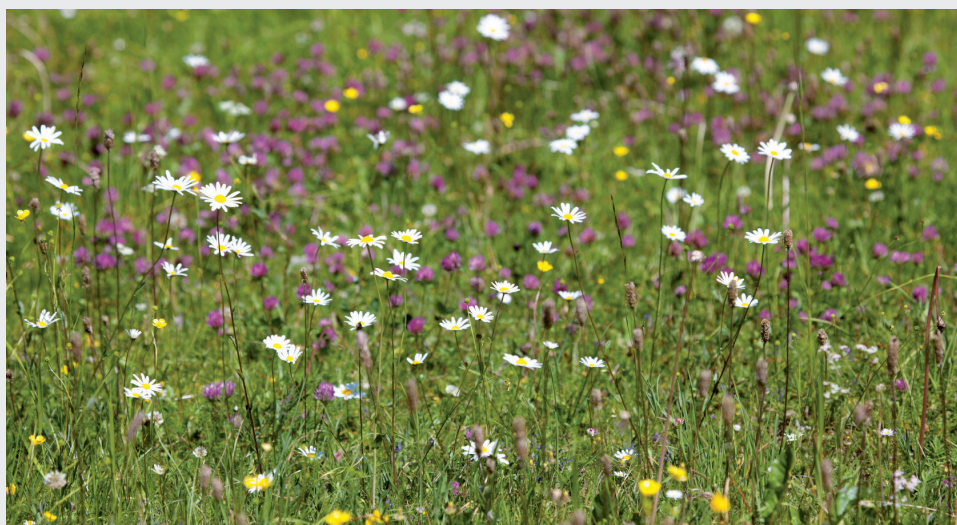

THE SOCIAL FUND IN FIGURES 2011

– project participants and benefits



A co-production between the Swedish ESF Council and Process
Support for Strategic Impact and Learning in the Social Fund



The Swedish
ESF Council



THE SOCIAL FUND IN FIGURES

Project participants and benefits

This report is produced in collaboration between the Swedish ESF Council and Process Support for Strategic Impact and Learning in the Social Fund (SPeL). Lennart Thörn, Sven Jansson and Max Wallenberg, from the Swedish ESF Council, have written Chapter 1 and made important comments on the publication as a whole. Chapter 2 is based on the statistics from Statistics Sweden (SCB), collated and described by Cecilia Hertzman. Chapter 3 has been written by Eva Johansson from Theme Group Entrepreneurship in the Social Fund. SPeL is responsible for the final chapters, which were written by Andreas Eriksson (Chapters 4 and 5) and Lennart Svensson (Chapters 5 and 6). The publication has been edited by Andreas Eriksson.



The Swedish
ESF Council



EUROPEAN UNION
European Social Fund

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FOREWORD

We have now reached the halfway stage of the current European Social Fund period in Sweden. More and more people, companies, authorities and organisations are becoming aware of our efforts and we are seeing a great many interesting results. Through our efforts, the weakest on the employment market are receiving support and assistance at a level which is enabling companies to become more competitive.

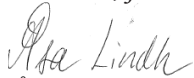
Much remains to be done before we can close the books for the 2007–2013 programme period, and we are making enormous efforts in 2011. These include announcing SEK 1.3 billion in Programme Priority 2 – greater supply of manpower. We will be returning to the results and effects of these investments in future reports.

This year's edition of the Social Fund in Figures contains a thorough statistical summary and follow-up of the more detailed studies illustrated in last year's report. It will provide you with a view of how project work is to continue and how it is becoming more refined on a daily basis, leading to new ventures.

In this report, we also describe how the social economy participates in the implementation of the Social Fund. The social economy, or the “third sector” as it is sometimes called, is an important co-participant in Sweden and the rest of the European Union (EU). For that reason, we wish to present a view of participation by organisations in the social economy.

I hope that the report provides you with an insight into the implementation and results of Social Fund projects. I also wish, through the report, to point to a number of areas for development, and I hope this will give rise to discussion and contribute to the future development of the work of the European Social Fund in Sweden.

Stockholm, June 2011



Åsa Lindh

Director-General of the Swedish ESF Council

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CHAPTER 1.

MORE AND BETTER JOBS IN EUROPE

The European Social Fund is the EU's most important tool for creating more and better jobs in Europe. The Fund is as old as the EU itself and was established in 1957. The aim has always been to reduce the differences in wealth and living standards between EU Member States.

During the period from 2007 to 2013, the Social Fund's budget amounts to approximately 750 billion SEK for Europe as a whole. Sweden has been allocated 6.2 billion SEK and will contribute at least a similar amount in Swedish public co-financing. The Swedish ESF Council expects to divide this amount among approximately 3,000 projects with at least 315,000 participants.

The work is divided into two different programme priorities. In Programme Priority 1 (Priority 1), applications for funding may be submitted for projects that provide better conditions for female and male employees (the self-employed, employees or managers) to cope with future working conditions. In Programme Priority 2 (Priority 2), funding is available for projects intended for people who need more skills before they are able to compete on the employment market. By taking part in one of the projects, participants will increase their chances of entering and staying in the labour market.

Almost 1,800 projects have been granted funding

Funds for the initial projects were approved in 2008 and 1,770 projects have been granted funding up to and including 31 March 2011. When an application is received, the Swedish ESF Council examines whether it meets the formal requirements that apply to projects and the specific requirements for the particular round of applications in which the application relates to. The approved projects are then forwarded to the Structural Fund Partnership in each of the respective regions for a final prioritisation of the projects which will be granted funding. A total of 5,727 applications have been received. Of these, 2,697 are preliminary projects and 3,030 are applications for implementation projects. Preliminary projects are intended to prepare implementation projects. The results contained in this report are based exclusively on implementation projects. Figure 1 shows the outcome of the applications received for implementation projects.

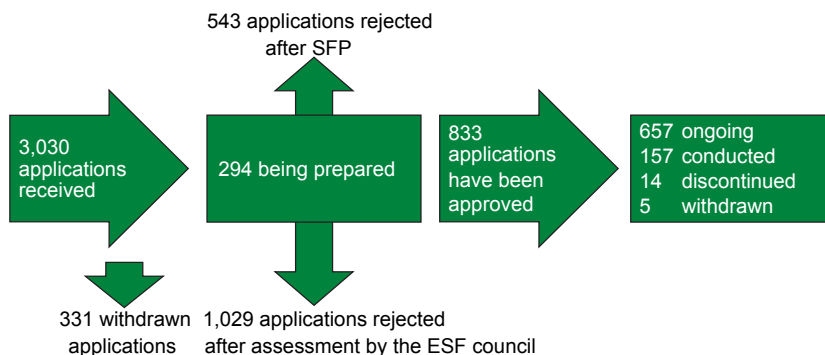


Figure 1. Number of received applications and their outcome. SFP = the Structural Fund Partnership.

Almost 550 projects were rejected after prioritisation by the Structural Fund Partnership, and the majority were rejected because the full quota for that round of applications had been met¹. Of the 833 applications relating to approved implementation projects, 481 belong to Priority 1 and 352 belong to Priority 2. 157 projects have been wound up, with 113 of these belonging to Priority 1 and 44 belonging to Priority 2.

More than 12 million SEK over seven years

As stated above, the total framework for the Social Fund is at least 12.4 billion SEK during the 2007–2013 period. Of that amount, 0.5 billion is

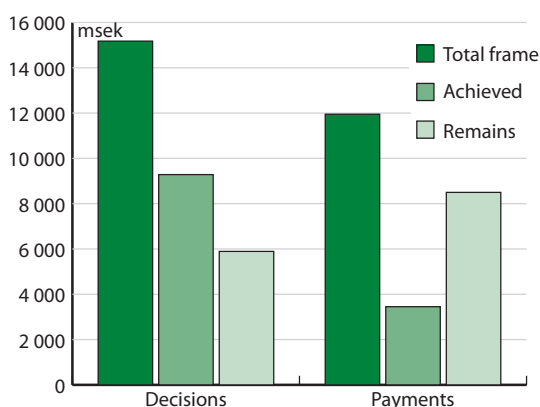


Figure 2. Amounts decided and paid, million SEK.

set aside for administration and the remainder is set aside for project work. Because projects do not use the full funding granted to them, except in exceptional circumstances, the Swedish ESF Council must grant more funds than the total framework for the programme. The size

¹ In every round of applications, the Swedish ESF Council indicates a particular sum that cannot be exceeded.

of this surplus of funds that have been granted needs to be constantly monitored because it is an extremely important component in the implementation of the programme. In 2010, this led to a surplus of funds that have been granted for Priority 2, which rose from 20 to 30 per cent. For Priority 1, the assumption continues to be 20 per cent. The problem of arranging co-financing is the main reason for the increase in the backflow of funds in Priority 2.

Figure 2 illustrates how much ESF funding and national co-financing must be granted for a project to enable an application for funding to be reapplied for from the EU. Just over 60 per cent of the decisions required are made to achieve the objective of applying for refunds of all funding. In Priority 1, the ESF Council allocates both support from the EU and Swedish co-financing. In Priority 2, the ESF Council allocates the EU funds, whereas co-financing comes from other public financiers. 3.6 billion SEK is disbursed/approved from a total of almost 12 billion SEK, which is equivalent to 30 per cent.



Figure 3. Regional distribution of programme funds, million SEK.

The Social Fund's eight regions in Sweden

Programme resources are distributed to the eight regions responsible for implementation according to an allocation model. 777 million SEK (10

per cent) of programme resources are reserved for national projects. Figure 3 indicates the allocation per region.

The Social Fund’s participation objectives in Sweden

The Swedish Social Fund programme includes objectives relating to the number of participants in each Programme Priority.

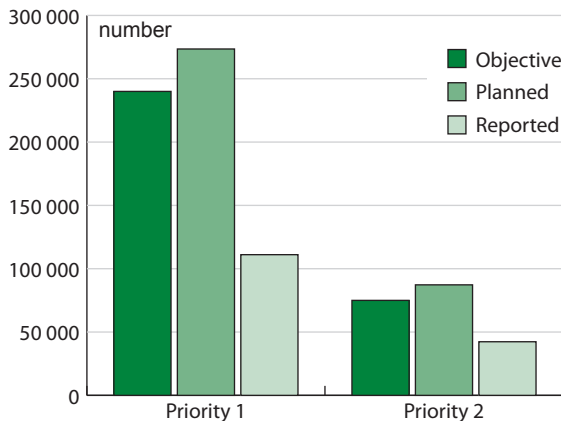


Figure 4. The programme’s participation objectives, planned and reported participants.

In Priority 1, the planned number of participants in projects that have been approved, as well as those that have concluded is almost 270,000, which corresponds to 115 per cent of the programme’s total objective of 240,000 participants (figure 4). As has been stated above, not all the resources granted to the projects are used and a significant part is refunded. The situation is similar with the planned number of participants. The projects very seldom achieve their planned level of attendance. In this way, it is also possible to refer to a backflow in the number of the participants. If we compare the resources awarded and the planned number of participants for Priority 1 and take this backflow into account, we can see that the planned number of participants amounts to approximately 90 per cent of the programme objective, at the same time as approximately 65 per cent of the resources are allocated. This shows that the participation objective will be reached. For Priority 2, the planned number of participants amounts to just over 87,000, or 116 per cent of the programme objective. If we carry out the same analysis as for Priority 1, above, we can see that the participation objective will be achieved by an ample margin.

CHAPTER 2. ESF PROJECT PARTICIPANTS AND FOCUS

Project implementation includes a stipulation that the project should report on participants on the basis of a number of stipulated indicators. The ESF Council has given Statistiska centralbyrån (SCB) [Statistics Sweden] the task of obtaining information about the participants in the projects. The reports are submitted electronically each month. In this chapter, SCB reports the facts about the participants involved in Social Fund projects. The data is based on the people taking part or who have taken part in one of the various implementation projects up to and including 31 March 2011. In this chapter, we touch on the Social Fund's quantified goals and indicators, although this does not include a complete survey. More facts and statistics are provided in Appendix 1. Appendix 2 includes details about all of the quantified goals and indicators in the Social Fund programme together with references for further reading.

Balanced gender distribution

Just over 153,000 people are taking part or have taken part in one of the various implementation projects. In total, more men than women take part. 51 per cent of the participants in Priority 1 and 52 per cent in Priority 2 are male (table 1).

Table 1. Number of people who are taking part or have taken part in a Social Fund project up to and including 31 March 2011.

	Priority 1		Priority 2	
	Number	Per cent	Number	Per cent
Women	54,135	48.7	19,973	47.2
Men	56,622	51.0	22,242	52.5
No data available	328	0.3	120	0.3
Total	111,085	100	42,335	100

The typical male participant in Priority 1 comes from Western Sweden. He is aged 35–44, has an upper secondary school education and works in the manufacturing industry in a workplace with 10–49 employees. The typical female participant also comes from Western Sweden. She is aged 45–54, has an upper secondary school education and works in health-care services in a workplace with 10–49 employees.

The typical male participant in Priority 2 is significantly younger than his counterpart in Priority 1. He is aged between 16 and 24, has an upper secondary school education and comes from Eastern Central Sweden. The typical female participant is also aged between 16 and 24, has an upper secondary school education, but instead comes from Western Sweden.

Over the entire period, the number of participants has risen year-on-year (table 2).

Table 2. Number of people who have begun to take part in a Social Fund project per year*.

	Priority 1				Priority 2			
	2008	2009	2010	2011	2008	2009	2010	2011
Women	4,179	21,677	36,182	11,174	2,860	9,328	12,701	3,562
Men	1,930	22,006	39,417	8,073	2,974	10,290	14,294	3,860
No data available	50	138	124	78	18	44	72	19
Total	6,159	43,821	75,723	19,325	5,852	19,662	27,067	7,441

* Each person is allocated to the year they started a project.
The Figures for 2011 reflect the number of participants up to and including 31 March 2011.

In the following review, data relating to Priority 1 and Priority 2 is presented separately.

Programme Priority 1

In Priority 1, the main focus for both women and men is “Skills training in line with working life demands” (table 3). A higher proportion of women than men take part in projects oriented towards discrimination and equality. The proportion has risen somewhat since the previous year, when 10 per cent of women took part in such projects. The corresponding figure was 6 per cent for men.

Table 3. Percentage distribution of the number of participants according to Priority 1 focus areas.

	Women		Men	
	Number	Proportion	Number	Proportion
Skills training in line with working life demands.	45,741	84	52,020	92
Combating discrimination and promoting equality	5,960	11	2,261	4
Prevention of long-term sick leave	2,434	4	2,341	4
Total	54,135	100	56,622	100

In almost half the projects that have already started, gender distribution is equal (table 4). 20 per cent of the projects are female dominated and 29 per cent of the projects are male dominated. Dominance means that a minimum of 75 per cent of the participants are of the same gender.

Table 4. Number of projects⁴ with female and male dominance.

	Number of projects	Per cent
Female dominance	78	20
Male dominance	111	29
Other	198	51
Total	387	100

More men in the younger age groups

Most participants aged 15–44 are men (figure 5). However, there are more women in the 45–64 age group. There are approximately 1,400 participants in the oldest age group (65+). In that age group, the distribution between women and men is approximately equal.

² The number of projects in table 4 is lower than the figure for projects awarded in Chapter 1, because table 4 only contains the projects that reported participants. At the beginning of 2011, 90 new projects were awarded in Priority 1 and these had not begun reporting participants until 31 March. Furthermore, projects cancelled or discontinued have not reported participants and, finally, there are projects in Priority 1 which have a purpose to support other projects, and these do not have their own participants.

