaustur
Vík í Mýrdal
Hvolsvöllur
Flúðir
Þekkingarnet Austurlands
mss
Reykjanesbær
Grindavík
Fræðslunetið
Símenntun á Suðurlandi
VISKA
Fræðslu- og símenntunarmiðstöð Vestmannaeyja
Vestmannaeyjar

New structures for upgrading low qualified workers

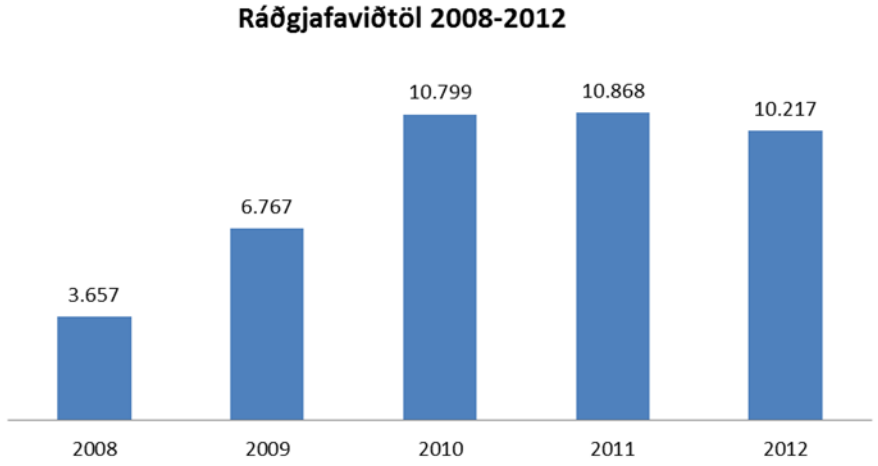
1. To develop workplace guidance for the target group. Outreach to the low-qualified workforce.
2. To develop a Validation system for non-formal and informal education and training and work experience. Validation against standards from formal curricula / working life
3. To develop, increase and improve educational and training provision for the target group. Formalize through accreditation.
   * Increase quality in adult education – courses for teachers – European Quality Mark (quality assurance)
   * Cooperation with social partners for the benefit of the target group – needs analyses – competence requirements
   * **Public financing**
     * **before this Adult Education had not been publicly funded**

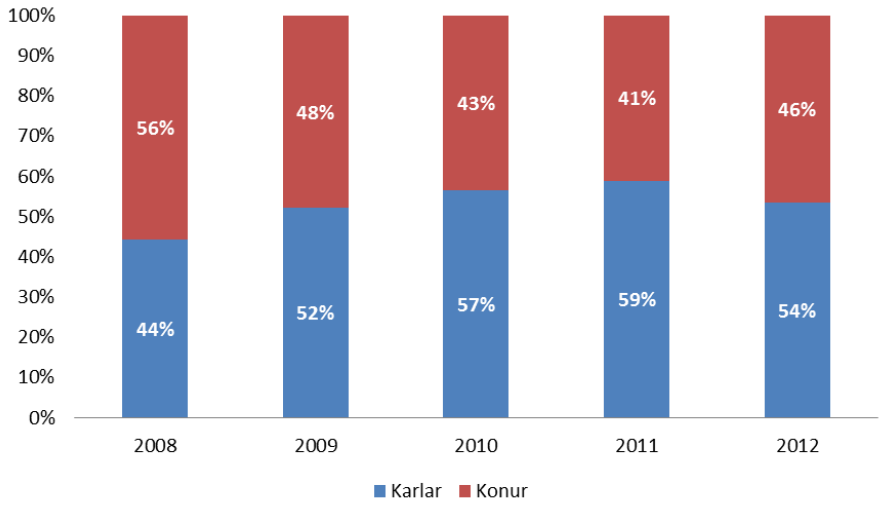
1. Guidance and counselling

* At LLL centres by qualified counselors
  * Financed since 2006
  * Total of 48.000 interviews – 22.000 first visits – 18.000 individuals at introductory meetings (capacity: 10.000 interv. pr. year)
* Starting with work-place guidance – outreach to the target group – motivate for LLL - (Later to be utilized for unemployed - guidance in validation of non and informal learning (RPL))
* Analyze needs of the target group for educational provision
  * ETSC: monitor, coordinate, funding, statistics, quality issues
  * Research: MA thesis – Voice of users (Nordic research)

