



**THEMEGROUP YOUTH IN
WORKING LIFE**



EUROPEAN UNION
European Social Fund

**MEANINGFUL
WORK-BASED
TRAINING FOR
YOUNG PEOPLE**

THEME GROUP YOUTH

The Theme Group Youth ensures that experiences and knowledge are utilised from projects that have financing from the European Social Fund. The Theme group Youth cooperates with the Swedish Public Employment Service, Communicare, the Swedish Social Insurance Agency, the Swedish National Agency for Education, the Swedish National Board of Health and Welfare, the Swedish Association of Local Authorities and Regions and the Swedish National Board for youth Affairs. The work is coordinated by the Swedish National Board for Youth Affairs.



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FOREWORD

Within the European Social Fund in Sweden, many projects are underway that involve youth in their activities. The Theme Group Youth have brought attention to the fact that work based training is one of the most common methods used by projects and in the regular work to facilitate the establishment of young people in the labour market.

In this publication we illustrate the ways in which a work based training period can be carried out, an employer's approach to training, what characteristics among youth they value and what role the training plays for young individuals in their path towards work or work based training. Our aim is to impart advice and experience from projects and we hope that this publication will inspire you.

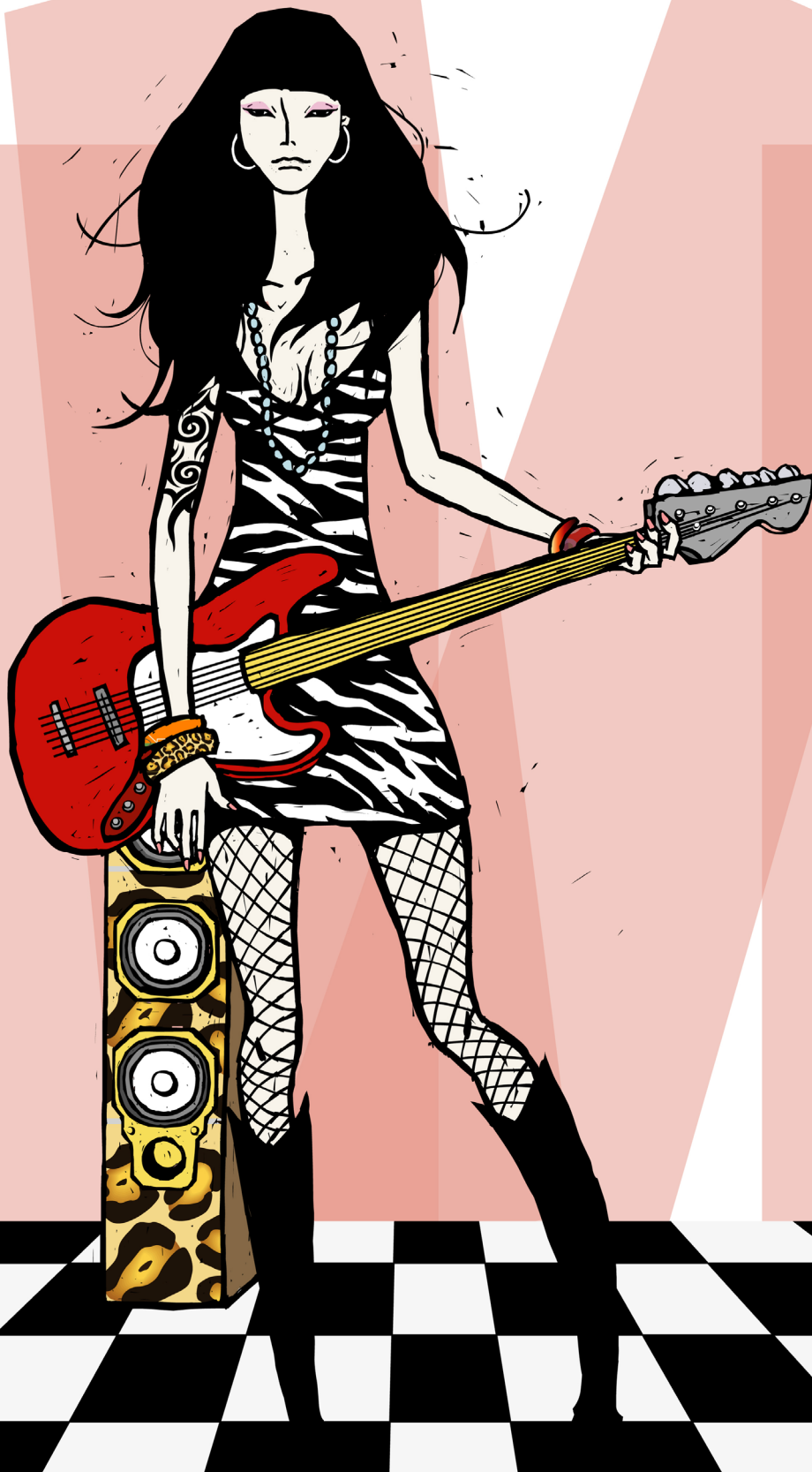
Lidija Kolouh, Peter Pedersen and Magnus Björkström from Theme Group Youth, are the authors of this report. Sven Sundin at the National Agency for Education and Åsa Karlsson at the Swedish Association of Local Authorities and Regions participated in project visits and contributed with their viewpoints. Eva Chellbat from Navigatorcentrum in Trelleborg has commented on our conclusions.

And last but not least, we want to thank the young participants in the projects, the project managers and supervisors who shared their knowledge and experiences.

