

THE SOCIAL FUND IN FIGURES 2012

– 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



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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). Chapter 1 was written by Lennart Thörn from the Swedish ESF Council. Chapter 2 is based on statistics from Statistics Sweden (SCB), collated and analysed by Cecilia Hertzman. Chapter 3 was written by representatives of the five theme groups at the Social Fund (Socialfonden): Susanne Zander, theme group youth; Ragnar Anderson, theme group Entrepreneurship; Marcela Mella Rinderud, thematic group on equality; and Malin Lindberg, A&O theme group. Chapter 4 was written by Andreas Sävenstrand from SPeL, while Chapter 5 was developed by Lennart Svensson (SPeL) and Sven Jansson (Swedish ESF Council). Andreas Sävenstrand is the editor and contact person for this report.



The Swedish
ESF Council



EUROPEAN UNION
European Social Fund

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FOREWORD

This is the third time that we have compiled a Social Fund in Figures annual report. The report presents a number of interesting results based on the statistics that we have gathered through our collaboration with Statistiska Centralbyrån (Statistics Sweden – SCB). By describing the Social Fund in figures, we want to make sure that the available resources are visible and show how they are used and what the socio-economic effects of the programme are.

The European Social Fund is changing and affecting individuals, workplaces and structures that are part of the Swedish employment market. During the programme period, 2007–2013, we expect the Social Fund to be available to at least 315,000 participants and finance more than 2,000 projects in Sweden. Efforts will be directed partly to those who are already employed, in order to provide them with improved qualifications to be able to meet the working conditions of the future, and partly to those people who do not have relevant employment qualifications, so that they can improve their chances of entering and remaining in the employment market.

This year's report will analyse the following three areas in more detail: *the situation experienced by young people in the employment market, people with disabilities and integration in working life*. All three areas are high on the political agenda. The European Social Fund's efforts in these areas are important and many of the projects' results may also, in addition to providing temporary support, be used to improve the Swedish employment market's situation in the long term, so that more people can find work and make a contribution to the common good.

In a separate chapter, we discuss the progress that has been made by implementing the Social Fund programme, from a multitude of small projects in the previous programme period to major strategic projects in this programme period. From this comparison, we expose a number of lessons which are important to include in the design of future structural fund programmes.

With this year's report, we want to provide you, the reader, with a good picture of the implementation of the European Social Fund now that we have reached the end of another year. I hope that the results and the reflections made in the report will lead to discussion and contribute to the continued development of both short-term results and long-term effects.

A handwritten signature in black ink, reading "Åsa Lindh". The signature is written in a cursive, flowing style.

*Åsa Lindh, Director-General of the Swedish ESF Council
Stockholm, May 2012*

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CHAPTER 1. MORE, AND BETTER, JOBS IN EUROPE

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

During the period from 2007 to 2013, the Social Fund's budget amounts to approximately SEK 750 billion for Europe as a whole. Sweden has been allocated SEK 6.2 billion and will contribute at least the same amount via Swedish public co-financing. The Swedish ESF Council expects to distribute this amount among approximately 2,000 projects, which will include 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 made for projects that provide better conditions for female and male employees (self-employed, employees or managers) so that they may be able to deal with the working life they will face in the future in a better way. In Programme Priority 2 (Priority 2), funds can be applied for projects intended for people who do not have relevant employment qualifications. By taking part in one of the projects, participants will increase their chances of entering and remaining in the employment market.

More than 2,100 projects have been granted funding

Funds for the initial projects were approved in 2008 and 2,110 projects have been granted funding up to and including March 2012. When an application is received, the Swedish ESF Council examines whether the application meets the formal requirements that apply to projects and the specific requirements that relate to the call for applications in question. The approved projects are then forwarded to the Structural Fund Partnership in each of the regions concerned for final prioritisation regarding which projects are to be granted funding. To date, a total of 6,243 applications

have been received. Of these, 2,697 are preliminary projections and 3,546 are applications for implementation projects. Preliminary projections are used to prepare implementation projects and the results contained in this report are based exclusively on implementation projects. Figure 1 shows the outcome of the applications received for implementation projects.

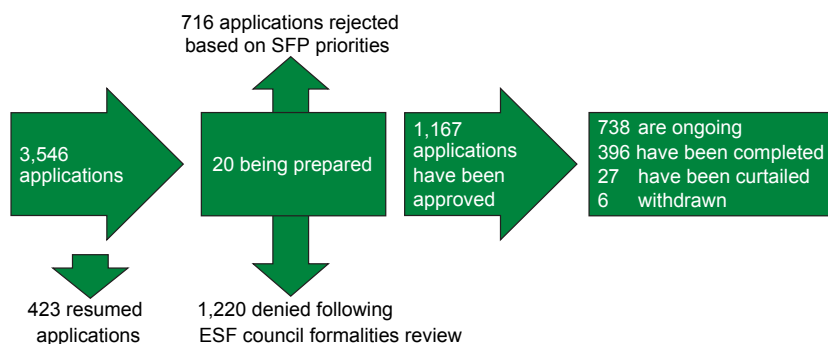


Figure 1. Number of applications received for implementation projects and their outcome
SFP = the Structural Fund Partnership.

More than 700 projects have been rejected based on the Structural Fund Partnerships' priorities – most were rejected because the total budgeted amount for the call for proposals had been used.¹ Of the 1,167 requests for implementation projects that were approved, 649 are in Priority 1 and 518 are in Priority 2. Of the 396 projects that have been completed, 276 are in Priority 1 and 120 are in Priority 2.

More than SEK 12 billion over seven years

As indicated above, the total amount of funding provided by the Social Fund is at least SEK 12.4 billion during the 2007–2013 period, with SEK 0.5 billion earmarked for administration and the remainder for project activities. Because most of the projects do not make full use of the entire amount of the support provided, the Swedish ESF Council must grant more funds compared with the amount provided by the overall framework of the programme. The size of this excess must be continuously followed up because it is a very important component in the implementation of the programmes. Up to and including March 2012, the reflux of capital in Priority 1 was 16 per cent and in Priority 2 it was 27 per cent.

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

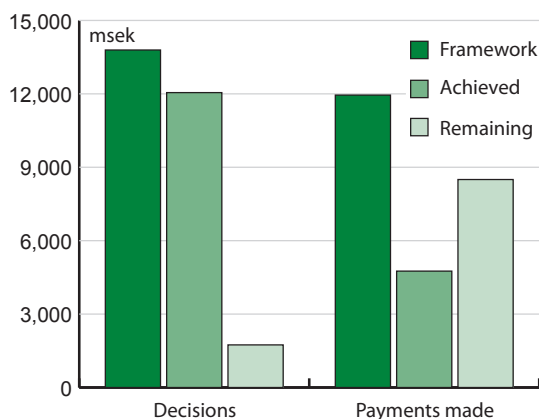


Figure 2. Amounts decided and paid out, SEK millions.

Figure 2 illustrates how much ESF funding and national co-financing must be granted for a project to ensure that full payment of the support from the EU is obtained for Sweden. Just less than 90 per cent of the decisions that are required have been made in order to achieve the objective of obtaining all of the available funds. In Priority 1, the ESF Council allocates support from both the EU and from Swedish co-financing. In Priority 2, the ESF Council allocates EU funds, whereas co-financing comes from other public financiers. SEK 4.8 billion is disbursed/approved from a total of almost SEK 12 billion, which is the equivalent of 40 per cent of the total framework amount.

The ESF Council does not have the autonomy to make commitments which exceed the financial plan for the programme. With the decisions taken during the first quarter of 2012 regarding support for projects, no funds remain for new calls for proposals. To be able to make use of the remaining funds, the possibilities of, for example, upgrading successful on-going projects are now being examined, including starting up preliminary projects with a focus on the next programme period.

The Social Fund's eight regions in Sweden

Programme resources are distributed between the eight regions that are responsible for the implementation of the fund in accordance with an allocation model. SEK 777 million (10 per cent) of programme resources are reserved for national projects. Figure 3 indicates the allocation per region.

The Social Fund's target groups in Sweden

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

For Priority 1, the planned number of participants in approved and completed projects is 364,000, which corresponds to 152 per cent of the total target of 240,000 participants. For Priority 2, the planned number

Figure 3. Regional distribution of programme resources, SEK millions.



of participants in completed and ongoing projects is 127,000, which in turn, corresponds to 169 per cent of the target.

In Figure 4, we can see that not all of the funds authorised for projects have been used and that a significant amount of funds will be returned. The situation is the same with the planned number of participants. In many projects, particularly in Priority 1, the planned objective for participants has not been achieved. In the projects completed up to and including March 2012 for Priority 1, 75 per cent of the planned number of participants has been achieved. The corresponding figure for Priority 2 is 94 per cent.

Taking into account this 'deficit' of participants in the projects, it is clear that the overall objectives for the num-

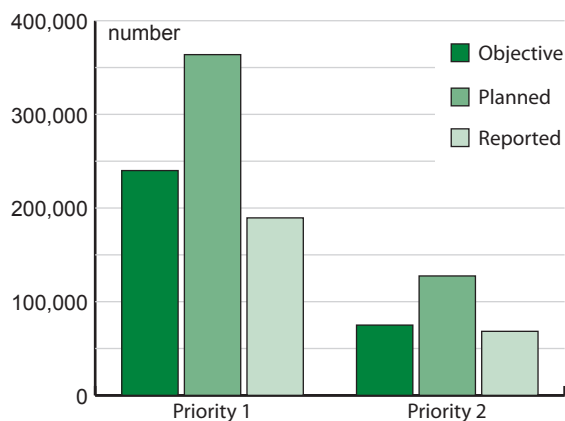


Figure 4. The programme's participation objectives, planned and reported participants.

ber of participants in each programme area will be achieved. If the 'deficit' levels remain, the final number of participants in Priority 1 will be approximately 270,000, and in Priority 2 the forecast indicates that there will be approximately 120,000 participants.

CHAPTER 2. THE ESF PROJECTS' PARTICIPANTS AND FOCUS

This chapter reports on Statistics Sweden's overall figures regarding the participants in the Social Fund's projects along with the participants' characteristics. The data is based on the people who participate or who have participated in one of the various implementation projects up to and including March 2012. This chapter presents the Social Fund's quantified targets and indicators, but it does not provide a complete review. More facts about the statistics are provided in Appendix 1. Appendix 2 includes details of all the quantified goals and indicators in the Social Fund's programme together with references for further reading.

More women than men in the programme

Just under 260,000 people have participated, or are participating, in one of the various implementation projects. Overall, there are slightly more women than men, 51 per cent in total. In Priority 1, 53 per cent of the participants are women and in Priority 2, 47 per cent of the participants are women (Table 1).

The typical female Priority 1 participant comes from Western Sweden; she is in the 45–54-year-old age group and works in *Health and care services* in a workplace with 10–49 employees. The typical male participant in Priority 1 also comes from Western Sweden; he is in the 35–44-year-old age group and works in the *Manufacturing sector* at a workplace with 10–49 employees.

The typical female participant in Priority 2 is considerably younger than her counterpart in Priority 1; she is in the 15–24-year-old age group and originates from Western Sweden. The typical male Priority 2 participant is also in the 15–24-year-old age group but originates from Eastern Central Sweden.

Table 1. Number of people who take part or have taken part in a Social Fund project up to and including 31 March 2012

	Priority 1		Priority 2	
	Number	Per cent	Number	Per cent
Women	100,391	53.0	32,041	46.9
Men	88,618	46.8	34,458	50.4
No data available	470	0.2	1,839	2.7
Total	189,479	100	68,338	100

Table 2 shows the number of people who have participated so far during the current programme period. Each person is assigned to the year they started a project. The figures for 2012 reflect the number of participants up to and including 31 March 2012.

The proportion of women and men has changed over the years, especially with regard to the participants in Priority 1. From 2011, the proportion of women in relation to men increased significantly, 58 per cent compared with 42 per cent. During 2010 in particular, specific calls were made in some regions for so-called redundancy projects – these involved re-schooling projects or opportunities for people to be trained during the recession that followed in the wake of the financial crisis. These projects were given primarily to companies within the manufacturing industry, and it was predominantly men who participated in the projects. When these projects ended 2010-2011, there was a preponderance of women in later projects instead. So far in 2012, the proportion of female participants in Priority 1 is 62 per cent, whereas in Priority 2, the distribution is significantly more even.

Table 2. Number of participants who have taken part in a Social Fund project according to year

	Priority 1					Priority 2				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Women	4,179	19,527	28,895	41,954	5,839	2,877	7,730	10,040	9,887	1,507
Men	1,930	21,149	31,510	30,548	3,482	3,017	8,675	11,142	10,254	1,370
No data available	50	115	144	126	34	18	34	40	1 601	146
Total	6,159	40,791	60,549	72,628	9,355	5,912	16,439	21,222	21,742	3,023

In Priority 1, the municipal sector had the largest share of authorised funds, 30 per cent. The same applies for Priority 2, where the municipalities account for 40 per cent of the authorised funds. The second-largest amount of authorised funds for Priority 1 and 2 was non-profit organisations, 14 and 23 per cent respectively (Table 3).

Table 3. Distribution of project ownership according to sector

	Priority 1	Priority 2
Municipalities	30	40
Private	26	6
County Councils	17	10
Non-profit organisations	14	23
State	8	16
Cooperatives	4	5
Parish	1	1
Total	100	100

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

Priority 1 – Skills development

More projects that prevent long-term sickness absenteeism

Priority 1 has three orientations, with the dominant orientation being *Skills training for development in line with working life demands* (Table 4), even if this orientation has declined since 2011. Among female participants, the orientation *Prevention of long-term sickness absenteeism* has increased significantly compared with 2011. The typical participant within this orientation is a highly educated woman, in the 45–54-year-old age group, working within public administration.

A higher percentage of women than men participate in projects focused on discrimination and equal treatment, even if it is the orientation that has increased the most among male participants compared with 2011.

Table 4. Percentage distribution of the number of participants according to Priority 1 orientations

	Women			Men		
	2012		2011	2012		2011
	Number	Pro-portion	Pro-portion	Number	Pro-portion	Pro-portion
Skills training for development in line with working life demands	74,387	74	84	76,265	86	92
Counteract discrimination and promote equality	14,460	14	11	7,171	8	4
Prevention of long-term sickness absenteeism	11,544	11	4	5,182	6	4
Total	100,391	100	100	88,618	100	100

Within the *Skills development* orientation area, people with an upper secondary education are the most common. In both of the other orientations, *Counteract discrimination and promoting equality* and the *Prevention of long-term sickness absenteeism*, the participants usually have a university education (Figure 5). However, only approximately 20 per cent of the participants were found in both orientations, and 68 per cent of these were women.

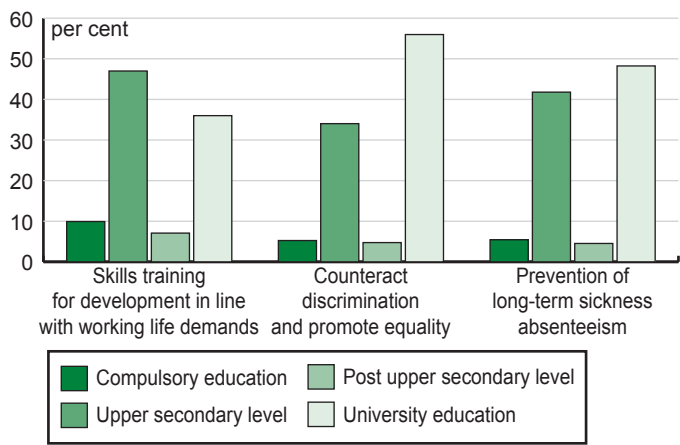


Figure 5. Level of education according to orientation.

Since 80 per cent of participants are in the *Skills development* orientation area, it is not surprising that this orientation dominates when breaking down the figures sector by sector (Figure 6). The orientation which has increased the most is, as previously mentioned, that of *Prevention of long-term sickness absenteeism*. It is within the *Energy and the environment*, *Education* and *Health and care services* sectors that the increase has taken place. Even the *Counteract discrimination* orientation has increased. The *Public administration* and *Information and communication* sectors account for the largest increase.

The *Manufacturing and extraction* sector is the only sector where there are only two of the three orientations. In addition, there are no participants from the *Counteract discrimination* orientation area.

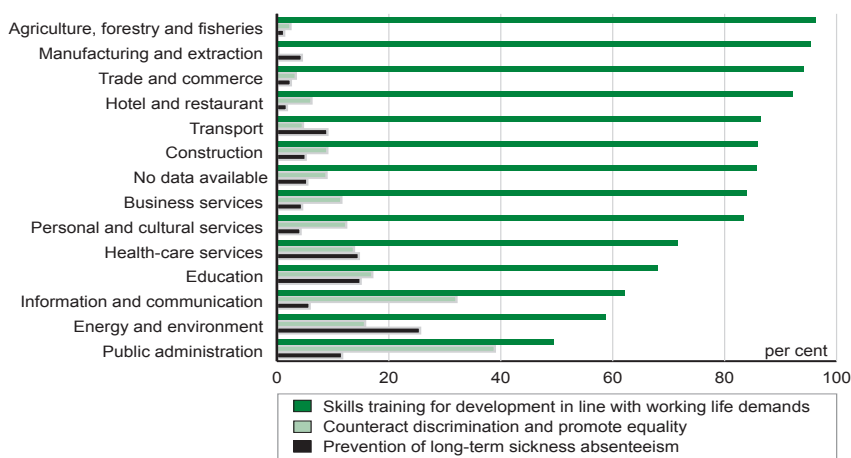


Figure 6. The orientation of the projects according to industry.

Most projects are made up of both men and women

In approximately half of the projects started so far there is roughly the same amount of males and females (Table 5). As seen in Table 5, 25 per cent of the projects are dominated by women and 23 per cent of the projects are dominated by men. There has been a marked increase in the female-dominated projects compared with 2011. The increase in the number of participants over the past year has had a major impact on the total.

