

SWEDEN [4] - 2013 ONEEIGHTY

A. BASIC INFORMATION

Country:	Sweden
Title of initiative:	Oneeighty
Coordinator/ Organization:	Rektorsakademien (Principal Academy)
Key competences addressed:	<p>[SE] <i>Kommunikation på modersmålet</i> [EN] Communication in the mother tongue</p> <p>[SE] <i>Kommunikation på främmande språk</i> [EN] Communication in foreign languages</p> <p>[SE] <i>Matematiska kunskaper och grundläggande kompetens inom teknik och vetenskap</i> [EN] Mathematical competence and basic competences in science and technology</p> <p>[SE] <i>Digital kompetens</i> [EN] Digital competence</p> <p>[SE] <i>Lätt att lära</i> [EN] Learning to learn</p> <p>[SE] <i>Social kompetens och samhällskunskaper</i> [EN] Social and civic competences</p> <p>[SE] <i>Initiativförmåga och entreprenörskap</i> [EN] Sense of initiative and entrepreneurship</p> <p>[SE] <i>Kompetens och medvetenhet inom kultur</i> [EN] Cultural awareness and expression</p>
Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)	School projects
Partners:	N/A
Scope: (student/teacher/school level; local/regional/national)	Primary students but also teachers National level.

Learning context: (formal or non-formal)	Formal
School education level/s: (primary, lower secondary, upper secondary)	All educational levels but the primary focus is on lower and upper secondary schools.
Target groups:	Students are the primary target group. Teachers and head teachers are the secondary target group.
Time frame: (start and end date)	In September 2007 the method and development project for One-eighty was launched by the Rektorsakademien.
Relevant links:	http://oneeighty.se

B. SUMMARY

Oneeighty is a well-functioning method that has existed as a project for six years.

The aim of Oneeighty is to make the whole person visible, both socially and in terms of their knowledge. We want to find out as much as possible about the young people we meet. What they like, their interests, how they learn, the basic knowledge they acquired at school, their needs, social situation, etc. We create an online relationship via chat on the Oneeighty internet platform but also on other virtual meeting places used by young people. Together with the young participants, we make a plan for what they want to accomplish with us in Oneeighty.

Oneeighty is the beginning of something new. It is a place that is used as a starting point for getting ahead in life. By offering a variety of options and strategies, we support the young people to create a motivating and secure place for themselves in society. Oneeighty's task is to interpret and translate the opportunities available, both for society and for the young. The young people that participate in Oneeighty leave the project prepared to take on life with increased self-esteem and with confidence in their own ability to continue lifelong learning.

C. IN DEPTH INFORMATION

Rationale/contextual background/motivation for introducing the initiative/reform:

Oneeighty is an online educational option for young people who, for various reasons, do not participate in the conventional school system.

Every year, 1200 young people leave high school without a single grade and many more have a number of significant problems with their schooling. For these students there is often a lack of contact with the school and in many cases this is the beginning of a long-term social exclusion. Several studies show that such long-term exclusion costs society between 350 000 and 1.6 million Swedish kronor per year, while for those concerned, the human and emotional costs are immeasurable.

The purpose of Oneeighty is to reduce the risk of long-term exclusion, to strengthen the self-esteem of these young people, enabling them to see themselves as a positive part of society, and as equals to their peers.

Objectives:

The main goal of Oneeighty is to help young people go back to school and once again play an active role in society.

To reach this goal, Oneeighty offers innovative pedagogical and didactic options for young students that do not participate in Sweden's compulsory education system.

Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

Oneeighty follows the national curriculum and syllabuses.

It is important to emphasise that the school curriculum underlies the entire Oneeighty process. The overall aim is for students to return to learning, with a new, positive attitude both to education and to his/her own future. We want to encourage lifelong learning and to give young people the necessary tools for this.

Oneeighty's work has always been based on existing policy documents and laws establishing the school's mission and goals.

Some of the guiding principles that have supported our work are listed below:

- Curriculum LGR11
- Chapter 3 of the School Law
- Articles 13 and 29 of the Convention on the Rights of the Child
- Article 26 of the Universal Declaration of Human Rights

Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

Oneeighty offers a new beginning, a springboard out of a difficult situation. It is not a permanent educational solution but should instead be seen as a stepping stone.

One of the fundamental approaches of Oneeighty is the use of modern technology to work with children and young people. With the help of modern technology and through a dialogue with the young people involved, the project tries to find the methods that are best suited to produce the solutions that will lay foundations enabling these young people to participate positively in society.

Another aspect of the project is that participation needs to be voluntary. Oneeighty is a secure, web-based platform between the individual and school, where young people and educators can come together in a new way. Participation is entirely voluntary, and this is an approach upon which the entire project is built. Young people must decide for themselves if Oneeighty is an option for them. Once mutual trust is established, we can establish a common understanding about their future. Communication is then expanded between Oneeighty and the home and school. All stakeholders should be motivated and willing to invest and cooperate; this project focuses on a young person's life and future, the most precious thing there is.

Detailed explanation of the key competence/s concerned:

Digital competences are of course central to the project, but through working with Oneeighty, young people will be able to work with and strengthen all key competences. One of the purposes of Oneeighty is to develop all competences through the interests of the participants, e.g. playing online games, creating blogs, chatting, watching movies, constructing bicycles, sports etc.

Specific subjects concerned or cross-curricular approach:

Oneeighty works with all forms of learning, both formal and informal. We use and exploit all the ways in which young people and educators learn from and with each other, and we believe that the most solid knowledge emerges from relevant and meaningful social contexts.