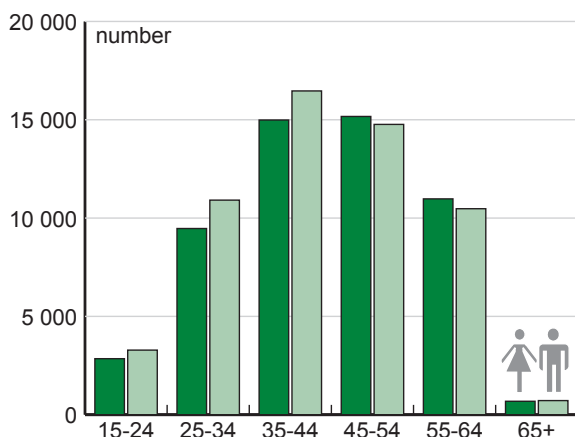


Figure 5. Number of participants in Priority 1 distributed by age and gender.

At the end of 2009, the average age of the population (16–64) was 43. For participants in Priority 1, the average age of participants when starting the project was 43.6. The average age of the women was 44 and the average age of the men was 43.2.

The level of education conforms to the national average for those in paid employment

1 in 3 participants, 34 per cent, in Priority 1 have, a university degree or have received a university education (figure 6). This is a slight increase over the previous year, when 33 per cent of the participants had received a university education. Only 1 participant in 10 has compulsory school education as their highest level of education.

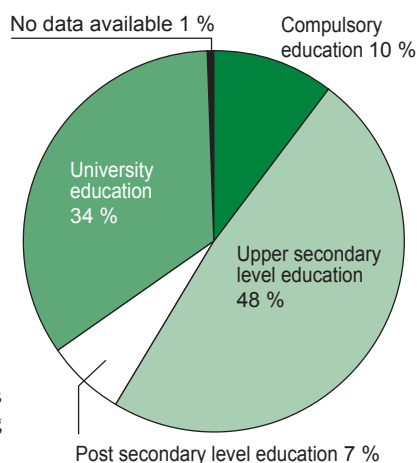


Figure 6. Number of participants in Priority 1 distributed according to level of education³.

³ Post upper secondary level education relates to post upper secondary level education that lasts less than two years and university education relates to post upper secondary level education that lasts more than two years.

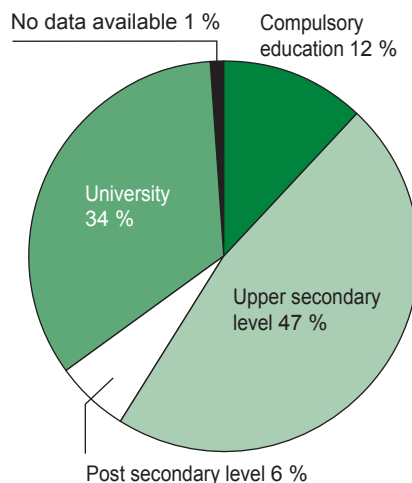


Figure 7. The proportion of people in paid employment, nationally, distributed according to level of education, aged 25–64^{3a}.

The pattern is almost identical compared to the population in paid employment in the 25–64 age group (figure 7), as 34 per cent also have a university degree in that age group. The only marginal difference between the groups and the general working population is in the compulsory school education group, as there are less people in Priority 1 than among the total population in paid employment – 10 percentage points compared with 12 percentage points.

In the programmes for skills training and the prevention of long-term sick leave, people with a compulsory school education are most common, whereas in projects aiming at counteracting discrimination and promoting

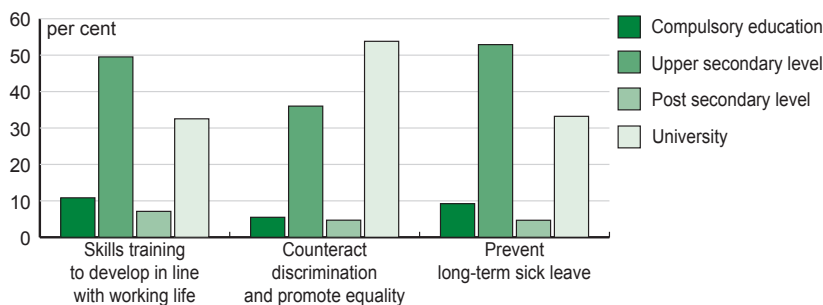


Figure 8. Level of education according to Priority 1 focus.

^{3a} The data is taken from the Registerbaserad arbetsmarknadsstatistik, RAMS [register-based labour market statistics] for 2009.

equality, people who have received a university education dominate (figure 8). Of these, 76 per cent are women. However, this group is extremely small, containing only 7 per cent of the total number of participants.

Because 88 per cent of the participants are included in the “skills training programme” it is natural that this focus group should predominate when the number of participants is distributed by industry (figure 9). In the commerce and construction industries, the participants mainly enrol on the “skills training programme”. The programme to “counteract discrimination and promote equality” has the most participants from the public sector, management and information and communication industries. The “programme for the prevention of long-term sick leave” has the most participants from the transport industry.

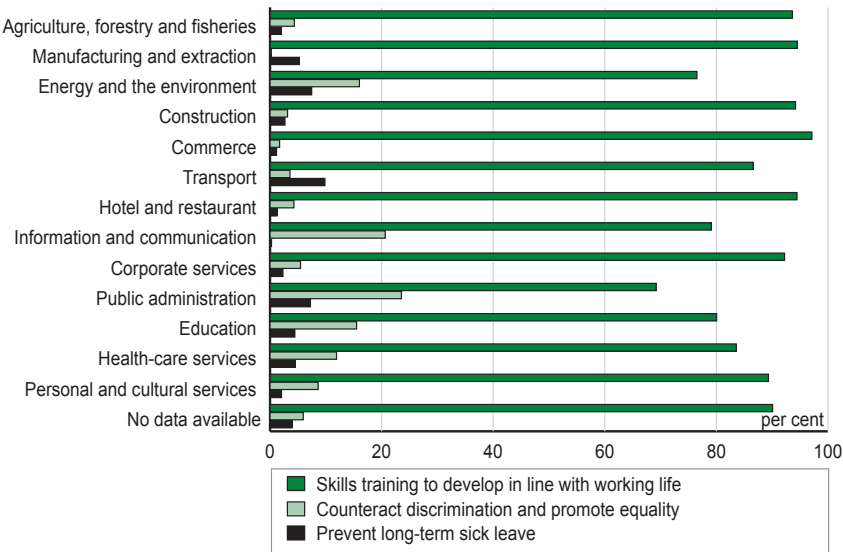


Figure 9. Priority 1 project, focus according to industry.

Women have a higher level of education than men

The women in Priority 1 have a higher level of education than the men. The proportion of women with a university education is largest in all age groups except for the youngest (15–24) and the 45–54 age group (figure 10). Among men, the predominant level of education is upper secondary level (figure 11). It is only in the very oldest age groups, 65+, that the proportion of university-educated participants is predominant.

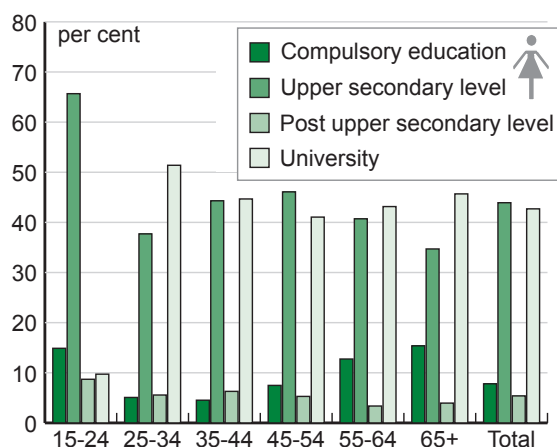


Figure 10. Women's level of education according to age, Priority 1.

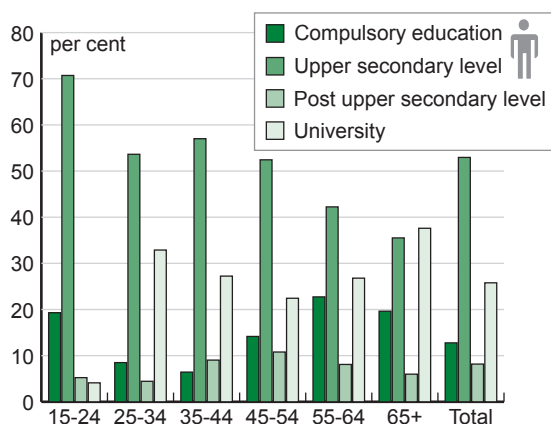


Figure 11. Men's level of education according to age, Priority 1.

In total, the level of education is somewhat higher among women in Priority 1 compared with those in paid employment nationally (figures 10 and 12). 43 per cent have a university education, compared with 38 per cent among all those in paid employment.

However, among the men there are no great differences between Priority 1 and those in paid employment nationally (figures 11 and 13). It is primarily in the 65+ age group where there is any deviation in the men in Priority 1, with 38 per cent being university educated, compared with 29 per cent nationally.

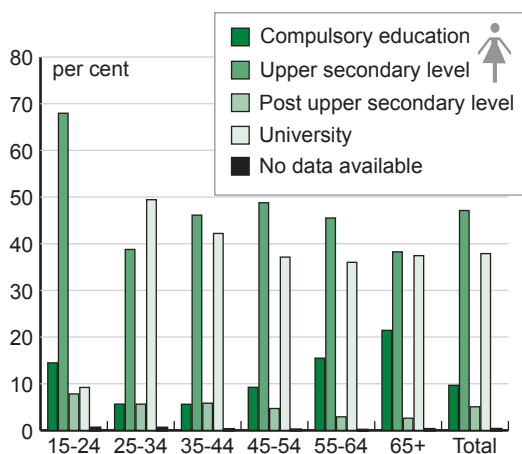


Figure 12. Women's level of education according to age, in paid employment nationally⁴.

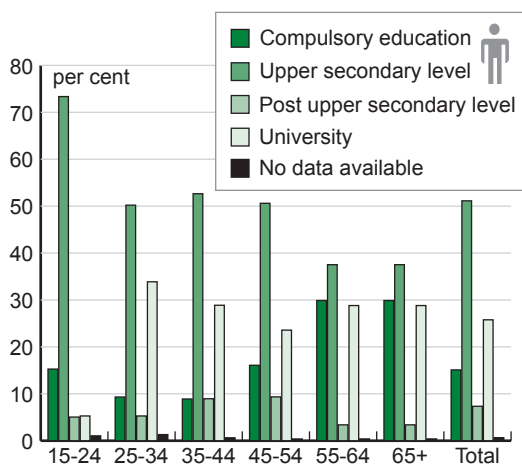


Figure 13. Men's level of education according to age, in paid employment nationally⁵.

The highest numbers of participants with a university education are to be found in the 35–44 age group. This applies to both men and women. Among the women, there is also a large proportion of participants with a university education in the 45–54 age group. If we look at the total number of participants with a university education (women and men), 61 per cent are women (figure 14). Among those in paid employment in Sweden,

⁴ The data is taken from the register-based labour market statistics, RAMS.

⁵ The data is taken from the register-based labour market statistics, RAMS.

the figure is somewhat lower – 58 per cent (figure 15). The fact that such a large proportion of the participants in Priority 1 have a university education is interesting from the perspective of the target group, and a more detailed description is provided below.

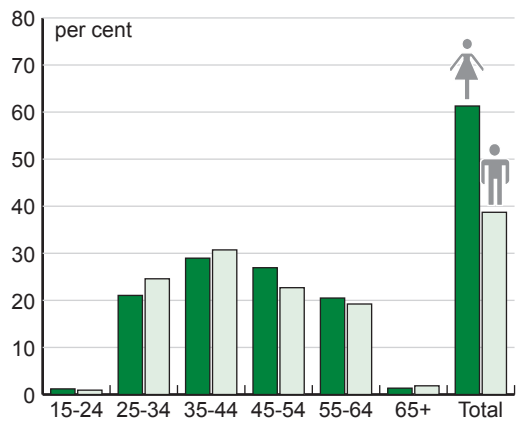


Figure 14. Proportion of participants with a university education, Priority 1⁶.

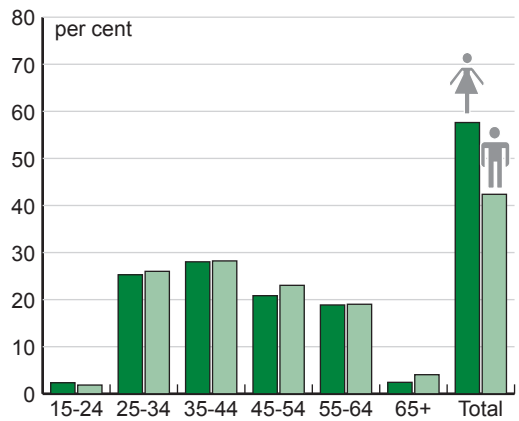


Figure 15. Proportion of participants with a university education among those in paid employment nationally⁷.

⁶ In the figure, the age bars add up to 100 per cent for women and for men, whereas women and men are grouped together in the totals.

⁷ In the figure, the age bars add up to 100 per cent for women and for men, whereas women and men are grouped together in the totals. The data is taken from the register-based labour market statistics, RAMS, for 2009.

University-educated women are to be found primarily in the education and health-care services industries (table 5). Among men, those with a university education are to be found in the manufacturing and education industries.

Table 5. Proportion of university-educated participants, distribution by gender in different industry groups.

	Women	Men	Total
Education	25.5	9.3	34.7
Health-care services	12.4	3.2	15.5
Manufacturing and extraction	4.2	10.0	14.2
Public administration	5.8	4.2	9.9
Corporate services	4.8	5.0	9.8
Personal and cultural services	3.3	1.6	4.9
Commerce	2.0	1.5	3.5
Information and communication	1.3	2.0	3.4
Hotel and restaurant	0.6	0.4	1.0
Transport	0.2	0.4	0.6
Construction	0.1	0.4	0.5
Energy and the environment	0.2	0.2	0.4
Agriculture, forestry and fisheries	0.1	0.1	0.2
No data available	0.7	0.6	1.3
Total	61.3	38.7	100

The group of university-educated participants largely come from Western Sweden, followed by Southern Sweden (table 6). However, if we look at this in relation to the total number of participants per region, 47 per cent of the participants from Southern Sweden are university educated, followed by Central Norrland, where 45 per cent are university educated. The lowest proportion of university-educated participants is to be found in Northern Central Sweden.

Table 6. University-educated participants per region, Priority 1.

	Number of university- educated participants	Per cent	Total number of participants	Proportion of university- educated participants, per cent
Stockholm	3,927	10	14,509	27
Eastern Central Sweden	4,716	13	19,756	24
Småland and the islands	2,728	7	8,982	30
Southern Sweden	7,734	21	16,423	47
Western Sweden	11,918	32	29,152	41
Northern Central Sweden	1,897	5	9,625	20
Central Norrland	1,664	4	3,666	45
Upper Norrland	1,717	5	5,550	31
No data available	1,412	4	3,422	41
Total	37,713	100	111,085	34

The university-educated women participate, to a greater extent, in projects aimed at counteracting discrimination and promoting equality compared with the total number of female participants in Priority 1 (table 7). The same applies to the men.