Inger Ashing
Theme Group Youth, Chair of the steering group

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INTRODUCTION

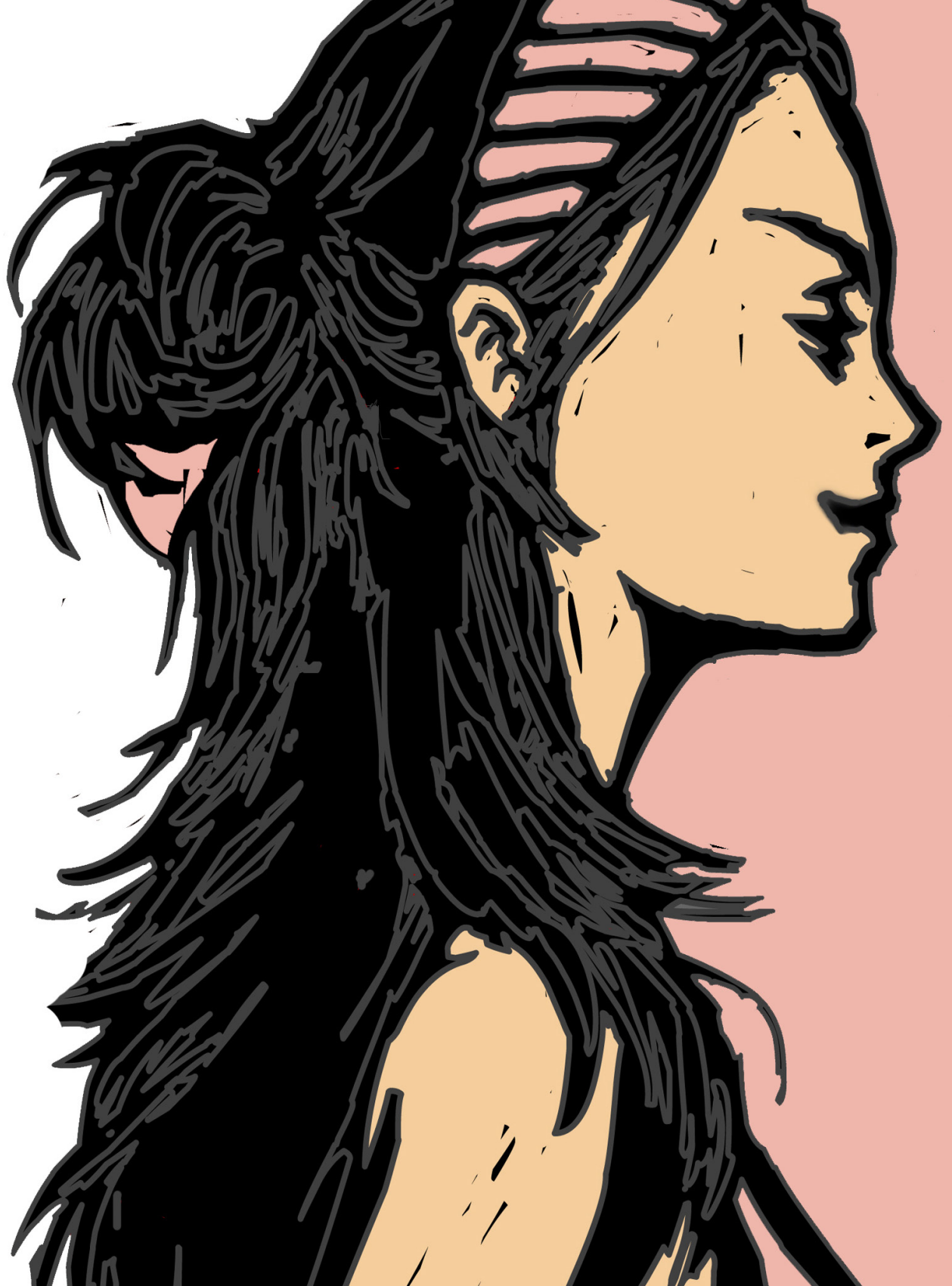
Our study regarding work-based training consists of three parts. In the first part, we give recommendations that we have gathered during our project visits and interviews. The second part describes the project managers, supervisors and young trainees from six projects and how they work and train and what they consider important in order for a training period to be meaningful for all involved parties. In the third part, you can see what characteristics supervisors that accept young trainees from ESF projects value in young people.

The background to the study regarding work based training is based on the Theme group Youth's ongoing work to identify projects within the Social Fund and the methods and success factors that are used and developed in the work with young people. In the spring of 2010, we sent a survey to ESF projects where the main questions related to methods used in the work with young people. It turned out that work based training was a method that most of the projects made use of.

Our study regarding work based training is partly based on a telephone survey of employers who take on trainees from ESF projects. We have been on project visits and conducted interviews with young people and their supervisors as well as project managers and project staff. This study is meant to serve as a support tool for people who are involved in work based training and for supervisors who take on trainees. There are other handbooks regarding the work based training. The Confederation of Swedish Enterprise has developed three manuals addressed to teachers, employers and young people in primary and secondary schools

(Confederation of Swedish Enterprise, 2007). Special Needs Education authorities have produced a manual to support supervisors taking on young trainees from secondary schools (Man är liksom fri på jobbet, 2008). Another publication that may serve as an inspiration is "Röster om Unga Jobb", where Swedbank and Sparbankerna share their experiences and lessons learned from their investment in work based training for young people (Röster om Unga Jobb, 2011).

The European Social Fund's projects are targeted at young people who are not in employment, education or training (NEET). A follow-up of young participants in ESF projects shows that participants have different constraints. The majority have not completed secondary school education and many have a difficult home environment and experience poor health. They are sometimes young people with neuropsychiatric disorders and physical disabilities or a combination of various disabilities. These are often young people who need support for a long period of time, sometimes several years. The projects also work with young people who have no access to a network of contacts that can help them establish into the labour market.





SUMMARY

Used correctly, work based training is a fantastic tool. To be successful, the training must have a clearly defined purpose, a goal, a plan and clear follow-up. The training period shall lead to individual learning and documented learning with references that facilitate establishment in the labour market. Some ESF projects have developed validation tools, which clearly show what the trainee has learned.

Another success factor mentioned by project managers, young trainees and supervisors is the time aspect. In their work, ESF projects often have time to give young people the right support. In several of the projects we visited the staff worked extensively with motivational talks and support both before, during and after the training period. How long the preparation process is needed before a young person feels motivated to take part in work based training depends on the young individual's situation, experience and involvement /motivation. It may take one to two years, it may go much

faster. We have seen that the supervisors that take on young trainees from ESF projects do it for social reasons, in order to take social responsibility. They say that the most important characteristics a trainee should have are motivation and interest. It is also clear that they feel that these particular qualities are what the trainees can become better at. Other skills that work supervisors cite as very important include punctuality, service orientation and the ability to cooperate.

Supervisors stated in interviews that supervision provides added value to the workplace and staff, but the majority said that they have a need for competence development in supervision roles, which should be viewed as a future challenge. Some supervisors emphasize that the training period should not be too short. Actual learning of specific vocational skills takes time. Employers have been allowed to state how satisfied they are with relations to the ESF projects that sent the trainee, and on a five-point



scale, the ESF projects received an average grade of 4.4.

No employer has given low marks. This can be regarded as a very good result and a good assessment of ESF projects.

Young trainees point out that factors such as whether the supervisor has time for the trainees, if they are accessible, provide clear work instructions and expectations, as well as clear instructions about what the trainee can and cannot do, is very important in the work based training. Young people we have met tell about previous negative experiences from workplaces where no one has really had the time for them, did not give clear instructions, and where they have been under-stimulated.

Project managers and project staff point out that the main success factors in the work with young people is to focus on what young people want and can do so that they can influence and gain understanding of the aims and objectives. They emphasize that motivation and prepara-

tion for training should be allowed to take time so that the training period is not perceived as compulsory but voluntary. It is also very important that the trainee's learning is documented and made visible to employers and themselves. Last but not least, a continuous two-and three-way dialogue during training periods between supervisors, trainees and project staff is very important. Without this dialogue, the risks of problems arising during the training period increase, and through that, the trainee might experience yet another failure.

Many project managers stated that there was a need for long-term thinking and sustainability in the work with young people.

PART 1. IMPORTANT TO REMEMBER

This section highlights areas that are common to most ESF-projects in this study and focuses on what project managers, project staff, supervisors and young people feel is important and can be good to keep in mind when working with work-based training.

