‘Basic skills – a neccessary foundation in the adult life’

*Kirsten Floris, Netværkslokomotivet*
Netværkslokomotivet (NVL) is a company network, established in 1997.

**Purpose:** To support companies in offering employees the possibility to improve their basic skills (Preparatory adult education and dyslexia education).

**Members of NVL:** Around 700 members - private and public companies, social partners, organisations and providers of adult education.

**Financing of NVL:** State and participating municipalities.
NVL helps companies with

- **Impartial** guidance of managers and shop stewards.
- Help to educational planning for management and shop stewards.
- Information and motivation of employees.
- Company network – company visits, 1-1 sharing of experiences, network in branches etc.
- Courses for learning advisors in companies and ‘ambassadors’.
- Open meetings and conferences on specific issues.
- App-café’s.
Main NVL activities 2018

• 536 company visits (301 first time visits)
• 294 key persons participated in course for learning advisors
• 2,166 employees participated in meetings of information for employees at the companies
• 9,352 participated in meetings/conferences arranged by NVL – fx dyslexia fair, meetings/courses focusing on education possibilities for bilingual adults.
Danish adults needing basic skills

In Denmark

• Every 6th adult between 16 and 65 years need basic skills in reading and understanding simple texts.

• Every 7th adult need basic numeracy skills.

• Every 4th adult need basic digital skills.

*PIACC 2013*
Adults in Europe needing basic skills

In Europe

”70 million Europeans lack adequate reading and writing skills, and even more have poor numeracy and digital skills, putting them at risk of unemployment, poverty and social Exclusion.”

”To improve the employment opportunities of low-skilled adults in Europe, Member States should put in place pathways for upskilling via a Skills Guarantee established in co-operation with social partners and education and training providers, as well as local, regional and national authorities”.

European Commission, Brussels, 10.6.2016
Why should I?
– different motives and approaches
Why should we?
- motivation drivers in the companies

Greater security in written communication
• Better skills in reading and understanding relevant written documents at the job – fx instructions, manuals, information about deviations, order slips etc..
• Reduce errors due to misunderstanding.
• Benefit from investments in communication technology.

Participation and benefit of professional training.
Branding of educational initiatives – recruitment.
Dyslexia education
- Few to 80 hours. Education in small groups.

**Preparatory adult education – reading**
- Test. Education: 4 levels of 30-60 hours. Since 2001.

**Preparatory adult education – Start for bilingual adults**
- Assessment of initial qualifications. Education: 30-60 hours. Since 2016.

**Preparatory adult education – mathematics**
- Test. Education: 2 levels of 30-60 hours. Since 2001.

**Preparatory adult education – digital**

**Preparatory adult education – english**

**Other offers – fx special programs for bilingual adults.**
Economic support to adult education within basic skills

• **Fee for participating** in screening and education programmes within dyslexia education and basic preparatory education: no fee.

• **Compensation for loss of salary** while participating in education improving basic skills:
  
  State funding to part of salary + supplementary funding from Competence Funds organized and financed by social partners in relation to collective agreements.
Participation in education 2017

Preparatory adult education
• 31.507 adults participated in 64.498 courses

Dyslexia education
• 8.603 adults participated in 17.575 courses
Case 1: Company - transportation of goods

”The employees' commitment and not least competencies at all levels is crucial to us as a company, both today and in the future. I am therefore pleased that we now have the opportunity to make already good employees with reading and mathematic challenges better. I am convinced that it will give the individual a professional and personal boost both in the workplace and privately.“

CEO Jørn P. Skov, Danske Fragtmænd (Transportation company)

Facts: 383 warehouse workers (out of 550) participated in informations meetings in the company. 303 said yes to test and screening. At least 2/3 have participated in basic adult education within reading and mathematics – and dyslexia education.
Case 1: Evaluation

The warehouse workers said
• 81%: I have improved my reading skills
• 87%: I have improved my spelling skills
• 81%: I have improved my writing skills
• 69%: I have improved my digital skills.

All their managers said
"Relevant education" – "Our workers thought it was a good initiative" – "They can already now use, what they have learned".

One says further: "We have to arrange our production planning, but it is worth it, when we see how our employees feel recognized and seen".
"I see employees who have ‘growed 15 cm’. Employees who dare ask questions and be open about their challenges. Today we can be very direct when we talk about dyslexia teaching and preparatory adult education – and the news in our Intranet are now being read."

Projectmanager for Strategy and Innovation, Marie Overskov Dam - Dansk Retursystem.

Facts: 75 employee in the production were screened. 60 employee were in the target group – 55 said yes to education.
Example of process in a larger company

**PHASE 1**
- Information to the company and dialogue
- Identifying training needs
- Decision on education initiative
- General planning of education initiative

**PHASE 2**
- Course for learning advisors in the company
- Information to employees - fx meetings

**PHASE 3**
- Screening - testing/assessment
- Individual dialogues with the employees
- Concrete planning of actual education

**PHASE 4**
- Courses

**PHASE 5**
- Evaluation of courses
- Follow-up
- Using new skills in everyday life
Other companies we meet

• Icecream Kiosk - owner
• Beauty Clinic – owner and few employees
• Small transportation company – owner and all employees
• Cleaning company – employees working at public schools and institutions
• Home Care for elder people – employees.
5 good advices from companies

1. Answer ‘Why and which education in our company’?
2. Give time to clarification, decision and planning in management team, in cooperation committee and together with middle managers and shop stewards.
3. Communicate open to the employees – through meetings in groups, individual mails, etc.
4. Have an open dialogue with the provider of the education and with the teachers.
5. Be precise in your expectation to practice related education.
THANK YOU FOR LISTENING

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