Table 7. University-educated participants according to programme focus, Priority 1.

	University- educated women	Women, Priority 1	University- educated men	Men, Priority 1
Skills training in line with working life demands	81	84	89	92
Counteract discrimination and promote equality	15	11	7	4
Prevention of long-term sick leave	5	4	3	4
Total	100	100	100	100

160 different nationalities in Priority 1

Almost 200 different nationalities are represented in Sweden. There are 177 different nationalities represented among the participants in the Social Fund, 160 of which are to be found in Priority 1. Just over 15 per cent of

those in paid employment in Sweden are foreign born. Of these, 82 per cent were born abroad and the remaining 18 per cent were born in Sweden, but with both parents being born abroad. In Priority 1, just over 15 per cent were also born abroad (table 8). Of these, 80 per cent were born abroad and the remaining 20 per cent were born in Sweden, but with both parents being born abroad. A somewhat higher proportion of the women of foreign origin were born abroad compared with the men, 82 and 79 per cent respectively.

Table 8. Number of participants in Priority 1 according to origin and gender.

	Number		Proportion		Proportion nationally	
	Women	Men	Women	Men	Women	Men
PERSON OF FOREIGN ORIGIN						
Foreign born	6,894	6,911	6.2	6.2	6.2	6.5
Born in Sweden with two parents born abroad	1,548	1,862	1.4	1.7	1.4	1.4
PERSON OF SWEDISH ORIGIN						
Born in Sweden with one parent born abroad and one born in Sweden	3,772	3,949	3.4	3.6	3.3	3.5
Born in Sweden with two parents born in Sweden	41,921	43,900	37.8	39.6	37.2	40.5

For the population in paid employment as a whole, most of those born abroad, approximately 58 per cent, originate from Europe (figure 16). The same proportion applies to participants in Priority 1, with 61 per cent being born in a European country (figure 17). Compared with the national total, slightly fewer were born in Asia, even though it is the second-largest region in the world in both cases.

The most common country of birth in the population as a whole is Finland. 12 per cent of people who are born abroad are born in Finland. The second most common country of birth is Iraq, with 9 per cent, followed by the former Yugoslavia, with 5 per cent. The top three countries of birth, when it comes to participants in Priority 1, are as follows:

- Finland – 2.1 per cent of the participants
- Bosnia-Herzegovina – 1 per cent of the participants
- Former Yugoslavia – 0.8 per cent of the participants

The clear concentration to certain countries among the foreign born in Sweden is not found among the foreign-born participants in the ESF projects.

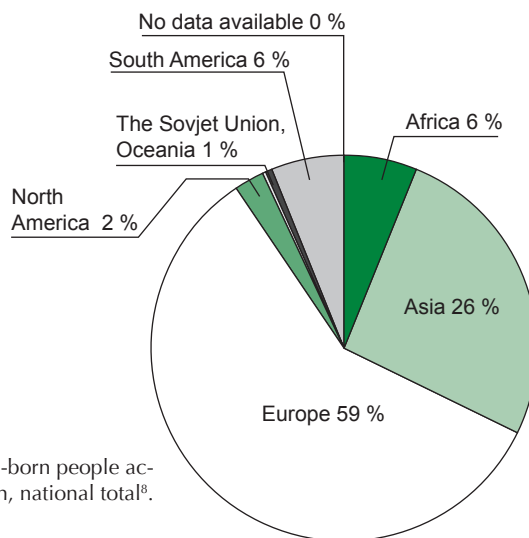


Figure 16. Proportion of foreign-born people according to world region, national total⁸.

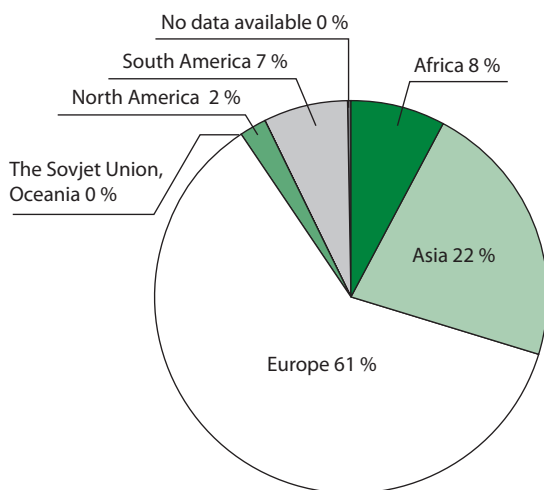


Figure 17. Proportion born abroad according to world region, Priority 1.

⁸ The data is taken from the register-based labour market statistics, RAMS, for 2009.

Which industries develop skills?

What is striking about the participants in Priority 1 is that they are represented in almost all industries. It is only the property and credit institutions and insurance companies that do not have any projects (figure 18). The largest number of participants work in manufacturing and extraction, education and health-care services. Also, in manufacturing and extraction and education, the figures for Priority 1 are considerably higher than the national figures. The industry that employs most people nationally is health-care services, with just over 16 per cent of the population. That distribution is more or less the same for Priority 1.

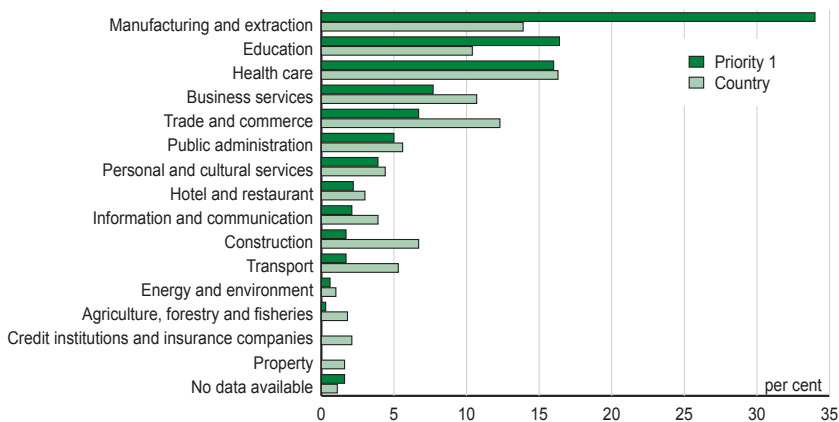


Figure 18. Proportion of participants according to the industry to which they belong⁹.

It is primarily men that are found in manufacturing and extraction industries, with just over half of all men working in that industry (table 9). Among women, the largest population is in health-care services, followed by education. Two thirds of all participants work in these three industries.

⁹ The national data relates to 2009 and is taken from the register-based labour market statistics, RAMS.

Table 9. Distribution by gender in different industry groups.

	Women	Men	Total
Manufacturing and extraction	7.1	26.9	34.0
Education	12.2	4.2	16.4
Health care	13.3	2.7	16.0
Business services	3.5	4.2	7.7
Trade and commerce	3.5	3.2	6.7
Public administration	3.0	2.1	5.0
Personal and cultural services	2.5	1.4	3.9
Hotel and restaurant	1.4	0.8	2.2
Information and communication	0.8	1.2	2.1
Transport	0.4	1.4	1.7
Construction	0.2	1.6	1.7
Energy and environment	0.2	0.4	0.6
Agriculture, forestry and fisheries	0.1	0.2	0.3
Credit institutions and insurance companies			
Property			
No data available	0.8	0.8	1.6
Total	48.9	51.1	100

Most of the participants are to be found in projects in the private sector, followed by the public sector (table 10). The same proportion exists nationally, where 66 per cent are in paid employment in the private sector and 30 per cent are in the public sector.

Table 10. Proportion of participants according to industry.

	Priority 1	Nationally
Private sector	60	66
Public sector	35	30
Non-profit sector	3	2
Cooperatives	1	1
No data available	2	0
Total	100	100

However, most of the funds that have been granted go to the public sector (table 11). The private sector accounted for 29 per cent of the funds that have been granted and 60 per cent of the number of participants.

Table 11. Proportion of the funds that have been granted according to the sector to which the project owner belongs.

	Priority 1
Municipalities	29
Private	29
County Councils	16
Non-profit organisations	14
State	6
Cooperatives	4
Parish	1
Other public activities	0
Total	100

Among women, most participants are in the professional groups – services, health care and sales, followed by work requiring specialist skills and work requiring a shorter university education (table 12). Precisely the same relationship occurs in comparison with national figures, the difference being that work requiring a shorter university education is in second place and work requiring theoretical skills is in third place. It is notable that there are more women in management work among the participants in Priority 1 and fewer women in the office and customer services group compared with national figures.

As far as men are concerned, process and machine operator work and transport work are the predominant professional groups by a clear margin. There is a big difference compared with the distribution of professional groups at a national level. At a national level, there are three other professions which attract the largest number of people.

Table 12. Proportion of participants and number of employees in the population¹⁰ according to vocational field.

	Participants in The Social Fund		Population aged 16–64	
	Women	Men	Women	Men
Services, health care and sales work	29	7	31	10
Work requiring theoretical specialist skills	22	15	19	17
Work requiring a shorter university education	17	16	21	17
Office and customer services work	9	4	12	5
Management	8	10	4	8
Process workers and machine operators, transport work	7	28	3	16
Work not requiring specialist professional training	4	3	6	5
Craft and trade-related work in the construction industry and manufacturing	1	14	1	17
Military work	0	0	0	0
Work in agriculture, horticulture, forestry and fisheries	0	0	0	1
No data available	3	3	3	4
Total	100	100	100	100

¹⁰ The data is taken from the Trade Register and relates to the number of employees nationally in 2009.

How big are the companies participating in skills training?

Table 13. Number of participants in Priority 1 according to the size of the workplace.

	Number of employees							No data available
	1–10	11–49	50–99	100–199	200–499	500–999	1000–	
Proportion of participants	14	27	15	14	9	6	11	5
Proportion of participants divided by total number employed by size group	24	27	13	10	8	4	8	5
Proportion of workplaces	44	32	11	6	3	1	1	2
The proportion of the total number employed by group size, expressed as a percentage	1.46	2.56	2.89	3.48	2.82	3.54	3.92	2.43

The largest proportion of participants are to be found in workplaces with 11–49 employees (table 13). However, the largest proportion of workplaces is found in the group with 1–10 employees. Workplaces with more than 100 employees are over-represented in Priority 1 in relation to the number employed in such workplaces. The smallest workplaces are the most under-represented.

One interesting comparison is to compare workplace numbers of the participants in Priority 1 compared with the total national distribution of the number of employees. If we do this, we find that Priority 1 has more participants in the 50+ employees groups.

Income distribution

Table 14. Earned income (SEK) in 2007 according to gender, total for Priority 1 and the number of people employed nationally¹¹.

	Priority 1			Nationally		
	Women	Men	Total	Women	Men	Total
0–199 999	26	11	18	30	19	24
200 000–349 999	61	56	58	54	44	49
350 000–499 999	10	25	18	13	24	19
500 000–	3	8	6	4	12	8
Total	100	100	100	100	100	100

¹¹ The national figures are taken from the *Longitudinell integrationsdatabas för sjukförsäkrings och arbetsmarknadsstudier LISA* [Longitudinal Integration Database Register for Sickness Insurance and Labour Market Studies] for 2009.

The distribution of income categories differs somewhat between participants in Priority 1 and the population as a whole. Attention is drawn mainly to men in Priority 1. There is a significantly lower proportion in the lowest income groups and a significantly higher proportion in the 200,000–349,999 SEK income band (table 14). There are significantly fewer women with really high incomes compared with men, both in Priority 1 and in the population as a whole.

Age, education and income clearly show that one must be well-established in the labour market to take part in the study in Priority 1.

Programme Priority 2

In Priority 2, there is a concentration of participants in the 15–24 age group (figure 19). Overall, 43 per cent of the total number belong to this group. The average age is 32: 31 for men and 33.4 for women. This conforms closely to the programme description of providing young unemployed people and people on sick leave a chance to enter the labour market. What is noticeable about the 15–24 age group is that there are many more men than women. The gender distribution is more even in the other age groups. Just as in Priority 1, there are more women in the older age groups.

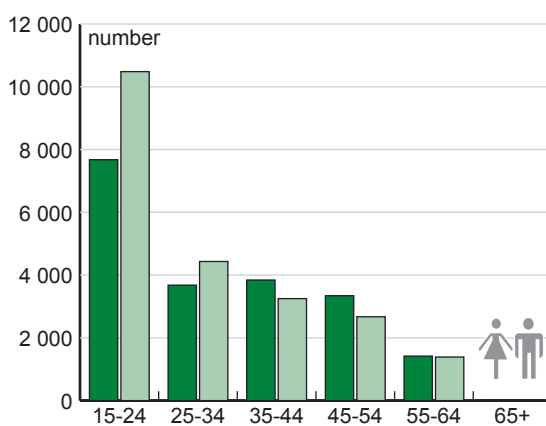


Figure 19. Number of participants in Priority 2 according to age and gender.

Of the 294 projects that reported participants in Priority 2, young people are predominant in 67 projects, or 23 per cent, i.e. projects in which at least 75 per cent of the participants are aged 15–24 (table 15). Older people (55+) are not predominant in any project. 32 of the projects – 11 per cent – have no participants at all in the 15–24 age group.

Table 15. Number of projects¹² in which young people and older people are predominant.

	Number of projects
Young people predominant	67
Older people predominant	0
Other	227
Total	294

Only 1 in 10 are university educated

The proportion of university-educated people in Priority 2 is only 10 per cent (figure 20). Priority 2 mainly consists of people with compulsory school education or upper secondary level education. It is not only the fact that many of the participants are young that explains the low proportion of university-educated people. It may also be partly explained by the fact that Priority 2 is aimed at people who are a long way from the employment market.

If we compare this with the population as a whole, there is a larger proportion in Priority 2 with an upper secondary level education and a significantly smaller proportion with a post upper secondary level education (figure 21). Furthermore, the difference is even greater if the comparison is only made with people in the 16–24 age group (figure 22–23).

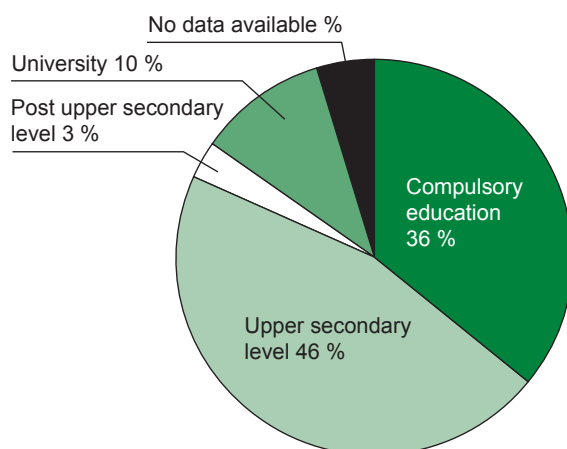


Figure 20. Proportion of participants in Priority 2 according to level of education.

¹² The number of projects in table 15 differs from the information provided in Chapter 1, because the projects included in table 15 are those that reported participants. 40 new projects were granted in Priority 2 at the start of 2011 and these have not yet begun to report. The projects that were cancelled or discontinued have also not reported participants, as is the case with the five theme groups, which are Priority 2 projects.