Table 5. Number of female-dominated and male-dominated projects²

	2012		2011	
	Number of projects	Per cent	Number of projects	Per cent
Female dominance	129	25	78	20
Male dominance	123	23	111	29
Other	276	52	198	51
Total	528	100	387	100

Most participants are in the 35–44-year-old age group

At the end of 2010, the average age of the population (16–64) was 39.8. For participants in Priority 1, the average age of participants when starting the project was 44: the average age of the women was 44.5 and the average age of the men was 43.5.

It is only in the youngest age group (15–24) that there are more male than female participants (Figure 7). The largest gender difference is found in the 55–64-year-old age group, where there are 11 percentage points more women than men. In the oldest age group (65+) there are approximately 2,700 participants (which has increased from 1,400 in 2011), and the distribution between the sexes is almost the same.

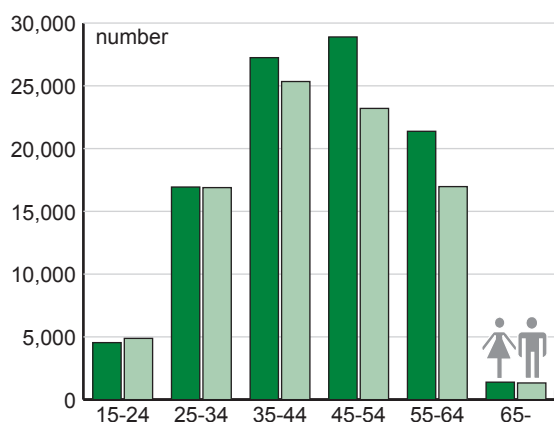


Figure 7. Number of participants according to age and gender, Priority 1.

² Dominance means that a minimum of 75 per cent of the participants are of the same gender.

Many participants have university degrees compared with the national average

Nearly 40 per cent of participants in Priority 1 have a university education (Figure 8). There has been a large increase compared with the previous year, when 34 per cent of the participants had a university education. Of the participants who began a project in 2012, 47 per cent had a university education. It is primarily the proportion of participants who have only an upper secondary education which is falling – 45 per cent compared with 48 per cent in 2011. Just less than 10 per cent of participants have achieved a compulsory school education as their highest level of education.

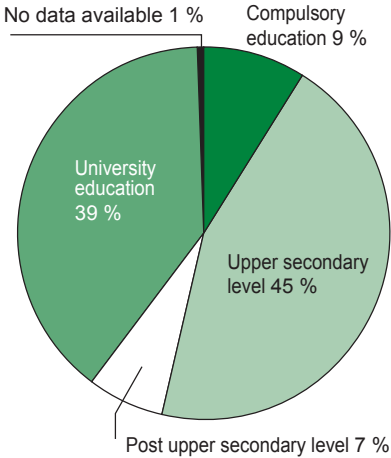


Figure 8. Proportion of participants according to level of education, Priority 1.

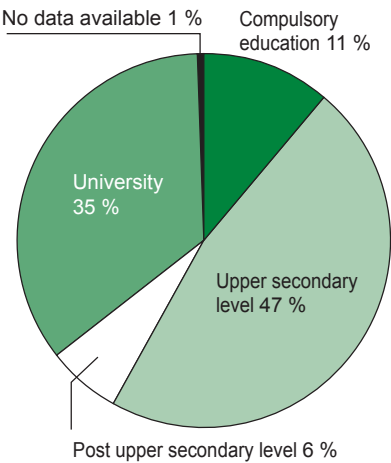


Figure 9. The proportion of people in paid employment nationally, distributed according to level of education, in the 25–64-year-old age group³.

³ The data is taken from the Register-based labour market statistics, RAMS, for the year 2010.

In the 25–64-year-old age group, the percentage of university-educated people is higher among the Priority 1 participants compared with the working population (Figure 9) – 39 per cent compared with 35 per cent. There are more people with compulsory school education among the working population than in Priority 1, but the difference is marginal, 11 per cent compared to 9 per cent.

The women have a higher level of education than the 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); see Figure 10. Among men, the predominant level of education that they achieve is upper secondary school level (Figure 11). It is only in the oldest age group (65+) that the proportion of university-educated participants is predominant.

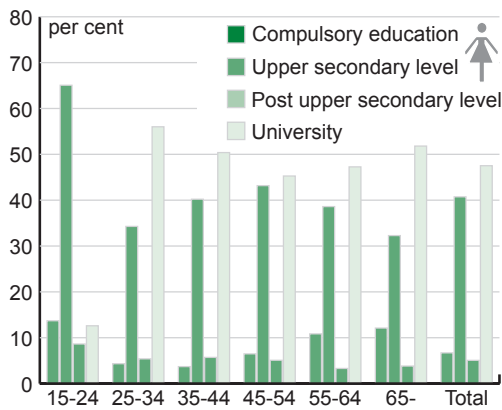


Figure 10. Women’s level of education according to age, Priority 1.

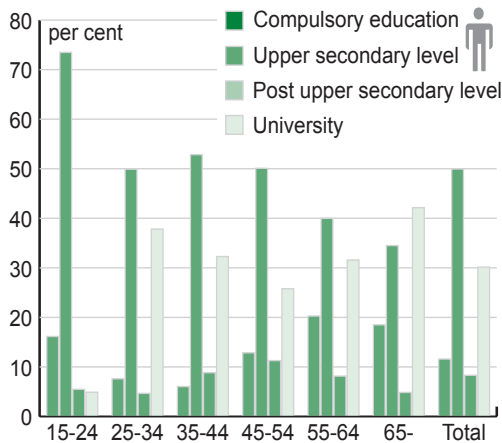


Figure 11. Men’s level of education according to age, Priority 1.

Overall, educational attainment is somewhat higher among women in Priority 1 compared with those who are gainfully employed in the country (Figure 12) – 48 per cent have a university education (this is an increase of 5 per cent compared with 2011) compared with 38 per cent of all people who are gainfully employed.

However, among men, there are no major differences between Priority 1 and those in gainful employment in the country (Figure 13). It is in the oldest age group (65+) where the men in Priority 1 stand out, with 42 per cent educated to university level (an increase of 4 per cent compared with 2011) compared with 30 per cent throughout the country.

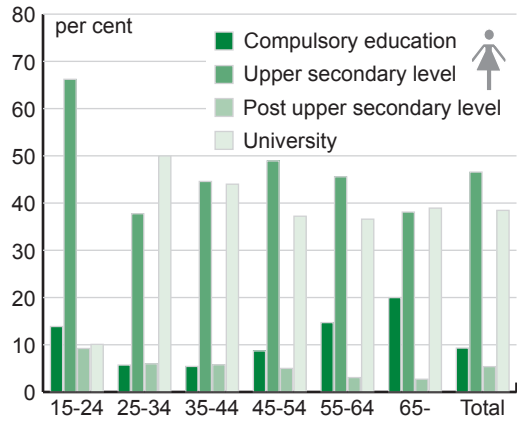


Figure 12. Women's level of education according to age, in gainful employment, nationally⁴.

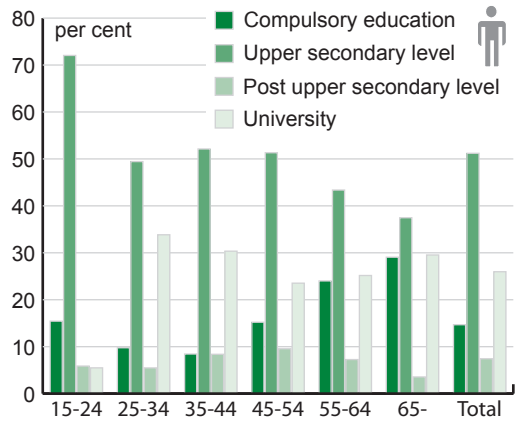


Figure 13. Men's level of education according to age, in gainful employment, nationally⁵.

⁴ The data is taken from the Register-based labour market statistics, RAMS, for the year 2010.

⁵ The data is taken from the Register-based labour market statistics, RAMS, for the year 2010.

Further information – university educated

If we look at the total number of people who have a university education, 64 per cent are women (Figure 14). Among those in gainful employment in Sweden, 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 of interest from the perspective of the target group, and a more detailed description is therefore provided.

The structure of the age groups for those with a university education in Priority 1 follows the same pattern as for those in gainful employment in the country. It is only the proportion that is higher in Priority 1. It may also be possible to see that there are a few more participants who have a university education in the 55–64-year-old age group.

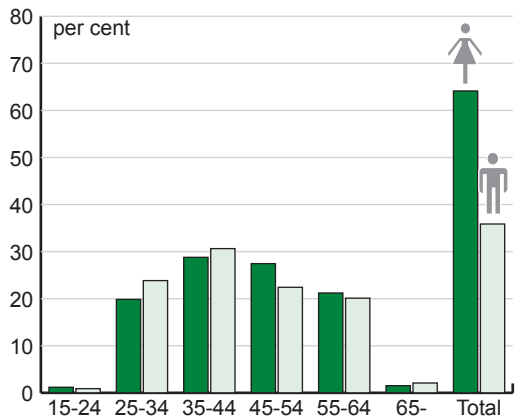


Figure 14. People with a university education, Priority 1.

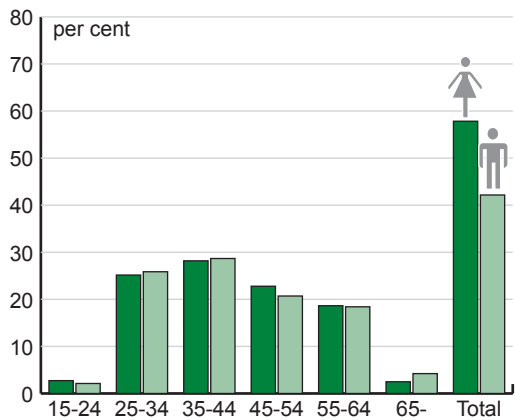


Figure 15. Proportion of participants with a university education among those in gainful employment, nationally⁶.

⁶ The data is taken from the Register-based labour market statistics, RAMS, for the year 2010.

The most common educational orientation for participants with a university education is in *Education and teacher training*, a total of 34 per cent of participants follow this route, and 40 per cent of these participants are women. The most common educational orientation for men is *Engineering and manufacturing*, but there is a difference of only 4 percentage points compared to the *Teacher training* participants. The next largest educational orientation is *Health and care services*, with few participants having a preference towards Agriculture, Forestry and the Natural sciences (Table 6).

Table 6. University-educated participants according to educational orientation, Priority 1

	Women	Men	Total
Education and teacher training	40	24	34
Health and care services and social care	25	10	20
Social sciences, law, commerce, administration	17	16	16
Engineering and manufacturing	5	28	13
Humanities and art	6	6	6
Services	3	10	6
Natural sciences, mathematics and computing	2	4	3
Unknown educational orientation	1	1	1
Agriculture, forestry and animal care	0	1	1
General education	0	0	0
Total	100	100	100

There is a strong correlation between people with a university education and the education orientation/career they choose. The *Education* sector is completely dominant, this applies to both men and women (Table 7). The second-largest industrial sector for women with a university education is *Health and care services*, and for men it is *Manufacturing and extraction*. If we look at the previous year, we can see that there has been a decrease in the number of participants in *Manufacturing and extraction* by almost 3 percentage points. In effect, the entire decrease has occurred among men. The industries which increased the number of participants the most are *Public administration* and *Education*, by slightly more than 2 percentage points in each industry. The increase has taken place wholly among women.

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

	Women	Men	Total
Education	26.3	9.0	35.3
Health-care services	14.4	3.3	17.8
Public administration	7.1	5.2	12.3
Manufacturing and extraction	3.5	7.9	11.4
Business services	4.2	3.9	8.1
Personal and cultural services	3.8	1.9	5.8
Information and communication	1.4	1.9	3.2
Trade and commerce	1.6	1.1	2.7
Hotel and restaurant	0.5	0.2	0.8
Construction	0.2	0.3	0.5
Transport	0.2	0.3	0.5
Energy and environment	0.2	0.2	0.4
Agriculture, forestry and fisheries	0.1	0.1	0.2
No data available	0.6	0.4	1.1
Total	64.1	35.9	100

The participants with a university education mainly come from Western Sweden and Southern Sweden – 26 and 20 per cent respectively (Table 8). Central and Upper Norrland are the regions with the lowest proportion of the country's participants with a university education. This may seem natural because these regions also make up a small percentage of the population. If we look instead at the proportion of university-educated participants by the total number of participants in each region, the proportion is highest in Southern Sweden (49 per cent), closely followed by Central Norrland (48 per cent). The regions with the lowest proportion of university-educated participants are Eastern Central Sweden and Northern Central Sweden.

Overall, there has been an increase in the proportion of university-educated participants compared with the number of participants in all regions. The region that has grown the most is Stockholm, where the proportion has increased from 27 per cent in 2011 to 41 per cent in 2012.

Table 8. University-educated participants according to region, Priority 1

	Number University- educated participants	Per cent	Number of participants, total	Number of university- educated participants compared to the number of participants, %
Stockholm	11,971	16	29,173	41
Eastern Central Sweden	7,971	11	28,310	28
Småland and the islands	4,790	6	14,806	32
Southern Sweden	15,203	20	31,169	49
Western Sweden	19,590	26	45,923	43
Northern Central Sweden	4,107	6	14,543	28
Central Norrland	2,890	4	6,012	48
Upper Norrland	2,882	4	9,049	32
No data available	4,839	7	10,494	46
Total	74,243	100	189,479	39

Just as in the previous year, women with a university education participate to a greater extent in projects oriented towards counteracting discrimination compared with the total number of female participants in Priority 1 (Table 9). The orientation which has increased the most for women, however, is the *Prevention of long-term sickness absenteeism*, which, when compared with 2011, has increased from 5 per cent to 13 per cent. Among men, the largest increase occurred in the *Counteract discrimination* orientation. This proportion has increased from 7 per cent to 15 per cent between 2011 and 2012.

Table 9. University-educated participants according to orientation, Priority 1

	Women	Women, Priority 1	Men	Men, Priority 1
Skills training for development in line with working life demands	70	74	78	86
Counteract discrimination and promote equality	17	14	15	8
Prevention of long-term sickness absenteeism	13	11	7	6
Total	100	100	100	100

169 different nationalities in Priority 1

There are approximately 200 different nationalities in Sweden, and 169 nationalities are represented in Priority 1. In 2011, 13 per cent of the working population in the country was foreign born. This is approximately the same proportion as in Priority 1. For participants in Priority 1, most of those foreign born originate from Europe, 60 per cent (Figure 16). The same relationship applies to the population in gainful employment as a whole, with 57 per cent being born in a European country (Figure 17). Compared with the country as a whole, slightly fewer were born in Asia, even though it is the second-largest continent in both cases.

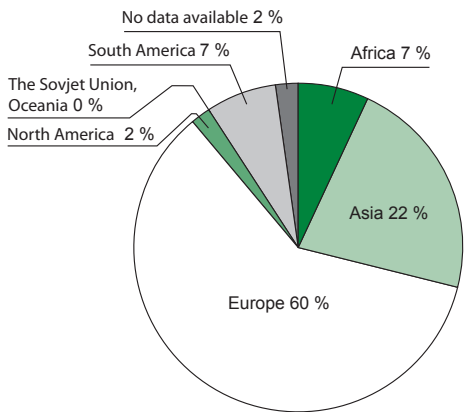


Figure 16. Proportion of foreign born according to continent, Priority 1.

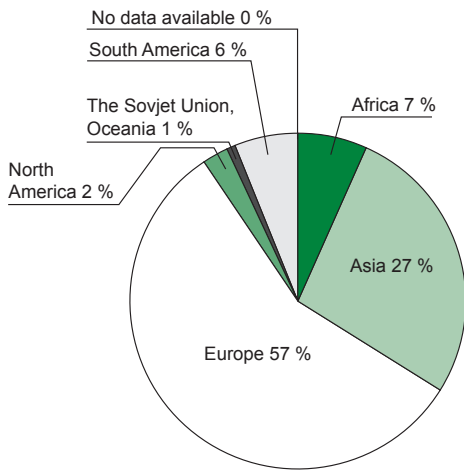


Figure 17. Proportion of foreign born according to continent, national total⁷.

⁷ The data is taken from the Register-based labour market statistics, RAMS, for the year 2010.

The most common country of birth in the population as a whole is Finland, with 12 per cent of those who are foreign-born coming from Finland. The second-largest country of birth is Iraq, followed by Yugoslavia. The top three countries of foreign born participants in Priority 1 are as follows:

- Finland – 2.1 per cent of the participants
- Bosnia and Herzegovina – 0.9 per cent of the participants
- Yugoslavia – 0.9 per cent of the participants

Table 10. Number of participants according to origin and gender, Priority 1

	Number		Proportion		Proportion nationally	
	Women	Men	Women	Men	Women	Men
PEOPLE OF FOREIGN ORIGIN						
Foreign born	12,706	10,523	6.7	5.6	6.4	6.8
Born in Sweden with two parents born abroad	2,765	2,766	1.5	1.5	1.4	1.5
PERSON WITH A SWEDISH BACKGROUND						
Foreign born with one parent born abroad and one born in Sweden	7,046	6,170	3.7	3.3	3.4	3.6
Born in Sweden with two parents born in Sweden	77,874	69,159	41.2	36.6	36.9	40.0

Table 10 shows that all people in Sweden with a foreign background who are gainfully employed make up 16 per cent of the population. Of these, 82 per cent were born abroad and the remaining 18 per cent were born in Sweden, with both parents being born abroad. In Priority 1 the distribution is similar, with just over 15 per cent having a foreign background. Of these, 81 per cent were born abroad and the remaining 19 per cent were born in Sweden, with both parents being born abroad. A slightly higher proportion of foreign born participants are women.

Which industries develop skills?

