



# BEST PRACTICE IN ADULT EDUCATION FOR A JUST TRANSITION

## Fast Care Forward

Promoting Environmentally and  
Economically Beneficial Lifestyle  
Choices

**JULY 2024**



Co-funded by  
the European Union

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### – Promoting Environmentally and Economically Beneficial Lifestyle Choices

#### Context and Initiative Details

Name of the initiative	Fast Care Forward
Geographical scope	Örebro Municipality, Borlänge Municipality, Uppsala County and Södermanlands County
Sources of funding	Fast Care Forward was funded by the ESF
Stakeholders involved	This was an ESF project where ABF Örebro County was the main project owner.
Duration of the initiative	October 1, 2023, to March 31, 2024
Target audience	Care Fast Forward aimed to support Ukrainians covered by the Temporary Protection Directive.
Social justice focus area	
Goals of the initiative	Care Fast Forward aimed to support Ukrainians covered by the Temporary Protection Directive and living in Sweden on their path towards employment, increased participation in Swedish society, and improved well-being. The education program emphasizes the green transition, offering participants the opportunity to make environmentally friendly choices in their daily lives that are also economically beneficial for them.

#### Good Practices Description

##### Stakeholder engagement in the process

The project consisted of four sub-projects and was conducted in four different geographical areas: Örebro County, Borlänge-Nedansiljan, Uppsala County including northern Stockholm County, and Södermanland County. ABF Örebro County was the project owner and managed one of the sub-projects, while the other sub-projects were managed by ABF Borlänge-Nedansiljan, ABF Uppsala County, and ABF Södermanland County.

##### Methodology used

Knowledge is central. We worked to cross-pollinate the activities by drawing inspiration from each other's various activities, methods, and approaches, both within and outside the project. Through various types of training and activities tailored to the participants' needs and desires, we have achieved some project goals and made progress towards others. Classroom instruction and lectures were combined with coaching and supportive efforts, study visits, social activities, and physical activities in different ways across the sub-projects. Participation was entirely free and voluntary, allowing all participants to choose which activities they wished to engage in. We have based our work on ABF's idea program to weave in our values. We have also worked on the Swedish language and social education. In social education, we have highlighted the work on the green transition, especially from a personal economic perspective. Collaboration with other actors has also been an important aspect, and we would like to highlight our cooperation with businesses, various non-profit organizations, and trade unions.

##### Teaching approaches

Popular education is characterized by learner-centered instruction that takes place in small groups. The focus is on active participation, where all members contribute their experiences and knowledge. This creates a democratic and inclusive environment where all voices are heard. The leader acts as a facilitator who supports and guides the group rather than teaching in a traditional

manner. The content of popular education is often tailored to the interests and needs of the participants, making learning relevant and engaging. The pedagogy of popular education promotes independent learning, collaboration, and the practical application of knowledge.

## Challenges and outcomes

### Key factors contributing to success

Some success factors in the project have been competent teachers and coaches who spoke Ukrainian and Russian, allowing for linguistic and cultural adaptation in adult education. A developed collaboration with the business community and the ability to quickly adapt and tailor implementation to participants' needs and wishes have also resulted in better outcomes. We see that participants have practically embraced the circular economy by creating a marketplace on Facebook for exchanging clothes, furniture, bicycles, and computers with each other and other residents of the city.

### Encountered difficulties and challenges

The project has faced challenges such as rapidly changing desires and needs among participants. Participants' interest in learning more about Swedish society and the green transition has varied due to differences in perspectives on environmental issues. Focus on immediate personal needs makes environmental issues seem less relevant. The relatively short implementation period of six months also affects the outcomes in the work with the green transition.

### Recommendations

Even though the time has not always been sufficient to fully integrate Ukrainians into the labor market, educational programs and green transition initiatives in Sweden have laid a foundation for their future participation and integration. Continued efforts to offer tailored educational programs and create inclusive learning environments are crucial to ensuring that everyone, including newly arrived Ukrainians, can benefit from and contribute to a sustainable future.

### Impact

The project has overall exceeded the goal regarding the number of participants, with three out of four sub-projects reaching the target number of participants. One of the sub-projects came close but did not quite reach it. In total, the project reached 399 participants, including 293 women and 106 men.

Planned number of women: 264

Planned number of men: 66