Statistics

1





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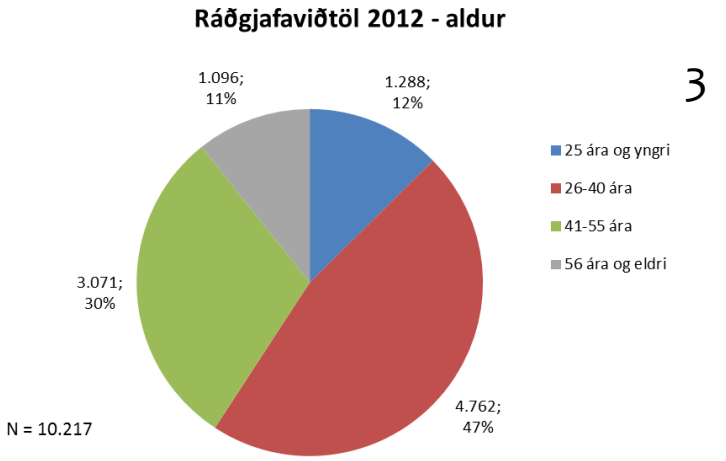

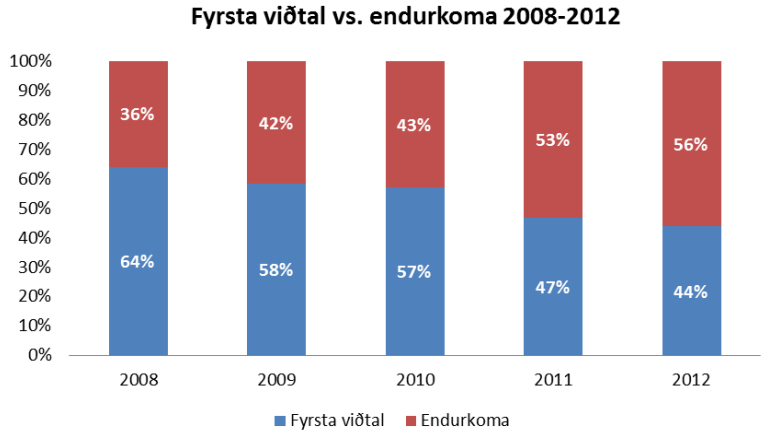