Before the start of the project

When you write a project plan or plan future activities where work based-training is a part, it is useful to think about the purpose. It is then important to have knowledge of the target group's needs. A common experience of the ESF projects is that young persons have more complex problems than expected. It is therefore advisable to plan ahead for how activities will be followed-up in order to clarify what type of long-term effects the actions may have. It is important not to lose track of the young person and ideally have a follow-up system where you know what the person is doing six months after participation in the project. In all ESF projects, project evaluation is included and it may be useful to ensure that it includes a follow-up of the participants.

One thing that all the projects we visited have in common is that the young participants have had a preparatory period of varying length depending on their individual needs before the training. It is important to review the measures that may be used during the preparation phase of the project planning. For ESF projects, this also involves clarifying whether they fall within the framework of what ESF provides support for, otherwise financing should be secured from other sources.

Preparations before the training program

What is included in the preparatory phase varies. Common elements include learning about what is expected in the workplace, conduct and etiquette about how to greet people, what to consider when having a coffee break, etc. Young people are also offered shorter training sessions on what their rights and responsibilities are in the workplace. Many have never been to a job interview, which is why it is good that the staff and young participants spend time practicing interview techniques and talking about important things to remember during an employment interview. In some cases young people have had to call and interview the employer to get an idea of the work and to get more knowledge about what would be expected of them if they were to do their work based training there. Some use "hands-on training", where young people are offered short-term stays (one day a week) at a workplace to see if the profession or branch is of interest to them. A "reverse interview" can be used, where young people get to meet a person employed in a potential branch for work based training and interview that person about what their job entails and how an ordinary day at work might be. Sometimes the step into work based training seems too large for the young person. In that case, a member of the staff comes to the workplace to facilitate things for a period of time (read more about the method "supported employment" at www.temaunga.se). Other common but important elements are self-reinforcing and motivational work and different methods for young people to regain a structure

in their daily lives through regular meals and a normal daily rhythm.

Individual solutions and influence

When a young person feels ready to begin a work-based training program, a dialogue between the young person and the project staff is carried out about what the young person would consider for work based training. It is perceived as crucial that the young person is motivated. If it is perceived as enforced there is a risk that the training program will be a failure. Supervisors that we have had contact with emphasise the importance of that the trainee they take in shall primarily be motivated and interested, which reinforces the importance of good preparation prior to the start of the training period. The purpose and objective of the trainee position shall be adapted to the trainee's needs, capacity and life situation. A good match is especially important for youth in ESF projects, since many have failed in school or in previous encounters with the working life. Young people are expected to have a great deal of influence over their own development, and many projects highlight the importance of working with a focus on the needs of youth. This means, for example, that the efforts, time frame and in what sequence the various methods are used should be based on individual needs since there is no model that works for everyone. The training program is an element in developing the individual's motivation and impetus to make sustainable transition to the labour market possible. The challenge is often finding the right employer and matching the individual's willingness and knowledge with the employer's needs. The range of trainee positions varies between regions and in some cases it may be necessary for a person to travel to another district to get the opportunity to find

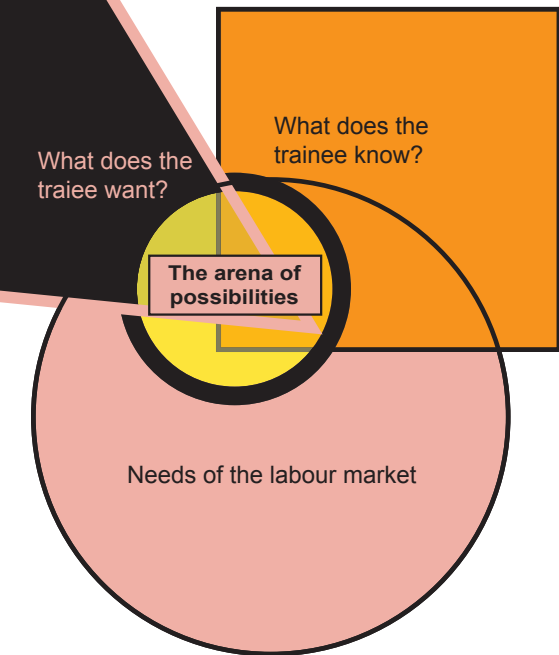
a matching trainee position. There are also regions and municipalities where there may be competition for work-based placements. There are regional examples where the mediation of placements are coordinated.

Multiparty meetings and availability

Before a young participant begins the training period, it is good to have a preliminary three-party meeting where the young trainee, supervisor and project staff clarify the purpose of the training and to create a consensus regarding expectations. This is an opportunity for the supervisor to clarify what expectations there are at the workplace and to describe how the next few days will be. Some project managers have highlighted the importance of giving both parties a day or two to feel if everything feels right and to have the opportunity to accept or decline. For young people with disabilities, this can be an opportunity to talk about their disabilities and what support that person needs in everyday life. One success factor that supervisors emphasise is that they can contact the project and get support if the need arises during the training program. A three-party conference should take place continuously throughout the entire training program. Experiences from projects show that both supervisors and trainees appreciate the frequent follow-ups and clarity. Some projects write contracts with the employer where the purpose and follow-up are regulated.

Consensus on the goals and objectives of the work based training

It is very important that the purpose of the training program is made clear to all parties so that the young trainees do not risk experiencing it as a failure. The purpose of a work-based training program may vary and the purpose of all training courses over the long-term is employment prospects.



The model shows in what work fields many ESF projects are active. Source: ESF project "Tänk om" in Norrköping

All training should lead to the person getting a routine in their daily lives, practicing their social skills and achieving stronger self-confidence. The purpose of the training may be to demonstrate their skills and to get a reference for future job searches. One purpose of the training may be to learn a profession or to validate vocational skills. It may be that a young person has an education but lacks experience or references.

Work-based training is good in order to try different occupations so as to decide on what branch or education you want or do not want to continue with at a later stage.

Training programs are also an opportunity for young people to explore new branches or occupations. There are also different purposes for the provision of training, and here it is important that the employer clarifies.

Does the workplace take on trainees because there is a need to recruit? Because there will be future recruitment needs? For social reasons?

The employer's purpose should be clearly communicated.

It takes time

It should be allowed to take the time it takes is an expression that we hear in dialogues with the project managers. But what does this mean in reality? Many young participants have been out of work or not studying for several years and it can take just as long to come back. Since many young participants who take part in ESF projects are in need of resource-intensive efforts, their development in the project must take the time it takes for the results to be sustainable. The young person's motivation and need for preparation is vital. It can also take different lengths of time to identify what the individual's strengths are and what could be a future profession. The young person's life situation determines this, and in some cases, it takes several years to reach the goal.

To motivate and create interest among participants and to make them realize the importance of punctuality are qualities that supervisors deem most important in a trainee. How long a training program should last should also be adapted to the purpose and needs of both the trainee and employer.

Mutual benefits

Many young persons have negative experiences with work based training programs or have parents with similar experiences. Some ESF-projects included in this study use different terminologies in order to avoid the negative association the term work based training can awake, they refer to: "Competence training", "Vocational training", "Learning by doing", "On the job practice" etc. Emphasising that the training provides an opportunity to try a profession and that the experience will lead to something further is very important. The

work experience that the young person obtains during the training program makes it easier to continue to search for work. It is good to highlight that employers provide staff and time and teach the trainee more about their branch and their profession. It is fruitful to highlight the mutual benefit. Employers are making an important contribution and can get young people interested in their branch and can also recruit new staff. The trainee obtains experience and a good reference or a job.

