

Study visit and peer review report Stockholm May 2018

Introduction and general information

Refugees in Stockholm

Now in May, 4 314 asylum seekers (1 231 women and 2 993 men) are registrated as living in Stockholm.

Municipal responsibilities for refugees with permit include:

- Swedish for Immigrants (SFI), language courses. It is part of the national education system in Sweden and is free of charge. SFI offers indefinite courses. People without a profound level of Swedish have the right to learn, including people from the EU. By law you have the right to study for as long as you need.
- Civic orientation which aim to provide a basic knowledge of Swedish society in 72 hours. Taking part in it is mandatory for some – optional for others, for example family reunification.
- Social care when needed according to the law.
- Support and orientation initially, which include:
 - Community counselling
 - Information desk
 - Consumer counselling
 - Public computers and IT-counselling
 - Lawyer counselling
 - Social support for newly arrived immigrants

The Swedish Public Employment Service

The Swedish Public Employment service – PES, offers an introduction during 24 months for newcomers. An introduction plan contains different activities that are to support on the way to find work. Which activities the plan contains depends on the needs, but it should at least consist of Swedish for Immigrants (SFI), employment preparation activities (for example, job experience and the validation of educational and professional experience) and civic orientation. The starting point is the presumption that the activities

in the introduction plan will occupy a full-time basis, that is, 40 hours a week.

Project From newly arrived - to newly employed teacher

A fast track project for asylum seekers with pedagogical background (participants need to have been professional teachers). In a normal pace it can take up to 7 years to get a licence to teach in Sweden. The project aim to shorten that time, by combining language training for pedagogues as well as include in school internships during the program. In close collaboration with the university that offers additional courses in second main subject and also other courses that might be needed to obtain a licence to teach in Sweden.

Asylum seekers (mainly from Turkey, Iran, Afghanistan, Ethiopia, Iraq), are very motivated participants. They get the information about the project from the Migration board and the PES.

Many of the students had already learned a bit of Swedish by listening to the language, but speaking and writing is at a low level. The full path: 1,5 years in the project, then 1,5 years at university to get the licence to teach in Sweden. Mainly people from the EU achieve this since the pace is really fast.

Female participants often put the family needs over the learning path. No feedback on job achievements, the project do not collect feedback data on later employment. The project work in very close relation to the university.

SFX – Swedish for professionals in the Stockholm county

SFX - Intense language studies combined with vocational classes for newly arrived professionals in the Stockholm county. It started in 2001 and new courses are added over time. A few of the courses started with EU-funding and have since the project been implemented. The courses are eligible for students in the County of Stockholm through agreement between 26 of the municipalities in the Stockholm county (City of Stockholm is one of them). The Stockholm County Association of Local Authorities administers the agreement. Approx. 1,500 students enrol every year at SFX. The courses include intense language studies combined with vocational classes or other activities to orient students in the right work field. Admittance to several courses are available from day 1 of arrival in Stockholm (for academics, the vocational SFX's requires basic course in Swedish before starting); but also assessment of previous qualifications is required for admission to specific courses. Taking

part of a SFX course cultivate professional identity, and employment skills.

The courses are planned and carried out in cooperation with employers, PES and trade unions and other important actors on the labour market.

SFX courses are offered in 11 different professions, which include:

SFX for academic professions

- Swedish for Engineers
- Swedish for Medical Professions
- Swedish for Educationalists/Teachers
- Swedish for Economists, Lawyers and Social scientists
- Swedish for Programmers

SFX for non-academic professions

- Swedish for Bus drivers,
- Swedish for Lorry drivers
- Swedish for craftsmen
- Swedish for Entrepreneurs
- Swedish for Bakers
- Swedish for Roofers

Study visit at YFI

The EU-funded project YFI offers vocational training for immigrants with integrated language education. The aim is to increase the capacity of adult education in the City of Stockholm to effectively integrate language and vocational training in an educational programme for low educated adult immigrants. The project try methods to speed up their attainment of a relevant language and vocational competence. YFI offers education and training for occupations such as assistant nurse, construction worker and chef. The target group is adult immigrants with short school background – from 6 years in comprehensive school up to early stages of upper secondary school. Some also have limited learning skills.