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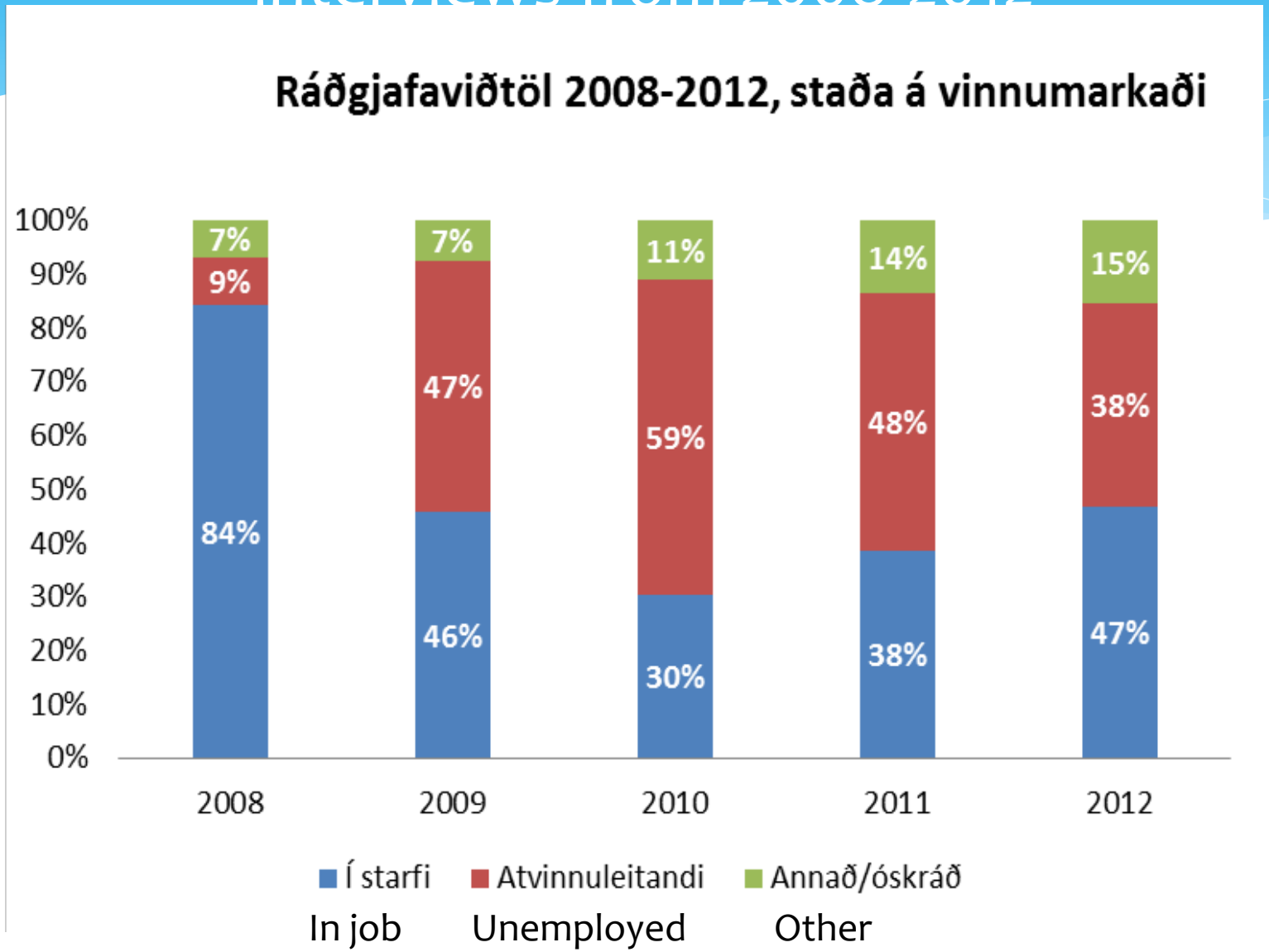
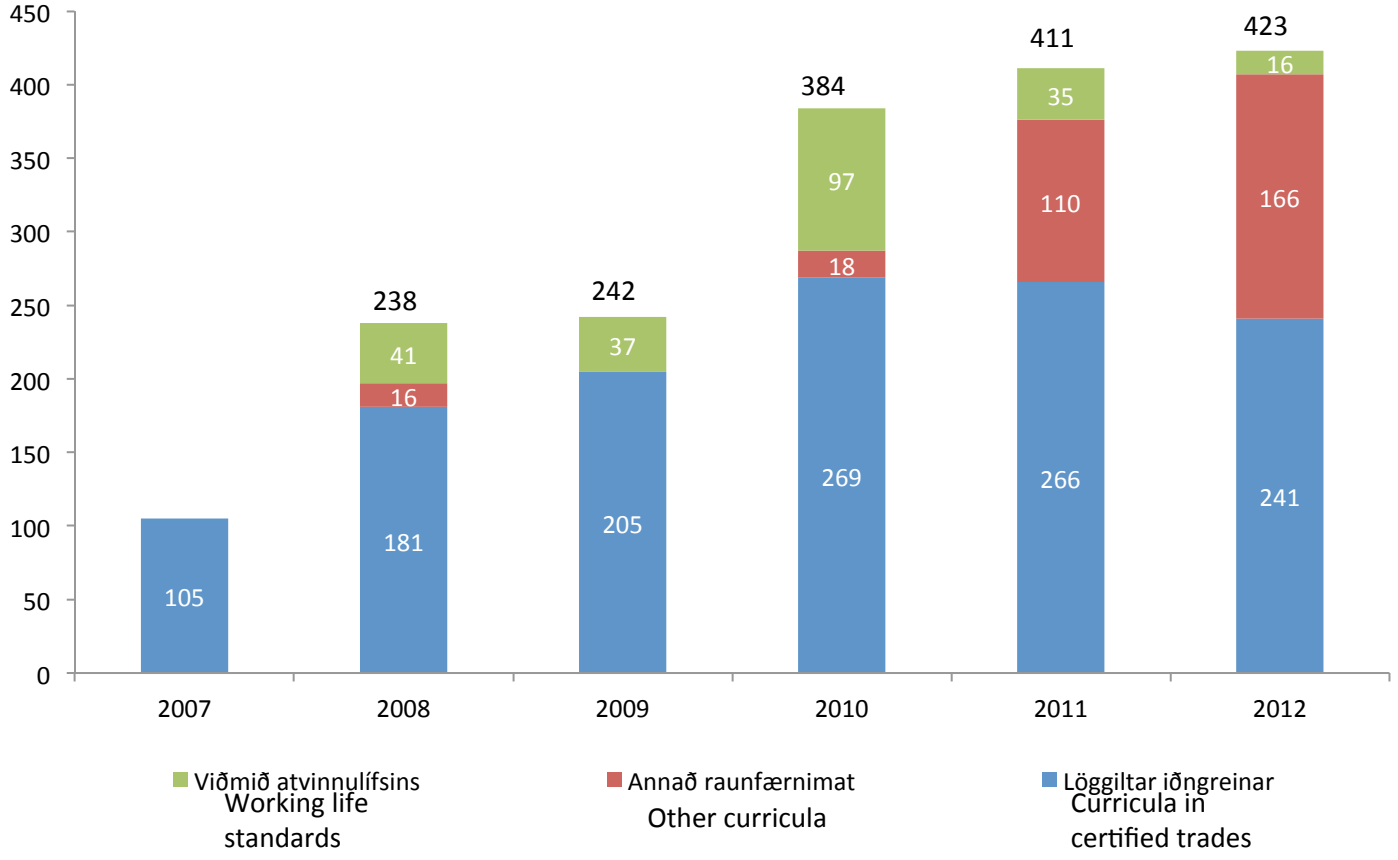
Position on the labour market – interviews from 2008-2012