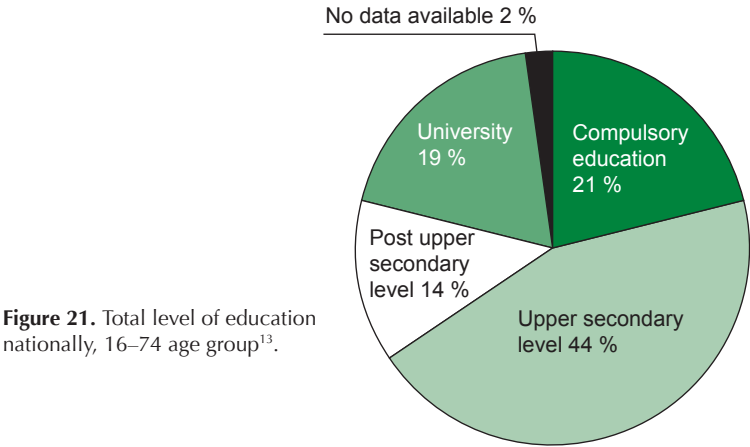


Figure 21. Total level of education nationally, 16–74 age group¹³.

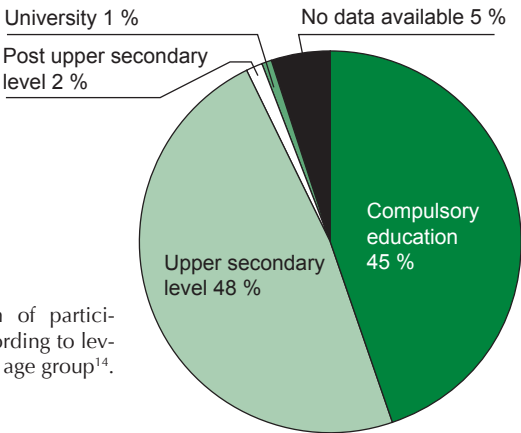


Figure 22. Proportion of participants in Priority 2 according to level of education, 16–24 age group¹⁴.

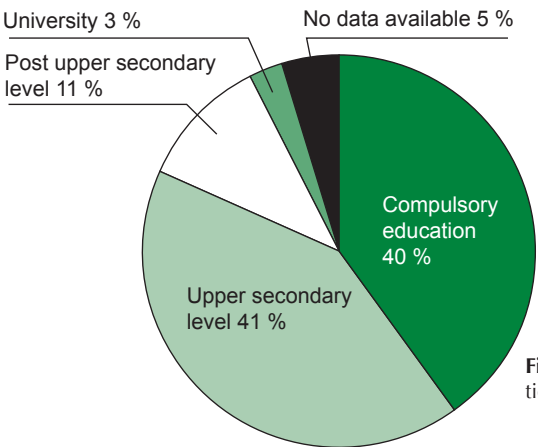


Figure 23. Level of education nationally, 16–24 age group¹⁴.

^{13, 14} The data is taken from Sveriges Statistiska Databaser, SSD [Sweden's Statistical Databases], a table of population according to region, age, education, gender and time, and relates to 2010.

It is in only the very oldest age groups where the structure differs between women and men (figures 24–25). Among participants aged over 65, there are significantly more women who only have a compulsory school education. On the other hand, most men over 65 are educated to at least upper secondary level. In general, upper secondary level is the most common level of education.

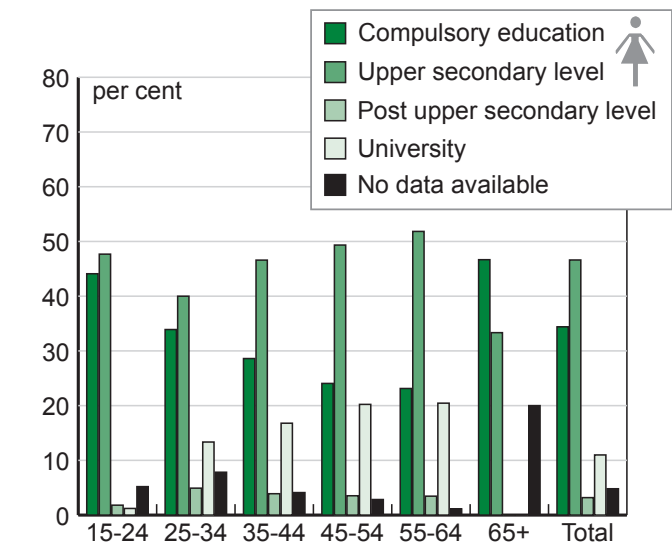


Figure 24. Women's level of education according to age in Priority 2.

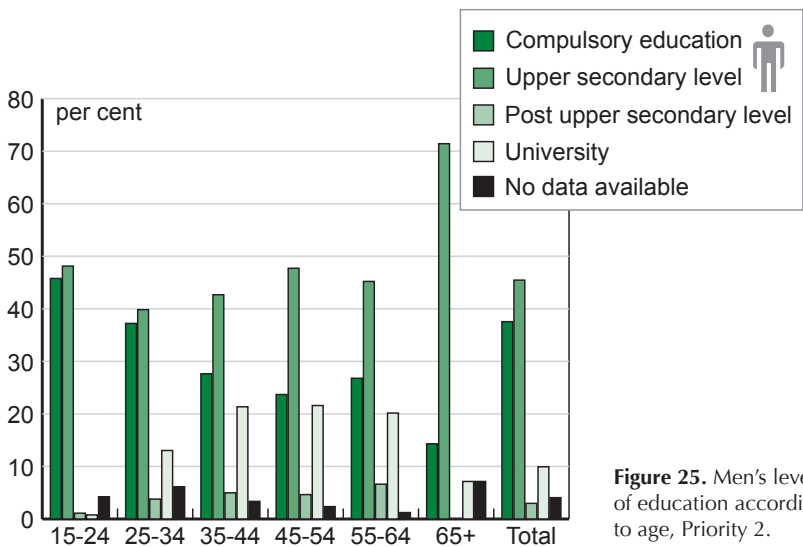


Figure 25. Men's level of education according to age, Priority 2.

41 per cent are foreign born

Of all participants in Priority 2, just over 36 per cent are foreign born and 41 per cent are of foreign origin (table 16), which is considerably higher than the corresponding figure for the population as a whole. At the end of 2010, the proportion of foreign-born people was just under 15 per cent of the Swedish population¹⁵. There are 166 different nationalities represented in Priority 2. The countries from which most of the participants come are as follows:

- Iraq – 8.8 per cent of the participants (the same proportion as for the population as a whole).
- Somalia – 3.8 per cent of the participants (2.7 per cent of the population as a whole).
- Former Yugoslavia – 2.5 per cent of the participants (5.1 per cent of the population as a whole).

Only 1.1 per cent of the participants in Priority 2 were born in Finland, compared with 12 per cent of the population as a whole.

Slightly fewer women than men are foreign born.

Table 16. Number of participants in Priority 2 according to origin and gender.

	Number		Proportion		Proportion nationally	
	Women	Men	Women	Men	Women	Men
PERSON OF FOREIGN ORIGIN						
Foreign born	7,145	8,323	16.9	19.7	7.6	7.1
Born in Sweden with two parents born abroad	883	1,095	2.1	2.6	2.1	2.3
PERSON OF SWEDISH ORIGIN						
Born in Sweden with one parent born abroad and one born in Sweden	1,510	1,730	3.6	4.1	3.4	3.5
Born in Sweden with two parents born in Sweden	10,435	11,094	24.7	26.3	37.1	36.9

¹⁵ The data is taken from the article "Befolkning efter bakgrund" [Population according to origin], which is available at: http://www.scb.se/Statistik/BE/BE0101/2010A01L/Utrikes_fodda_och_utlandsk_bakgrund.pdf.

If we study the foreign-born people, there are significantly more people of Asian origin in Priority 2 compared with the population as a whole. There are also significantly more people of African origin (figures 26–28).

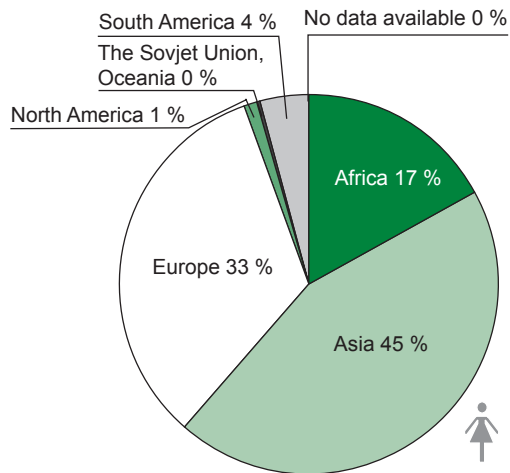


Figure 26. Proportion of foreign-born women according to world region, Priority 2.

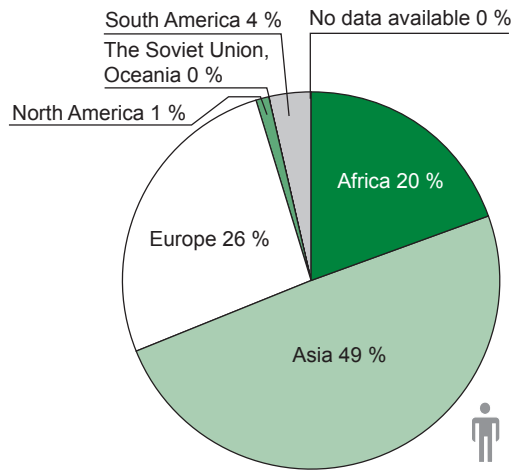


Figure 27. Proportion of foreign-born men according to world region, Priority 2.

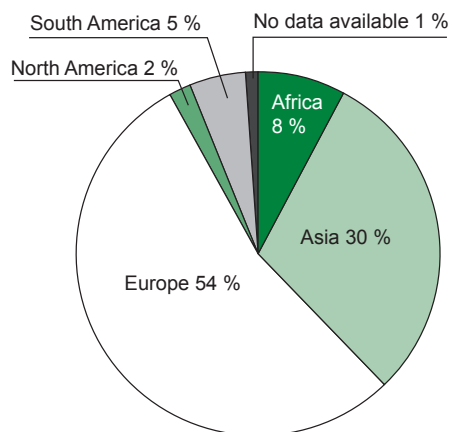


Figure 28. Proportion of foreign-born people according to world region, national total¹⁶.

1 in 5 participants come from Eastern Central Sweden

Most participants come from Eastern Central Sweden, Southern Sweden and Western Sweden. The region with the fewest participants is Central Norrland. Compared with the total population, Western Sweden and Southern Sweden also have the largest proportion of participants (figure 29, *page 36*). Eastern Central Sweden stands out, as it is the largest region in terms of the number of participants (19 per cent) but is among the smallest in terms of the number of inhabitants. However, the Stockholm region is in a class of its own, with the lowest proportion of participants in relation to the number of inhabitants.

Table 17 (*page 37*) shows the distribution of the number of hours' participation divided among the various regions. The number of participants in Stockholm accounts for 10 per cent of the participants nationally, while the time reported by these participants corresponds to 16 per cent of the total number of hours' participation. This means that the participants of projects in Stockholm take part for a longer period of time than the average participant. Otherwise, the distribution between participants and hours' participation is relatively even.

¹⁶ The data is taken from the article "Befolkning efter bakgrund"[Population according to origin], which is available at: http://www.scb.se/Statistik/BE/BE0101/2010A01L/Utrikes_fodda_och_utlandsk_bakgrund.pdf.

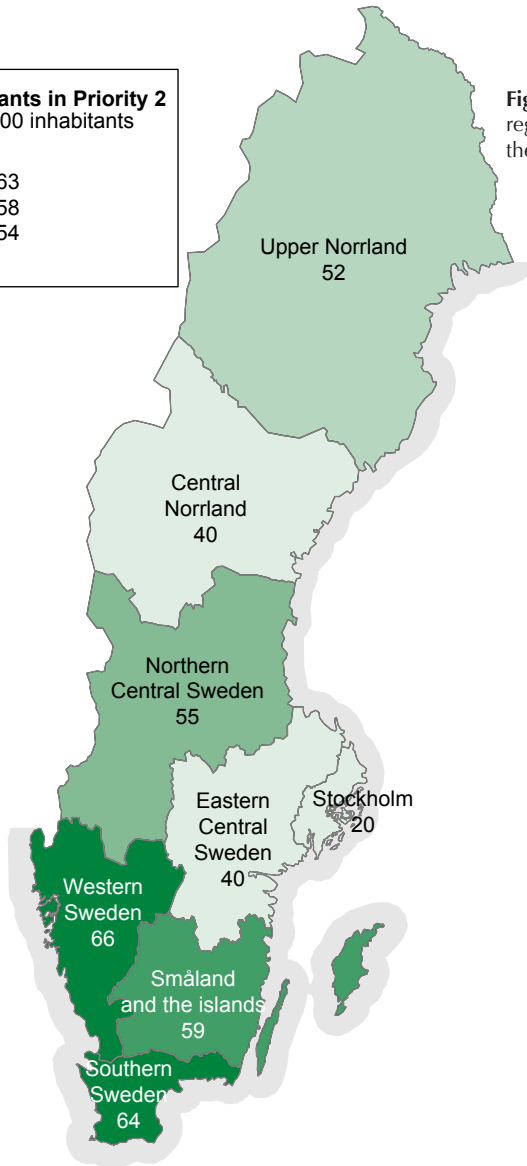
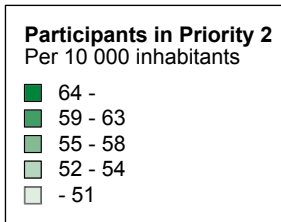


Figure 29. Participants per region as a percentage of the total population, PO2.

Table 17. Proportion of hours' participation per region.

	PO 2
Stockholm	16
Eastern Central Sweden	19
Småland and the islands	9
Southern Sweden	15
Western Sweden	20
Northern Central Sweden	10
Central Norrland	5
Upper Norrland	6
Total	100

This may also be compared with figure 3, which illustrates the funds available to each region.

Every other participant had received maintenance support before the start of the project

The largest group, approximately 50 per cent, had received maintenance support before the start of the project. More people received maintenance support in 2008 than in 2009 – 56 and 49 per cent respectively (table 18).

Between 25 and 30 per cent of the participants in Priority 2 have been on sick leave, unemployed or subject to employment market policy measures prior to the start of the project. The proportion is somewhat higher in 2011, when almost 34 per cent of the participants have been included in an activity. The largest group is to be found in activities relating to labour market policy measures. Among people in the 16–24 age group, 21 per cent came from a labour market policy measure in 2010. Among young people, the proportion of participants who were previously unemployed has fallen during the period.

Table 18. Number of participants and proportion of the total number of participants per starting year distributed among various activities^{17, 18}.

	2008		2009		2010		2011	
	Number	Pro- portion	Number	Pro- portion	Number	Pro- portion	Number	Pro- portion
On sick leave 180 days before the start of the project	465	8	981	6	591	3	109	5
Young people unemployed 90 days before the start of the project	115	5	346	5	169	2	12	1
Adults unemployed 360 days before the start of the project	309	8	625	7	639	7	104	9
Young people in labour market policy measures 90 days before the start of the project	290	14	1,070	16	1,798	21	195	22
Adults in labour market policy measures 90 days before the start of the project	462	12	843	9	1,265	13	143	12
Received early retirement pension/activity compensation before the start of the project	110	2	409	3	575	3	132	6
Received maintenance support	3,253	56	7,913	49				
Total number of participants	5,852		16,199		18,235		2,049	

If we compare the young people in Priority 2 (aged 16–24) with those included in the Swedish Employment Office Ungdomsgarantin [Youth Guarantee] programme, we can see that the participants in Priority 2 have a lower level of education (figure 30).