What is striking for the participants in Priority 1 is that they are represented in almost all industries. The only industries where there are no projects are in the three industries: *Real estate*, *Credit institutions* and *Insurance*

companies (Figure 18). Most participants are in *Manufacturing and extraction*, *Education* and *Health and care services*. Also, in *Manufacturing and extraction* and *Education*, the figures for Priority 1 are considerably higher than the national figures. The industry which employs the largest number of people in the country is *Health and care services*, with just over 16 per cent, followed by *Manufacturing and extraction* and *Commerce*.

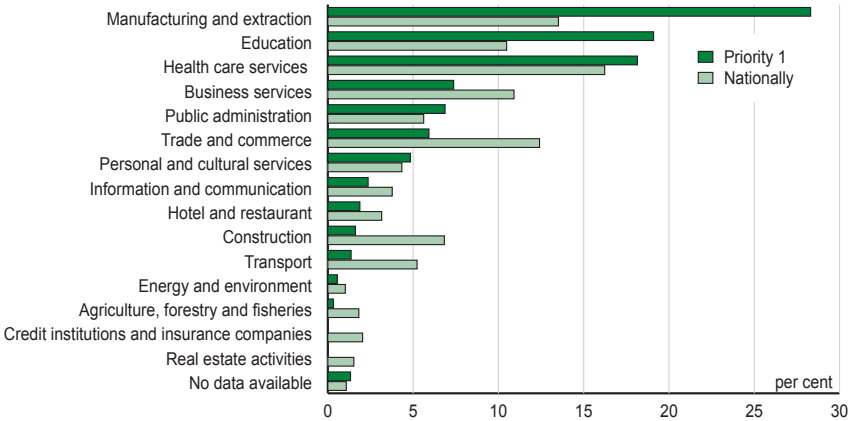


Figure 18. Proportion of participants according to industrial classification⁸.

It is primarily men who are found in *Manufacturing and extraction*, with almost half of all men working in that industry (Table 11). Among women, the largest group is in *Health and care services*, followed by *Education*, with two thirds of all participants working in these three industries.

Compared with 2011, the number of participants has decreased from 34 to 28 per cent in *Manufacturing and extraction*. The industries that have increased the most are Education (+ 2.7 percentage points) and *Health and care services* (+ 2.1 percentage points).

⁸ The data is taken from the Register-based labour market statistics, RAMS, for the year 2010.

Table 11. Distribution according to gender in different industry groups

	Women	Men	Total
Manufacturing and extraction	6.1	22.2	28.3
Education	14.4	4.7	19.1
Health-care services	15.2	2.9	18.1
Business services	3.5	3.9	7.4
Public administration	4.0	2.9	6.9
Trade and commerce	3.1	2.9	5.9
Personal and cultural services	3.1	1.7	4.8
Information and communication	1.0	1.4	2.4
Hotel and restaurant	1.2	0.6	1.9
Construction	0.2	1.4	1.6
Transport	0.3	1.0	1.4
Energy and environment	0.1	0.4	0.6
Agriculture, forestry and fisheries	0.1	0.2	0.3
Credit institutions and insurance companies	0	0	0
Real estate	0	0	0
No data available	0.7	0.6	1.3
Total	53.1	46.9	100.0

Most of the participants can be found in the projects carried out in the private sector followed by the public sector (Table 12). The difference between the private and the public sector, however, is less significant compared with 2011. Within the country as a whole the pattern is the same, but here the difference between the private and the public sector has increased only marginally over the past year.

Table 12. Proportion of participants according to industry

	2012		2011	
	Priority 1	Nationally	Priority 1	Nationally
Private sector	53	67	60	66
Public sector	42	30	35	30
Non-profit sector	3	2	3	2
Cooperatives	1	1	1	1
No data available	1	0	1	1
Total	100	100	100	100

Just over 40 per cent specialists

Among women, most participants are in the *Services, Health care* and *Sales*, followed by *Work requiring theoretical specialist skills* and *Work requiring a shorter university education* (Table 13). 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 specialist skills* is in third place. It is notable that there are more women in *Management work* among the participants in Priority 1 and fewer in the *Office and customer services* group compared with the national figures. As far as men are concerned, *Process and machine operators work, transport work* are the predominant professional groups by a clear margin.

Compared with the previous year, the proportion of participants in the *Work that requires theoretical specialist skills* professional group has increased for both men and women (22 and 15 per cent in 2011). The *Process and machine operators work, transport work* professional group has decreased (7 and 28 per cent in 2011).

Table 13. Proportion of participants and proportion of employees in the population⁹ according to vocational field, Priority 1

	Participants in the Social fund		Population 16–64 years	
	Women	Men	Women	Men
Services, health care and sales work	28	8	31	10
Work requiring theoretical specialist skills	25	18	19	16
Work requiring a shorter university education	19	18	21	17
Office and customer services work	9	4	11	5
Management work	8	11	4	8
Process and machine operators work, transport work	5	24	3	16
Work which does not require special training	4	3	6	5
Craft and trade-related work in the construction industry and manufacturing	1	12	1	17
Work in agriculture, horticulture, forestry and fisheries	0	1	0	1
Military work	0	0	0	1
No data available	2	3	3	5
Total	100	100	100	100

How big are the companies participating in skills training?

Of all the Priority 1 participants, most are employed at workplaces which have 11–49 employees (Table 14). This is the same ratio found among employees throughout the country. However, generally speaking, the distribution between the participants in Priority 1 and the national working average is slightly different. Large workplaces with more than 1,000 employees are overrepresented in Priority 1 while small workplaces with 1–10 employees are underrepresented. If we take a look at workplaces which have participants in Priority 1 projects, most (45 per cent) are found in workplaces which have 1–10 employees.

⁹ The data concerns number of employees nationally and is taken from the Register of professions (Yrkesregistret) for the year 2010.

Table 14. Proportion of participants and proportion of workplaces according to size

	Number of employees							No infor- mation avail- able
	1–10	11–49	50–99	100–199	200–499	500–999	1000–	
Proportion of participants in Priority 1	14	28	16	14	9	4	11	4
Proportion of employees in the country	24	27	13	10	8	4	8	5
Proportion of workplaces Priority 1	45	32	11	6	3	1	0	2

Income distribution

Just over half of the participants fall within the income band SEK 200,000–349,999. This is a somewhat higher share than the population in gainful employment as a whole. There is a larger proportion of participants in the income band SEK 350,000–499,999 in Priority 1, in particular men (Table 15). In a comparison with 2011, there has been a significant increase in the number of participants in that particular income band, 23 per cent in 2012 compared with 18 per cent in 2011. The increase is at the expense of the proportion of participants in the income band SEK 200,000–349,999, where the percentage has fallen from 58 per cent in 2011 to 53 per cent in 2012.

Table 15. Earned income in 2010 according to gender, Priority 1 total and the number of people who are gainfully employed in the country¹⁰

	Priority 1			Nationally		
	Women	Men	Total	Women	Men	Total
0–199 999	21	11	16	30	21	25
200 000–349 999	59	47	53	52	41	46
350 000–499 999	17	31	23	14	26	20
500 000–	4	11	7	5	13	9
Totalt	100	100	100	100	100	100

¹⁰ 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 2010.

Priority 2 – Counteract alienation

Priority 2 has a greater orientation towards people who are presently far from the employment market. By taking part in one of the projects, participants will increase their chances of entering and remaining in the employment market.

In Priority 2 there is a high concentration of participants in the 15–24-year-old age group (Figure 19), with 44 per cent of the total belonging to this group. The average age is 32: 31 for men and 33 for women. In the 15–24-year-old age group there is a distinctive difference, as there are many more men than women – 57 per cent of the participants in the youngest age group are men. In other age groups, the gender distribution is more even. Just as in Priority 1, there are more women in the older age groups.

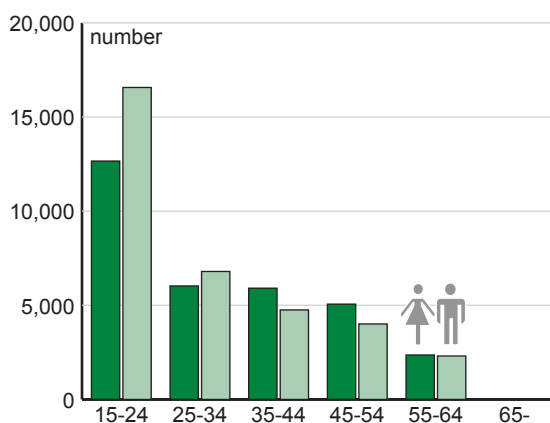


Figure 19. Number of participants according to age and gender, Priority 2¹¹.

Only one in ten has a university education

The proportion of university-educated people in Priority 2 is only 10 per cent (Figure 20). People who have a compulsory school education or upper secondary level education predominate in Priority 2. The low proportion of university-educated people is not only explained by the fact that many of the participants are young; it may also be reasonably explained by the fact that Priority 2 is aimed at people who do not have relevant

¹¹ Items that have no indication of gender are not included in this report. In total, 1,839 people did not provide this information in Priority 2.

employment qualifications. Based on the statistics, it is possible to deduce that the programme is effective, in other words, people who do not have relevant employment qualifications and who have a relatively low level of education benefit from the projects.

If we compare this with the population as a whole, there is a larger proportion of participants in Priority 2 who have a compulsory school education (as their highest level of education) and a significantly smaller proportion with an upper secondary level education (Figure 21).

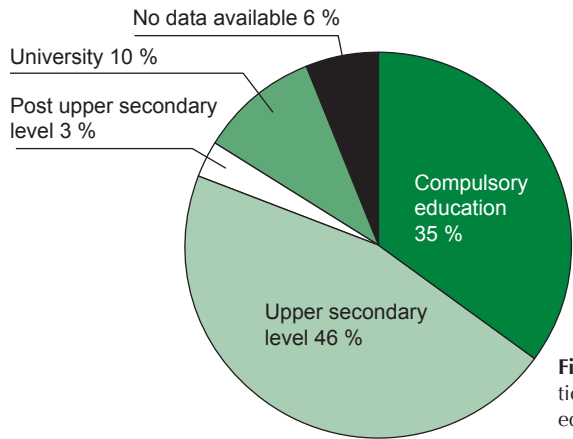


Figure 20. Proportion of participants according to level of education, Priority 2.

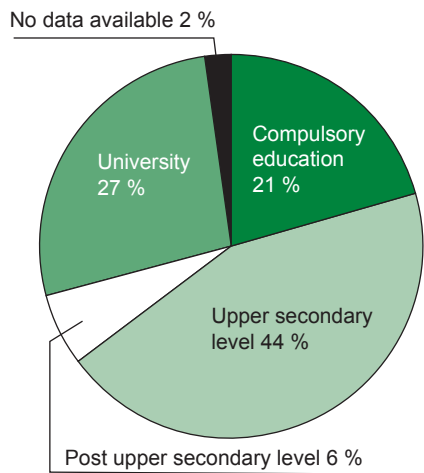


Figure 21. Level of education in the 16–74-year-old age group nationally¹².

¹² The data is taken from the Register of Education 2011 (Utbildningsregistret) at SCB.

Upper secondary school level is the most common level of education for both women and men in all age groups, with the exception of elderly women. It is in only the oldest age group where the structure differs between women and men (Figures 22–23). Among participants aged 65+ there are significantly more women who only have compulsory school education compared with men. Most men have an upper secondary education and, to an even greater extent, a post-upper secondary education.

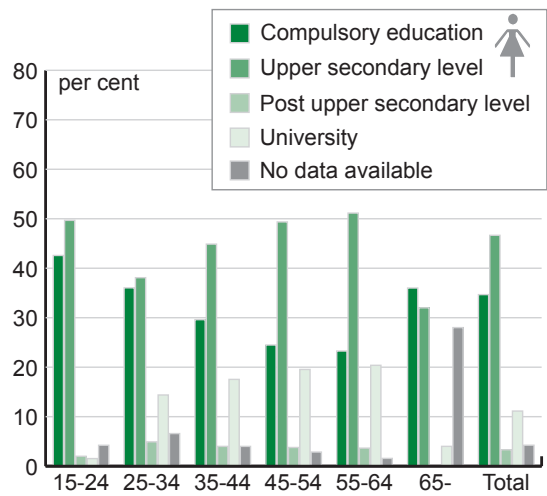


Figure 22. Women’s level of education according to age, Priority 2.

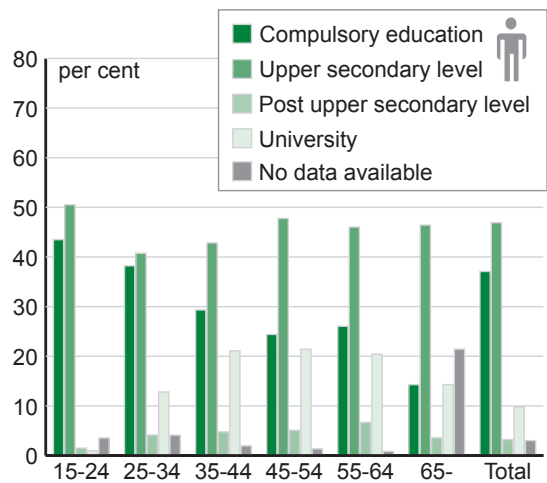


Figure 23. Men’s level of education according to age, Priority 2.

One in five participants come from Western Sweden

Most participants come from Western Sweden, Eastern Central Sweden and Southern Sweden (Table 16). In 2011, most of the participants were from Eastern Central Sweden. The region with the fewest participants is Upper Norrland (in 2011 it was Central Norrland). However, if this is compared with the overall population, most people live in Stockholm, followed by Western Sweden and Eastern Central Sweden. More than half of the population live in these three regions, while just less than half of the participants come from these regions. The region that has increased the amount of participants the most is Stockholm, which increased from 10 per cent to 14 per cent.

Table 16. Proportion of participants according to region, Priority 2

	Number of participants	Per cent
Stockholm	9,696	14
Eastern Central Sweden	11,521	17
Småland and the islands	4,907	7
Southern Sweden	11,915	17
Western Sweden	13,723	20
Northern Central Sweden	7,675	11
Central Norrland	4,449	7
Upper Norrland	4,439	6
No data available	13	0
Total	68,338	100

The number of participants in relation to the total population is greatest in Central Norrland, with 121 participants for every 10,000 inhabitants. The lowest proportion is in Stockholm, with 46 participants, but there has been a major increase in the number of participants since 2011, where there were only 20 participants for every 10,000 inhabitants. Between 2011 and 2012 the participation in the programme increased in all regions. In addition to Stockholm, there were also major increases in Central Norrland and Western Sweden, while the increases were somewhat less in Upper Norrland and Eastern Central Sweden.

Thematic orientation – Youths 15–24-year-olds

Youths are 15–24 years old and are an important target group in Priority 2. Of the 398 projects that have been started in Priority 2 since 2008, 91 projects (23 per cent) are dominated by youths, i.e. projects where at least 75 per cent of the participants are between 15–24 years old. Two projects are predominantly made up of older people (55+), and 47 projects (12 per cent) have no participants at all from the 15–24-year-old age group (Table 17).

Table 17. Number of projects in which young people and older people are predominant

	Number of projects
Young people predominant	91
Older people predominant	2
Other	305
Total	398

There are considerably fewer participants in the 15–24-year-old age group who have a post-upper secondary education or a university education compared with the population as a whole. Instead, there is a higher proportion that has compulsory or upper secondary education as the highest level of education (Figures 25–26).

The proportion of young men is greater than the proportion of young women in Priority 2. Of all male participants, 48 per cent are within the 15–24 age group, while the proportion of women is 40 per cent in the same age group (Figure 27). This pattern can also be seen regionally. In Northern Central Sweden, the proportion of young men is greatest, 60 per cent of all male participants are in the 15–24-year-old age group. The proportion of young women is greatest in Northern Central Sweden, 53 per cent. Småland and the islands have the lowest percentage of youths, 35 and 30 per cent.

Among the younger participants (15–24-year-olds) there is a significantly larger proportion who have a Swedish background compared with all of the Priority 2 participants (Table 18), particularly with regard to male participants. Forty-one per cent of the 15–24-year-old age group has a Swedish background. The equivalent figure for all men in Priority 2 is approximately 30 per cent.

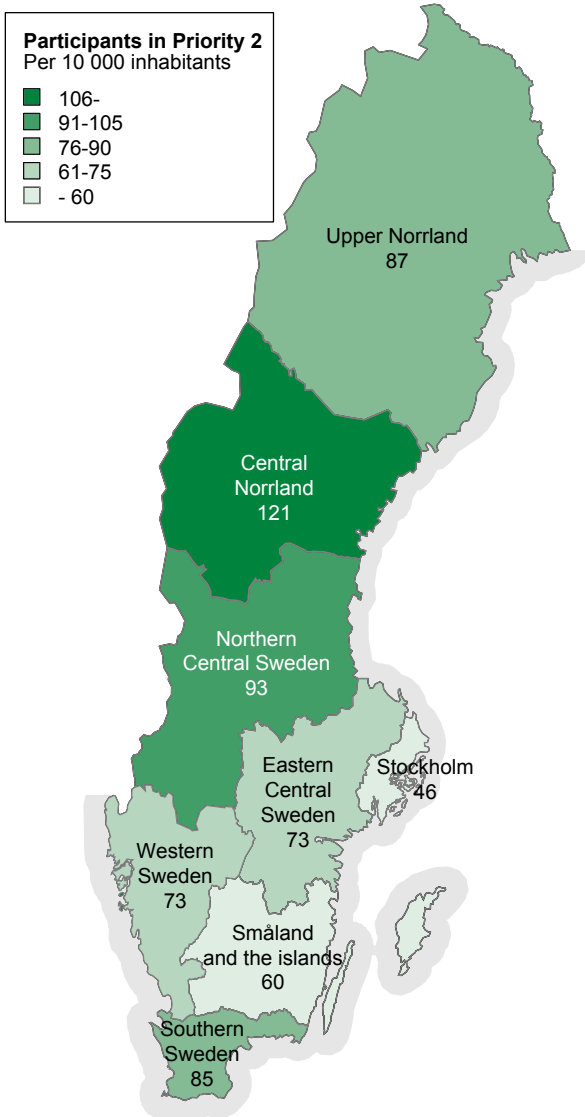


Figure 24. Proportion of participants in relation to the region's population, Priority 2.