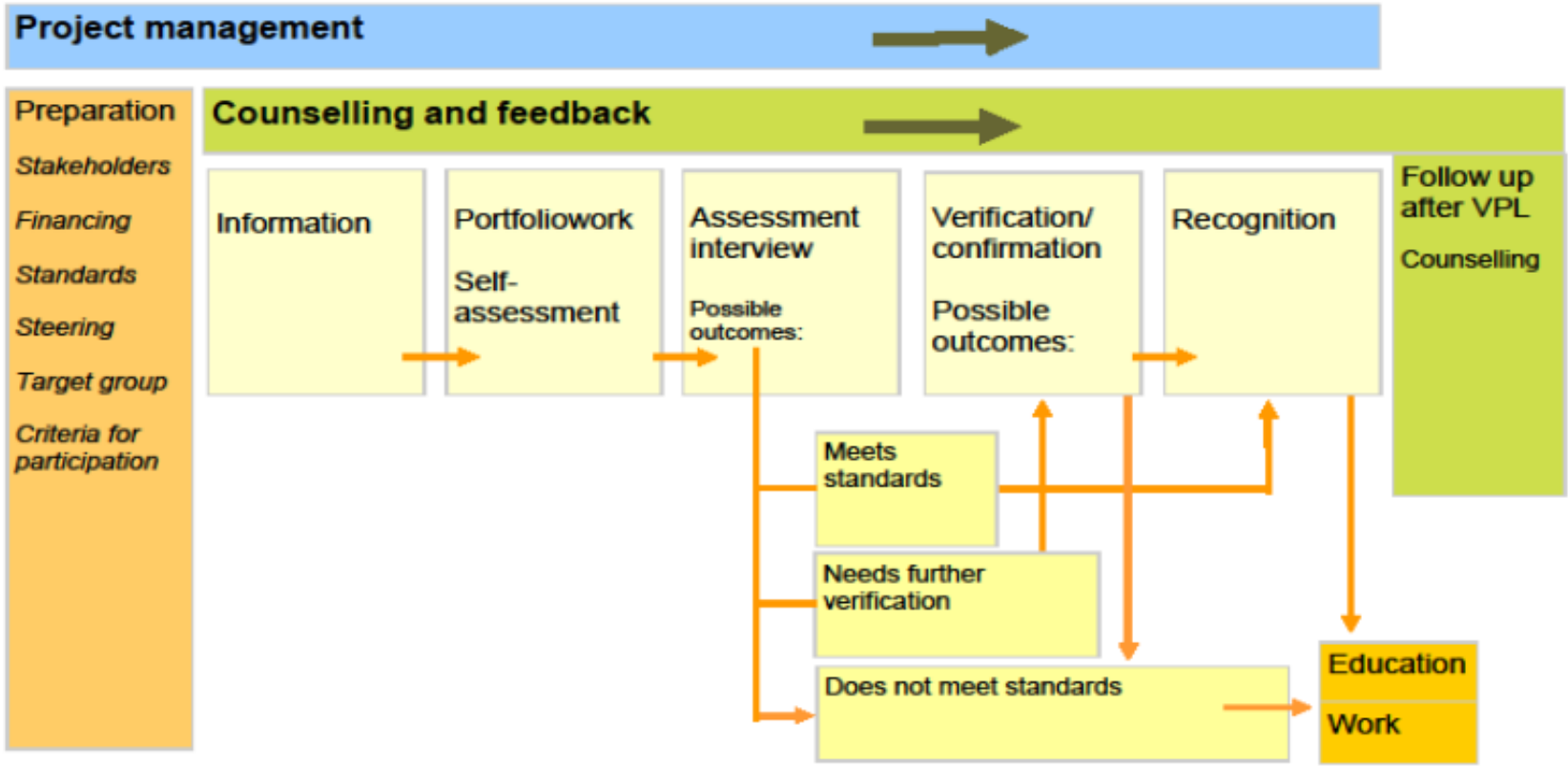
2. Validation of prior learning

* Financed since 2007 in the certified trades:
  * 1.267 individuals with average of 30 credits in the certified trades-70% continue in Upper Secondary to finish the studies
  * 310 with average of 20 credits in other sectors
  * Over 226 with standards from working life

Number of individuals that have been validated (RPL)



Validation—process overview



Development of validation

* 2004- Development: European guidelines of the validation of non-formal and informal learning – search for information – conferences
* Trial period - Projects – developing methodology, tools, finding out what works - Model developed – Results - Costs
* 2007 – 2011 Implementing
  * Finance –for the certified trades – later for other sectors
  * Quality – training of staff (assessors) – checklists for execution
  * Statistic
  * Laws and regulations – 2010/2011
* *Making an impact - Two master's thesis*
* *Lacking the Voice of users on all levels* - But very valuable cooperation through the NVL net for validation.

About the guidance

* ”She was wonderful … very special … she motivated with pep-talk and had very good influence… we were led through this” Gunnar (27)
* ”You might think that she did not have anything to do, except take care of us… I think it´s impossible to get more support, she was 100%
* When in the formal system they continue to call and visit ”their counsellor” The MA thesis; Að stiga skrefid feb. 2010. Audur Sigurdardottir.