Upper Norrland and Eastern Central Sweden are the regions where the largest number of participants were in an activity prior to the start of the project. The lowest proportion of participants is in Central Norrland and Stockholm (figure 31).

¹⁷ The data on maintenance support is taken from the Longitudinal Integration Database Register for Sickness Insurance and Labour Market Studies, LISA, and is only available up to and including 2009.

¹⁸ “Young people” means people in the 16–24 age group. Adults are defined as people over the age of 24. Note that a single person could have been included in more than one activity. The data is taken from Transfereringsstatistiken [the Transfer Statistics]. The statistics contain notifications up to and including the fourth quarter of 2010.

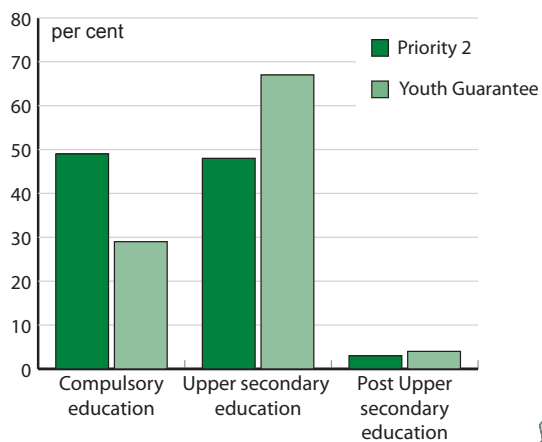


Figure 30. Participants in Priority 2 and Youth Guarantee¹⁹ distributed per education.

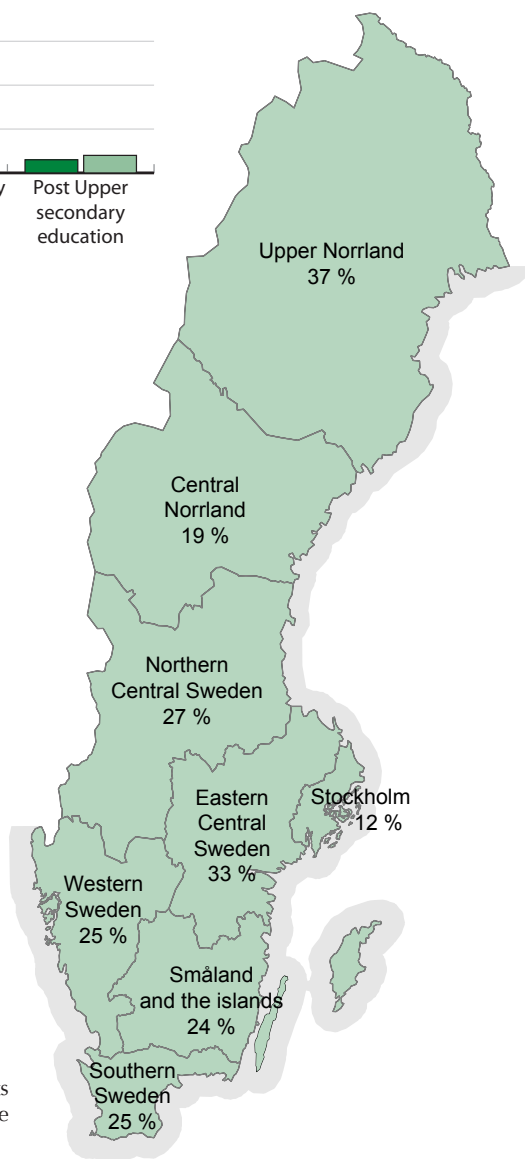


Figure 31. Proportion of participants taking part in an activity prior to the project according to region.

¹⁹ The data has been taken from Arbetsförmedlingen [the Swedish Employment Office] and relates to the situation on 4 May 2011.

39 per cent have a salary or income from business after the end of the project

70 people took part in projects ending in 2008 and 337 people took part in projects ending in 2009. Of these, a total of 39 per cent have a salary or income from business activities after the project ended (table 19). 50 per cent have an early retirement pension or receive activity compensation. Note that a single person could be included in more than one activity.

Table 19. Number of participants after the termination date²⁰.

	2008	2009
Salary or income from business activities 2009	18	
Salary on statement of income 2010	26	115
On sick leave	12	53
Unemployed		6
In labour market policy measures	15	42
Early retirement pension/activity compensation	17	185
Total number of participants who completed the activity	70	337

Non-profit sector²¹

The social economy, or the “third sector” as it is sometimes called, is an important protagonist in the implementation of the Social Fund, both in Sweden and the rest of the EU. The social economy has been seen by many people as an important co-participant in combating unemployment and long-term sick leave and developing the social welfare system. A statistical view is provided below of participation by the social economy so far. The next chapter provides a more detailed view of participation and the social economy’s chances of actively participating in the implementation of the programme.

²⁰ The data relating to activities is taken from Transfereringsstatistiken [the Transfer Statistics]. The statistics contain notifications up to and including the fourth quarter of 2010. The data on salaries and income from business activities is taken from the register-based labour market statistics, RAMS. Note that a single person could be included more than once.

²¹ The projects run by non-profit organisations have been identified with the aid of their organisation’s registration numbers. The non-profit organisations that belong to the labour market special-interest organisations have then been removed in order to reflect the focus of this section better.

98 of a total of 681 implementation projects that reported participants are run by organisations included in the non-profit sector²². Of those 98 projects, there are 35 in Priority 1 and 63 in Priority 2. Of all participants in the Social Fund, just over 11 per cent belong to projects in the non-profit sector. In percentage terms, the majority of participants in Priority 2, where 27 per cent of the participants belong to projects in the non-profit sector, compared with 5 per cent in Priority 1.

In Priority 1, there are more women than men in projects in the non-profit sector, whereas in Priority 2 the gender distribution is much more even (table 20).

Table 20. Number of people who have taken part in projects run by the non-profit sector.

	Programme Priority 1		Programme Priority 2	
	Number	Per cent	Number	Per cent
Women	3,782	63.1	5,831	50.8
Men	2,162	36.1	5,641	49.1
No data available	53	0.9	14	0.1
Total	5,997	100	11,486	100

Programme Priority 1

Just as for Priority 1, in overall terms most of the participants take part in the programmes area for “Skills training in line with working life demands”. For the women, the distribution is similar in all the programme areas throughout Priority 1. However, among the men there are clearly many more in the programme area “Counteract discrimination and promote equality” (table 21).

²² In order for a unit to be classified as a non-profit organisation, it must have the following properties: the unit must be a formal organisation; there must not be any distribution of earnings, any financial surplus must not be returned to any form of owner or principal; the unit must be private, i.e. separate from the public sector in institutional terms; the unit must be self-governing; and membership or participation in the unit must not be compulsory.

Table 21. Participants in projects run by the non-profit sector according to focus, Priority 1.

	Non-profit sector, women	Women, Priority 1	Non-profit sector, men	Men, Priority 1
Skills training in line with working life demands	87	84	74	92
Counteract discrimination and promote equality	10	11	24	4
Prevention of long-term sick leave	2	4	2	4
Total	100	100	100	100

Almost 40 per cent of the participants are university educated (figure 32). In general, this is a higher proportion than in Priority 1, where 34 per cent are university educated. As in Priority 1, in general, there is a predominant proportion of university-educated women.

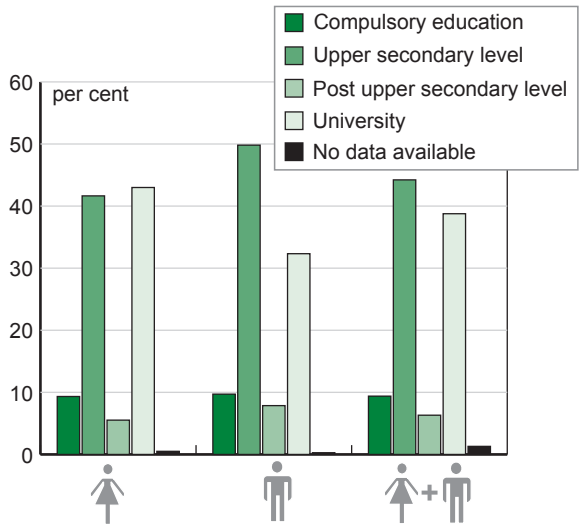


Figure 32. Number of participants in Priority 1 in projects run by the non-profit sector according to gender and level of education.

Unlike Priority 1, in general, women predominate in all age groups except 65+ (figure 33).

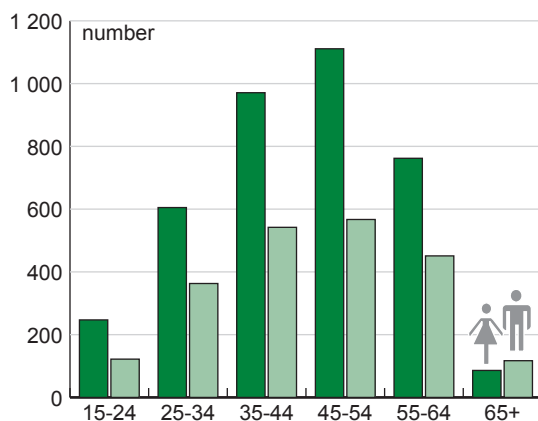


Figure 33. Number of participants in Priority 1 in projects run by the non-profit sector according to age and gender.

Programme Priority 2

The age structure for participants in projects run by the non-profit sector in Priority 2 follows the same general pattern as for participants in Priority 2. The older the participants, the more women there are (figure 34).

There are fewer participants of foreign origin in projects in the non-profit sector. Most of the participants were born in Sweden with two parents born in Sweden (table 22).

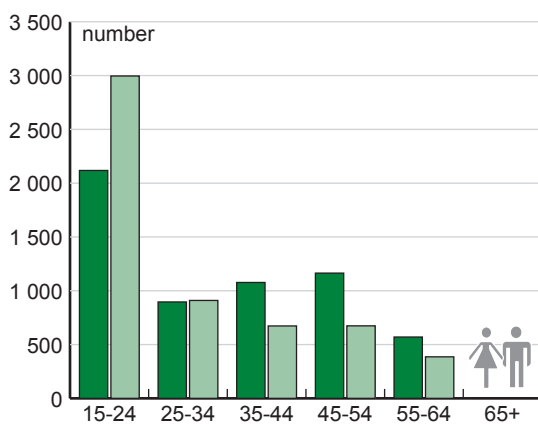


Figure 34. Number of participants in Priority 2 in projects run by the non-profit sector according to age and gender.

Table 22. Number of participants in the non-profit sector and overall in Priority 2 according to origin and gender.

	Number in the non-profit sector		Proportion in the non-profit sector		Proportion in Priority 2	
	Women	Men	Women	Men	Women	Men
PERSON OF FOREIGN ORIGIN						
Foreign born	1,632	1,676	14.2	14.6	16.9	19.7
Born in Sweden with two parents born abroad	274	267	2.4	2.3	2.1	2.6
PERSON OF SWEDISH ORIGIN						
Born in Sweden with one parent born abroad and one born in Sweden	498	454	4.3	4.0	3.6	4.1
Born in Sweden with two parents born in Sweden	3,427	3,244	29.9	28.3	24.7	26.3

For projects run by the non-profit sector, there is an even greater predominance of participants from Eastern Central Sweden. 32 per cent of the participants are resident in that region, compared with 19 per cent for Priority 2 overall (table 23). Central Norrland has the lowest number of participants – 3 per cent – compared with 6 per cent for Priority 2.

Table 23. Participants in the non-profit sector per region.

	Number of participants	Per cent
Stockholm	573	5
Eastern Central Sweden	3,691	32
Småland and the islands	496	4
Southern Sweden	1,819	16
Western Sweden	2,445	21
Northern Central Sweden	1,050	9
Central Norrland	395	3
Upper Norrland	1,017	9
Total	11,486	100

CHAPTER 3.

PARTICIPATION BY THE SOCIAL ECONOMY IN THE SOCIAL FUND

The previous chapter described the non-profit sector's participation in the Social Fund in figures. We wish to provide a more specific view in this chapter by emphasising three projects/ventures in the social economy that form an important part of the non-profit sector's projects.

What is the social economy?

The "social economy" is a concept that people began to use in Sweden when it became a member of the EU, where it had already been established as a collective term for associations, cooperatives, foundations and similar organisations. Sweden has chosen a descriptive definition: "Social economy relates to organised activities, primarily for a social purpose, that are founded on democratic values and that are independent from the public sector in organisational terms."

The social economy in Sweden is primarily organised in the form of non-profit and economic associations, although foundations and joint stock companies also exist. If we look at their activities, we find immigrant organisations, religious communities (including the Church of Sweden), client organisations, village action movements, work-integration social enterprises, cooperative advice bureaus, sporting associations, educational associations, temperance organisations and many more. It is a mixture of large and small organisations, consisting of completely new organisations and also organisations that are well established, with roots going back to the early 1900s. It includes associations founded completely on non-profit work and also large employers with extensive economic activities. What unites them is the fact that their activities are founded on an idea that is often based on an identified need or problem in society that we can attempt to solve collectively. The goal is more important than financial profit, and when profits exist, they are used to develop and reinforce the organisation's activities in various ways.

The social economy is therefore a heterogeneous body of organisations and companies that participate in the Social Fund on the basis of a range

of interests, but that also have extremely different conditions for developing, owning and running projects. Since the beginning of the Social Fund in Sweden, large parts of the social economy have demonstrated a great interest in participating in the work in various ways. Often, this takes the form of devising projects for developing methods and activities to help vulnerable groups, sometimes their own members, to enter the labour market and increase their participation in society. However, there is also interest in their own activities and skills training.

The Social Fund and the social economy

During the previous programme period there was an area of activity for local development/local project support that was specially designed to suit small organisations in the social economy. In local development, the social economy was able to apply for funds for both development projects and skills training without any requirement for co-financing. The amounts that could be applied for were extremely small by Social Fund standards, but it meant that many more organisations were able to test out ideas that, in some cases, could later be developed into full-scale projects. It also meant that even more organisations showed an interest in Social Fund activities. On the other hand, there was also a greater interest in what those activities could contribute to work to counteract unemployment and long-term sick leave etc. The way that local development was organised, with regional intermediaries and advisory groups from the social economy, also stimulated the cooperation between different parts of the social economy.

The requirement for financial and administrative project coordinators in the Social Fund, along with the requirement for large-scale strategic projects, means higher barriers for smaller organisations (including companies) that wish to become project owners. This has led organisations to develop new strategies for their participation, e.g. through cooperation where a municipality or other public body takes on the ownership of the project. The social economy's involvement in projects financed by the Social Fund is therefore likely to be substantially greater than can be inferred from project coordinator statistics. We also see several cooperation projects for joint and specific skills development efforts in the social economy.