Figure 25. Proportion of participants according to level of education, 15–24-year-old age group, Priority 2.

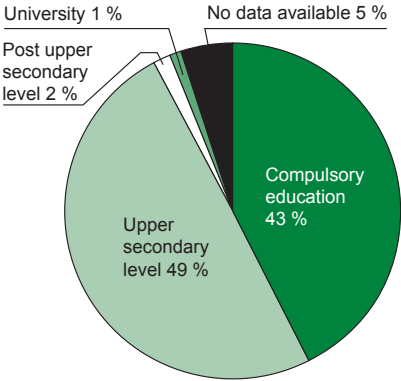


Figure 26. Level of education nationally, 16–24-year-old age group¹³.

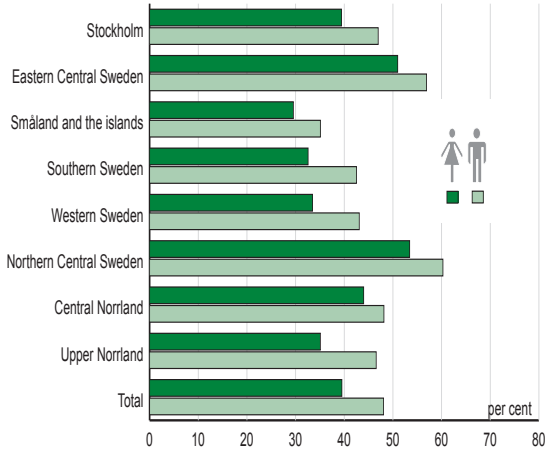
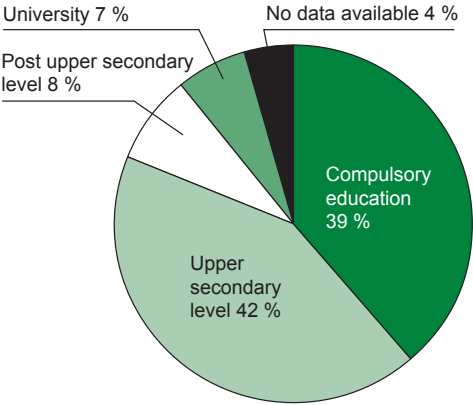


Figure 27. Proportion of youths (15–24-year-olds) according to region and gender.

¹³ The data is taken from the Register of Education 2011 (Utbildningsregistret) at SCB.

Table 18. Number of participants in the 15–24-year-old age group according to origin and gender

	Number		Proportion		Proportion nationally	
	Women	Men	Women	Men	Women	Men
PERSONS OF FOREIGN ORIGIN						
Foreign born	2,169	3,274	7.4	11.2	17.5	18.8
Born in Sweden with two parents born abroad	931	1,306	3.2	4.5	2.2	2.7
PEOPLE WITH A SWEDISH BACKGROUND						
Born in Sweden with one parent born abroad and one born in Sweden	1,384	1,680	4.7	5.7	3.6	4.1
Born in Sweden with two parents born in Sweden	8,175	10,307	28.0	35.3	24.9	26.2

Of those foreign born, 40 per cent originate from Asia (Figure 28). The largest proportion comes from that continent.

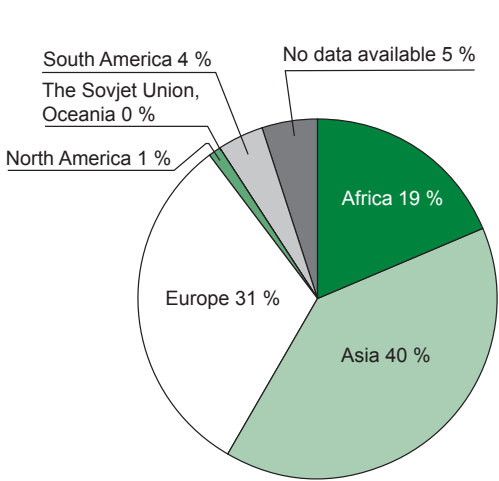


Figure 28. Proportion of foreign born in the 15-24-old-age group according to continent.

Thematic orientation – Ethnic background

Of all the participants in Priority 2, just over 36 per cent are foreign born and 41 per cent are of foreign origin (Table 19), which is considerably higher than the corresponding figure for the population as a whole. At the end of 2011, the proportion of participants who were foreign born was 15 per cent of Sweden’s population and the proportion of partici-

pants who were of foreign origin was almost 20 per cent.¹⁴ In Priority 2, 175 different nationalities are represented. The countries from which most of the participants come are as follows:

- Iraq – 8 per cent of the participants
- Somalia – 4.3 per cent of the participants
- Former Yugoslavia – 2.2 per cent of the participants

Table 19. Number of participants according to origin and gender, Priority 2

	Number Priority 2		Proportion Priority 2		Proportion nationally	
	Women	Men	Women	Men	Women	Men
PEOPLE OF FOREIGN ORIGIN						
Foreign born	11,625	12,535	17.5	18.8	7.3	7.7
Born in Sweden with two parents born abroad	1,455	1,805	2.2	2.7	2.3	2.2
PERSON WITH A SWEDISH BACKGROUND						
Born in Sweden with one parent born abroad and one born in Sweden	2,415	2,706	3.6	4.1	3.7	3.4
Born in Sweden with two parents born in Sweden	16,546	17,412	24.9	26.2	36.6	36.8

If we study the people who are foreign born there are significantly more people of Asian origin in Priority 2 compared with the population as a whole. There are also significantly more participants of African origin (Figures 29–31). The proportion originating from Africa has increased compared with 2011 figures. In 2011, 17 per cent of the women and 20 per cent of the men were of African origin. Throughout the entire country, 9 per cent of the foreign born population originate from Africa and 30 per cent originate from Asia. Europe dominates as a continent of origin, with more than 50 per cent of all foreign born people.

¹⁴ The data is taken from the register of the total population (RTB) 2011 at SCB.

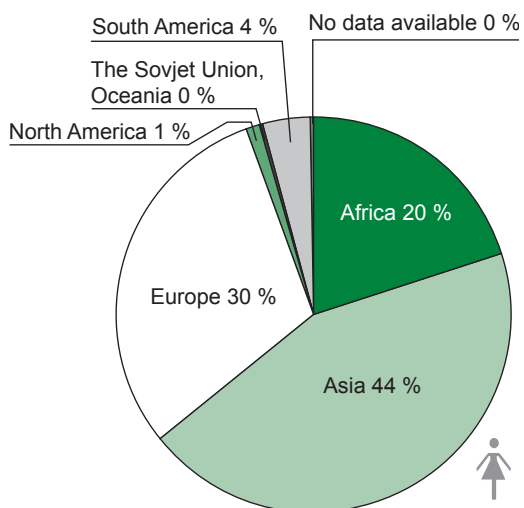


Figure 29. Proportion of foreign born women according to continent, Priority 2.

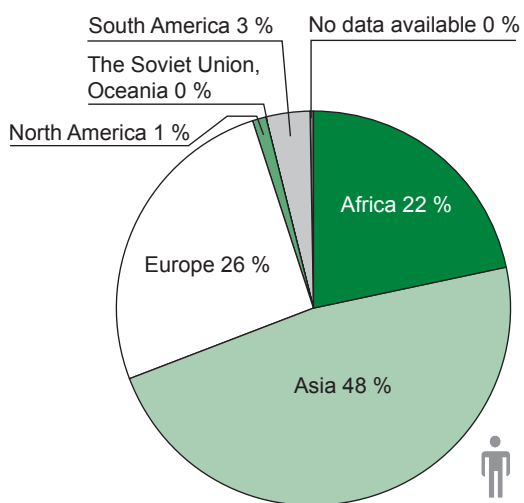


Figure 30. Proportion of foreign born men according to continent, Priority 2.

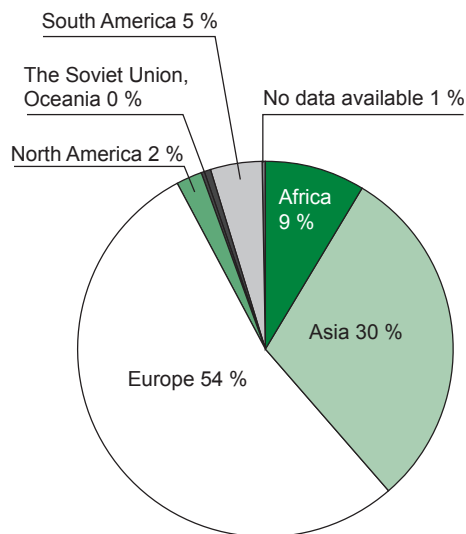


Figure 31. Proportion of foreign born people according to continent, national total¹⁵.

Most of the participants who are foreign born are in the 15–24-year-old age group (Figure 32). Of all participants of foreign origin, 28 per cent are in this age group. Thereafter, the proportion of participants of foreign origin falls in the older age groups on a descending scale. In the 65+ age group the proportion is less than 1 per cent of all foreign born people.

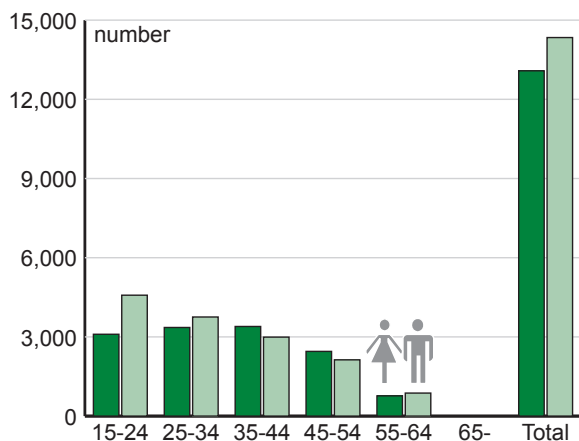


Figure 32. Number of participants of foreign origin according to age and gender.

¹⁵ The data is taken from the register of the total population (RTB) 2011 at SCB.

Seventeen per cent of participants of foreign origin have a university education, which is more than in Priority 2 in total, where 10 per cent of the participants have a university education. Most participants, 39 per cent, have achieved a compulsory school education, which is their highest level of education (Figure 33). Over a third of participants have achieved an upper secondary education as their highest level of education.

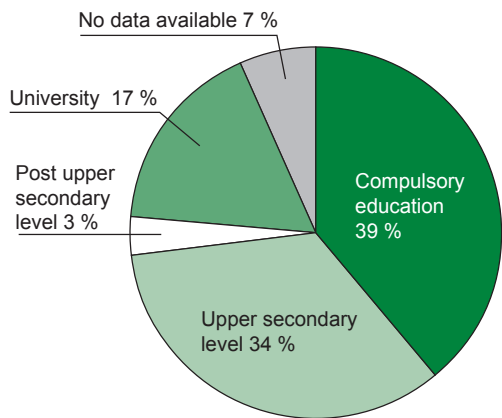


Figure 33. Proportion of participants of foreign origin according to level of education.

Thematic orientation – Functional disability

Of the participants in Priority 2, 3,246 people are currently participating in a project designed to help people with a functional disability gain a job in the employment market (Table 20). In total, there are 43 projects. Of all projects in Priority 2, this amounts to 5 per cent of the total number of participants and 11 per cent of the projects¹⁶.

Table 20. Proportion of participants in projects for people with functional disabilities

	Number	Per cent
Women	1,725	53.1
Men	1,515	46.7
No data available	6	0.2
Total	3,246	100

¹⁶ It should be noted that the number of participants with disabilities is actually much larger. Those reported here are only participants in projects that have functional disabilities as a particular orientation, but they also participate in more ‘general’ labour market projects for a wider target group.

Just over half, 54 per cent, of the participants are in the 15–34-year-old age group (Figure 34). Men dominate here as well, whereas in the older age groups women are dominant.

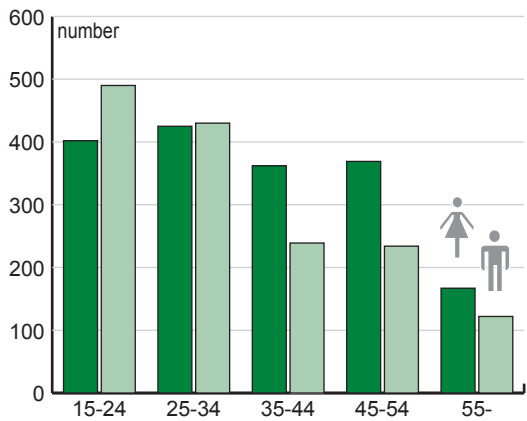


Figure 34. Proportion of participants in projects for people with functional disabilities according to age and gender.

The level of education for the participants in projects aimed at people with functional disabilities shows almost the same pattern as for participants in Priority 2 in general (compare Figures 20 and 35). There are only a few per cent more who have a compulsory school education and post-upper secondary school education and only a few per cent less who have an upper secondary school education and a university education.

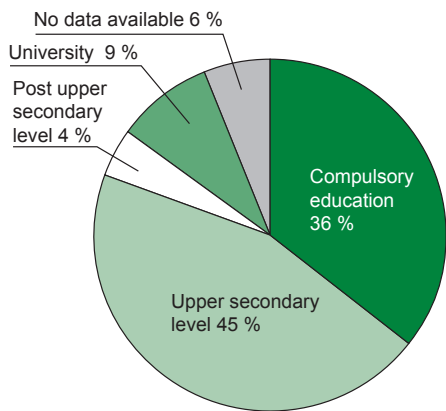


Figure 35. Proportion of participants in projects for people with functional disabilities according to level of education.

Among the participants with functional disabilities, there is a significant proportion with a Swedish background, just over 76 per cent, compared with Priority 2 in general, 59 per cent (Table 21). In particular, those born in the country with two parents born in Sweden dominate. More women than men have a foreign background, and this difference is visible in Priority 2, where there are more men than women with a foreign background.

Table 21. Proportion of participants in projects for people with functional disabilities according to origin and gender

	Number		Proportion		Proportion nationally	
	Women	Men	Women	Men	Women	Men
PEOPLE OF FOREIGN ORIGIN						
Foreign born	356	295	11.0	9.1	17.5	18.8
Born in Sweden with two parents born abroad	63	55	1.9	1.7	2.2	2.7
PEOPLE WITH A SWEDISH BACKGROUND						
Born in Sweden with one parent born abroad and one born in Sweden	142	165	4.4	5.1	3.6	4.1
Born in Sweden with two parents born in Sweden	1,164	1,000	35.9	30.9	24.9	26.2

What participants did before and after the start of the project

Between 25 and 30 per cent of the participants in Priority 2 were sick, unemployed or undertaking a labour market policy measure prior to the start of the project (Table 22). The largest group can be found in the labour market policy measure activity. Among people in the 16–24-year-old age group, 23 per cent came from a labour market policy measure during 2011. In 2012 so far, the equivalent figure is 22 per cent. Among young people, the proportion of participants who were unemployed has fallen during the period. Over time, the number of participants who come from a longer period of sickness absenteeism prior to the start of a project

has also fallen. However, the largest group, approximately 55 per cent, received maintenance support before the start of the project¹⁷.

Table 22. Number of participants and proportion of the total number of participants according to starting year distributed among various activities¹⁸

	2008		2009		2010		2011		2012	
	Num- ber	Pro- portion	Num- ber	Pro- portion	Num- ber	Pro- portion	Num- ber	Pro- portion	Num- ber	Pro- portion
Sick for a period of 180 days prior to the start of the project	465	8	982	6	639	3	948	4	220	7
Youths who were unemployed 90 days prior to the start of the project	115	5	350	5	181	2	184	2	20	2
Adults who were unemployed 360 days prior to the start of the project	308	8	627	7	682	6	521	4	103	5
Youths undergoing labour market policy measures 90 days prior to the start of the project	290	14	1,089	16	1,885	20	2,351	23	231	22
Adults undergoing labour market policy measures 90 days prior to the start of the project	462	12	842	9	2,401	20	1,605	14	337	17
Received an early retirement pension/activity support prior to the start of the project	112	2	413	3	656	3	996	5	294	10
Received maintenance support	3,279	55	9,237	56	11,665	55				
Total number of participants	5,912		16,439		21,222		21,742		3,023	

¹⁷ The data on maintenance support is taken from the *Longitudinal integration database register for sickness insurance and labour market studies* (LISA), which is only available up to and including 2010.

¹⁸ 'Young people' means people in the 15–24-year-old 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 2011.

Of the youths of foreign origin, 3 per cent were unemployed 90 days prior to the start of the project. Among the adult participants of foreign origin, 4 per cent were unemployed for more than 360 days prior to the start of the project (Table 23).

Table 23. Number of participants and proportion of the total number of participants of foreign origin per starting year, according to various activities¹⁹

	2008		2009		2010		2011		2012	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
Youths who were unemployed 90 days prior to the start of the project	24	4	63	4	28	1	44	2	7	3
Adults who were unemployed 360 days prior to the start of the project	131	7	251	5	215	3	206	4	31	4
Total number of participants	25,962		6,778		8,780		8,179		1,087	

Excluding 2012, Upper Norrland has always had the largest proportion of participants in any activity prior to the start of a project. In 2011 there were also many participants from Central Norrland who had been involved in some form of activity prior to the start of a project. The other regions where the proportion increased the most were Eastern Central Sweden and Western Sweden (Table 24).

¹⁹ ‘Young people’ means people in the 15–24-year-old 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.

Table 24. Proportion of participants taking part in an activity prior to the start of a project according to region

	2008	2009	2010	2011	2012
Stockholm	0	13	11	11	23
Eastern Central Sweden	36	31	34	35	67
Småland and the islands	26	18	28	29	25
Southern Sweden	31	29	18	30	33
Western Sweden	28	27	22	34	53
Northern Central Sweden	26	26	30	33	33
Central Norrland	12	11	28	41	39
Upper Norrland	36	36	41	50	39
Nationally	30	26	30	30	40

Nearly half have a salary or income from a company at the end of a project

More than 10,000 people have participated in projects in Priority 2 which were concluded during the 2008–2010 period. Nearly half of these have a salary or income from a company at the end of a project period (Table 25). Throughout the years the number of people undergoing labour market policy activities has increased, while the proportion of people who were sick has decreased. Note that a single person may be included in more than one activity.