Individual level

* ”The decision to drop-out of studies was difficult for my interviewees and the thought to finish their studies has never left their minds” The MA thesis; Að stiga skrefid feb. 2010. Audur Sigurdardottir.

Individual level

* Petur (47) went to an introductory meeting: ”… when I arrived I was happy to see so many of my colleges there at my age, not only teenages
* ”I think it is more likely that you drop-out if you are alone” says Paul (46) that has not been in school for 30 years.

Individual level

* To the formal system again:
  * ”I was terribly anxious, terribly anxious before the first day, I was terribly anxious going back to school, I think that it was this fear of school and I have of course study problems”, Gunnar (27).
  * ”…it was terrible, totally terrible, I was tense and had to start thinking anew, I was just trembling, that´s how it was” Paul (46)

Individual level

* The accreditation is a valuable opportunity for those individuals
  * ”I am so happy with this opportunity, that this has been offered..” says Gunnar.
  * ”Yes I am happy with my intention to finish, you know, I am going to finish, I need to finish, it matters most of all” Gunnar (27)

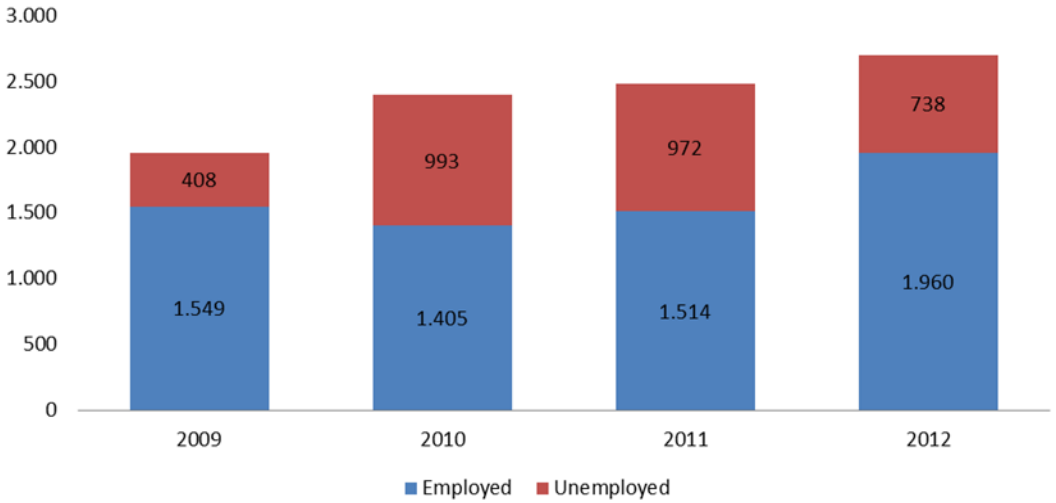
A new project

- With a grant from EU possible to increase provision of validation provision
- Process-evaluation will be built into the projects
- Participants will be called 6 months after to hear what they have done.
- But a lot of questions unanswered:
  - Long term impact on individuals, schools, employment-market, society as a whole