Jan Runfors represents Hela Sverige Ska Leva (HSSL) [The Swedish Village Action Movement] and he is on the Monitoring Committee for the Social Fund in Sweden and has a great deal of experience of how organisations in the social economy have worked on and participated in Social Fund activities and resources. Runfors emphasises that a great deal has changed since the work began in the mid-1990s. In those days, it was more difficult for the social economy to play an active role in the work when it

came to both cooperating in planning and decision-making and accessing funds as a project owner. Nowadays, the social economy's participation is taken much more for granted, which is shown, among other things, by its representation on the Monitoring Committee and the fact that the Swedish ESF Council invites social economy organisations to consultations prior to announcements etc. At the same time, it is not always taken for granted at a regional level. Jan finds that there is disappointment over the fact that the expectations within the sector to be part of the structural collaboration on a regional level have not been met. It seems that changes made in the composition of the regional partnerships prior to the programme period have been a disadvantage to the social economy. Although the social economy is represented in the partnerships, it is to such a small extent that it is difficult to gain any influence.

Runfors also points out that there are unutilised resources in the social economy, consisting of project coordinators in Priority 2. There are a lot more people with ideas, willingness and skills who wish to participate and develop welfare and entrepreneurship than is visible in the projects that have actually come off. Some of the obstacles identified by the social economy are as follows:

- People often become involved and want to run projects for and with the groups in the weakest position on the labour market. Project finances become subject to uncertainty, which can also mean difficulties in achieving a sufficiently high level of quality in the project. In this regard, we find that municipalities, for example, have a competitive advantage, as they have access to other co-financing options than the uncertain participant co-financing.
- The fact that projects are expected to be so extensive in financial terms that even fairly large organisations find it difficult to raise the finances required and end up accumulating loan costs.
- The fact that it is difficult to involve local partnerships in the project and also in work on implementation and further development of the activities. Some other uncertainties may include the fact that municipalities, authorities etc., may prioritise their own projects due to lack of time, that the project coordinator is not sufficiently established regionally/locally or that it is difficult to raise any interest in the project's methods or aims.

Overall, Jan considers that, because of this, participation by the social economy has declined compared with the previous programme period, but that

the opportunity for skills training is being taken to a greater extent than before. One worrying development is that more and more organisations say that they will not be applying for funds from the Social Fund, says Jan.

Examples of projects

However, despite the fact that there are obstacles of various kinds, there are several good examples of projects that have been developed, owned and run by, or together with, organisations in the social economy. Temagruppen Entreprenörskap och Företagande [the Theme Group Entrepreneurship] has inventoried and studied projects that aim to develop companies and organisations with a view to counteracting unemployment. It is a question of developing new companies and also protecting existing jobs or creating more jobs in existing companies and organisations. In many cases, the social economy is a project owner or active partner in these projects. We have chosen several projects that could represent the involvement of the social economy in the Social Fund's activities.

The projects described combine several aims and objectives dealing with developing and strengthening individuals/groups while the organisation and/or new company itself is developed, among other things, to enable jobs or further services to be offered within employment market policy. In order to make the activities sustainable, the organisers of the projects make great efforts to increase levels of cooperation with municipalities, authorities, other operators and local trade and industry. In all these projects, one of the aims is to develop work-integrating social enterprises and to bring about conditions for business development for the prospective companies. In order for such company ownership to be sustainable, the company must be able to develop and establish business activities that stand on their own feet when the project ends. Good relationships with municipalities and authorities and local trade and industry are a decisive factor in this regard. Social enterprises must have at least two lines of business in order to survive. One of these is selling occupational training, rehabilitation, employment, Phase 3 places, and similar, to municipalities and the Swedish Employment Office etc. At the same time, there is a need to develop the production of goods and/or services that offer work to employees and the people participating in the activities during rehabilitation or when in employment etc.

Programme Priority 1. Kreativa Hederliga Företagare, KHF

This project is an example of how skills training can be used to develop and strengthen individuals and an organisation while developing entrepreneurship and creating jobs.

The Kreativa Hederliga Företagare [Creative, Honest Entrepreneurs] project is run by KRIS, Kriminellas Revansch i Samhället [Criminals Return into Society], which has the primary task of helping people to get out of a life of crime. The organisation achieves this by visiting prisons and by building up relationships inside the prison. On release, KRIS offers accommodation, food, employment, training, companionship etc. KRIS members often find it extremely difficult to gain employment on the open market after serving their sentence or after having received treatment. By developing business ideas and starting up social enterprises linked to KRIS, we expect to be able to create new jobs and opportunities for work practice/training for former criminals. We also hope to reduce KRIS's dependence on subsidies in the long run and become more independent, by developing activities that are able to help finance the companionship activities.

Three one-year training courses in entrepreneurship for employees in KRIS's local associations around the country are held during the three-year project period. By learning how to run a company, the participants will be able to help develop KRIS's activities in the local associations. The participants in the training course will be able to initiate and run a company within KRIS and also support other members who wish to start up new activities/companies. We anticipate that a total of 75 people will have undergone the training when the project finishes, at the end of 2011. All participants are previous offenders, but are now members of KRIS and are employed in one of our local associations, the majority with a salary subsidy.

The training is held in Dalarna. The training consists of work practice interspersed with development work which is carried out close to the homes of the participants. The training is divided into four stages which partly overlap one another.

- Stage 1 – motivation. Personal development, KRIS Lifestyle, the basics of entrepreneurship etc.
- Stage 2 – the basics and facts stage. Running a social enterprise. Entrepreneurship. Business concept, finance, law etc.
- Stage 3 – the work practice stage. Close to the homes of the participants, in the participants' local union. Development work.
- Stage 4 – the coaching stage. Coaching and support in building up activities.

PROJECT FACTS Kreativa Hederliga Företagare, KHF

Project period: 01/01/2009–31/12/2011

National project

Project owner: The national KRIS organisation

Total budget: 10.3 million SEK with 50% finance from the European social fund and 50% national co-financing²³.

During the project period, the participants develop ideas that involve starting up new business activities and developing basic KRIS activities for its members. Some of the ideas developed by the first group are on their way to being put into practice. One decisive factor regarding how many of the ideas become reality and which help the development of KRIS is the fact that the person with an idea can continue to be supported when the project ends. Even though many people have come a long way with the development of their ideas, it often takes time and patience to make them happen. One early idea in the project was to also build up an internal support structure for KRIS entrepreneurs, but this seems to have been abandoned during the project period.

Programme Priority 2. Orangeriet

This project is an example of how one can work to strengthen individuals and create companies while building up a long-term sustainable support structure around the companies, their future development and the individuals.

Orangeriet's overall objective is to create work for people living on maintenance support and/or municipal introduction compensation. The means of achieving that objective consist of local social work cooperatives in the municipalities taking part in the project. A regional cooperative support function, Kooptjänst, will be developed to strengthen the local cooperatives. Kooptjänst must be able to contribute knowledge on company management, finance, cooperation, working environment etc.

The project is based on the idea that creating jobs requires cooperation, particularly in groups where unemployment is extremely high. In the municipalities in question, this means people of foreign origin and people with disabilities. The cooperatives to be developed will bridge the large gap between employment in municipal labour activities, for example,

²³ In Priority 1, the Swedish ESF Council receives the national co-financing as an appropriation and pays out 100 per cent project funding to the project.

and the open labour market. The goal for the individual may be to move on to another job or find employment in the social work cooperative. Local networks of entrepreneurs are built up around the project in each municipality. These aim to develop business between the cooperative and local trade and industry. At the same time, efforts are made to establish local councils of representatives from the public sector, the private sector, the social economy and the social cooperatives. The aim is to create local support structures that will live on after the end of the project.

The project is well established in the five participating municipalities and is implemented in collaboration with various regional and local operators. The Swedish Employment Office and Försäkringskassan [the Swedish Social Insurance Agency] are involved in connection with individuals and also through the collaboration between Orangeriet and the Gagna project. The aim is to ensure that at least 320 people will have taken part in the project during a three-year period and that at least 180 people will have gone on to work, entrepreneurship or training. The content of the project activity focuses on self-help, health, mealtimes, structure, influence, self-motivation and work etc. Volunteering is a foundation stone of recruitment and implementation.

PROJECT FACTS Orangeriet

Project period: 01/12/2008–31/10/2011

National project

Project owner: Coompanion Östergötland

Total budget: 52.1 million SEK, of which 19 million SEK is from the European Social Fund.

The project is well on track to achieve several of its objectives when it comes to building up support structures that could be decisive for future sustainable development. The start-up of Kooptjänst facilitates the transition from project to activity, because there is now an established company that can take care of many administrative and support tasks in relation to the new cooperatives²⁴.

Overall investment in the social economy as a performer in Phase 3

The project/investment is an example of how the Social Fund can support cooperation and development work in labour market policy. The project

²⁴ Coompanion Östergötland has submitted an application for Orangeriet 2 that has not yet been approved.

strengthens the skills and the quality of the social economy in the area and can lead to structural changes in the way in which the Swedish Employment Office cooperates with external suppliers, focusing on the social economy.

The investments in the third phase of *Jobb- och utvecklingsgarantin* [The work and development guarantee], the Swedish Employment Office's large-scale programme for counteracting long-term unemployment, began in spring 2009. The people participating in Phase 3, i.e. those who have been unemployed for 450 days, were offered socially beneficial, lasting employment. The organisations and companies in the social economy, along with the municipalities etc., naturally provided an opportunity for the Swedish Employment Office to find good placements for the large groups that are and will be subject to placements in Phase 3.

As early as autumn 2008, the Swedish ESF Council took the step of inviting the Swedish Employment Office and the social economy to discuss the existing need for development to meet demand and the way in which the Social Fund could play a role in that work.

This resulted in announcements in both programme areas to facilitate the development of methods and working models and skills training for the social economy and for the Swedish Employment Office.

The Swedish Employment Office will be the owner of a national project with five regional sub-projects to develop methods and cooperation. The project is to be implemented in collaboration with the social economy in the five regions, but the work has been organised slightly differently. The project, along with two further regional Priority 2 projects, covers a large portion of the country. At the same time, several regional and one national project for skills training by organisers of Phase 3 places within the social economy have been organised and approved. The social economy is the project owner of all these projects.

PROJECT FACTS

Priority 2 Phase 3 (five regions). The Swedish Employment Office.

Priority 2 SESAM (Central Norrland). The Swedish Employment Office.

Priority 2 + Priority 1 Förenade krafter [United powers]. Folkuniversitetet kursverksamheten University of Lund.

Priority 1 Kompetenta anordnare [Competent organisers]. Coompanion Stockholm.

PRIORITY 1 Competent organisers in the rest of the country. Hela Sverige Ska Leva [The Swedish Village Action Movement]. PRIORITY 1 ABF Kompetens och Motivation [ABF Skills and Motivation]. ABF PRIORITY 1 Anordnarresurs i Norr [Organiser resources in the North]. HSO Norrbotten.

PRIORITY 1 Gå vidare [Go further]. Bona folkhögskola [Bona Adult Education College].

PRIORITY 1 Kompetensutveckling inom den sociala ekonomin i GR-området [Skills training in these social economy in the GR area]. Göteborgs föreningscenter.

The projects have been brought together in a network with external process leaders who work with an evaluator to monitor, document and compile experiences from the collaboration and the social economy's experiences of receiving people in Phase 3. Together, we have identified a number of weaknesses in the collaboration between the Swedish Employment Office and the social economy and have drawn up proposals for how the Swedish Employment Office could change its working methods and procedures to facilitate greater cooperation in the future. At present, these projects have a significantly higher proportion of participants in Phase 3 that go on to employment than other parts of Phase 3. According to evaluations that have been carried out, the social economy's organisers and participants have had mostly positive experiences. For example, most of the organisers who responded to questionnaires stated that the organisation itself had developed and that the collaboration with the Swedish Employment Office had improved throughout the participation in the project. A great majority state that there is a need for training for the social economy and there is an expectation that it will lead to the development of the organisation. Also, people are mostly satisfied with the training provided and would recommend it to others. There are some participants who are dissatisfied with the placement and there are also questions concerning who benefited most from the placement (the organisers or the participants). The evaluation is not yet complete because the project is still ongoing.

Studies carried out by the Theme Group Entrepreneurship have shown that the authorities know little about the social economy, and vice versa. The Swedish Employment Office and the municipalities need to learn much more about the social economy and about work-integration social enterprises and their conditions. It is a question, for example, of what services the social economy is able and willing to provide – it is not possible to purchase the same services as you yourself produce. Should there even be any point to it? Is there anything new, different or supplementary that society needs? However, it is also a question of increasing understanding that the economic and practical conditions are different for companies and organisations than for the project's own activities. At the same time, people who are active in the social economy need to gain more knowledge of how the public sector works and under what conditions it is possible to cooperate with others

CHAPTER 4.

FOUR PROJECTS REVISITED

Participants from four projects were interviewed in the *Social Fund in Figures 2010*. The differences in the outcomes, results and effects of projects were clarified. The very definition of effects is that they exist after the project has ended. At the same time, the effects themselves form the objective behind the running of the project and that is why it is of interest to be able to say something about the prerequisites. The organisers or representatives of the projects were asked questions about any indicators of long-term effects they were able to identify in their projects. Two of the projects were in the middle of being implemented at that time, whereas the other two were just at the final stages. Two ended in spring 2011, whereas two had almost six months of the project period remaining. A follow-up report is provided below on what has occurred with regard to the indicators of long-term effects identified a year ago.

IF Metall establishes a role as a developer

IF Metall implemented five skills training projects aimed at 35 small to medium-sized enterprises in Central Norrland. The trade unions and the companies discussed what skills training was necessary to allow the companies to hold their own against global competition. The projects built a platform of training organisers where joint training sessions were customised and procured. The five projects ended during the period from February to December 2010.

The interview from 2010 described the following indicators of long-term effects:

- A new application has been submitted to the Social Fund to build up permanent activities in Central Norrland.
- IF Metall adopted a central decision that it wished to work more actively with the Social Fund throughout the country. The union appointed a representative in every ESF region to plan for new projects, design development strategies and develop cooperation at a national level.

In spring 2011, the companies requested a neutral meeting place where they can regularly meet training organisers to discuss their training needs and how they can coordinate with other companies. Such a meeting place is being built through a new project, with a contribution by the Regional Fund, at the departmental offices in Sundsvall, Örnsköldsvik and Östersund.

“Supplying this meeting place will, in future, form part of our natural activities for serving companies and their employees”, says project coordinator Conny Hansson.

At the union office in Stockholm, a number of reports have noted that their members obtain the smallest part of the companies’ skills training resources from the ESF. IF Metall in Central Norrland successfully reversed this situation by taking on the unusual role of project owner.

“For that reason, we wish to build an organisation to enable several departments to work on this”, says Angelica Teiffel at the union office.

Esbjörn Jonsson is one of the project leaders in the new Norrland project. He confirms the view of the importance of skills training.

“I can cite myself as an example. I had training on the lathe in the 1990s, but today everything is computer driven. The training quickly becomes obsolete.

By also running a national project, we wish to strengthen the union office’s knowledge of what it means to work on an ESF project. The project will develop the organisation of work so it can broaden the content of the employees’ work and increase companies’ productivity. One training action in the project aims to train administrators at companies.

“In general, employees are very good on “their machine”, but they are not very good at teaching others how they work”, explains Angelica Teiffel. For that reason, we strengthen their teaching skills to enable them to provide training in the future without any need to bring in external resources.

There are currently eight so-called NUTS managers at IF Metall, one in each ESF region. They each come from slightly different backgrounds and are now building up their skills regarding the Social Fund so they can produce regional projects. So far, Östergötland and Stockholm have submitted applications, but Angelica Teiffel notes that more organisations have begun to see the Social Fund as an opportunity.

In the national project, they use their evaluation to investigate how co-operation between unions and employers is affected by the project.