The most important components and aims in the project are:

- Develop, test and evaluate methods where second language learning is integrated in vocational programs on upper secondary level.
- Two teachers, secondary language teacher and vocational teacher work as a close knit team.
- Teachers share responsibility for planning, teaching and student assessment.

- Vocational context supports and paces up the students' language learning.

86% of students who finished the program got a job right away.

Peer review at SIFA

We get a general introduction of SIFA from one of the coordinators at the school. SIFA offers Swedish for Engineers, Swedish for Educationalists/Teachers and Swedish for Economists, Lawyers and Social scientists.

The Labour market administration is responsible for Swedish for immigrants (SFI), including Swedish for professionals (SFX – SIFA). 10% of all the courses are offered in in-house schools, 90% of the schools are procured from private contractors.

Students make a test when they enrol to SFI, so that they are guided to the right level of language course. Courses are offered at different levels (a-d) and at different speed (1-3), depending on the student's previous experience from studies. The student can then choose which school to study at, and also which time of the week (morning, afternoon, evening, weekend), in order to facilitate the studies. The dropout rate is quite high, because people find jobs etc.,—so classes are offered to a high number of people.

Students at SIFA study general Swedish together in the same classroom, then one day a week the group is separated in the professional profile in order to get more specified education. The context of the course is contextual, depending on the background of the students (profession).

Tests at each level need to be passed to the next, teachers do the grading. Only language skills is tested, not knowledge of Swedish contexts in other aspects. (There are now political discussions that that might change in the future.)

After the general information, we get the chance to visit classrooms and ongoing classes. We are very impressed with the level of Swedish – some of the student only have studied for a few weeks!

We then have the opportunity to sit down and reflect on questions regarding SIFA. We then had the opportunity to ask the questions to representatives from SIFA. Here is the result of the discussion:

What is the motivation of the participants? The aim – to fill skills shortage. Not mainly refugees, it is for people who wants to stay in

Stockholm, that come for personal reasons. A large group in Stockholm has higher education. Sweden need all professions.

- Some are refugees, some are married to a Swedish citizen, very various backgrounds, some need Swedish to attend university, the language level differ.

Is there student counselling? Might there be an incentive to steer student to public or private schools?

What information is provided to the students?

- Yes there is student counselling, it is very important so the students can choose between all the options.

Political discussion, local policy have been on strengthening education.

What is the cooperation level with companies and the private sector?

- Mainly mentorship programs. Visits in classrooms, talking about specific topics.

- Engineers for example are offered a mentorship program, where the school cooperate with the trade union and the technical university - the students get a network with professionals and knowledge of the Swedish labour market. They can communicate in English if needed, so perfect Swedish is not demanded in order to find a job as an engineer. As for the teachers, they do need to have a high level of the Swedish language and also knowledge of the Swedish society.

- The mentors are in some cases offered a training, it is voluntary and they do not get paid.

- Some teachers fear that they will not gain respect from students if they are not knowledgeable enough.

- Teachers with a license are offered a good monthly salary at a start: approx. 3500 Euros. Teaching is for 20 hours a week, the rest of the 40 hours week is administrative tasks: planning, meetings, homework, tests etc.

- There is a lack of educators for pre schools.. an also teacher in general, specially in the science area.

What are the options for other people that have no degree or high level of English or knowledge of Swedish?

Sanctions if students drop out of program? How long are people given benefits?

Statistics: why don't you have statistics on the impact of the programme?

- There is some statistics, but not at this unit. There is no obligation or responsibility to follow up, no entitlement to keep records or to contact the students after the course – to learn what they have achieved on their path to the labour market.

Plus

- Three pillar approach: theory, language, mentors
- External partnerships/network
- Very intensive course – good chance to achieve good results
- Internal network is established among students in the classes with the same profession
- Fast track to the labour market
- Partnerships
- Professional language learning (1 day /week)
- Learning by doing exercise
- Good prospective for engineers
- Going back to the professional path of the “origin”
- Motivation to achieve a job
- High number of female participants
- School is open for all newcomers
- Accessible threshold – requirements to access
- Connection with trade unions
- Day care is available for all children
- Make the best according to the background of people
- Company and private sector support
- Cooperation with other organisations, like university
- The Swedish society as receptive society

Delta

- Statistics should be extended (output of taking part of the programme in terms of entering the labour market – keep track of students) – measure the results of integration in the labour market
- Increase the number of meetings with the mentors
- The mentor should get some qualifications on this task to structure her/his work, established standards
- Establish a feedback system – questionnaire, quality interviews etc.
- The teachers only have the background in teaching – they lack knowledge of engineering, law etc. – that might create

disappointment among the students that will not get sufficient support from teacher in their specific area of work.