3. Provision of accredited education

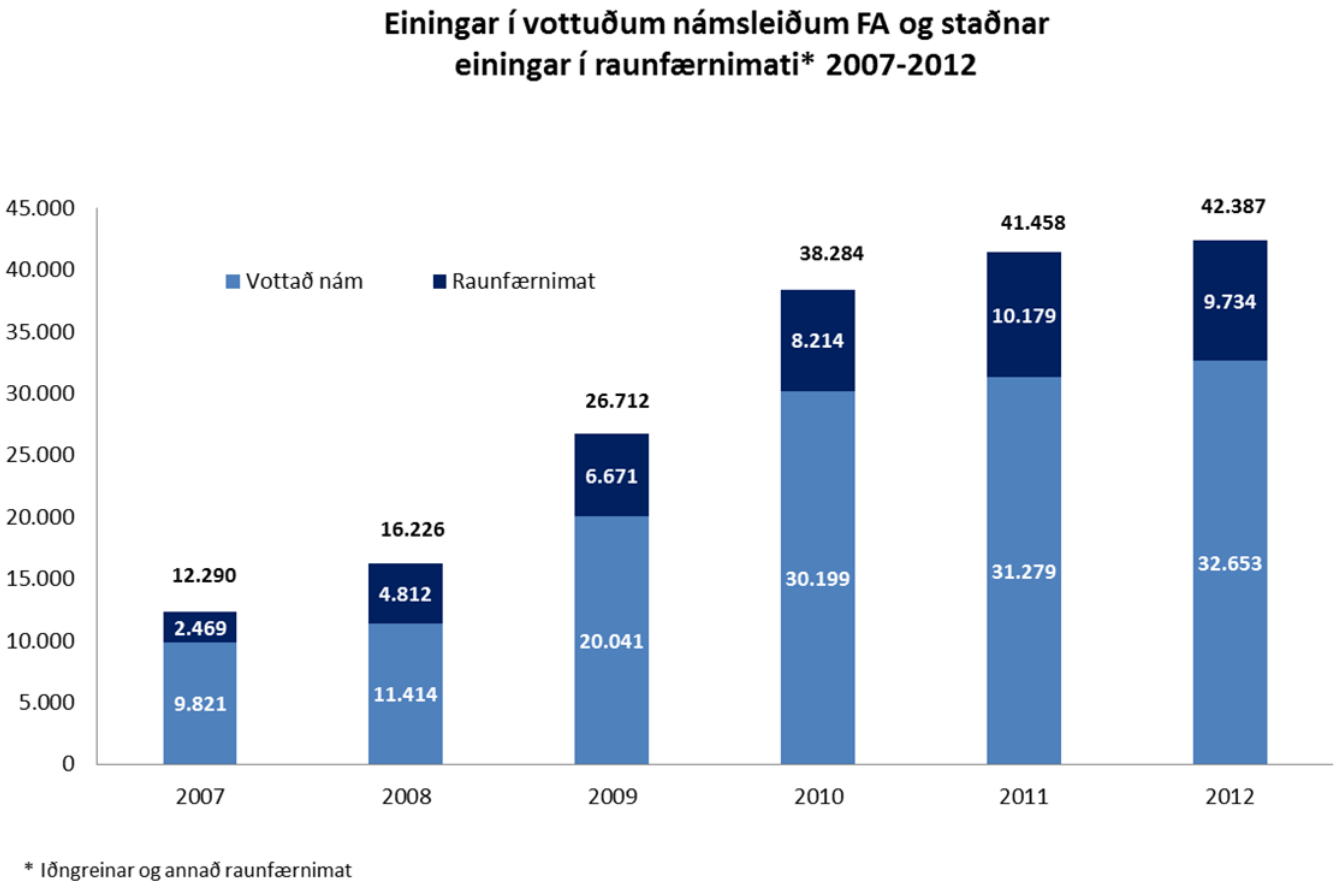
* Financed since 2006:
  * Total of 17.000 students (not persons) – average 9-10 credits (of 140 credits to finish Upper secondary Ed.)
  * 37 educational opportunities – described in a curriculum and accredited on Upper secondary level taught at LLL centres – many of which originate from non-formal adult education
    * Teacher training to increase quality
    * Quality standards – Quality assured educational providers

Number of participants in accredited ed. 2009-2012
(Funded by FA and Fræðslusjóði)



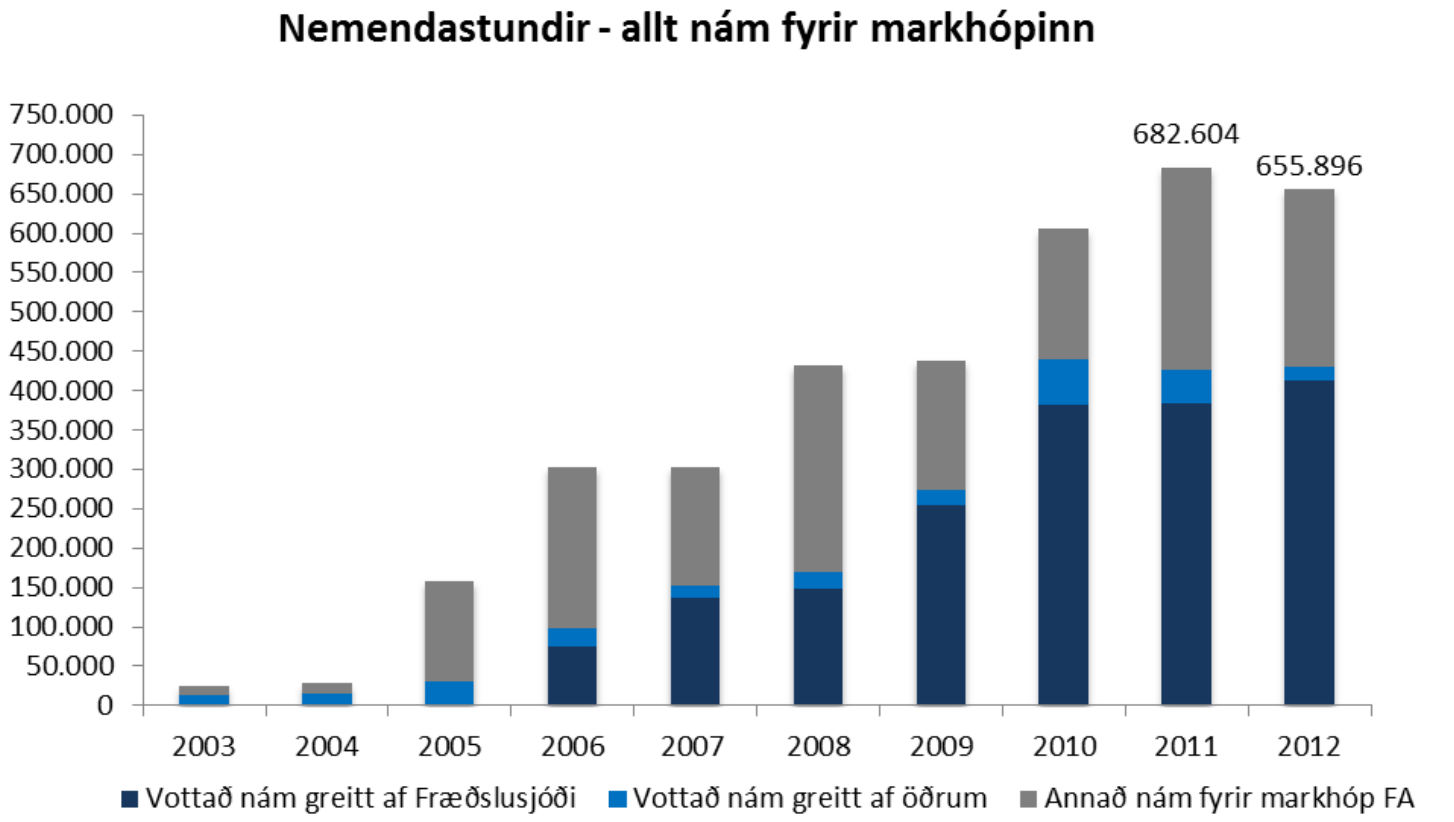
Accredited ed. 2008-2012
(Funded by FA and Fræðslusjóði)