“It is unusual for there to be any collaboration on development issues, explains Angelica Teiffel. The union office also wishes to see whether companies continue to be developed or if they become dependent on the pro-

jects. Also, we have built up a structure where the NUTS managers meet to exchange experiences and encourage one another.

However, are the companies being strengthened through the training efforts?

“It is too early to say”, says Conny Hansson. “However, we are now looking for good examples and we can see that the individuals have been assigned to work in more areas and there have been more decisions “closer to the floor”, which has a positive effect on their working conditions. However, all three emphasise that it is important for activities to be aimed at both employees and companies”.

Do politicians get the answers that are needed?

Five municipalities have collaborated in a youth project – NUEVO. Young people in the 18–29 age group receiving maintenance support are given help to find ways to support themselves or study. The solutions were individual and were not time limited. The project ended in October 2011.

The indicators of long-term effects described in 2010 were as follows:

- There was a great deal of interest from politicians due to thorough preliminary work and continuous information on the project.
- In one of the municipalities, administrators were given the task of carrying out socio-economic calculations to demonstrate the profitability of different labour market measures.
- The project participants organised an exchange of experiences among the municipalities to develop working procedures. In future, this would also include steering committees and all personnel involved to achieve greater integration in regular activities.

In spring 2011, NUEVO provided continuous learning among those employed by the project, but it has not really reached those working in the regular activities.

“In Örebro, for example, all those who have worked on NUEVO will disappear from the organisation, and what will remain of the method then?” asks project coordinator Mia Ström.

In Västerås last year there was a plan that personnel from the regular activities would undertake practical work training in NUEVO to learn the methods, but there was no time to put this into practice. However, the project leaders also worked as administrators for an older target group, and the method was therefore disseminated to a certain extent.

The work on defining the method has been so intensive up to now that

thoughts of implementation have been placed on hold.

“There is now a method and we will consolidate it and really work on its implementation”, says Mia Ström.

However, she thinks that it may be too late and that the municipalities need to apply for an “upgrade” (extension) in order to have time to implement it.

The politicians are not as interested in the details of the method, but want to know how much it costs, which will only be presented in more detail in the autumn.

“It is difficult, because politicians go into so much detail, and we have a lot to deal with, but we are kept up to date and consider that NUEVO has given good results for a target group that we have previously found it difficult to achieve success with”, states Anders Hagström, Vice-Chairman of the Vuxenutbildnings- och Arbetsmarknadsnämnden [Adult Education and Labour Market Board] in Örebro.

The calculations to provide answers regarding the profitability of the labour market measures were not as specific as Anders Hagström had hoped, but they helped them to gain a greater understanding of the calculating method, he says.

“It is important for us to be able to account for alternative costs when we apply for funds.

In Örebro, the work will not continue as NUEVO, but there will be activities that have been adapted for the target group. When asked whether they could have done anything else, Anders Hagström says:

“NUEVO is one of the projects in which we have been most involved. It has been very visible and both politicians and the administration have become relatively knowledgeable. The project and its possible continuation were discussed at every meeting of the presiding committee over the autumn. The process continues, but we do not yet know how it will end or whether we should have done some things differently.

Mia Ström thinks that the management group needs to be stronger, with a clearer link between the people involved in project management and the authority. Some of the people in the management group did not have a mandate to work on implementation. Anders Hagström seems to hold a similar view.

“I check with the administrators lower down in the organisation and I know that they are working to ensure that the project continues.

No time to meet companies' demands

Västra Värmland was one of the so-called “redundancy projects” initiated by the ESF Council to support companies and employees who were in danger of losing their jobs due to the recession that resulted from the financial crisis. Five municipalities joined together with a training company to organise further training for employees in crisis-hit companies. The project ended in June 2010.

The most important indicators of long-term effects described in 2010 were as follows:

- New, stronger networks have been built up, which will survive after the end of the project.
- Resources have been built up for companies to take the process further. Further training forms a natural part of companies' lives.
- Communication between municipal companies and other companies has been strengthened. They are investigating the possibility of running more long-term actions, such as KY (Advanced Vocational Education and Training) and university courses.

Of the two networks, the network of municipalities has survived and they meet whenever necessary. This network has drawn up a new application to the Social Fund concerning skills training for municipal employees on a new administrative system. Three new municipalities are also included.

However, the company network has not continued to exist. However, Sten Fransson, who was a project leader, has received enquiries from the companies that took part regarding whether it is possible to run a new attempt that would focus more on competitiveness now that the economic crisis has abated.

“It is apparent that companies' administrative departments are too weak to run ventures of this type themselves and they need help with coordination. There have not been any publications in the Social Fund during the year that have met the companies' needs”, says Sten Fransson.

Sten Fransson states that Arvika näringslivscentrum should be able to build up commercial activities in this regard, but they would need to employ more people and there has, as yet, been no pressing need for that. Sten's working time is now completely focused on training courses at Yrkes-
högskolan.

What has happened to the companies? Sten has not carried out any systematic follow-up, but the companies he talks to say that they have

avoided making employees redundant during the crisis and they are therefore better equipped now that the economic situation has improved.

“They also continue to be interested in cooperating, and it is just a question of what form it will take. However, the companies also state that they have organised their work in a different way. The participants have not only raised their level of skills, but have also broadened their skills to enable them to take on more tasks and work more efficiently as a team. Working as a team also ensures that they are less vulnerable and more flexible.”

Good relations led to implementation

The Navigator Centre project is carrying out research as to whether cooperation could be one way to tackle unemployment among young people. Young people outside training and work receive guidance at the Navigator Centre in order to put in place the right resources on the basis of their individual needs. The project came to an end in October 2011.

The following indicators of long-term effects emerged from the interview in 2010:

- The project carried out a socio-economic evaluation that will show whether the project is profitable.
- Municipal politicians were extremely interested in finding models to facilitate young people's transition to working life.
- Support from the Ungdomsstyrelsen [the Swedish National Board for Youth Affairs] and Sveriges kommuner och landsting (SKL) [the Swedish Association of Local Authorities and Regions] provided a guarantee that experiences would reach those that have overall responsibility for the organisation of society.

In the socio-economic evaluation, 30 young people were interviewed on how much in terms of social resources they consumed in the year prior to the project. Corresponding interviews will be carried out one year after the end of the project. A final report will be presented in October 2011. This report balances the reduction in social costs against the cost of running project activities. In addition to the socio-economic evaluation, an ongoing evaluation will also be carried out on the added value achieved for individuals and participating parties.

However, the most interesting aspect of the Navigator Centre is that the municipal executive board in Östersund has already made a decision to add 5 million SEK for 2011 and 2012 to carry on the activities on a permanent basis and for a longer period of time than initially stated

“It will be a municipal activity, but in future the Swedish Employment Office and a sixth form college will also join forces and set up a steering committee for both operational and strategic cooperation”, explains project leader Håkan Printz.

The point of the Navigator Centre is that it enables young people to come to a neutral place that is not an authority. They get help to put in place the measures and resources they need. The municipal departments involved: social services, integration, adult education, as well as the labour market and the sixth form college, have begun a completely new collaboration in which they can grant resources to an individual across administrative boundaries. Håkan Printz attempts to explain how everything works.

“All the authorities have their own rules, boundaries and opportunities, but when they are able to see the whole picture of how they are all linked together through communication channels, they then are able to open up the resources they have available. That then enables joint planning to be carried out which benefits all parties. You can work with a target group alongside other organisations instead of carrying out individual actions. That enables synergies to arise.”

One example of this is the adult education orientation course implemented in the project. This course is adapted to people who are a long way from the labour market. People are recruited to the course in collaboration with the social welfare service and the Swedish Employment Office etc. The project has also made it possible for young people to be employed in the municipality and the municipal executive board has indicated that it is a tool that it wants to continue working with.

The project also cooperates in some national contexts. The municipal executive board has agreed to take part in SKL's research activities concerning communal activities to help jobseekers enter the employment market. SKL also takes part in a “Navigator network”, involving 10 municipalities, which is run by the Swedish National Board for Youth Affairs. The network has a communal website, develops methods, writes a book describing procedures and makes joint attempts to influence ministries etc. However, it is difficult to say what this has led to in the present situation.

Håkan explains that the project has been successful locally because the personnel have a combination of tremendous interest in young people and a great deal of experience and close relationships with politicians and heads of authorities.

CHAPTER 5.

WHAT GIVES RISE TO LONG-TERM EFFECTS?

Chapter 4 describes some practical examples of factors indicating that projects will give rise to long-term effects. It also shows some aspects of how difficult or unpredictable this can be. Some effects that the projects anticipated last year have not come about, but in some cases other effects have occurred instead. This chapter gives a short description of what the research says about critical factors for sustainability and what links we can identify to our four projects outlined in Chapter 4.

What does the research say?

The Social Fund has done something highly unusual. It has carried out extensive investment in learning during the programme period in order to improve the projects and the programme. The learning manifests itself in different ways – including ongoing evaluation in projects; evaluation of the programme on a continuous basis; and, when it ends, five theme groups that will carry out analyses and produce syntheses of project results. A research report²⁵ has also been produced through collaboration between the SPeL process support and Tillväxtverket [the Swedish Agency for Economic and Regional Growth]. It is about how large projects can be owned, managed and evaluated so that investments and project results lead to long-term effects. In this section, we present some of the important conclusions contained in the book.

There is a great deal of uncertainty with regard to where the project is leading in the long term, because there is little research in this field and few evaluations study long-term effects. The research report attempts to understand the mechanisms of sustainable development work, particularly work carried on in project form. What are the driving forces that mean that the project results will survive and become integrated with other activities and

²⁵ Att äga, styra och utvärdera stora projekt [Owning, managing and evaluating large-scale projects]. Brulin G., Svensson L. Studentlitteratur 2011.

spread to other areas and lead to strategic effects? The analysis is based on three such mechanisms (figure 35), as follows:

1. Active ownership within the framework of an efficient, transparent project organisation.
2. Cooperation between important operators and organisations built on the joint formation of knowledge interspersed with activities.
3. Learning aimed towards development that leads to multiplier effects.

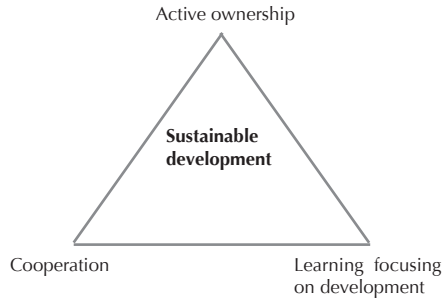


Figure 35. Analysis model for sustainable development work.

If we use these analytical tools to scrutinise various programmes and projects over approximately 50 years, we can see obvious deficiencies that may explain the difficulties involved in creating sustainable development through large-scale projects and programmes. Project ownership has often been extremely weak or almost non-existent. Cooperation has been limited and learning has been aimed at adaptation, i.e. focused on finding rapid, simple solutions. Learning has seldom been aimed at development which has led to multiplier effects, i.e. where the results “are moved up a gear” and spread further afield.

What progress has been made in the ongoing projects in the Social Fund? The aim that the project results should be spread and should lead to strategic effects is more forcefully expressed in these projects. A series of process-support and theme groups have been organised to increase the quality of the projects and to help bring about greater sustainability. Have these extensive and partly new investments meant that projects have led to sustainable development?

So far it is difficult to summarise and draw conclusions from the ambitious attempts that have been made through support investments and ongoing evaluation. However, we have identified a number of difficulties linked to the mechanisms for sustainable development work. The lack of active ownership is obvious in many projects. This is a consequence of how projects are initiated, prioritised and managed. They are often initiated from outside, from an intermediary level in the organisation or from the staff, which means that management and line managers are not committed and do not take long-term responsibility for the project. It has also proved to be difficult to bring about learning cooperation between important operators and organisations, particularly in the large, complex projects that

are predominant in this programme period. The innovation system and Triple Helix also include a range of operators with separate traditions and cultures. The possibility of creating learning aimed at development leading to multiplier effects is limited by the rules, procedures and obstacles existing between project, programme and system levels.

What can an ongoing evaluation do to support the mechanisms for sustainability? One conclusion is that ongoing evaluation has become extremely widespread, that knowledge of it has increased rapidly, that there is great, growing interest in it and that, in some places, it has begun to function as a support for quality assurance in projects. At the same time, different follow-up studies indicate a series of difficulties in making ongoing evaluation work as intended: limited funds, difficulties with critical distance, limited use of results, lack of contribution to the public debate etc. Ongoing evaluation is not, in itself, a solution to sustainability in a project, but it is part of the solution when the right conditions exist or are created.

The following section contains a consideration of the experience in practice, where we comment on the mechanisms for the sustainable development work presented above.

Reflections on the experience in practice

A year ago we examined four projects in which everyone could point out things that they considered to be indicators of long-term effects. A year later, the picture has changed. Some are more pessimistic, whereas others are more positive. Above all, there are other things to focus on. In this section, we consider the developments that have taken place²⁶ and, at the same time, we draw parallels with the experience that SPeL has gained from meetings with a number of Social Fund projects.

Realistic ambitions and appropriate finance

Many projects have achieved fantastic results. However, in some cases the reason for this is, unfortunately, that they are “over-financed”. If the project has three times more resources than the regular activities, the conditions are completely different and the question is, “What can such a project provide in the long term?” Social Fund projects must be innovative in order to find new working methods, but “innovative” must mean “smarter working methods at a similar cost” rather than simply “more money”.

IF Metall in Central Norrland has found a new developing role that it should be able to sustain in the long term. The method incurs no great

²⁶ These reflections are based on interviews with individual representatives of projects and the text has been cleared with them. They must not be interpreted as an evaluation of the project. The primary aim is to show ordinary dilemmas or success factors existing in project work.

additional costs and it uses its ordinary premises for meetings between training organisers and companies. Based on its experience from previous projects relating to methods for procuring and coordinating training sessions involving many companies, it is now using a new project to establish a long-term organisation for this function. It remains to be seen whether this will be successful, but even though the role IF Metall is developing is completely new, it appears to involve reasonable financial obligations for the ordinary activities. One decisive question is whether the company is prepared to procure training without project support in future.

Evaluation as support for development

Evaluation has primarily been used as a control function in previous Social Fund programme periods. In most cases, a report was delivered at the end of the project stating how the project plan had been followed and whether the objectives had been fulfilled. Any deviations or recommendations were of little significance because the project had ended. In the current programme periods, the ongoing evaluation instead monitors the project and forms part of a learning process in which the project can be managed on the basis of recommendations or critical questions. This involves a new way of thinking for many project owners and many of them are uncertain as to how they should use the evaluation.

IF Metall uses its evaluation to investigate how the cooperation between unions and employers changes in their new roles. Whether the lessons learned must be shared with a central steering committee and through more extensive regional seminars may be a decisive factor for the outcome of the project.

The evaluation also investigates whether companies continue to develop or if they become dependent on the projects. Those questions indicate a long-term view of the 'project's development work. However, feedback from the evaluation must be used wisely if it is to reinforce learning and development. Hopefully, IF Metall will gain continuous feedback on its questions during the project period to enable the steering committee to implement changes if the 'project's overall objective is jeopardised.

As we stated in the introduction, the four projects are focusing on other issues now they have been running for one year. This forms an important starting point for the ongoing evaluation. Monitoring the project and continually reporting back means any new needs that arise can be identified. It is not possible to foresee what will happen and plan the process in detail over two to three years. It is rather a question of bearing in mind the innovative idea and the overall aim of the project and navigating around any obstacles that arise.