A learning work based training program

The young people, project managers and supervisors we interviewed stress that the training program must be meaningful and provide stages of learning. The main cause of discontent mentioned among young people is that they felt under-stimulated and did not have enough to do and that they had not received clear instructions about what was expected of them. The projects highlight the learning dimension as a key aspect during the training program. It is important that learning is documented and made visible for both the trainee's and the supervisor's benefit. It is good to adapt the training period and number of training days per week to the employer's capacity to take on trainees. It is better to have a part-time training program that is meaningful than a full-time training program that has no content. Naturally, this has to correspond to the trainee's needs. The trainee position should not be full-time unless the trainee is able to benefit from a full-time training program.

Documentation

Evaluations during and after a training period were pointed out by project managers as crucial in allowing for improvements, changes

and adaptation to the next training program or job so that the quality level and demands on trainees can develop gradually. The trainee should always receive a certificate related to job tasks, new knowledge acquired, and also an assessment after the training period. There are projects that use validation tools, which clarify what the trainee has learned during the project period such as Open College Network (OCN).

What shall be done when things don't turn out as expected?

Sometimes things go wrong. When working with young people who have experienced many failures, a constructive conclusion is especially important so that motivation does not disappear and that the preparatory work is not in vain. A positive conclusion is achieved, for example, in a three-party meeting where the supervisor and the young person are allowed to give their perception of the problems and where everything ends with a constructive and learning approach that allows for continued work.

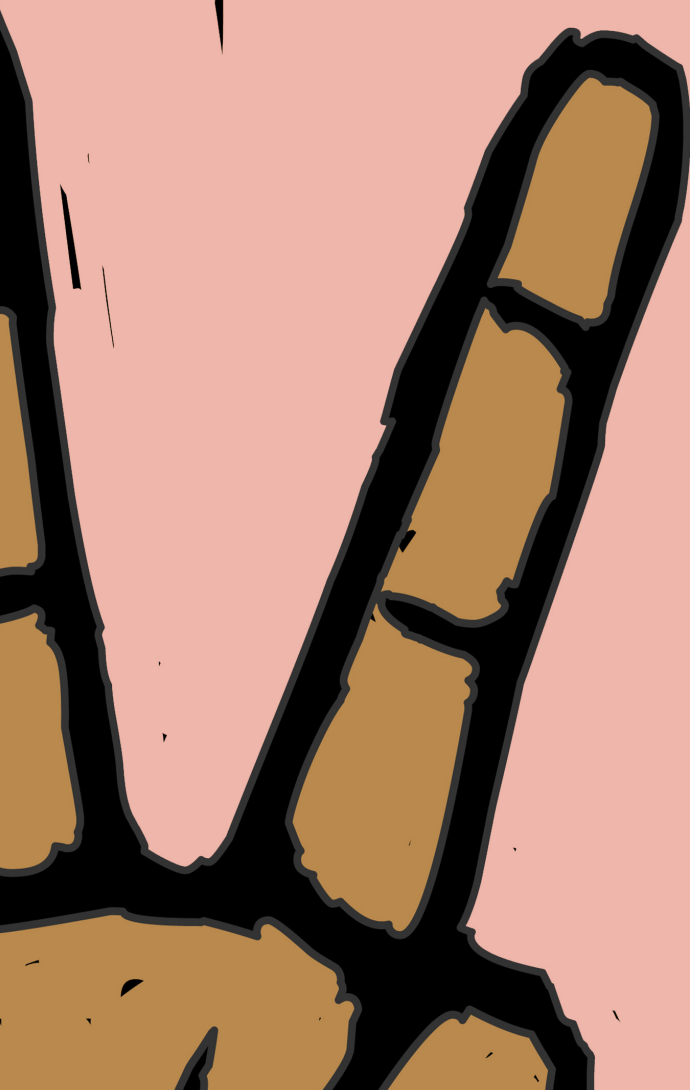
When the trainee position can lead to employment

If there is an opportunity for employment, contact with the Swedish Public Employment Service is important in order to investigate and clarify if any possible recruitment incentives are required such as a new starting position or wage subsidies.



In part two, we will present how six projects work with work based training, one of them is “Ungdomsløsten” in Laholm. Work began in May 2009 as an ESF-funded feasibility study and is now part of regular activity provided by the Municipality. Everyone working on the project has received an education in a guidance method called “Biologist Designer”.

We wanted to know more about this method and decided to interview one of the founders, Torild Carlsson – labour market expert at Ibility, which helps municipalities to develop labour market-oriented support for young people.



USED CORRECTLY, WORK BASED TRAINING PROGRAMS ARE FANTASTIC TOOLS

Interview with Torild Carlsson

- labour market expert at Ibility

For more than 10 years, Torild Carlsson has worked to develop support for individuals working with labour market issues. Together with Tomas Tjajkovski he runs the company Ibility that helps private and public organisations to design career support for employees and those who are unemployed. In recent years, Torild has trained and supervised hundreds of managers and staff groups, employment advisers, study and vocational guidance counsellors, civil servants at the National Board of Health and Welfare and in municipalities. He has held seminars for trade unions and employers' organisations, politicians and others.

1. What is your advice to project managers, trainers and trainees in order for the training period to be as good as possible?

Today we spend more years in school, which also means more years without contact with reality in which we can discover what we can do and want to do. Since it is in this encounter with reality that we can understand what we want to do regarding work, this can be a problem. A work-based training program is one of several important tools to discover where we belong. In addition, if we look at Sweden, especially in service occupations, we need to realize that it is not enough to sit in the classroom to become good at a job. Many of the most important things can only be learned by doing, for example, through a work-based training

program. Education needs to be supplemented with work experience - something that used to be obvious, but which we forgot during the second half of the 1900s. As a project manager it is important to ask clear questions to both the trainee and supervisor about the hopes and misgivings regarding the training program. For example, you can start by asking the trainees how they would think if they were employers who were taking on a trainee. And ask the supervisor what would be important if they were starting the training program. Both need support in exploring how the training can be mutually valuable. As a project manager it is also important not to just say "call if there are problems" but to actively make contact at the agreed intervals to confirm for both parties what works well and to sort out the little things that might otherwise risk becoming major problems. The key to good training programs and good work relationships is that you discover the benefits of each other - it's not enough that there are no problems. I usually call this finding the common denominator.

2. You provide training using a method that you call Biologist designer. Can you briefly describe that method?

Biologist designer is an approach to vocational assistance that Ibility has developed over the past 10 years that is currently used by public and private organisations all over Sweden. The working method is named after a person who, despite a difficult starting position, found his place in the labour market. It is well-packaged

classic guide, combined with modern understanding of personal marketing.