Table 25. Participants' source of income following the conclusion of a project²⁰

	2008	2009	2010
Salary or income from business activities	528	2,053	1,711
Salary on statement of income 2011	0	0	802
On sick leave	127	405	112
Unemployed	15	42	67
In labour market policy measures	235	1,273	1,515
Early retirement pension/activity compensation	131	661	264
Total	1,122	4,203	4,694

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 2011. The data on salaries and income from business activities is taken from the Register-based labour market statistics, RAMS, and Kontrolluppgiftsregistret, KU. Note that a single person could be included more than once. Participants are included in the year in which they finished their project.

The proportion of gainfully employed people has increased with time

Below you can find more information about the participants who have taken part in projects that have been concluded (Table 25). In contrast to Table 25, annual figures are now used, which explains why the information does not completely match.²¹ Information regarding projects that have been completed relates only to participants in projects that have been fully completed. People who have completed their project participation but where the project is still ongoing, are not included in the report.

Between 25 and 30 per cent of the participants have been classified as being gainfully employed. For participants who concluded a project in 2008, the number of people gainfully employed between 2009 and 2010 increased, which means that two years after the conclusion of a project the proportion of people gainfully employed was 33 per cent (Table 26).

A major difference between the individuals who participated in a project which ended in 2008/2009 compared with 2010 was that the proportion receiving activity support fell, from approximately 15 per cent to 7 per cent. Even the proportion receiving sickness benefit fell, from 13 per cent to 5 per cent. At the same time, we must also remember that it may be difficult to compare the information as the number of participants is significantly fewer in 2008 and the information for 2010 corresponds to the same year the project ended. Note that a single person may be included in more than one activity.

Table 26. Participants' employment following the conclusion of a project

	2008	2009	2010
Gainfully employed 2009	26		
Gainfully employed 2010	33	29	27
Student	17	17	19
Unemployed	7	8	7
Labour market policy measure	38	56	61
Sickness allowance	13	11	5
Parental leave	9	9	8
Early retirement/activity support	13	16	7
No information	1	1	1
Total	1,122	4,203	4,694

²¹ For projects completed in 2010 the data relates to the same year as the project ended (2010)

Largest proportion of gainfully employed people in Eastern Central Sweden and Upper Norrland

As previously mentioned, almost one third of the participants were gainfully employed following the conclusion of their Social Fund project. The largest proportion of participants is in Eastern Central Sweden and Upper Norrland, which amounted to more than 30 per cent in 2010, and the lowest proportion is in Stockholm, 8 per cent. An explanation for the low proportion of people who are gainfully employed in Stockholm could be that several of the projects in the region started later than in the other regions, and that the participants have therefore had a shorter period of time to find a job. The figures for the other regions are between 23 and 29 per cent (Figure 36).

It is more common for younger people to work or study

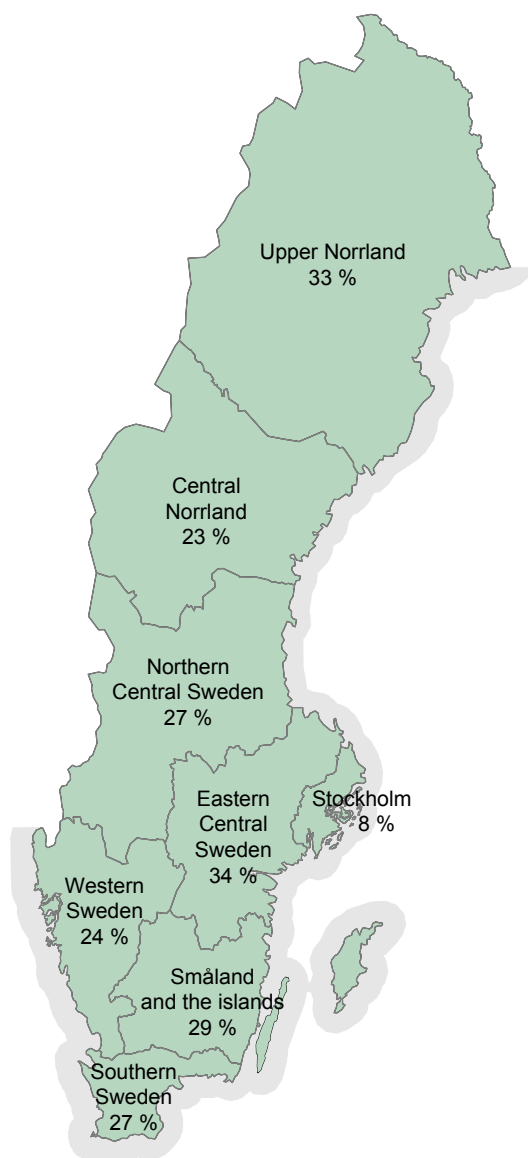
Both for young people aged between 15 and 24 as well as for all previous participants, the most common activity in 2010 was a labour market policy measure, over 50 per cent.²² For young men, the labour market policy measure figure is almost 60 per cent (Figure 37).

The next most common activity is gainful employment, which is even greater in the 15–24-year-old age group compared with the total, 33 per cent compared with 29 per cent for the entire group. The proportion is also somewhat higher for men compared with women. It is clearly more common, and not completely unexpected, that young people study, this is particularly true for young women. Almost one third of former female participants in the 15–24-year-old age group studied during 2010. Relatively few young people were on parental leave, unemployed, receiving sickness allowance or activity support.

Studying common among foreign born people

The proportion of participants in gainful employment in 2010 among foreign born participants who had concluded their project participation is somewhat lower than the total (compare Table 26 and Figure 38). The topmost group was made up of people born in Europe, 27 per cent, but all birth regions are greater than 20 per cent. It is nearly as common to study, as in most birth regions approximately 20 per cent of people study. For participants from North America, the corresponding figure is 25 per cent.

²² One explanation for the high proportion in a labour market policy measure may be that the ESF project is included here so that data relating to the activity is for 2010 and several of the projects ended in 2010



The proportion of participants who are unemployed and receiving activity support is generally lower among foreign born participants than for all participants in general. The exception is South America, which is topmost in both of these groups. On the other hand, people from South America have a lower proportion of participants on parental leave compared with other birth regions, where the proportion is greater than 10 per cent.

Figure 36. Proportion of participants who are gainfully employed, according to region, following the conclusion of a project.

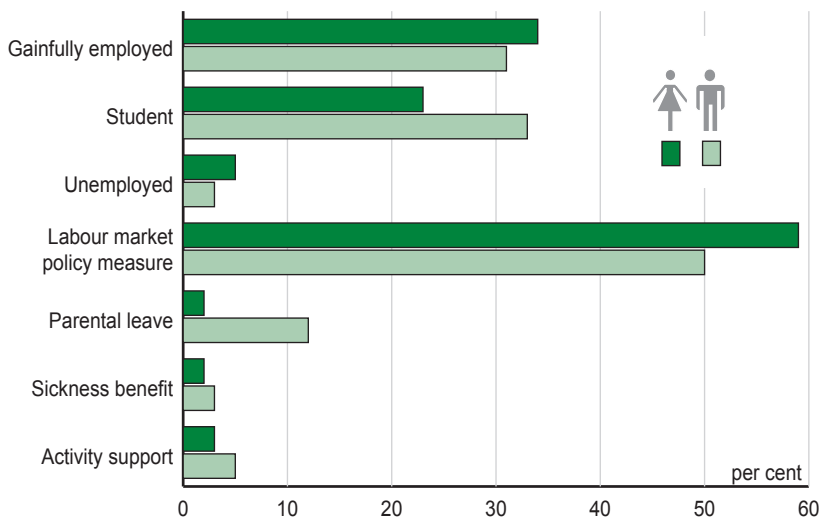


Figure 37. Proportion of participants in the 15–24-year-old age group in a concluded project, according to activity and gender, 2010.

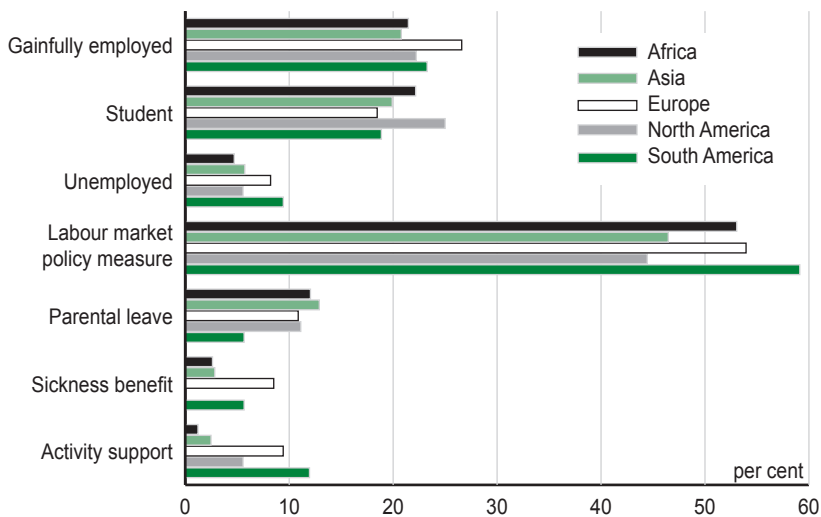


Figure 38. Proportion of participants in the 15–24-year-old age group according to birth region and activity, 2010²³.

²³ The diagram does not include the Soviet Union and Oceania as there are too few participants in the projects concluded from these regions.

CHAPTER 3.

NEW SOLUTIONS FOR WORKING LIFE?

During the current programme period, five theme groups have been given the assignment of collating and disseminating the results and lessons learned from the ESF projects. The theme groups have so far published around 40 reports and have conducted a number of dissemination and advocacy activities. This chapter summarises what each theme group wants to highlight with regard to interesting methods and important lessons, as well as the difficulties that need to be dealt with in order to develop a permanent policy. A brief outline of the five theme groups and their assignments is presented below, along with details of where you can acquire further information. In Appendix 3 there is a summary of the reports that have been published, which incorporates data up to and including May 2012.

The overall objective for the ***Young people at work*** theme group is that the experiences and results of the development project, carried out with financing from the European Social Fund, will be of benefit and will contribute to a knowledge-based labour market policy. The theme group has three priorities: to contribute to increased knowledge about young people who do not work or study, to disseminate good working practices and methods and to counteract structural barriers that do not allow young people to become established in the employment market. Read more at: www.temaunga.se, Young people at work's blog: <http://blogg.temaunga.se/>

The thematic group on **entrepreneurship and business** aims to generate new knowledge about how an entrepreneurial attitude and entrepreneurship, as a method, can be used to strengthen people's integration or reintegration into the labour market. Read more at: www.tillvaxtverket.se, blog: <http://temaef.wordpress.com/>

The **Equal treatment** theme group works to ensure that everyone has the same rights and opportunities in working life – regardless of gender, ethnicity, creed, disability, sexual orientation, gender identity or age. Our mission is to make knowledge from thousands of projects, primarily within the European Social Fund, useful to social partners and other important operators. Read more at: www.temalikaabehandling.se

The **Integration in working life (Integration i arbetslivet – TIA)** theme group aims to identify and disseminate methods for working life integration which provide positive effects for groups which do not have relevant employment qualifications. The specific target group that is covered by the theme group's

work throughout 2012 is individuals of foreign origin. Read more at: <http://www.framtidsstudier.se/>

A&O is an abbreviation for **workplace learning and change (arbetsplatslärande och omställning)** in working life. A&O collates, analyses and disseminates experiences from ESF projects with regard to their benefits and the methods used for workplace learning. Read more at: www.arbetsplatslarande.se

The theme group's lessons and solutions

Young people at work

To gain an understanding about which methods work well, the *Young people at work* theme group makes use of several methods: project questionnaires, questionnaires for project evaluators, project visits and reports on specific methods and working practices. We interview project managers and staff as well as young participants in our work with the reports we produce on the methods we use. The *Young people at work* theme group complies, first and foremost, to projects in Priority 2. With the following four project examples, we would like to demonstrate a few working practices and methods which, according to the projects, evaluations and evaluators, work well. *Jobb i sikte* in Örebro, *Unga in* at Fryshuset in Stockholm, *Navigatörcenter* in Östersund and *Filmarbetare på väg* in Bergsjön (Göteborg).

Many young people in ESF projects do not have an upper secondary education, but this is seldom the only obstacle. Among the projects' participants there are also people who have reading and writing difficulties, neuropsychiatric problems, mental health problems, problems at home, a history of addiction and/or criminality and other issues. Very few projects have a target group or participants with identical problems.²⁴ Based on our overall knowledge, it is clear that youth projects are characterised by an individual approach and a diverse range of methods which can be used to deal with the multifarious needs found among young people who participate in the projects (see Appendix 4). Seventy-five per cent of the projects have a toolbox with more than five methods/work practices. The number of projects that used only one method are in the minority. Support in order to achieve structure to a participant's day, counselling in order to formulate objectives and guidance on how to look for work are the methods that work best.²⁵

²⁴ Upcoming report *Creative projects* (2012)

²⁵ Report *An evaluation of labour market projects for young people* (2012).

The majority of the projects start with an analysis of the individual's overall situation. With the help of coaching and self-reinforcing activities, along with education, young people are prepared so that they have the courage to take the next step towards work placement, an education and to, in the future, venture out into the employment market, which is more or less the same as in the regular labour market policy. The uniqueness is in the staff composition (multiple professions working together), considerable flexibility with regard to setting up and revising a plan of action, the participants' own influence and the fact that the projects are not bound by fixed time limits (this does not apply to all projects).

This theme group has chosen a few methods which seem to work well in the projects, and in the potential for development. This is evident in *Work placements we lower the thresholds* (2011), *Summer jobs* (2011) and *Youth projects with transnational elements* (2010), and these methods will also be used in future reports about coaching, entrepreneurship, health care and activities for young people with disabilities.

In connection with the projects we have highlighted here, coordination or cooperation with the non-profit sector and vocational training/apprenticeship may also be mentioned. As an example of excellent work with the target group, young people with disabilities, *Jobb i sikte* (Job in sight), should be highlighted in particular.

In *Unga in* (Youths in), both the organisation and individual tools were developed – a mapping tool to assess participants' needs, outreach activities to reach out to a group of young people who do not often seek the services of the Employment Services voluntarily and further cooperation with a non-profit organisation that has a good reputation among the target group. By being in a place that is experienced as positive and non-stigmatising for young people, and by reaching out to them with the help of young people who are employed by the project, *Youths in* has developed methods and work practices that can be transferred to regular operations. They have developed a method for analysing the young person's needs that is now spreading throughout regular activities. An important partner for *Youths in* is the city of Stockholm – often *Youths in* identifies needs which require support from the Primary health care services or the Social services, which fall under municipal management.

The Navigator Centre in Östersund is a place where the individual's needs and conditions are analysed and are used as a starting point. The Navigator Centre is a partnership between the Municipal Management Group, Social Services, Adult Education, the Integration Service, the Employment Office and Jämtland's gymnasieförbund (The County of Jämtland's Upper Secondary School Association). The Navigator Centre has

also produced a book of methods to provide support for young people and make it easier for them to find work (The Navigator Centre in Östersund 2011, Coffee 'n' Coaching). Participation is voluntary for the youths. The Navigator Centre is located in the centre of Östersund and young people are invited to attend on a voluntary basis. The project organisers work and deal with all of the young people impartially. Initially, a survey is taken and if the young individual chooses to use the Navigator Centre's support a coach is assigned and the young person and coach draw up a plan together. Various tools are available, such as work placement, job training, job search activities carried out together in a group, studying, working life orientation and international exchange through the *Young and Active* in Europe programme. The work is followed up both at an individual level and at a strategic level. At an individual level, the ELD²⁶ and OCN²⁷ methods are used, among other methods.

Jobs in sight is a collaborative project in which upper secondary schools, the Employment Services and the Social Insurance Office cooperate. Normally its target group, young people with disabilities, has considerable difficulties in getting established in the employment market. Young people with disabilities are defined as individuals who either receive activity compensation or income support, but, in particular, they are people who are in transition from special school to working life. The work is characterised by highly developed attitude-changing work for the target group, and for the employers. Through in-depth on-the-job experience at a workplace, the participants' knowledge of the demands and conditions of working life expands. Personal assistants are on hand to support both the participant and the employer. The support continues even after the participant has been offered a position of employment. This method has many similarities to Supported Employment. All of the above projects have great potential to be duplicated.

Film workers on the way has turned to unemployed young people who are interested in making films. Recruitment took place via interviews, where the only prerequisite of the project was that the interviewees had to show that they were motivated to work in the film industry. The film industry is a difficult industry to enter unless you have the right contacts or previous experience. The aim of the project, which was carried out over a five-month period, was to provide the participants with experience of a

²⁶ Experience Learning Description – a tool to facilitate an individual's ability to describe the lessons learnt by an activity.

²⁷ Open College Network – a method for quality assurance in education and to document and validate learning when on these courses.

real situation where professional skills are transferred from already established professional film workers to the project participants. Film production includes a wide range of different professions. *Film workers on the way* is a three-pronged approach in which young people learn the *trade, entrepreneurship* (where the film industry usually makes use of an F-skattsedel (a tax clearance certificate for self-employed people)) and how to build up a *network*. Open recruitment provided a wide variety of participants with diverse backgrounds. A spin-off effect was that the participants learned from each other as a result of the project. It is possible to duplicate this way of working – it is a form of ‘learning by doing’, where young people who are interested in an industry can develop and, together with established professionals, learn how to produce a film and how their skills can be used in many other creative professions or trades.