Credits – accredited education and accreditation of prior learning



* Iðngreinar og annað raunfærnimat

Student hours – accredited and other courses (non-formal) for the target group



Accredited with funding Accredited paid by others Other non-formal courses

From MA thesis

* One of the main goals of the "Grunnmenntaskolinn" is to promote positive attitude towards further education. The participants of this research (N=427) confirm that they are more motivated. This result is in coherence with another MA thesis and a survey of two curricula.
  * "This was an opportunity to start learning again and even continue in further education"
* 31% continued immediately after – 50% since they attended and 25% are in further education when the survey was made. (Eydís Katla Guðmundsdóttir,2012)

What is new?

* The high level of cooperation between the social partners
* Outreach to people in the workplaces – offering counseling – telling them that competence development matters – introduce opportunities (pushing - still respecting the individual freedom of participation)
* Development and monitoring of validation projects centralized, in cooperation between social partners and LLL centres / schools. Advertised for groups.
* Mixing under one heading (accredited curricula) the typical Nordic Folk Education, Competency development for companies and assistance with study disabilities – making non-formal education more formal / more valuable for those that want to go into the formal school system.

Better equipped

* We felt lucky to have the tool box at this point in time
* In a recession period in 1993-7
  * Unemployed had only access to non-formal education
  * Short courses
  * Language courses
  * Guidance only within the school system
  * No RPL

What does this mean for adult education, lifelong learning, the working world and everyday life?

8 success factors

* After the crises hit Iceland we asked ourselves: How can education help to meet the crises?
  * Selections of successful projects in the Nordic countries
  * A cooperation between researchers and practitioners
* A research report (NVL´s web)
  * **Analyses of Nordic Educational Projects designed to meet challenges in Society**
  * **A brochure on the 8 success factors (for practitioners)**

The success factors are:

* [1] Networking
* [2] Process evaluation
* [3] Flexibility
* [4] Focus on needs
* [5] New role for institutions
* [6] Getting new groups involved
* [7] Community as pedagogical strategy
* [8] Sustainable new structures and practices

Cooperation between scholars and practitioners

* The Nordic group, with representatives from all the Nordic countries,
  * responsibility for coordinating -formulate the directives that guided the work of the other groups
* The national groups consisted of experienced and knowledgeable people with different backgrounds and from different sectors of society.
  * formulating criteria for the selection to identifying, discussing and choosing successful national education projects and programs.
* The research group consisted of a researcher from Denmark, Finland and Iceland, as well as a practitioner from Sweden.
  * With data collected, a number of cross-cutting issues and with extensive experience and knowledge in the field, they started their search for what had significantly contributed to the 33 Nordic training projects. They also screened for strengths which were identifiable as being specifically Nordic.

Table from Jyri Manninen

	Reactive	Proactive	Innovative / change oriented
Competition	Job search skills Career planning skills	New forms of employment and income	Encourage innovations
New skills	Training filling the current skill gaps	Training anticipating future trends	Change agents Chaos pilots
Creation of new jobs	Development programs to meet the current needs of the labour market	Development of programs anticipating future trends	Innovative development programs

Networking

* To plan and implement a project by networking with different actors and stakeholders provides many benefits. Conscious networking can make the project more innovative, financing easier to resolve and create a sense of belonging that motivates the participating organisations to do their best.
  * Clearly, untraditional networking between different types of educational providers, other organizations and governmental agencies has many advantages.
  * This type of networking not only makes the programs more innovative, but is often also a prerequisite for a successful outcome.