The method follows the individual from the first meeting to the solution - through all the elements necessary for a person to find out what it is they want to do and then realize his or her best options in the labour market. It works, whether the starting point is the desire for a "dream job", "I'll take anything" or "there is no place for people like me." The Biologist designer is based on experience from 10,000 participants and hundreds of support personnel all over Sweden. It has become like a club with a common working method in which all contribute and where everyone learns from each other. Half the time in our 10-day supervisor training consists of experiencing the process individually as if you would be forced to look for a new job in a new world. It is a powerful way to develop their response - what is fun, what's hard, what gives me ideas, what I think is scary about this. If a person has made the journey himself, the meeting with the individual will be genuine, which is crucial for enabling the individual to take himself and his opportunities seriously. If you, as a support person, feel that something works for you, you have a much improved ability to deliver something good to others. Today's version of the Biologist designer consists of things that have survived a fierce Darwinian process. If it has worked this way then it has been allowed to stay. If it has not worked then we have changed it or abandoned it. What is fascinating is that the target group mindset has almost disappeared along the way. The working method works because we treat people just as human beings rather than as belonging to a target group - young, disabled, on long-term sick leave or any other group that society has chosen to label. It actually works in all these environments.

3. A reverse interview, what is that?

We call it a reverse interview because everyone knows that an interview is when someone finds out if you are the right person for them. A reverse interview is when instead, you find out if a course of action is right for you. You interview a person that works in an area you are interested in. What do you do on an average day? What do you have to be good at? How should you be in order to feel comfortable? It is a harmless encounter with reality where the only thing you need is curiosity. The interviewees like to talk about themselves. And they like to give advice. Then they sit down with their supervisors and get help in drawing conclusions about what direction they should take.

It is strange that people are starting five-year study programs without even talking to someone who does what they are studying to do. Even so, this is considered normal. And it is sad to see young people blame themselves because they do not know what they want to be or do not feel motivated to prepare themselves for vocational life. A person would be very lucky if they were able to know what they wanted and to be motivated before entering an occupation without contact with vocational life. A reverse interview is a guidance conversation where we get access to the experiences and advice from those who know best.

4. What is the Biologist designer method's strongest success factor?

There are many pilot projects carried out within the labour market area every year. There are always new initiatives - as if we knew nothing about what actually works and delivers results. Biologist designer deliver a proven working method, adapted to the realities of support activities, instead of spending time, money and

energy in reinventing the wheel. We provide training and guidance to supervisors. And it is equally important that we provide operational support to managers so that the working method really becomes part of everyday life in the operation rather than a loosely-based course in how to meet and deal with others. The best is when managers also participate in the training and guidance such as in the example you write about in Laholm. Another success factor is that we manage to deliver individual support within a group. The group turns out to be a better place to go further than individual dialogues. We are pleased to note that this also applies to people with social phobias and other diagnoses that you would think would make it difficult to function in a group. A group is often a more permissive environment than individual interviews, and with a trained leader the group brings out the best in each individual. In addition, the work in groups is a good way to economise with time, which is always limited in those environments where Biologist designer is used.

There is a quote from Kirkegaard from 1859, which describes another central part of the working method, "in order to help someone, I certainly have to understand more than she does, but first of all I have to understand what she understands." Our working method is not about teaching something, but that participants get the best possible conditions to continue working with their own reasoning. For example, they are allowed to simulate how they would react if they were employers. They discover that they would have all hired different people. Then it becomes clear that in opposition to what the media and many others say, they will not act a certain way to get a job. Instead, it is about them finding out which environments can benefit from someone just like them. And that is a completely different

assignment! In general, the working method is not about telling people that employers are this way and young people are that way. Many people believe that you have to tell young people how the vocational life works or that it is impossible to know what a person without work experience can do and will do. That is not how it is – that is purely bad methodology. Together, we look carefully at the things the individual has done in life. What has worked and what hasn't worked? What have you enjoyed and not enjoyed? Many support environments initially become sceptical because they believe that an individually designed process takes longer and requires more resources. However, shortcuts are really the long way around in this world. There is a difference between marketing people and things! The good results we get in Biologist designer are because we do not make ourselves experts, but instead provide the best possible support to ensure that participants will become experts about themselves and their personal labour market.

5. What role does work based training play in the use of *Biologist designer*?

For us, training is step two. First, you do reverse interviews to ensure that you are on the right track. Once you have found the direction that really takes advantage of what you can do and want to do, it is not a big step to training. The work-based training program gives the trainee a chance to further reconcile this. The supervisor and the company have a chance to become comfortable with what that person can do and contribute with. Training can also be a way to get an initial, true reference. But it is important to think carefully before starting - the right person at the wrong place leads to bad references and a bad experience for the individual.

6. How do you view work-based training programs? What can you expect it will lead to?

A training program can be many things. It may be for a shorter period for someone to understand where they belong, or the first step to employment. A job is a relationship and both parties naturally want it to be a great relationship. Training becomes a way of reconciling so that both parties can make a wise decision about the future. Training can also be for a longer period in order to get the practical knowledge that you cannot get at school or to get a certification about how you carry out a job. The important thing is that everyone agrees on the purpose. For example, an agreement that an employer, for three or six months, will have work done in exchange for learning, a clearly written assessment and the employer acting as a reference. Or that you can test each other for two weeks in the hope that both will want it to end up in employment. A training program is an investment for both parties, something mutual. You must be clear about what the purpose of a training program is in each individual case. Both parties must get something meaningful from the training program. I feel that the organiser of the training program has a very large responsibility to make things work because this is what he or she does all day. The company and the trainee may be doing it for the first or second time.

7. Are there situations where you should avoid using a work based training program?

It is unfortunate if you agreed to a longer training program and already after just two days you notice that things are not working out. If that is the case, there is a risk of it becoming an unne-

cessary failure. A reverse interview is a smaller investment than a training program. If you can achieve the same objective through a reverse interview this may be better. It all depends on what you want to achieve in the contact with the employer. You must look at what the best thing an individual can put their time into right now. The important thing is that you do not use the training program because there is a lack of something else, or without there being a clear purpose for all parties. I feel sad when I meet individuals who have been involved in 5 or more work-based training programs that were chosen at random without having received support to draw clear conclusions.



PART 2. WORK BASED TRAINING IN SIX PROJECTS

This section describes what the informants we have met and interviewed think about work-based training program as a method in the hope that this will provide inspiration in the work with young people. At each visit, we usually met a project manager, a supervisor who takes on trainees, and at least two trainees (one male and one female). The interviews have taken slightly different forms (see the interview guide in Appendix 1). Sometimes the young persons were interviewed individually and sometimes in the staff's presence. In one case it was a question of a group interview with staff present. We have transcribed the interviews and analyzed the material with the ambition to identify the most important factors in order for the training program to feel meaningful and lead to progress.

Theme Group Youth interviewed the project manager, a supervisor at IKEA and two of the young people who at that time took part in the project's training program.

Project manager

In the fall of 2007 the project manager met with the Management Director of Malmö Arena, who talked about everything that would happen in Hyllie and the labour requirements.

"This awakened the idea that one group of people that should be employed would be our target group, long-term unemployed with income subsidies. We painted a vision of socially responsible companies that could see the added value of recruiting with a social profile, and we talked about trying a different type of training."