Entrepreneurship and developing your own business

Becoming an entrepreneur is demanding. Is it possible to go from long-term unemployment to developing your own business? The experiences gathered from 70 or so projects carried out by the European Social Fund confirms that it is possible. At the beginning of 2012, 106 people became self-employed and 30 social enterprises had been started within the framework of these projects. But in order to succeed, experience shows that a fundamental condition must be fulfilled – enough time must be made available.

Successful methods and working practices require a sufficient amount of uninterrupted time in order for the long-term unemployed to build up their self-confidence and their skills to develop and adapt their business ideas and networks. The more successful projects have managed to allocate enough time to the development process. This has sometimes meant that we have allowed the project to be developed in several stages through new projects: an example of this is *Yalla Trappan*, a social enterprise established from two earlier projects, the first of which started in 2006 (an example of a so-called string of pearls project).

In the more successful projects, a group-oriented work method is adopted, irrespective of whether the objective is self-employment or a social enterprise. The participants and supervisors work together to develop business ideas based on the participants’ situations and capabilities etc. In think tanks and idea workshops work is carried out in smaller groups, study visits are arranged, other business people are consulted so that information about their experiences can be collected and the group then conducts ‘brainstorming’ sessions on various business opportunities. During the process, it also becomes clear if there is the need to acquire any new knowledge. This is the way they work in the *Orangery* and *Gottssunda Factory* projects.

In order to succeed in mobilising commitment, it is crucial that the project participants work with business ideas that they intend to realise. Group coaching is supplemented by individual coaching where necessary.

The more successful projects establish contact with business people. This can be done via participant involvement in the work carried out by the board, study visits, breakfast meetings, networking or mentorship. An example of this is in *Gottsunda Factory*, where the trade organisation *Företagarna i Uppsala* was the project owner. Through these contacts, the participants' self-confidence is boosted and, at the same time, all potential business ideas will be given a necessary critical analysis. A critical review of this kind took place in the *Gottsunda Factory* project in cooperation with ALMI by working on a loan application.

Many project participants have to deal with a tight budget. In some municipalities it is possible for the participants to continue to receive their financial support during parts of the start-up period. In other municipalities, participants have been guaranteed speedy access to financial assistance should a new start-up company fail. Various efforts to reduce financial insecurity have had a positive effect.

Soft-start strategies have proven effective, either in the form of incubators providing equipment and support to new businesses, such as Tillväxtfaktor X (Growth factor X) or Sfinx in Gothenburg, but also in the form of consortia, companies that cooperate within various social enterprises, see *Vägen Ut! Kooperativen or Kooptjänst i Östergötland*, where new social enterprises are being developed as profit centres.

Another method to make it easier for new social enterprises is Social franchising, which has been tested in the hotel industry by *Vägen Ut! Kooperativen* in Gothenburg as well as with temporary accommodation which has been tested through the project *Villa Vägen Ut!*

Through the training of purchasers and salespeople, in particular with regard to procurement with social considerations and how you can work with the Public Procurement Act, and, similarly, the Act on Systems of Choice in the Public Sector, projects and companies have become better at tendering. Combining efforts to start social enterprises with educational and information activities for authorities and operators that work in the social sector has proven to be effective. Examples of such activities with 'double strategies' have been projects such as *Competent arrangers, Social enterprises for improved welfare, Social economy for increased wealth, SOUL – The social economy's organisations in development and learning and projects such as TRE-FAS, the Orangery and Cultural inheritance – a road to social entrepreneurship*.

Several projects have successfully cooperated with various agencies and operators. One example is the *Career support* method developed via a pro-

ject in Gothenburg, where various authorities cooperate with the municipality and social enterprises on behalf of the long-term unemployed.

Equality of treatment

Based on an approach which is norm critical and intersectional, the *Equal treatment* theme group works by collecting, packaging and disseminating good examples and experiences with a focus on measures which promote equal rights and equal opportunities in working life.²⁸

Procurement is a tool where public resources can be used to achieve societal change. Norm criticism, intersectionality and skills development are perspectives, ways of thinking and practices which the theme group deals with as a starting point in order to achieve real and permanent change, e.g. at a workplace.

Procurement can act as a lever in the quest for a working life with equal rights and equal opportunities for all. Requirements which are correctly formulated for equal treatment work in connection with a procurement process can contribute to a discrimination perspective that is better integrated in working life for organisations as well as individuals and society.

Public sector procurement amounts are between 15.5 and 18.5 per cent of GDP (Gross Domestic Product). The possibilities of achieving societal goals through procurement, such as equality, equal rights, equal opportunities and non-discrimination are significant. Procurement as a tool and as a method can contribute to a positive development of society, both by supporting existing equality work and by promoting the development of new solutions to existing societal problems.

In the ESF project ‘Pilot model for occupational health care in Jämtland County’, the municipality of Krokom has worked with procurement as a method for gender mainstreaming.²⁹ Problems with extremely high figures for ill health and dramatic gender differences – twice as many women as men were sick – formed the background to the municipality’s project on occupational health care. The procurement documentation therefore included the requirement that companies that provided occupational health services should incorporate a gender perspective in their work. The objective was to raise the quality and allocate resources equally between men and women. Thanks to the project, today the municipality is much better at purchasing, the analysis of sickness absenteeism and rehabilitation requirements in the municipality have improved and the number of people

²⁸ Intersectionality means how various discriminatory power systems such as gender, social background, ethnicity, etc. interact.

²⁹ For more information see www.krokom.se or www.temalikabehandling.se.

who are sick has been reduced.

To achieve success in projects relating to equal rights and equal opportunities in working life, the *Equal treatment* theme group is based on the idea that, in order to create change, an *intersectional* and *norm critical* perspective is required – this is the backbone for all work related to equal treatment.

A norm critical perspective is the recognition that there are structures in working life that should be changed, not the individual victims who are subject to discrimination. The norm critical perspective makes equal rights and equal opportunities a wider social issue. It helps to maintain a focus on how people with more decision-making powers and influence create norms and working practices in organisations and workplaces, and that the norms provide benefits to some while acting as a hindrance to others.

An intersectional perspective implies that it is recognised that several power regimes interact with each other and that they cannot be separated from each other. Examining how different standards work together makes it easier to see how categories are constructed and constitute obstacles to equal rights and equal opportunities in working life. If, for example, a project is aimed at women, it may be of interest to ask – which women? Is everyone included irrespective of ethnicity, functional ability and sexual orientation?

In the Social Fund project WE + THEM = US, work was carried out on the basis of a norm critical and intersectional perspective.³⁰ The project, with education as its method, focused on the norm that exists in the workplace, what it does with individuals and how it can serve to exclude people. The goal of the project is to increase diversification, provide new approaches with regard to recruitment, create a healthier working environment, a more competitive company and disseminate skills throughout the business community. The project is still in its infancy at present, and so far few concrete results can be presented.

Working with change management in the area of equal treatment requires knowledge of change processes in general, but it also requires an awareness of how change processes related to equal treatment are brought about.³¹ *Competency-building activities* are a tool that can be used in this work.

There is often an internal resistance in organisations – many believe that equal rights and equal opportunities are matters that do not concern them. The propensity to change the image of oneself as an equal may be small. Change management for improved equal treatment aims to chal-

³⁰ For more information <http://www.vi-dom-oss.se/>

³¹ Tengqvist, Anna (2011). *Att lära för lika rättigheter och möjligheter – en rapport om kompetenshöjande insatser i arbetslivet* (*Learning for equal rights and opportunities – a report on measures to enhance skills in the workplace*), Arbetsmiljöforum forum in Sweden AB/Theme: Equal treatment, Stockholm.

lenge power balances; therefore, it often arouses opposition – both on a personal level and in the organisation.

In order to be able to work with equal treatment, there should be an informed commitment, with the support of the research carried out within the area. This contributes to the quality assurance of the projects.³² Furthermore, the work must be integrated into the core business. If the issues are regarded as peripheral to the core business, they will not be of interest to people who decide on the priorities and development of the business.

Such work can lead to lasting changes in individuals and organisations. Attitudes and knowledge become greater in individuals, but they also lead to structural changes in the organisation and a changed way of working.

An example of a social fund project that worked in this way is Jäm-Bredd.³³ It was conducted by Mälardalen University and targeted municipalities, county councils, businesses and government agencies. The purpose was to meet the regional and national equality and integration objectives by supporting learning processes for integrated diversity and a gender mainstreaming perspective among the region's operators.

Based on visibility and an understanding of the research that has been carried out in the area, the project developed new action plans and ways of working. Participants in the project were provided with an increased awareness and knowledge of how to contribute to and maintain power structures. This meant that several organisations took another look at their working methods and the services they provided to the general public. For example, one of the libraries in the projects introduced dictionaries in several languages, a public swimming pool acquired burqinis and one municipality developed a new plan for honour-related problems.³⁴

Integration

The Integration in working life (TIA – integration i arbetslivet) theme group has recently changed its principal to the Institute for Future Studies and is restarting its analytical work. Below is a synopsis of the 10 reports that the former principal Remeso at Linköping University produced. The analyses have resulted in a number of conclusions regarding the activities of the projects carried out on behalf of the Social Fund, the conditions and the methods used in carrying out the work. They highlight both the

³² Ibid.

³³ For more information see www.mdh.se or www.temalikaehandling.se.

³⁴ Burqini: a type of swimwear that covers the body so that it complies with the traditional Muslim rules, at the same time as it is light enough to enable swimming. The name burqini is derived from the words burka and bikini.

opportunities and problems in how they carry out the work and organise the activities:

1. General suppositions

- Change management should, to a greater extent, involve a discussion about social structures and draw attention to the structural barriers that prevent inclusion in the labour market.
- An overall objective of integrating activities and learning activities that are included there should be to instil a sense of involvement in the participant – in the project as well as in society.
- The projects are based on a holistic view of the individual, where focus lies on the *situations* each individual finds himself/herself in and which facilitate integration.
- A fundamental study is being carried out regarding people with ill health. This study should, in addition to determining an individual's capacity for work, analyse how any disabilities affect the individual in their working life. It is important to draw attention to both open and hidden health problems.
- Participants will learn about their collective rights as employees under labour law and collective agreements. It is not just about learning to market oneself on the employment market – you have the right to make demands as well.
- The working environment, both physical and mental, has a more prominent place in the project work. The projects are not only a contribution to integration in working life, they are also a workplace for both project workers and project participants, and it is not uncommon to find that the working environment has been neglected.

2. Coaching

- The individuals who participate in job coaching should participate on a voluntary basis, providing better conditions for positive results.
- Job coaching should focus on strengthening the individual's resources and networks on the labour market.
- Job coaching should be combined with additional efforts, made at a political level, to access the structural barriers that create exclusion in the labour market.

3. *Workplace training*

- If the aim of the workplace training is to learn Swedish, it is important that all communication is in Swedish at the workplace.
- If the aim of the workplace training is to learn how the labour market works, consideration should be taken into account regarding the part of the labour market it relates to, what the trainee already knows and what he/she feels there is a need to learn more about.
- If the aim of the workplace training is to learn a profession (it is important that the trainee does not already possess these skills), or what is needed for further training within a profession. The advantages of vocational projects conducted by skilled project staff are that the staff have an understanding of the specific characteristics of the industry in question, the type of work assignments that may be expected by the trainee and the aspects of the work that may be dangerous etc. For the trainee/participant, this also creates a transparency with regard to the workplace training objectives – to learn a profession.

4. *Learning*

- It is an advantage if the evaluation of the participants' learning processes take place in the form of a meeting between the teachers and the participants, and that the latter's perspective on the learning activities and learning processes is clearly defined.
- It is also an advantage if the knowledge regarding the learning activities' significance and function can be disseminated in the integration project's organisation and actively contribute to the change in operations.
- One way of strengthening the participants' empowerment and influence is to work with the *user-oriented evaluation* method in order to provide room for alternative interpretations and solutions, and in this way, increase reciprocity in the measures to be integrated.

Workplace learning and transition

In order for the employee to cope with changes and transition in working *life lifelong learning* is required, where the workplace is an important arena for skills development. The *A&O* theme group means that workplace learning is a prerequisite for a prosperous working life, sustainable growth, increased levels of knowledge and improved employability for people with no formal education.

The term '*workplace learning*' refers to a particular way of managing and

organising skills development that incorporates organisational development and lasting effects.³⁵

The term '*skills development*' refers to both the individual's and organisation's development of knowledge and skills. It may be expressed as follows: workplace learning is '*more than a course*'. It is about the learning that takes place as an integral part of an organisation's regular activities and where many different partners are involved – both within and outside the organisation. ESF projects that have worked with skills development as an integral part of regular operations include *ArbetSam* and *Kravmärkt Yrkesroll*, both of which are active in the Stockholm region.

Three different strategies for skills development were identified: *Teach yourself*, *Learning from others* and *Learning at work*. *Teach yourself* involves a transfer of knowledge from teacher to student through a course outside the workplace, the purchase of relevant literature and self-study. *Learning from others* involves study visits and networking in order to learn from what others are doing. *Learning at work* involves a parallel process of acquiring knowledge, and its practical application through workplace training, meetings with members of staff, the formation of work groups and project work. Of these three strategies, *Teach yourself* is the most common form of skills development. Qualified learning in day-to-day work, however, requires a variation in which at least two of the three strategies are combined.³⁶

The *A&O* theme group also shows that skills development is linked to gender equality, since *gender-marked learning* and *gender-segregated work allocation* prevent mobility and skills development in the workplace. Gender is in control instead of skills, learning and creativity. Therefore gender mainstreaming is a tool which can be used for competence development and vice versa.³⁷ Efforts to increase the awareness of gender equality in projects are often limited to individual courses with external lecturers. How the training courses are organised determines their long-term effects on

³⁵ Kock, Henrik (ed.) (2010). *Arbetsplatslärande – att leda och organisera kompetensutveckling* (Workplace Learning – leading and organizing competence development). Lund: Studentlitteratur. Brulin, Göran & Svensson, Lennart (2011). *Att äga, styra och utvärdera stora projekt* (Owning, managing and evaluating large-scale projects). Lund: Studentlitteratur.

³⁶ Ellström, Per-Erik (2010). *Forskning om kompetensutveckling i företag och organisationer* (Research on skills development in companies and organisations). Kock, Henrik (ed.) *Arbetsplatslärande – att leda och organisera kompetensutveckling* (Workplace learning – managing and organising skills development). Lund: Studentlitteratur.

³⁷ Abrahamsson, Lena (2009). *Mellan nya och gamla genuskonstruktioner på handelns arbetsplatser* (Between new and old gender constructions in trade workplaces). Project description FAS. Senneby, Johanna (2011). *Könsmärkt lärande hindrar jämställdhet* (Gender-biased learning as an obstacle to equality). Article published on www.spl.nu/spl-nyheter/konsmarkt-larande-hindrar-jamstalldhet.

gender equality. The *A&O* theme group discovered that individual courses are not sufficient to bring about genuine learning among employees. In order to provide the participants with expert knowledge and the opportunities to combine new skills in their regular work assignments, continuous skills development is required.³⁸

The *A&O* theme group has seen that unions play an increasingly important role in ensuring that the issue of strategic skills development for employees forms a part of the employers' agenda. The interaction between employers and unions has proved to be successful in order to bring about such efforts. ESF projects which further develop the trade unions' role for the long-term development of skills development include *KZY IF Metall* in Central Norrland and *Hållbart Arbete* (Sustainable Work) in the Stockholm region.

Solutions for the long-term development of skills:

- More than a course – i.e. skills development as a part of strategic organisational development
- A combination of the strategies: Teach yourself, Learning from others and Learning at work
- A combination of skills development and efforts to promote gender equality
- Increased cooperation between unions and employers

Obstacles and recommendations from the theme groups³⁹

Young people at work

In the publication *Temporary organisations for permanent problems*, the Young people at work theme group describes how difficult implementation is and what organisations that want to develop their regular operations through participation in a project should bear in mind. When an organisation wants to further develop its regular operations, there are a

³⁸ Kock, Henrik (ed.) (2010). *Arbetsplatslärande – att leda och organisera kompetensutveckling* (Workplace learning – managing and organising skills development). Lund: Studentlitteratur. Brulin, Göran & Svensson, Lennart (2011). *Att äga, styra och utvärdera stora projekt* (Owning, managing and evaluating large-scale projects). Lund: Studentlitteratur.

³⁹ Because the Integration in working life (TIA) theme group has recently changed the principal, there was unfortunately no writer for this section, but on pages 63–65 the possibilities and difficulties experienced by the former principal (Remeso at Linköping University) were compiled.

number of pitfalls it must watch out for when work is carried out in project form. These obstacles are not unique to youth projects. It is possible that youth projects tend to experience these problems more often because they are, to a great extent, collaborative projects, and it is always a more difficult task to implement activities that involve several organisations.

It is also easier for municipalities or other public operators to implement new working methods or new methods than it is for non-profit organisations. When funding for a project ends, non-profit organisations' operations completely cease unless new funding is found.

A clear obstacle to enable implementation in the public sector is the special link that is established between a project and regular operations. To some extent, the special link is necessary because of the administrative and financial regulations that apply in relation to funding from the European Social Fund. Because an organisation has its own budget, its own staff, and operates in its own premises with a steering committee without a mandate to decide on the organisation of its regular activities, the possibilities to influence the running of the organisation is significantly reduced – this is something that can be avoided. In the project examples we provided on pages 56–59, two of the projects have already been implemented, *Youths in* and *Navigator centre*. A clear need, good results and a mandate from the steering committee lie behind the implementation.

The majority of youth projects are owned by public operators, usually municipalities, but there are also many that are owned by the non-profit sector, for example *Film workers on the way*, which is run by Bergsjöns Kultur & Mediaverkstad. In order for operations to be able to continue, external support is required. There is less probability, therefore, that operations will continue – regardless of the level of quality or how good the results are. Non-profit associations are therefore dependent on the availability of funds for them to conduct operations which are aimed at young people who do not have relevant employment qualifications — The Swedish State Inheritance Fund (Allmänna arvsfonden), the European Social Fund, public or private sponsors or procurement contracts.