- Long way (years!) for teachers to get the licence – that might lessen the motivation
- More connection with the world of work is needed
- No internship during learning path
- More after school/work care
- Lack of presence of professionals (more like the bus drivers in the SFX program)
- More information about what is required in each profession in the Swedish context
- More support to students to present themselves and their qualifications.
- Clarify for students the study plan and overviews

Peer Review at EFAS

We are welcomed and are given a guided tour around the office. Maria and Taisa presented the unit and the work they do in regards of cooperation with employers. They work on a strategical level with employers within the whole city, they extend the network of employers in sectors with a shortage of labour force. They use different methods, one is social clauses in public procurement, another one is partnerships – a long term agreement with employers in sectors with a need of labour force for at least 1-5 years ahead. The partnership include commitment in offering internship, apprenticeship and employment opportunities for students and unemployed. EFAS has a wide network and are able to find unemployed people suited for the jobs available, or suited to be trained for the job. EFAS also offers a coaching and mentoring in the work place programme, a tool for employers in coaching and mentoring the formerly unemployed person recruited.

EFAS work focuses on three pillars:

- Dialogue
- Follow up
- Support

Questions after reflecting on the presentation:

Public procurement – how many people get a more long term job after the contract is finished?

- A small amount of people through public procurement – that mainly includes larger construction projects. There is a slow implementation of EU directive, so not so much experience this far.

If below 5 million threshold, do companies still employ people further from the labour market? Can the target group be specified – eg. Women for example?

Is there an evaluation?

- That is depending on the specific contract in each case. In 2017, 39 persons have been employed through public procurement (incl. internships etc.). In 2018, 4 people have got a opportunity this far.
- Because of general low engagement in hiring unemployed people, they are included in the social clauses in public procurement.
- Specification: they highlight different target groups while communication with the employers since they have to fulfil the requirements.
- Monitoring: contracting is not in the unit's responsibility it is the procurement officers, the communication: dialogue – prevention.
- There will be a fine if the contract is not fulfilled.

Conflict of interest?

- In the beginning there was a unclear distribution of tasks regarding the services here and the jobcentres, but new structure is clear and each complement the other.

Train for special workplaces, duration of training?

- 40 weeks long period of training
- 16 – 19 weeks is the shortest period.

Are there indicators for the unit?

- They are not specifically monitored, it is part of the overall indicators for the administration. Partnerships are identified.

Severe information is needed: distribution of responsibilities between PES and municipal services?

Conflict of interest between PES and jobcentre?

- PES handle unemployed people, all groups.
- Municipalities – job centres, long term unemployed people, that get social benefits (tax based).
- Local agreement exist, there is a mutual need of each other. Local services are needed for qualification measures (budget wise).

How did you achieve this strong acceptance in relation to companies but also the PES?

To whom would a company call if it needs a new employee? How does communication work? How long would it take to provide a qualification measure to train someone who could be hired by a company?

If there are registered unemployed people at PES can employer ask to train someone new for the same skills?

Reaction of employers? Thinking parallel trying to fulfil the need of the employed through different employers.

Plus

- Work environment, flexible work structure
- Good spirit, motivated people
- Efficiency
- Aim is shared by everyone
- Communication
- Having such a unit is already good
- Social clauses in public procurement
- Networking – reaching branches
- Tracking of people after end of the procurement – integration chain
- Coach within the company

Delta

- Integrate the way of work in other services, maybe it should not be isolated in a separate unit?
- Monitor the impact of the unit – identify indicators specially for the unit? (it might also steer the work in quantity instead of quality – so important that indicators promote quality in work).
- Not forget or oversee the companies (smaller and medium) that are not connected to the branch organisations.