"So today, we are investing a lot of effort to

"Jobb i Hyllie" - Malmö. Jobb i Hyllie in Malmö started in August 2009 under the name "Hyllie i förändring" and is an ESF-funded project conducted on the AIC Hyllie (City of Malmö's platform for employment and integration efforts). The City of Malmö is the project owner. Jobb i Hyllie is characterised by the concept of social responsibility. The vision is that companies can contribute to a socially sustainable Malmö by hiring or taking on persons in need of training at a workplace. The company is offered a tailor-made recruitment service through the recruitment team within the project that works with all aspects of the recruitment and selection with the aim of contributing to a good match. Participants are interviewed for the project where there is a selection of trainees and then they meet with employers. The project aims to work with both young people and older people because the target groups are perceived to have similar needs. Job seekers are offered a broad range of operations where they can increase their chances of finding work and become self-sufficient. In November 2010, 22 young persons participated in training programs at IKEA and Malmö Arena. The training program is 20 weeks long and young people alternate three weeks at work followed by three weeks of theoretical training. Employers have a major influence on the educational content, which is tailor-made according to their needs. The idea is that when a person has completed his or her education and training at, for example, IKEA, and is motivated to work in the branch, then that person should be able to get a job at any IKEA store in Sweden.
www.jobbihyllie.se

get employers to see how much they have to gain by employing people in our target group. Local CSR perspective (Corporate Social Responsibility) is missing in many companies.

The majority of efforts are in the so-called developing countries, which is good, but employers also have much to do at home. Companies that participate and recruit personnel from our project get certification that they are CSR companies and get exposure on the municipality's website. They can be seen in a positive way."

"We have learned a lot from employers and pass this on to our target groups, what they should consider in a job interview, for example, that they make eye contact, that they are sincere, straightforward, show interest in the job, and ask questions. It is so important for many to have the opportunity to meet with employers since many cannot express themselves well in writing."

"Our target groups are here to learn! Not just free labour. Many people's experiences with training programs can be negative because there are so many players involved in training programs ... when it gets to such an extent many lose grip and then there is the risk that the trainees feel exploited."

"Learning by doing includes the requirement that there should be a workplace supervisor, a clear purpose, goals, planning and follow-up. We always write a contract with the employer regarding the training program."

Work supervisor, training location: IKEA

The supervisor at IKEA is the head of the restaurant department and during our visit IKEA had employed 11 young participants from the project.

"Employers need to know that this responsibility requires time and effort, and if they are willing to invest this, they get so much in return; knowledgeable, happy and motivated personnel."

"The goal is that 50 percent of our young people will be employed at IKEA. Those who do not receive job offers receive project support so that in a three-party dialogue they can agree

on what step to take next. IKEA has a diversity profile and recruits staff from Jobb i Hyllie. I think it is meaningful to help young people enter working life. As an employer, I always look at the applicant's CV to see if they have work experience and would like to be able to contact one of their references. No matter how many people want to continue working with us, they all gain life experience and a reference that they can add to their CV. We have a mixed group of young people, some have poor Swedish language skills, some have dropped out of secondary school, and some have been unemployed for a long time, which is dangerous for young people because it undermines their self-esteem. When we recruited young people into training programs, no written application was required, but young people had come in and voice their concerns and this was perceived as a great opportunity for many of them."

"Here, you learn by doing, which is appreciated by young people. The most important characteristic among young people is that they want to be, and are, motivated. If you want to - you can learn. Some have had their self-esteem undermined and it may take some time for certain people."

"We think the support we receive from the project's youth coordinator is vital, we feel that we can contact them at any time if something should arise, but most things we can handle ourselves. One of the youth coordinators is responsible for the more personal side. I am responsible for clarity. I set the framework, describe what work-life is like, and put into words what is expected. I'm a little harder, so we complement each other very well."

"Every young person has a supervisor here at IKEA and it's so amazing to see that my employees find it fun and meaningful. The supervisors has conferences once a week. We have

an individual action plan for our young people and try to adapt the work tasks so that they feel like it is a reasonable challenge so they can develop and learn new things all the time.”

“Follow up is so important! If we discover that the young person cannot work due to lack of child care, lack of housing or any other personal problem, we try to get project staff to take a holistic approach to the young person in question.”

Trainee, female, 28 years old

The trainee has lived in Sweden for eight years and is single with two children. She previously was a trainee at three different sites including a supermarket and a bakery.

The trainee describes her experiences in this way: “I worked really hard for two months at the bakery and did a lot of work. After the summer they said: You have been really good. Thank you and goodbye. I did a training program in a grocery store but it was the same thing there too, they half-way promised a job, said I did great, but then it was goodbye as usual.”

She says the following about the current training program; “I enjoy it very much here and want to develop in the restaurant business. I want to learn more and more. I have been offered part time employment starting in a month, but it’s a temporary employment so I hope it will go well. This is different. There are more opportunities to get jobs.”

Trainee, male, 19 years old

The trainee has completed secondary school. He heard about the training at IKEA and wanted to take advantage of it and eventually he got to participate. The trainee tells about the current training program:

“I love it here, and from now until Christmas I’ll get an hourly wage and there is a probationary period when the demands on me will

increase. It’s all about being happy and outgoing in this job! If you’re not, the customers and staff won’t like you.”

“I think I am learning a lot and appreciate that supervisors are very clear in telling what is expected of me. It is so important that supervisors are helpful, that they ask me how things are going, that they show that they care and give me good feedback on what works well and what is not working so well. This job is fantastic! You can actually work anywhere in the world! I have different work tasks from day to day.”

ESF-projektet ”Shift” - Gotland.

Shift in Gotland is an ESF project that is part of Hemse Folk high school where the target group is youth with Asperger syndrome. The Shift effort, which lasted over a four-year period, made training positions possible for young adults. Since the start of 2011, Shift has become part of regular operations and is financed by the municipality. The municipality is the owner for the Folk high school in Hemse. The purpose of the project is that young people aged 18-24 who are diagnosed with Asperger syndrome will obtain jobs or continue their studies. At the Folk high school, they complete their secondary education, and when the participants are ready, they enter training programs at various workplaces.

www.finsamgotland.se/Shift/Hemse

The Theme group Youth has interviewed the project manager, two participants (one who is in a training program and one who has completed a training period but is now studying at the Folk high school) as well as the current trainee’s supervisor.

Project manager

The project manager works at the Hemse Folk high school.

“The only requirements we have on young people who come to us is that they must have a diagnosis and that they are motivated to be

here. We get young people from rehabilitation treatment, daily activities, secondary schools, the Swedish Public Employment Service and the Swedish Social Insurance Agency. I've thought a lot about what happens to those persons who have neuropsychiatric problems. It's easy to just let them sit at home. They become apathetic and it becomes hard to reach them."

"When the project was about to start I thought, how can I find these young people? I started calling around to rehabilitation, schools etc. and pretty soon we had a group of 10 young people, who I picked up and dropped off by bus three days a week. It is their motivation that we try to bring out. They have to personally want to make a change. Most who end up here have gaps in their secondary school education, Folk high school is a good option for many."