There are also additional factors that make it difficult for projects and regular operators to carry out operations which are directed at and of benefit to the target group, such as government regulations regarding confidentiality.

Entrepreneurship and developing your own business

Why are the methods we described on pages 59–61 not used more often? There is still considerable ignorance about the methods used to encourage entrepreneurship in the long-term unemployed, as well as a lack of political willingness and resources. This is despite the fact that there has been an

increase in the interest from various authorities and many municipalities – not least with regard to social entrepreneurship. Knowledge is lacking and, at the same time, these issues are not referred to in policy documents at a national, regional or local level. In addition, the responsibility for such issues is divided up and is dealt with under labour market policy, trade policy, educational policy and social policy. There is too little interaction between the various policy areas at a national level, and the situation is similar at both regional and local levels.

There are rules that prevent the development of work integrating social enterprises. This forms a part of the actual idea behind work integration social enterprises, that employees will be able to influence what goes on in their company. At the same time, the rules prohibit the Employment Services from providing employees with a wage subsidy if they sit on the company's board of directors, which threatens both existing social enterprises and prevents new ones from being formed. In addition, there are other rules and practices that counteract efforts over longer periods of time. The majority of initiatives taken within the framework of the Employment Services are often limited to a period of three to six months, and it is not possible to formulate individual action plans that span several years. From a regional and local point of view, projects are often lacking an organiser able to coordinate efforts on behalf of the long-term unemployed who want to become entrepreneurs.

The authorities, municipalities and consultancy services rarely target the long-term unemployed as a group to provide them with information about entrepreneurship. There are no political decisions taken about such an approach. Many businesses that work with support and consultancy also lack knowledge about how to work with the long-term unemployed and where to find skills and support.

There is too little cooperation between the various support structures for entrepreneurship and the long-term unemployed, such as consultants, administrators, the authorities and financiers. From government level down to individual municipalities, the mindset is likened to that of a “downspout”, which prevents cooperation between the business community, the labour market, educational institutions and the social authorities and other operators.

The difficulties in obtaining financing form a major obstacle for the long-term unemployed in their attempts to become entrepreneurs. This especially applies to social enterprises. At present, there are no financiers available that can provide investments in equipment and skills development for enterprises in the social economy.

There are two main disadvantages regarding current procurement pro-

cedures and integrating work in social enterprises. The first one penalises small companies during procurement procedures. Often, procurement procedures are too complex, demanding and implemented in such a way that small businesses cannot compete. The second is that the opportunities for procurement based on social considerations are not exploited. There is a great fear of making mistakes. A fear based on ignorance and the inadequate skills development of those involved with procurement.

What can be done? Here are a few examples. The government should ensure that changes are made to the regulatory framework so that the Employment Services can provide wage subsidies to employees who sit on the boards of work integration social enterprises. It is also important to provide individual action plans for the long-term unemployed, which will help to facilitate more extensive efforts. The government should also ensure that it arranges for a state investment fund for enterprises in the social economy. Similarly, the government should invest in skills development regarding entrepreneurship for the long-term unemployed as well as skills development for social entrepreneurs. In addition, national programmes, policies and government budgets should highlight these questions, so that issues that relate to entrepreneurship for the long-term unemployed and about entrepreneurship in the social economy are given greater consideration. In 2010, the government adopted an action plan for work integration social enterprises. It is now time for a new action plan for 2012 and onwards. A common all-party responsibility should be adopted by the government and the government offices through increased interdepartmental collaboration. The long-term unemployed should be offered information on the possibility of entrepreneurship in various forms.

In the same way as on the national level, efforts should be made in the regions to ensure that entrepreneurship in the social economy is given space in the regional plans and programmes and support should be given to associations and the creation of different arenas.

The municipalities should introduce procurement contracts that benefit small businesses and they should be more willing to test public contracts that have a social consideration. This requires political guidelines, resources and skills development. To a greater extent, the municipalities should allow social enterprises to influence various policies and programmes and increase competency among its administrators and business advisers on entrepreneurship for the long-term unemployed. Policy guidelines are also required here. The theme group has issued a guide on procurement with societal objectives and will prepare and disseminate a guide on how to work with municipal policies together with Sweden's municipalities and county councils (SKL).

Equality of treatment

1. *Procurement*

Uncertainty about what is and is not permitted in terms of procurement is widespread. It is easy to get lost in the regulatory framework, and many people believe, incorrectly, that EU directives almost prohibit other considerations, except those that are strictly financial. But without including social considerations when conducting procurement procedures, the service or product the procurement contract relates to risks contributing to social ills in the labour market.

2. *Norm criticism and intersectionality*

Many people express the importance of working with norm criticism and intersectionality, but few set aside the time for a longer commitment.

To work on making the norm visible and raising problems based on power structures provokes the understanding that we can all influence structures. This can be an unpleasant experience, as you are forced to question your own position of power.

We need to create the conditions for long-term learning processes, where increased knowledge and awareness are created regarding how we as individuals and organisations can contribute to both inequality and equality by how we act on and organise our work.

3. *Competency-building efforts*

Evaluations show that efforts designed to build competency seldom have lasting effects. Many training courses are inspiring and provide new knowledge, but they do not change the participants' behaviour or how organisations work. Difficulties often arise when moving the focus over to changing structures rather than individuals and groups.

Efforts made to build competence for equal rights and equal opportunities (equal treatment) should be linked to the operations' core business, and should not be regarded as a peripheral objective to be dropped when project funds run out.

The management's authorisation must be obtained before any changes are made, and these must be followed up. Those with the most power to transform the organisation must be involved and participate in the changes that are being made. The changes must therefore reach out to both employees and management and must also have an effect on the structure of the organisation (routines,

course of action, policy documents, quality assurance systems etc). When competency-building efforts reach all levels in the organisation, there is a greater potential for change. If only the employees are affected, the chances of change being brought about will be inconsequential.

In order to achieve equal rights and equal opportunities in working life, as well as growth and innovation, empowerment is also required for those groups that are currently excluded. Influence that only comes from those who have power provides a one-sided account of the situation.

Workplace learning and transition

Despite all the talk about the importance and need for skills development and lifelong learning, the issue tends to be forgotten. A clear division of responsibilities with regard to strategic skills development between employers, unions, the authorities, intermediaries and training providers is lacking in Sweden. A common understanding between them regarding how long-term skills development is brought about is also lacking. Although the ESF programme encourages innovative methods of skills development, the project periods are often too short to achieve long-term effects. Projects tend to be peripheral to the organisation's regular activities, due to its experimental nature and separate funding, which means that the results are more difficult to incorporate at the end of the project. Another obstacle is that ESF project applications may contain well-formulated thoughts on skills development for both operations and the individual, but it is hard to translate this into action. This can be explained by the fact that the organisation's real motives for initiating the project may differ from the Social Fund's motives, or that the project encounters unexpected obstacles during the course of its implementation.

Many projects which are designed to develop skills have not integrated the participants' skills development with the workplaces' regular activities or with organisational development. Often a breeding ground for learning at the workplace is lacking – partly because the individual does not receive any practical benefits from his/her knowledge and partly because people do not take advantage of the workplace's potential as a learning environment. This also means that the link between skills development and organisational development remains hidden. The same applies to the link between skills development and health/gender equality. Long-term changes that benefit strategic organisational change, health and equal opportunities are created through innovative ways of organising the work, with the help of job rotation, work environment and technology.

Another obstacle to achieving strategic skills development is that the training that takes place in a working life environment exists in a different system compared with traditional training/education, such as that provided by the municipality, adult and commissioned education. The different activities need to be coordinated to a greater extent compared with what is happening today in order to create fertile ground for lifelong learning as a part of a long-term organisational development. A consequence of the low level of coordination is that there is a lack of capacity in the regular educational systems to manage comprehensive skills development in the workplace. ESF projects which have worked on building bridges between different educational systems include *Validering i Norr i Övre Norrland* (*Validation in the North in Upper Norrland*) and *SpråkSam/ArbetSam* in the Stockholm region.

In order to overcome these obstacles, the A&O theme group is calling for a national vision and agenda for strategic skills development. The Social Fund could become an Innovation Fund for innovative solutions within skills development and learning in working life. The regional operators are encouraged to strengthen the synergies between the structural funds, regional university colleges, learning centres and training course providers. To the parties involved in the labour market, the A&O theme group recommends that a meeting about future models is carried out that meets both the employers' needs for flexibility and the employees' needs for employability and security. The advice to the business community is to view skills development and learning as key strategic issues and that routines are therefore required to identify the need for skills. Unions, for their part, are invited to make skills development into a key issue in the trade union agenda. The ESF Council is given the advice to fund fewer, but longer, projects to set clearer requirements on ownership and more systematic knowledge dissemination of good examples and models for workplace learning. The researchers' own role is to translate research-based knowledge about skills development in practical situations in working life and to continue to contribute with knowledge about how a work organisation for learning can be built.

Methods to overcome obstacles to implementation:

- A combination of individual and organisational learning
- A broad involvement of employees, employers' organisations, unions and intermediaries
- Increased coordination between the regular educational system, adult education and commissioned education

CHAPTER 4.

REFLECTIONS ON PROJECT EXAMPLES

Based on the interesting methods and lessons the theme groups highlighted in Chapter 3, they also identified some examples of projects that illustrate the conclusions that have been drawn. Through interviews with these projects and people's own experiences of sustainable development, a number of reflections are presented by SPeL.

The *Equal treatment* theme group provides an example carried out by Krokommunicipality, which is an interesting example of how the Social Fund programme's so-called 'must requirements' for gender mainstreaming have made a difference. "The municipality initiated the project because they had a high percentage of staff who were suffering from ill health," says Karoline Humble, health and safety consultant at the municipality's personnel department. The idea was to test a model for more activity-based occupational health care. But what was not expected was that this would then lead to a procurement contract with a gender perspective. Karoline states that the municipality had previously attempted to reduce unjustified salary differentials, but admits that, in general, there was no significant gender focus in the organisation. But in connection with a review of its equality plan, a survey was carried out detailing how the resources were allocated within the occupational health service. It showed that men were given more time and, consequently, significantly more resources from the occupational health service, despite the fact that there were twice as many women who were on sick leave. The survey coincided with an application to ESF where requirements for gender mainstreaming resulted in there being a clear focus throughout the entire project. When the people involved in the project carried out their procurement procedures, the following was included: 'gender is to be made visible, analysed and seen as a problem in the programmes'. The programmes in question are rehabilitation, rehabilitation adaptation and leadership support.

Another interesting aspect seen in Krokommunicipality was how its learning evaluation influenced the work. Participants were interviewed throughout the evaluation, and it was found that the gender perspective was not present

in one of the three programmes. “We would never have discovered it before the project was completed without the continuous feedback that we received from the evaluator,” says Karoline Humble. It led to a conflict with the contracted supplier as we had different views on what should be delivered. “We learned a lot from this,” says Karoline. In the new contract we conducted after the project, we made it clear that we regard gender as a social construction. We also added meetings for tenderers where we could analyse the tenders in more detail and find out how the suppliers operate, how they plan to work with gender and how they intend to work internally with gender issues. What would be the consequences of applying the same principle for the ambitions of the Social Fund programme with regard to the added value in the allocation of its resources? You can’t make a silk purse out of a sow’s ear, you need the appropriate material from the beginning to work with, i.e. you must have a project owner with the right competence and motives.

The theme group *Youth* notes that it is seldom the methods that produce innovation in ESF projects. The most common methods are the same as those used in regular labour market measures. Instead, it is *the way* and in what *context* the methods are used that is innovative and interesting. Examples of this are the many professions working together and the fact that the participants are able to develop a flexible action plan without fixed time frames.

What are the consequences of the fact that context is an important factor, and it is how the methods are used that determine success? First, the value of manuals that describe methods etc., is questionable, as they are too static. In particular, if there are no common arenas for the continuous development of cooperation and this learning environment is supported by both management and staff. But it is always about people who will be working together. This requires understanding and respect for each other’s work assignments and skills.

Far too many projects find good practices that work during a project, but not afterwards. They rely too much on specific individuals at an administrative level, which makes things vulnerable when people change jobs, a new manager takes over or an assignment changes. The project *Youths in* was a clear directive from the Employment Services’ Director-General. “She realised that we had to reach out to the young people who were outside the system,” says Tomislavka Barisic, project manager for *Youths in*. What is innovative in reaching out to these young people is the cooperation with a non-profit organisation that has a meeting place where young people already meet. In Stockholm, this organisation and place is Fryshuset. “In *Youths in*, we chose to start working with the youngsters

early on, from the first visit, which produced good results,” says Tomislavka Barisic. As a result, at the beginning of 2012 a change was made to the regulations so that, throughout the entire Employment Services, we would be able to make use of previous project findings and thereby reach out to young people in the initial phase of the project who have incomplete upper secondary school diplomas, suspected ill health or prolonged contact with other authorities. This is an almost unique result, that an ESF project has contributed to a change in the regulations. Tomislavka is convinced that the reason this project has yielded results is that, in the steering group, there were people involved in the project who had the authority to fulfil their actions and who followed up on the results. The project will now be followed by a national project which will take place in several locations throughout the country, where the most important aspect is to disseminate the concept which has been adapted to local conditions. But one of the results of the project which has already been disseminated within the Employment Services throughout the entire country is the survey tool, which is used to evaluate which people may be in need of early intervention.

The concept of *active ownership* has received an increasing amount of attention during the programme period, in particular as a result of the publication of: *Owning, managing and evaluating major projects (Att äga, styra och utvärdera stora projekt)*.⁴⁰ But that is also a concept which is difficult to acquire a concrete understanding of. Many project managers incorrectly interpret a decision taken by the board to implement the project as a ‘clear order’, as we mentioned above. But there may be many reasons for such a decision, motives which have no link with long-term development strategies and innovative activities. This clear order should also include a description of what the board wants to achieve with the project and how it intends to follow up and manage the learning process. Many steering group members believe, incorrectly, that a competent project manager is all you need to achieve results, but the project manager often lacks any long-term authorisation in the organisation. Many project managers believe, incorrectly, that good project results are enough to achieve implementation. But in the absence of a long-term view of the project, the road is long before anything positive can come out of it. In addition to a genuine need and clear order from the owners of the project, an ongoing dialogue within the steering group is required to seek answers to the relevant questions. An ongoing evaluation is an important tool for such a dialogue. Questions that relate to the project’s basic idea, the steering group’s mandate and role, as well as how the evaluation can support how the steering group learns and

⁴⁰ Göran Brulin, & Svensson, Lennart (2011). Lund: Studentlitteratur.

the decisions it takes, are issues which SPeL takes up in the steering group training courses that are carried out. Even if there are different needs, we have still not encountered a project that has not been able to benefit from this measure. This is usually the weakest link in terms of sustainable effects.

The *A&O* theme in ESF projects has identified three strategies for skills development: *Teaching yourself*, *Learning from others* and *Learning at work*. Of these, *Teaching yourself* is the most common, which means that you study courses outside of your workplace, through self-studies, and with the transfer of knowledge from the teacher to the student during lectures. But in order to develop a workplace awareness, this strategy is not sufficient. Kerstin Sjösvärd, head project manager of ArbetSam (previously SpråkSam) expresses her opinion: “In the past, the staff who worked in elderly care were sent on courses that were too advanced. As a result, it led to them feeling as if they were being ignored, and they became frustrated when they were not able to use their skills. Elderly care in Stockholm is a bit special,” says Kerstin. There are many people who do not have the correct qualifications and whose first language is not Swedish, and they have difficulties in absorbing an education. These people have also avoided work assignments that require good language skills, such as answering the phone, which obviously adversely affects business operations. In SpråkSam, the staff underwent language training and other skills development, which was integrated into the workplace. The managers were also trained so that they could understand how difficult it is to learn another language and how they can provide support during the process. It was important for the managers and the staff to experience a common learning process.

The SpråkSam project has now finished, but today there is a follow-up project called ArbetSam, which has the same project manager. There are also parallels to *A&O*’s statement that the project period is often too short to achieve change. Kerstin Sjösvärd says that SpråkSam came about due to a number of items falling into place from previous development efforts, such as having mentors whose first language was not Swedish and contacts with researchers in language development and workplace learning from projects that were funded by the City of Stockholm’s Skills Fund. So-called “learning conversations”, reflection and the integration of formal and non-formal education came from projects funded by the state’s Kompetensstegen (Competence ladder). The ArbetSam project continues to train language experts, as was previously carried out in the SpråkSam project, but it also continues to train discussion leaders to encourage people to conduct conversations that reflect actual situations in the workplace. The work carried out by the various projects has contributed to many workplaces having changed their focus at staff meetings, so that they concentrate more on

organisational development. This is an example of how experiences from different projects have been put to use, albeit rather haphazardly. It may be difficult to adopt a long-term strategy when principals and collaborative partners change between projects. But this is a key question which SPeL would like to highlight, to view projects as tools and as part of a long-term development strategy.⁴¹ In order to create progress between projects, it is important to create ownership, collaboration and a learning environment that promotes development.

SpråkSam also shows how important it is to use different tools in its projects. In a project where participants are afraid to participate in formal education, it is far from self-evident that you should make use of researchers.⁴² But one of SpråkSam's researchers worked out how to put into words the tacit knowledge the participants possess – being poorly educated is not the same as having poor-quality skills. Interaction between staff and participants worked well and led to a strengthening of the ability to reflect on what is done at work. The document written by the researcher is used today in training courses by discussion leaders in ArbetSam. But SpråkSam has also led to a pure research project with funding from the FAS (the Swedish Council for Working Life and Social Research). SpråkSam has therefore used research that developed business operations on two totally different levels.

The theme *Entrepreneurship and developing your own business* highlights how *Orangery 2* manages to work at multiple levels to encourage individuals to become entrepreneurs, by creating sustainable social enterprises and worker cooperatives as well as developing support structures. Lelle Karlsson is a cooperative business developer at a regional support structure in Östergötland. After having worked with and evaluated social enterprises and worker cooperatives for 15 years, he knows what the success factors and pitfalls are. It is very common that these companies lack strong negotiation skills, which is often the result of low self-confidence. They also lack a good understanding of their financial situation. Social enterprises are often involved with short contract periods, they often come up against barriers to procurement processes, and they have few experienced salespeople who are used to working with the business community.