Oneeighty's educators look for and identify knowledge in a formal context but also in informal contexts. Educators are well grounded in the guiding documents of the school and are able to build relationships, strengthen and affirm all forms of expression in young people. Educators are a link between the youth and society as well as being the interpreters of young people's individual abilities.

How the initiative/reform is being implemented (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

The Oneeighty initiative was initiated by Rektorsakademien and its first phase ran from 2007 to 2010. During these years, the project developed methods and digital tools to reach the 'unreachable' youngsters in primary school. The project was developed in cooperation with several educators, including subject specialists and life knowledge specialists.

During the duration of the project, three pilot tests were conducted. Nine children who were at the time not attending school, voluntarily chose to participate in the pilot.

During the implementation of the pilot, an expert council met regularly with the purpose of providing additional knowledge and new insights about different skills and perspectives of youngsters.

After the completion of the pilot phase, interviews were conducted with all persons involved i.e. the youngsters, the guardians, school leaders and school staff.

The project proved successful and developed to an ongoing initiative and several municipalities bought Oneeighty.

In establishing the project and developing the methodology Oneeighty was funded by a foundation. When the project began to include a larger number of students, Oneeighty was then funded by schools and social services. In the documentation phase Oneeighty again received funding from the same foundation.

Since the very beginning and in all stages of our work we have ensured open communication with school authorities and politicians. All our work is based on research and proven science. The work and methodology behind Oneeighty was published in a book that is freely available online (<http://oneeighty.se/ladda-ner/>).

Present stage/phase of implementation:

Oneeighty came to an end in spring 2013 due to difficulties with funding. Oneeighty is a well-functioning method and it would be a loss if it were discontinued.

During the spring and summer of 2013 we have worked hard on finding a long term solution for Oneeighty. Finally we found a solution and from October 2013 the Stockholm City Mission will take over the responsibility and ownership of Oneeighty.

Pedagogical issues (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

Educators and teachers in the project were carefully selected and worked closely together in developing the best possible methodology. The work of the project can vary greatly in order to follow the progress of each individual, and educators therefore have to be very responsive.

The fundamental approach is to start from the interests and positive experiences of the young people, to link those interests and experiences to the key competences, and then to challenge them to continue exploring and developing these competences.

What works well (to identify enablers):

The method works well and 50% of the young people who joined Oneeighty have returned to school and play a more active role in society.

The internet has given us access to almost all information available in the world; by thinking about where this information comes from and for whom it is intended, we can learn to understand how to validate it. We work with all sources, strategies and tools to gather information and then translate it into knowledge. By giving individuals an opportunity to express their knowledge we also teach them to communicate, to make themselves understood and to be proud of their achievements.

Challenges and how these are being addressed (to identify obstacles and solutions):

Oneeighty encountered two main challenges. The first one concerns the funding of the initiative, while the second one involves the challenge for the educators to make the young person realise that he/she has a great potential.

For the project as a whole, the main challenge has been to find a long term solution for Oneeighty regarding funding mechanisms. The shift in nature from a project to an ongoing initiative has been challenging. All stakeholders (schools, social services, etc.) agree that Oneeighty is an excellent initiative that makes a difference to young people's lives. The question, however, is who is responsible for these youngsters: schools or social services? The main challenge for the project is to determine who will be the natural successor to take on the responsibility of Oneeighty, and whether they are willing to bear the costs.

For Oneeighty's educators, the main challenge is to demonstrate to the young person his or her potential and strengths. We want to focus on the positive aspects that we know exist, despite any difficulties or problems. We believe in being open, responsive and non-judgemental. We do not validate or guide the young person's opinion or interpretation of the world, but instead want to open up new perspectives by offering alternative interpretations, allowing them to gain a greater understanding of their reality. We dare to explore new and unconventional ways of achieving positive results.

Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

The purpose of Oneeighty is to reduce the risk of long-term social exclusion by giving young people a chance to see themselves as a positive part of society, and as equals to their peers.

Rektorsakademien has run the Oneeighty project for 5 years, during which a range of outcomes have been identified:

- Increased confidence in adults
- Increased self-esteem
- Better relationship with family
- Better relationship with school
- Better relationship with social services
- Better relationship with friends
- Less trouble at home
- Improved sleep patterns
- Hanging out with friends
- Sense of coherence
- Increased sense of initiative
- Less time spent on computers
- More confidence in their future
- Less stress
- Less anxiety
- Fewer sleeping problems
- Want to stay longer in Oneeighty

The results of the project depend on the stage of life of the individual participants. The outcomes of Oneeighty can therefore vary from anything between young people returning to the traditional education system and completing their exams, to breaking the cycle of social isolation, or finding another job that matches their needs and abilities.

50 % of all young participants have returned to school and to an active role in society.

Communication of the initiative/dissemination of outputs and activities:

Marit Sahlström, project leader for Oneeighty, gives lectures to schools, municipalities, social services, special education teachers and others about these young people and the project. She has also held several seminars and workshops regarding Oneeighty.

UR (Swedish Educational Broadcasting Company, is part of the public service broadcasting group in Sweden) have have broadcast a lecture by Marit Sahlström about Oneeighty: www.ur.se/Produkter/175182-UR-Samtiden-Det-digitala-utanforskandet-Att-na-de-ona-bara?q=oneeighty

Information about the project is also communicated through the Oneeighty website: www.oneeighty.se

Next steps/follow-up:

The next step has been to find a long term solution for Oneeighty.

We have had meetings with several organizations, municipalities, government agencies and The Swedish National Agency for Education.

Finally we have reached a solution with the Stockholm City Mission who will take over the responsibility and the ownership of the Oneeighty initiative.