"Project Shift is geared towards vocational life, getting young people into work-based training programs. Many who come here have had negative experiences from training programs during secondary school, which they felt were uncomfortable and scary."

"We work and have contact with all the authorities that our students are in contact with. The majority have activity compensation from, the Swedish Social Insurance Agency, which is a source of security for them."

"Financial support is a source of security but also a stumbling block when, for example, an opportunity comes up for summer jobs or similar. Some feel, why should I exert myself, I'm going to get my SEK 6,000 a month anyway. You just have to wait it out because they eventually discover that going home and doing nothing is not so rewarding. It is a maturity process."

"There are many projects on the island of Gotland. The competition is hard for trainee positions. Now we have started an umbrella network via Finsam (Financial coordination)

on the island to combat projects and authorities competing for willing employers who take on trainees - we want to cooperate because we are working with the same target groups. It's a great initiative by Finsam to start such a network."

"I have sent five students from Hemse to jobs in Visby thanks to this network."

"I work with the students for one to two years after they have stopped. I have no documentation of our follow-up calls because this is done on a private level. I have been clear about the fact that I will not let go."

"For me it is important that there are good adults who are taking over in the next arena they enter into. It may be that three months with us has been very good and helped them develop, but if you completely let go there is the risk that the person becomes isolated for a time and then you have to start from zero."

"So this is why we spend so much time talking about training programs and what they mean. We have time to discuss and follow-up, talk, talk, talk... it is the time that we have here in the project that is a success factor!"

"Functioning people must have good conditions in order to show what they can do and that they are skilled. But they must be mature and feel ready. Sometimes I have told certain people that they will have to wait a bit, they're not quite ready, there are things they need to work on. You have to wait until they have the motivation."

"This year alone we have visited 20 different workplaces. Before each visit, we discuss and develop a questionnaire. After visiting the workplace, we discuss at the school what had been a good fit and what might be perceived as difficult at that particular workplace. This has meant that we had seven students in training programs last year and we succeeded in extending the training program during the summer

thanks to ESF funding. It is not good for our students to have a long time off.”

The length of the training program may vary from one to three days a week, but if the student is ready to work five days then I contact rehabilitation and the Swedish Public Employment Service in order to arrange a wage subsidy or similar, because if that is the case then we are at the wrong place when there is capacity to work so much.

”We cannot assume that people generally know what Asperger and ADHD involve. It requires a clear structure and a supervisor for it to work. I can feel if it’s a workplace that can suit our students, whether it is stressful or too confusing and does not work.”

”Training programs actually work best when they allow for development and when demands are made. Initially, basic security is important and then it should be challenging and at the same time clear that people are allowed to fail. The fact that they learn something new and get an opportunity for development is the key. In the Shift project, we succeeded in replacing some employers who took in our students at SEK 500 per day, which meant that I felt I could make demands on employers and it has worked very well.”

”I prepare the supervisor by creating scenarios about what might happen and how to respond to different situations. I stress that I am available all the time. I usually say to employers that if we get this to work then this person will be an asset. An employer with the right attitude will see added value when they see the individual’s development. They must not be afraid to take on challenges.”

Trainee, female, 19 years old

The trainee was enrolled in an individual program in secondary school, but her participation was low. After training program at a nursing home,

she is now studying at Hemse Folk high school. Her former supervisor was not interviewed.

”I was a trainee last summer at the nursing home for the elderly and it was a lot of fun. I learned a lot! I learned everything except how to give medicine. Shift helped me find a trainee position. I was responsible for giving the elderly people food, walking with them and being social! Sometimes I thought: What! Is this me? I did not know I was as social as I was. It was really fun!”

”I have now decided that I want to work with this. I’m going to study nursing at Komvux (Adult Education Centre). When I was in secondary school I trained at a primary school, and when I was in my final year, while waiting for Shift to start, I was a trainee at the grocery store, Konsum, and it was not good at all because I was tossed back and forth between different supervisors and for me that was not good. For me it is important that supervisors tell you what to do and think in terms of one step at a time. If I get too many directions at the same time things get crazy.”

”It is important that we young people should want to be involved because we want to, not because we feel we have to. For me to want to, it is important that there is a person at the workplace that I feel I can go to when I need to. It went so well at the nursing home and after one month I was working as a regular employee. My dream now is to continue my training at the nursing home two or three days a week so that I can combine that with my adult education studies. The best thing about the school here is that I have gotten to be myself for the first time. Both in elementary school and in high school I had to be someone else in order not to be bullied. It was hell. We who have Asperger sometimes fool ourselves and think that we can never be social, but after this training program,

I promised myself to never fool myself again.”

**Work supervisor,
training location: Library**

The supervisor works in a library and has had a trainee from Hemse Folk high school for a year. The supervisor describes the library as a socially responsible workplace. The municipality expects the library to accept people who need work training from, the Swedish Social Insurance Agency, the Swedish Public Employment Service and other agencies. The municipality has no resources to employ anyone.

“We have had a young man who has worked with an IT project that is aimed at people with disabilities here for four years and he has done a fantastic job, but now the project is over and he cannot stay on. It feels horrible.”

”You have to have time to meet the trainee and the trainee must be motivated. The most important thing is that it feels meaningful for trainees and for those of us who have taken them on. We put a lot of time into explaining what is done at the workplace. Often there are preconceived notions about what it is like at various workplaces. It’s good to have a built-in flexibility and re-think things, for example, that personal chemistry can work better with a different supervisor than the intended one and that people should adjust to that.

In the meeting with the trainee from the Hemse Folk high school, we had to work with the social aspects. It was no problem sorting books in alphabetical order, but dealing with people was not easy. In the beginning he really had a hard time looking customers in the eye and it’s been amazing to see his development during this year.”

”We have extensive experience and have taken on trainees for a long time, so I have learned that from our side, it is important to be sensitive to trainees’ willingness and potential.

For example, we have a girl who has come here through social services and she has sorted books with us for five years two mornings a week and she thinks it’s great, she loves it and wants nothing more than that. You have to adapt the work tasks to each individual.”

Trainee, male, 22 years old

Before the trainee came to the project he had been inactive for two years. After studying at the Folk high school, he is now a trainee at a library.

This is how he describes his training program at the library and his education at the Folk high school:

”In the beginning I was doing ordinary, simple things like setting up things on the shelves and now I am involved in digitizing all our books and records. I think I’m very talented at finding the right books quickly and I have become more social and can accommodate people easier. I have been accepted very well here via the daily activities I had previously worked in the café. Almost everyone knew me. I have been here now for a year and I am here because I want to be and it feels great.

”It’s easier to dare to try a new personal job now. It’s always scary with new development tasks, but I have actually surprised myself.”

”The teachers here have been great. Two teachers have dogs and every Friday we walked the dogs and I was so inspired that I went on a dog course - it was great fun.”