But it is precisely these weaknesses that will be redressed through a re-

⁴¹ This perspective developed in the report *Pärlbandsprojekt (String of pearls' project 2012)* written by Savenstrand, A., Svensson, L., Holmström, P., Forssell, R., Fred, M.

⁴² This is often the case in elderly care where a high percentage of employees have negative experiences from school that affect their willingness to participate in formal education. Elderly care as an industry is also affected historically by the fact that it has not viewed formal and theoretical knowledge as a necessity for the work.

gional support structure which is now being discussed among regional and municipal politicians in Östergötland. So far, politicians have been positive regarding the need for a transitional labour market. The municipalities' role in this may be to divide up the procurement contracts into smaller assignments, which will make it possible for social enterprises and worker cooperatives to submit a tender. The procurement process should also include social criteria. However, it is not only the municipalities that are key players. Trade union organisations as well as trade and industry must also approve of the concept, and this takes time. "We must first demonstrate that it works for the unemployed who do not have relevant employment qualifications," says Lelle. In Finspång, for example, where they have had worker cooperatives for 15 years, things are running along smoothly, but in the municipalities, where the concept is new, it is difficult to get participants from the Employment Service. What is the reason for this, Lelle wonders?

As to the question why social entrepreneurship is so popular in Östergötland, Lelle responds that it is mainly because of four or five people who have been working on this issue for a long period of time. In the past, it was more popular in Jämtland and then Örebro, but is less so now. The efforts to support social entrepreneurship never seem to work automatically, and perhaps it depends on the many different levels that must go hand in hand? Continuity is especially important in this context.

CHAPTER 5. WHAT CAN WE LEARN FOR THE FUTURE?

How can we evaluate the Social Fund programme in the light of what we now know? We are currently seeing a lot of results from this programme period and we are already starting preparations for the next programme period. It might be interesting to take a look at some of the changes that were made from the previous programme period, 2000–2006. There were, of course, many changes, but, from the ESF Council's and SPeL's point of view, here we have chosen to focus on large projects that have had a strategic impact have helped to evaluate learning because these are issues that have been discussed fervently in the evaluations of both programmes and projects. Have these efforts contributed to making projects more sustainable? We cannot provide a definitive answer, but we can present some preliminary conclusions and reasoning based on our and others' experiences.

Major projects

During the previous programme period, more than 40,000 projects were authorised. In the current programme period there are less than one tenth as many. The purpose of this change – in addition to making the administrative part of the work a lot easier – is that large projects will have a greater effect and produce a strategic impact.

It is reasonable to assume this and there is support for this in a number of evaluations that have been carried out, but the size of the projects also leads to a number of difficulties, in particular in trying to make collaborations with various operators work. One difficulty related to this is collective ownership. A solution to this problem could be to create a development partnership based on the model used in the EQUAL programme, whereby responsibilities and liabilities are clearly regulated.

Another difficulty with large collaborative projects is that small companies and dedicated individuals within an organisation feel uncomfortable using formal work methods. One way to deal with this difficulty is to combine organised collaborations with strategic operators in a more informal form of cooperation, i.e. in the form of a network between in-

dividuals. The company networks developed in the previous Social Fund programme, Växtkraft Mål 4, could provide a model for this.

A third difficulty with collaborative projects is that collaboration has been proven to cause limitations regarding the implementation of the results. Projects often work well during the implementation phase, but towards the end of the project it has been shown that shared responsibility during the project period makes the transfer of the results difficult. An important conclusion that can be drawn from this is that there must be a clear idea, and there must be a need from all of the people who are involved, regarding what their purpose is regarding their participation in the project. What are my organisation's needs and what are the possibilities of my organisation benefiting from the results of the project? These are important questions for all parties to ask prior to the implementation of a project.

Strategic influence

Strategic influence is one of the four programme criteria and is particularly emphasised in this programme period. Theme groups and support projects will help to provide a strategic influence, as will the ongoing evaluation⁴³.

It is too early to say what the programme has produced in this respect. Long-term effects and influence at a systems level are difficult to capture. For now we will have to be satisfied with indicators and the accounts of project participants. There is a lot to follow up on and examine more closely with regard to the programme evaluation that has recently been started. The focus of this evaluation will be on the programme's effects and an attempt to assess the added value the efforts have created in Sweden.

A lesson for the future is that certain things need to be reinforced in order to be more successful with regard to strategic influence. An important factor is to demand more active ownership at a national level from a number of important operators: social partners, the Employment Service, the Social Insurance Office etc.

It may also be necessary to reinforce the project's regional ties, which would make closer cooperation with the EU's Regional Development Fund (ERDF) projects much easier.

Learning

The ongoing evaluation will act as a support for the strategic influence by, among other things, contributing to the public debate. What we have

⁴³ See Brulin, Svensson, Jansson, Sjöberg, Learning through Ongoing Evaluation (Studentlitteratur 2009) for further elaboration on what it stands for in Sweden.

seen so far demonstrates the possibilities offered by an ongoing evaluation which works closely with the projects and which contributes to a greater reflection with regard to the work method.

At the same time, we can see the difficulties of ensuring that the ongoing evaluation is able to make analyses from a sustainable change perspective. The ongoing evaluation needs to be more critical and should focus on achieving the intended effects, but also on those that come as a surprise. The learning evaluation must also be better at placing the individual project's results in a contextual analysis to see if there are important results that need to be disseminated further. It is also important that the evaluation analyses which new questions and development needs arise in the light of the lessons learned from the project.

One way of reinforcing the ongoing evaluation is to conduct cluster procurements from the ESF offices, which will mean that resources will be concentrated in one place. In this way it will be possible to extract more general knowledge from the projects, and the influence on decision making and public debate can be expected to be greater. It would also lead to an analysis of the call for proposals as a whole, which would push developments in the direction planned.

A Conclusion

STo conclude, we can state that much of what has been done has been correctly thought out during this programme period in order to achieve the programme's long-term effects. Attempts have been made to deal with the weaknesses discovered during the previous programme periods, among other things, an abundance of small projects that have focused on short-term results, the dissemination activities that do not provide any overview and evaluations which came far too late.

At the same time, solutions to the old problems lead to new difficulties arising. A lot of intense work is involved with such major initiatives, as projects start late and project ownership is often passive and weak. The ambition behind the ongoing evaluation has been far too introvert. Instead of focusing outside of the projects and communicating the results of the steering committee, far too many of the evaluations were turned inwards, discussing the results solely with the project manager. Procurement processes have also delayed the evaluation in many projects. In addition, co-financing creates considerable difficulties with regard to the implementation of projects in Priority 2.

APPENDIX 1.

FACTS ABOUT THE STATISTICS

The details which form the basis of the report in Chapter 2 are based partly on documentation from the Swedish ESF Council and partly on information which was already available in various registers at Statistics Sweden.

The ESF Council administrates and decides on the support given to the different projects. When a decision arrives that funding has been authorised and a project can be implemented, each project owner must register and report the details regarding the project and all of the participants. The registered information is used to produce quarterly and annual indicators which are reported, among others, to the government and the European Commission. This information is also used to create the population that this report is based on.

Included in the statistics

The population consists of all of the individuals who participate, or have participated, in the Social Fund's implementation projects within Priority 1 and Priority 2 from the start of the project in 2008 until the end of the project on 31 March 2012.

Definitions and explanations

There are a number of people in the population for who gender information is missing, in total there are:

- 470 people in Priority 1
- 1,839 people in Priority 2

The reason why information is missing in certain cases is because the civic registration number specified could not be found in Statistics Sweden's population register (RTB). Possible explanations could be that the person who has specified his/her civic registration number has written it down incorrectly; the person is not officially registered in Sweden; or that there are people, for one reason or another, whose identities are protected.

Definitions

Dominance: Female, male, age and youth dominance arise when at least 75

per cent of the participants fulfil a certain criterion.

Income from gainful employment and work-related remunerations: These consist of total gross salary, income from a business activity, sickness benefit, pregnancy benefit, disease carriers allowance, sickness benefit guarantee, taxable industrial injuries benefit, parental benefit when a child is born or adopted, temporary parental benefit for the care of a child, benefit to look after a relative or for rehabilitation compensation.

Region: Complies with the division in accordance with NUTS 2 (National areas).

Educational level: Specifies each individual's highest formal level of education, in this case the highest level of education for 2010. The information related to educational level is reported in accordance with the educational classification SUN 2000. Comparisons with the nation as a whole are carried out for Priority 1 using data from Register-based labour market statistics, RAMS, for 2010 for people gainfully employed in the 25–64-year-old age group. This is to acquire a comparative group which is similar to that of Priority 1.

For Priority 2, comparisons have been made with the nation as a whole using data from the 2011 register of the educational level of the population. The comparison group consists of people in the 16–74-year-old age group.

Foreign background: This includes people who are either born abroad or born in Sweden with two foreign born parents.

Age: The participants have been classified according to their age at the beginning of the project

Sources

Besides the ESF Council's own data about the participants, the registers below at Statistics Sweden have been used:

- The educational level of the population – information related to the highest educational level
- The longitudinal integration database for health insurance and labour market studies (LISA) – earned income
- RTB – civic registration number, gender, foreign/Swedish background, country of birth, municipality the individual is registered in
- RAMS (Register-based labour market statistics – Registerbaserad arbetsmarknadsstatistik) – income statements, information regarding where a person works, industry classification, sector code
- Trade register – profession according to SSYK1

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

- The Employment Service – data collected from the table 'Unemployed and in programmes, share of population'
- Transfer statistics (assignment from the Finance department) – data regarding the participants' activity before and after the project started

APPENDIX 2.

QUANTIFIED TARGETS AND INDICATORS FOR THE SOCIAL FUND'S PROGRAMME

The Social Fund's programme indicators are reported to the government three times a year. You will find the latest report at: www.esf.se/deltagare.

Quantified objectives – Priority 1

1. *a.* At least 205,000 employed individuals will receive skills development, excluding those individuals included in the quantified objectives 2 and 3 below.
b. At least 75 per cent of projects with support in the preliminary project phase will continue to the implementation phase.
2. The number of individuals who participated in a project to improve their knowledge regarding the promotion of equal treatment and how to combat discrimination will amount to at least 20,000.
3. The number of individuals who participated in a project to prevent long-term absenteeism will amount to at least 15,000.

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

Indicators – Priority 1

Results and effect indicators

All indicators will, where possible, be divided according to gender.

1. The number of participants who feel that the efforts made to develop skills has resulted in:
 - a.* them being given the opportunity to undertake more complicated work assignments or to broaden their work area.
 - b.* them having received more complicated or more diversified work assignments.

2. The number of participating workplaces that have experienced that the efforts to develop skills at the workplace has resulted:
 - a. in the workplace being characterised by a more in-depth knowledge of the actual work area.
 - b. in an expansion of its operations, which will lead to/has led to the need for new or changed 'at work' assignments being carried out.
3. The number of participating workplaces that experience, following the conclusion of the project, that they are better equipped to prevent long-term absenteeism.
4. The number of participating workplaces that experience, following the conclusion of the project, that they have received increased knowledge regarding how discrimination is combated and how well equal treatment is promoted.

Financial and physical indicators

All indicators will, where possible, be divided according to gender.

1. The number of workplaces that have begun to participate in a project in the programme, per year and total, according to number of employees, industry and labour market sector.
2. The number of individuals who have begun to participate in a project in the programme, per year and total, according to 16–24-year-old, 55–64-year-old age groups and others.
3. The number of self-employed people who have begun to participate in a project in the programme, per year and total.
4. Average amount of support paid out per participating workplace, distributed by ESF support and national co-financing.
5. Average amount of ESF support paid out and national co-financing per participant, divided between the preliminary projection stage and implementation.
6. Number of participant hours per project.
7. Number of participants in projects with a focus on the different grounds of discrimination.
8. Number of projects agreed from the preliminary project phase, to the implementation phase, with support from the Social Fund.
9. Number of participants in the project with a view to Prevention of long-term sickness absenteeism.

Quantified objectives – Priority 2

1. At least 75,000 participants – a minimum of 15,000 foreign born, 15,000 young people and 10,000 who are long-term sick.
2. The proportion of participants who, after they have completed their projects, have received a job or feel that their ability to get a job has increased will amount to at least 70 per cent.
3. The proportion of participants who have found work 90 days after the end of a project will be at least 10 percentage points higher than the weighted average score for Special employment support and Preparatory training (or another regular measure for the corresponding target group), divided, respectively, according to each year and for the whole programme period.

Indicators – Priority 2

Results and effect indicators

All indicators will, where possible, be divided according to gender.

1. Number of participants who are working 90 days after the conclusion of a project. Participants in the 16–24-year-old age group, the foreign born and the long-term sick are reported separately.
2. Number of participants who are working 90 days after the conclusion of a project. Participants in the 16–24-year-old age group, the foreign born and the long-term sick are reported separately.
3. Number of participants who, after 90 days of completing a project, have moved on to another labour market policy activity. Participants in the 16–24-year-old age group and the foreign born are reported separately.
4. Number of participants who feel that the possibilities of finding employment following the conclusion of a project, has increased. Participants in the 16–24-year-old age group, the foreign born and the long-term sick are reported separately.

Financial and physical indicators

All indicators will, where possible, be divided according to gender.

1. Number of participants who began participation in a project, broken down by the different target groups.
2. Number of individuals who began participation, per year and in total, divided into 16–24-year-old, 55–64-year-old age groups and others.

3. Amount of support paid out and verified co-financing per project.
4. Number of foreign born participants.
5. Number of participants with disabilities that lead to a reduced capacity to work.
6. Number of participant hours per project.

APPENDIX 3. REPORTS FROM THE THEME GROUPS

Young people at work

Reports are available for download here:
<http://www.temaunga.se/sida5.html>

Evaluation of labour market projects for young people

Temporary organisations for permanent problems

In practice we are lowering the thresholds

Summer jobs

In the wake of the economic crisis

Young people who are neither working nor studying

It is worthwhile

Youth projects with transnational elements

The European Social Fund and the young

Young people who are outside the employment market

Theme group on entrepreneurship and business

Reports are available for download here:
<http://temaef.wordpress.com/rapporter/projektets-rapporter/>
Download and order extra copies here:
<http://publikationer.tillvaxtverket.se/>

Nine areas where politicians and officials can make a difference for the long-term unemployed.

Societal objectives with the procurement of funding

Self-employment – a route to jobs for the long-term unemployed?

The entrepreneur of necessity – the involuntary voluntary entrepreneur

Entrepreneurs get more people in work! Mapping and field studies of ESF projects in Western Sweden for the Entrepreneurship theme group and Developing your own business

Versatile entrepreneurship in Southern Swedish Social Fund projects

Entrepreneurship that breaks alienation and dependency

Entrepreneurship and developing your own business: active funds to combat alienation and exclusion from the employment market

Not just any type of entrepreneurship

Entrepreneurship and developing your own business in projects financed by the European Social Fund

Entrepreneurship and developing your own business – requirements for the project. A pilot study of Social Fund projects 2010

Equal treatment theme group

Reports are available for download here:

<http://www.temalikaabehandling.se/dokument-rapporter/>

Equal opportunity services – a study of gender mainstreaming in public and private service

Voices from the field – a text on accessibility in ESF projects

Description of the present situation with regard to projects that work with equal treatment

Research overview – equal treatment in working life

Swedish Social Fund projects with a focus on the elderly in working life

Participation – effective change management for equal rights and opportunities

Learning for equal rights and opportunities – a report on enhancing skills interventions in working life

Integration in working life (Remeso)

These reports can be downloaded from:

<http://www.isv.liu.se/remeso/samverkan-och-uppdrag/tia/rapporter-fran-tia?l=sv>

Implementation of methods from recently arrived projects – an analysis of strategies, ownership, collaboration and learning

Ill health – an analysis of the obstacles for integration in working life

Learning for integration – with or without participation and dialogue? About the organisation of learning activities in ESF-funded projects

Work and integration – ESF projects aimed at Somalis and Romanians

Everybody must do workplace training – opportunities, limitations and problems with workplace training as a means of integration

Modern Swedish people – solutions and problems when describing ESF projects

On the fringe of the employment market – ESF projects from an employment market and work environment perspective

Getting them to change – job coaching for the unemployed in Social Fund projects

Differences and empowerment – a Social Fund project for increased labour supply

Labour market project as a cooperative – experiences from four ESF projects with a cooperative approach

Beyond the Lisbon Strategy – the project worker's experiences of inclusion work

For future reports, please refer to: www.framtidsstudier.se

A&O theme group

All publications are available to download at: www.arbetsplatslarande.se

A Swedish model for workplace learning

The learning workplace – the Swedish way

Ingredients for successful workplace learning – a popular scientific compilation

Workplace learning in a time of crisis – people who defied the financial crisis

Equal services – a study of gender mainstreaming in public and private service

Skills develop out of a crisis

Social Fund in figures – an analysis of links in a questionnaire study

Case studies of redundancy projects

Skills development in the Social Fund – a questionnaire study

APPENDIX 4. METHODS AND APPROACHES IN YOUTH PROJECTS

Methods and ways of working in youth projects, ranked from most common to least common. From an upcoming report on *Creative projects* in 2012.

Counselling

Job experience

Motivation-boosting efforts

Support so that the participants can achieve structure in their day-to-day lives

A guide on how to look for work

Vocational training

A guide on how to look for a course of study

Finding support/other actions

Support to complete compulsory school or upper secondary education

A guide to stimulate entrepreneurship/self-employment

Health care

Entrepreneurship

Transnational exchange of experiences with other countries

Psychological support

Time abroad in work, education or training for participants

Source: Project questionnaire 2011. N = 130 projects.

The Social Fund in Figures 2012

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.