Projects as a part of a long-term development strategy

NUEVO conducted a model “preliminary project” (without ESF funds) included in its application. Approximately 30 people took part in that project for a period of 10 months. The people included in the writers’ group later took up places on local steering committees as a link to the implementation of the project. There was a great deal of interest from politicians in both last year’s interviews and this year’s interviews. The development of the project was monitored and a great deal of interest was shown in the results. This was interpreted as an indication of active ownership. However, the project coordinator now considers that they are too late and will have no time for implementation. What happened along the way? Could the project perhaps have been managed better?

The coordinator testifies as to how they became stuck in the development of internal methods and how there was even a reluctance among some project workers to meet their colleagues in the ordinary activities. She would like to see stronger steering committees with a mandate for implementation and a clearer link to the committees. It appears that the board politician in Örebro needs to bypass the steering committee to find out how the implementation plans are progressing. This is an example of an ordinary dilemma for the ESF projects that the SPeL process support commonly encounters. On the one hand, there are people on the steering committee without the correct mandate and, on the other, they are uncertain of their role.

As far as IF Metall is concerned, the original projects have led to a new strategy for the union office. It is now forming an organisation where a new role for the union office is applied throughout Sweden, which is a clear example of the multiplier effect. Even though it is basically a question of gaining access to more EU aid, it is a clear indication that IF Metall sees its work from a more long-term perspective. In addition to the questions for evaluation referred to above, it is equipping personnel at the company who will be able to train colleagues. It will therefore become less dependent on external funds and skills for providing its personnel with further training.

Both the IF Metall project and the Västra Värmland redundancy project have created a demand among companies that wish to see these working methods continue. The redundancy projects have received a certain amount of criticism because they provide support for companies and, naturally, it can be seen that there will be a demand for projects that “serve up free training”. However, the project has also led to changes at the companies. That is a sign that the training courses meet a real need and that the companies take advantage of the opportunity in a serious, long-term manner.

The fact is that the follow-up of the implementation project by SPeL

in Eastern Central Sweden showed that most of the preliminary projects were perceived as being more innovative and aimed at development than “ordinary” skills training projects. One possible explanation for this is that the tough position the companies found themselves in made them open to new cooperation solutions and changes in the organisation of their work and this was given high priority by the companies’ management teams. In other words, the conditions were advantageous for the long-term effects.

However, in the case of Västra Värmland, the companies’ capacity to continue carrying out the work themselves was misjudged. They are happy for the coordination to continue to take place through Näringslivscentrum, and Näringslivscentrum think that the coordination could be sustained commercially. However, there is now an obstacle in the way as Näringslivscentrum has now chosen to focus its work on Yrkeshögskolan instead and there is no capacity for meeting the companies’ requirements. This could be considered an example of a successful result insofar as the companies’ needs are met during the project period and they are now better equipped for an economic upturn. However, further work does not fit into Näringslivscentrum’s current strategy, and therefore, it will not give rise to any further effects, at least for the moment.

Learning is integration

Six months prior to the end of the project, the Navigator Centre succeeded in obtaining a decision to implement the activities. It is likely that the ‘administrators’ considerable experience of working in the municipality and the good relationships built up with managers and politicians were very important factors in this success. By citing this example, we wish to draw attention to the fact that implementation is not the final answer with regard to long-term effects. One risk with project leaders recruited internally who intend to carry on the work after the project is completed is that they themselves have all the learning in their possession. So what happens when the project leaders leave?

In the NUEVO example in Örebro, all the project leaders will leave and there is a risk that most of the knowledge will disappear because they have not succeeded in engaging the regular activities in the learning process.

One of the Navigator Centre’s most important contributions appears to have been a learning process that has opened the door for new forms of cooperation. The question is whether there are people to carry on this new cooperation at all administrations or whether it is carried on by certain individuals

CHAPTER 6.

WHAT CAN WE LEARN FOR THE PROGRAMME AND THE FUTURE?

There is a growing amount of documentation, reports, analysis and research from the Social Fund. This means that important lessons can be learned for the future – both during and after the programme period. What can be done in the current programme period to strengthen the sustainability of the projects based on data and research results? It is difficult to provide any easy answers and advice because we are dealing with large-scale, complex projects within the framework of an extensive programme in an open, rapidly changing environment.

The review of the work of the Social Fund reveals some weaknesses, but it also identifies some opportunities to make projects more sustainable. The SPeL process support here provides a summary of its practical conclusions as a series of recommendations, although they are mainly stated in the form of questions and reflections:

- Carry out a careful selection of the applicants to ascertain whether the conditions for active ownership exist. Are the project owners committed to carrying on and developing the project in the long term? Is there effective cooperation with important operators?
- What is the project organisation like? Will there be a steering committee with the right skills and a mandate and with the ability to work strategically and direct the project towards long-term effects?
- Is learning incorporated in and between the projects? Are there any plans to make use of so-called intermediaries – in the form of universities, R&D centres, industrial development centres, centres of learning etc. – for dissemination and strategic effects?

Practical advice and recommendations can be helpful, particularly if they have a theoretical, empirical basis, which can serve to substantiate the work and make it more comprehensive and strategic. The “advice” we have given is not intended to serve as a checklist or a template for sustainable develop-

ment work. Instead, it should be seen as a basis for communication between applicants, administrators and decision-makers on how a project is designed and, primarily, how it can be done better. A dialogue-based learning process of this kind can enable ideas on the project to be refined and can help prevent problems. It is a question, among other things, of difficulties in managing programmes of this size with the rapid changes in surrounding conditions that have taken place in such a short time in the economy. The difficulties identified in the Social Fund include the following:

- In some cases it takes a long time to get the projects going.
- Reporting of accrued costs takes a long time.
- The projects do not use all of the funds that they applied for.
- In some cases there are few applications and the quality is low.
- Cooperation between the trade union organisations and the employers does not always work.
- It can be difficult to obtain co-financing for a project aimed at the unemployed and those on long-term sick leave.
- The rules of the programme can, in some cases, be an obstacle to its practical application. The decisions that are made are relatively short term (often relating to a two- to three-year period), although there are expectations of long-term effects. Small project owners can find it difficult to seek funds, obtain liquidity and obtain credits and advance payments of funds that have been granted.

These difficulties can cause a heavy workload at the ESF offices. ESF coordinators are under certain time pressures when it comes to obtaining accounts for accrued costs. It becomes more difficult to provide an overview and there is a danger that the work will become short-term and reactive. The problem becomes worse with the reductions carried out by the management team that have led to a reduced workforce.

We have illustrated certain problems and weaknesses in the Social Fund. These are all natural, since we are working on the basis of a high level of ambition in the programme and from the perspective of sustainable development. At the same time, we must state that there have been exciting developments in the programme up to now. The investments in ongoing evaluation are an important, innovative part that have quickly spread throughout the country.

APPENDIX 1.

FACTS ABOUT THE STATISTICS

The data used in Chapter 2 is based partly on information from the Swedish ESF Council and partly on data already available in the various registers of SCB.

The ESF Council manages and decides on the financing of different projects. When resources have been allocated to an implementation project, every project owner must register the project and submit details about its activities and the participants. The registered details are used to ascertain the indicators that are reported to the government and the European Commission. This information is also used to create the population on which this report is based.

What the statistics include

The population consists of all the individuals who take part or have taken part in the Social Fund's implementation projects in Programme Priority 1 and Programme Priority 2 from the beginning of 2008 up to and including 31 March 2011.

Definitions and explanations

There are people in the population for whom no gender details are available. There are:

- 328 people in Programme Priority 1
- 120 people in Programme Priority 2

This is because the stated personal identity number cannot be found in the SCB Register for the entire population. This may be because the people who stated their personal identity numbers gave the wrong number or because the person in question has requested that their identity be protected.

Definitions

Predominance: Predominance of women, men, age groups or young people occurs when at least 75 per cent of the participants fulfil a certain criterion.

Income from employment and business- and work-related remuneration: This consists of the total gross salary amount, income from active business activities, sickness benefits, maternity/paternity allowances, disease carrier's

allowance, sickness benefit guarantee, taxable occupational injuries' benefits, parental allowances at a child's birth or adoption, temporary parental allowance for the care of children, family-related and rehabilitation allowances.

Region: Follows the divisions according to NUTS 2 (national level).

Level of education: Indicates the levels of an individual's highest level of formal education, in this case the highest level of education in 2009. The data relating to level of education is reported according to the SUN 2000 educational classification. Comparisons with the country as a whole are made for Priority 1 using data from the register-based labour market statistics, RAMS, for 2009 for those in paid employment in the 25–64 age group. This is done to obtain a comparison group that is similar to that of Priority 1.

For Priority 2, the comparisons with national figures have been made using data for the register of the 'Population's education for 2010. Here, the comparison group consists of people in the 16–74 age group.

Foreign origin: This includes people who were born in another country or who were born in Sweden and have two foreign-born parents.

Ages: The participants have been classified according to how old they were when the project started.

Sources

In addition to the ESF Council's own information about the participants, the following SCB registers have been used:

- Educational attainment – information on the highest level of education.
- LISA (Longitudinal Integrated Database for Sickness Insurance and Labour Market Research) – paid employment income.
- RTB (Total Population Register) – personal identity number, gender, foreign/Swedish origin, country of birth, municipality where registered.
- RAMS (register-based labour market statistics) – control data, information about a person's workplace, the industry concerned, sector code.
- Education register – highest level of education.
- Vocational register – occupation according to SSYK1

Besides 'SCB's own registers, data has also been obtained from:

- The Swedish Employment Office – data obtained from the table "Arbetslösa och i program, andelar av befolkningen" [Proportion of the population who are unemployed or in programmes].
- The transfer statistics (assignment from the Ministry of Finance) – information on the participants' activities before and after the start of the project.

APPENDIX 2.

QUANTIFIED GOALS AND INDICATORS FOR THE SOCIAL FUND PROGRAMME'S TWO PRIORITIES

The Social Fund programme's indicators are reported to the government three times a year. You can access the most recent report at www.esf.se/deltagare.

In 2010, the government submitted a document to the European Commission containing proposals for changes to some of the quantified objectives. That proposal was based partly on the results of the indicators reported and partly on an analysis of the surrounding environment. For those on long-term sick leave, the analysis showed that the number fell by half during the period from January 2006 to June 2009. Unemployment among young people was high compared with the rest of Europe. According to data from Eurostat relating to the third quarter of 2009, unemployment among young people under the age of 25 in Sweden amounted to 22.1 per cent. For the EU as a whole, the corresponding figure was 19.9 per cent.

The government's proposal included the following:

Programme Priority 1

- the target for the number of participants in projects to prevent long-term sick leave should be reduced from a minimum of 20,000 participants to a minimum of 15,000 participants.
- the target for the number of employed people receiving skills training should be increased from a minimum of 200,000 to a minimum of 205,000.

Programme Priority 2

- the target for the number of participants on long-term sick leave should be reduced from a minimum of 20,000 to a minimum of 10,000.
- the target for young participants should be increased from a minimum of 5,000 to a minimum of 15,000.

The quantified targets reported below are based on the government's proposal which was noted by the European Commission.

Quantified targets for Programme Priority 1

1. *a.* At least 205,000 employed individuals will take part in skills training, excluding those accounted for in quantified goals 2 and 3 below.
b. At least 75 per cent of the projects with support at the preliminary study phase should continue to the implementation phase.
2. The number of individuals who have taken part in projects in order to improve their knowledge about how discrimination can be counteracted and how equality can be encouraged will amount to at least 20,000.
3. The number of individuals who have taken part in projects to prevent long-term sick leave will amount to at least 15,000.

Indicators for Priority 1

Results and effect indicators

Where possible, all the indicators should be g-distributed by gender.

1. The number of participants who experience that skills training efforts resulted them:
 - a.* Being given the opportunity to experience more in-depth work or to broaden their field.
 - b.* Experiencing in-depth or more comprehensive work tasks.
2. The number of participating workplaces that experience that skills training efforts have resulted in the workplace:
 - a.* Being characterised improvements in knowledge within the present work areas.
 - b.* Broadening their activities, which will lead/has led to a need for new or different work tasks.
3. The number of participating workplaces that experience that they are better equipped to prevent long-term sick leave after completed projects.
4. The number of participating workplaces that experience that the workplace has acquired more knowledge about how discrimination is counteracted and equality is promoted after completed projects.

Financial and physical indicators

All the indicators should, where possible, be distributed by gender.

1. The number of workplaces participating in the projects in the programme, per year and in total, distributed among number of employees, industries and labour market sectors.
2. The number of individuals starting to participate in projects in the programme, per year and in total, distributed among the 16–24, 55–64 and other age groups.
3. The number of self-employed people starting to participate in the projects in the programme, per year and in total.
4. Average financial support per participating workplace, distributed according to ESF support and national co-financing.
5. Average financial ESF support and national co-financing per participant divided between project planning and implementation.
6. The number of participant hours per project.
7. The number of participants in projects with an emphasis on the different bases for discrimination.
8. The number of projects that have progressed from the project planning phase to the implementation phase with support from the Social Fund.
9. The number of participants in projects with an emphasis on preventing long-term sick leave.

Quantified goals Priority 2

1. At least 75,000 participants – of which at least 15,000 are foreign born, 15,000 are young people and 10,000 are on long-term sick leave.
2. The proportion of participants who, after completing a project, have found a job or acquired experience so that their possibilities of finding a job have increased, should be at least 70 per cent.
3. The proportion of participants in work, 90 days after having completed a project, should be at least 10 percentage points higher than the weighted average result for special employment support and preparatory education (or other regular measures for the corresponding target group), distributed according to year and the entire programme period.

Indicators for Priority 2

Results and effect indicators

All the indicators should, where possible, be distributed by gender.

1. The number of participants who, 90 days after completing a project, are in work. Participants in the 16–24 age group, the foreign born and those on long-term sick leave are accounted for separately.
2. The number of participants who, 90 days after completing a project, are in regular education. Participants in the 16–24 age group, the foreign born and those on long-term sick leave are accounted for separately.
3. The number of participants who, 90 days after completing a project, have moved to another labour market policy activity. Participants in the 16–24 age group and the foreign born are accounted for separately.
4. The number of participants who experience that the possibility of finding work after completing a project has increased. Participants in the 16–24 age group, the foreign born and those on long-term sick leave are accounted for separately.

Financial and physical indicators

All the indicators should, where possible, be distributed by gender.

1. The number of participants taking part in projects, distributed among the different target groups.
2. The number of individuals taking part in projects, per year and in total, distributed among the 16–24, 55–64 and other age groups.
3. Financial support and verified co-financing per project.
4. The number of foreign-born participants.
5. The number of participants with functional disorders resulting in limited working capacity.
6. The number of participant hours per project.

The Social Fund in Figures 2011

The Social Fund is an extensive investment in skills training for employees and support for those who are outside the employment market. The total amount in question is 12 billion SEK over seven years. Many people are keen to know what all these projects have led to.

This report, which is based on statistics and practical examples, attempts to answer the following questions:

- How many projects are there and how many individuals have taken part?
- Have the right groups been reached?
- What results can be identified?
- Can any long-term effects of the projects be traced at this stage?

A closing section contains a brief discussion of a number of difficulties and problems. Some ideas are put forward as to how the venture might be improved.