Process evaluation

* Process evaluation as a form of follow-up and development of project processes and results creates opportunities for continuous improvements while the project is in progress. When the evaluator returns analysis, findings and knowledge to the project organization and target group, this enhances learning and the experiences of the project are utilised in a way that creates added value.
  * A constructive dialogue between the project and the evaluator during the whole project increases the ability to remedy flaws in a way that directly creates value in a project.
  * The evaluator will be a valuable advisor and supporter of the project activities and not a controller at the end of the work.
  * By starting the evaluation process in the planning phase, the quality of the needs analysis is improved, as is the formulation of goals.

Flexibility

* There are many obstacles stemming from an adult's complex life situation, which have to be overcome in order for them to be able to study. Flexibility, both in terms of study form and access is the key to overcoming these obstacles.
  * Individual tailor-made learning content is found to be the best guarantee of success.
  * Flexibility in content and execution makes it easier to overcome some of the obstacles an adult learner faces caused by a complex life situation. It may involve lack of time and money or family commitments, but also lack of motivation, interest or perceived needs

Focus on needs

* A fundamental and perhaps obvious precondition for a successful educational project is that is should meet actual needs. Needs, which can be recognised both by individuals and in society at large, have to be carefully defined before the content is shaped. This may seem obvious but has often proved to be a neglected success factor.
  * In successful programs for developing labour market training the need of the target group is identified and analysed by the representatives of the target group - trade unions, employers ' organisations, relevant ministries and other governmental agencies in co-operation with educational providers.

New role for institutions

* In contexts where institutions that are part of an educational project are challenged to take on a new role, or turn towards new target groups, this can spur the development of opportunities for a variety of positive changes in the organization.
  * When the participating institutions adopt new or different roles, they have developed a sound critical view on their practices and this has a positive effect on the project's results
  * By granting institutions new and unaccustomed roles in a project, both institutions as organisations and individual employees become inspired to innovate both in terms of attitudes and practices.

Getting new groups involved

* To succeed with the involvement of target groups that normally do not participate in learning activities is important not only for the individuals themselves but it also develops an educational provider's ability to develop achievements for society at large
  * For training organisations, working with new audiences often means developing new approaches and new learning, which strengthens and improves the quality of their activities.
  * By turning to new audiences, training providers can expand their activities, create new jobs in their organization and in turn strengthen its position

Community as pedagogical strategy

* A sense of community and belonging creates a good basis for learning. We simply learn better in an environment where we feel safe and are part of a community with others.
  * The sense of belonging to a group, and in collaboration with others, gaining influence over the learning process appears to create a desire to learn more.
  * When participants in an education perceive themselves as owners of the learning process and its various elements, it strengthens group cohesion as well as engagement in an activity.

Sustainable new structures and practices

* Projects that challenge organizations and participants to develop sustainable new structures and approaches to ensure that the project's results and ideas can live on even after the project has ended, are more successful than others in creating real change and sustainable effects.
  * In projects designed to bring about a more permanent change in an organization, it is of importance to identify already at the planning stage what is necessary to ensure that the project ideas and results will live on after the project has ended. Allowing the project to result in new methods, new curricula or in the establishment of a new quality standard, increases the chances of longer-term change.

Reference

Report

* Analysis of Nordic educational projects designed to meet challenges in society
* http://www.nordvux.net/page/1140/kompetensutveckling.htm

Brochure

* 8 success factors – already in swedish.
* http://www.nordvux.net/page/1140/kompetensutveckling.htm

AE is confronting more challenge than ever

* "Today major challenges are confronting Europe. The current difficult economic climate has highlighted the importance of education as a catalyst for economic growth. We are also facing the effects of an ageing population and social exclusion continues to be a serious challenge for all our countries. We have to tackle the problem of 80 million low-skilled adults whose future looks increasingly marginal in a Europe that will concentrate on knowledge-intensive jobs." (Strategies for improving participation and awareness of adult learning – European commission 2012)

AE is confronting more challenge than ever

* „The adult students who participate in adult education services are also investors in the adult education system. They invest their time with the hope that participation in these programs will improve their lives. If students knew that the services available to them were ineffective, they might choose to invest that time in earning money, enjoying their family or improving their community. Each student, therefore, should be participating in services that have strong evidence of effectiveness“ (Establishing an Evidence-based Adult Education System, NCSALL, Harvard Graduate School of Education, 2003)

Who should benefit?

* Individuals – if they don´t - we are doing something very wrong
* Organisations – need to be equipped to deal with challenges and new needs
* Labour market – basic for the economy – basic for individuals for quality of life – basic for society because that´s were the state budget has its origin
* Society – for strong economy, welfare system, health care, education, inclusion, democracy.

And the resources have to be used wisely