”Kvalitetslab” - Sundsvall

Kvalitetslab in Sundsvall is a municipal cooperation between Kramfors, Sundsvall, Timrå, Ånge and Örn-sköldsvik with support from ESF. The municipalities have different profiles, but what they have in common is that everyone works with the validation and quality assurance of non-formal learning. The project does not have its “own” young people but is a support for

various clients that need to validate knowledge or learning for individuals in subjects such as labour market projects in the public sector or ESF projects. The validation is done using a method called Open College Network (OCN) (For more information about OCN visit www.ocn.se). Through OCN, Kvalitetslab has extensive material with a large number of tutorials and templates for supervision and documentation. Some of these deal with general skills as well as interpersonal skills. The largest part of the tutorial material is, however, regarding specific knowledge and skills for different branches such as the automotive, retail, care, and restaurant branches, etc. These tools govern training and document detailed learning step by step. The modules are filled in by supervisors, trainees and project staff. The content of the guidance material was developed in close collaboration with employers. The certificate becomes a clear documentation of what the job candidate knows. An employee at Kvalitetslab has the task of helping supervisors and trainees to quality assure and document the learning process with the help of OCN.

www.kvalitetslab.se

In connection with the visit, the Theme group Youth got to participate in three projects that cooperate with Kvalitetslab; two stores where we also interviewed trainees and also an automotive training program for high school students who have not been accepted into the same secondary school program where we interviewed a teacher and a group of students.

The supervisor works in a retail store. We interviewed her and the trainee at the same time. The training program includes all normal tasks associated with a retail store.

They use Kvalitetslabs' template for continuously documenting the trainee's development and new knowledge.

"I think there are too few young people who come out and get work experience. To be honest, I enjoy taking on trainees. You can see

how the trainees become happy when they are here and get to learn. I like to have contact with young people and there are very many young people here. I'm older and won't be working that much longer. And this fantastic girl has become a totally new person! She is now moving towards a brighter future. It's so amazing to see a young person grow the way she has."

The supervisor thinks it's good that there is a contract stating what the purpose of the training program is: "One of many success factors for this to be a good training period for all parties is that the person who takes on the trainee has a close and good communication with the person who sent the trainee, and it is also important to get basic information, so you know how to act."

"But the key is to know how long you have in the training program so you can estimate what pace you should keep and how much you will have time to cover."

Trainee, female, 18 years old

The trainee dropped out of secondary school after 2 months due to health problems. One of her teachers contacted the supervisor at Kvalitetslab for help in finding an appropriate trainee position. Now she is a trainee in the retail store mentioned above.

"The best thing about my time here is that I have gotten to be around people and learned to talk easily with people I do not know. That was hard before. The most important thing for a supervisor to do is to always be nice to the trainee, to help the trainee if they don't know how to do something. It was quite difficult at first when you did not understand everything and could not know everything; that you had someone to help you. The documents that I will get from here show that I have learned something."

The trainee has started to think about the future and make lists of workplaces where she

would be willing to work. After completing the training program she will try to get a job by going around and introducing herself and submitting her CV.

Work supervisor, training location: Second-hand shop

At the next workplace, we interviewed a supervisor and five trainees at the same time. The workplace is a second-hand shop. The trainees mainly come from, the Swedish Social Insurance Agency. Responsibilities include, for example, sitting at the mall's information desk and working with customer service. All trainees were previously on long-term sick leave before they had the opportunity to take this trainee position.

"If you work in a workplace and feel that you have a lot to do, then you should not take on trainees. I have actually worked in many different branches and had trainees. And I have refused to accept trainees when I have known that there is not enough time to train them. We cannot accept trainees and just let them empty wastebaskets or pack our goods. Therefore, I am personally saddened when I realize that today there are so many places that take on trainees just to exploit them."

"It should not be something to merely pass the time. If you have trainees, the training program should give them something they can use later on. Firstly, it is important to have structure. You should have thought twice about what you want to offer the trainee so that they are not just wasting their time."

"It is important to have a plan for each participant, what you are going to cover, what steps and what type of training. It should probably be somewhat individually adapted, that you tailor what module or learning the training will consist of for each participant. As a supervisor, I have to have plenty of time to be able to show

and guide. Our operation is part of Erikshjälpen, which is writing a contract with OCN to become operational in the fall. Spontaneously it feels a little like a hallelujah moment because of it. Now our trainees can walk away from here with something concrete and can show what they can do!"

The supervisor emphasises that regular contact with a civil servant at the municipality's labour market unit is a critical success factor:

"The administrator is responsible for regular development conferences and I am in charge of shop operations and ensuring that they work. So the civil servant takes care of the soft questions while I take care of some more hard questions. We actually complement each other quite well. If I did not have her I'd probably fall apart because it's pretty hard to do two jobs at the same time."

Trainee, female, 25 years old Previously on long-term sick leave.

"Not having to sit down and study all the time, and instead learn by doing; that's perfect for me! Being able to come to an employer with a certificate that shows what skills I have acquired. I think that seems incredibly interesting. I have learned a lot. I have learned to operate the cash register and how to handle customers, which I had no idea how to do before."

Trainee, male, 22 years old Previously on long-term sick leave.

"I've been here for six weeks. I worked in a warehouse before and met very few customers. But since I started here I have become much better at customer service. I was very shy before and I'm a bit surprised at myself. I'm much more outgoing in social situations now. I have learned prices at the information desk and also how to run the cash register. It's been

fun working with people, but I do not mind working in the stockroom either, just as long as there are nice people working there. That is what is most important I think.”

Trainee, female, 24 years old **Previously on long-term sick leave.**

”I’ve been involved in many different activities before, but this is different, because here you promote people. Here, things are done in a completely different way, and on a completely different level. Here you look at each person individually, at every person’s needs. You have time to mature and find out what it is you want to do, where to take the next step to get where you want. It is not like this in many other places. I can even get my own time every day to work with my job applications if I need to. You cannot do that at other places. You have to do it on your own time. You leave here with much better conditions.”

Car mechanic training

The teacher we met has worked as an instructor for over thirty years and over the last ten years he has chosen to work with students who have different types of writing and reading difficulties.

”My boys are very intelligent, but what differentiates them from others who do well in school is that they have difficulty expressing themselves in writing and in reading instructions. Here, they learn the profession by doing. When they report on what they have learned they use images and power point, among other things. We use this validation tool to demonstrate to students what they learned, confirming what I have thought throughout my entire career.”

We got to talk a little informally with a group of students in the workshop and during the conversation it was apparent that they were more than satisfied with their teacher and the reporting methods. They were also very pleased that they would receive a certification of what they have learned during training.

”Matchline” - Tierp

Matchline started in February 2009. It is a collaboration between the municipalities of Östhammar and Tierp, the Swedish Public Employment Service and the Swedish Social Insurance Agency and is funded by ESF. The project is intended for people who have been unemployed for at least a year, fully or partially on sick leave for at least 6 months, people receiving financial assistance or introductory benefits. The main tool in the work is work-based learning where the company provides the training position and vocational teacher for the planning, implementation and assessment of individually-adapted work based training. The objective of work-based learning is to increase the chances for a successful match by working actively with the target group and with the recruiting companies. During the first eight weeks the participants are prepared through a training program called Banken, which identifies the participants’ skills and works with motivation. During the training phase, there are many talks with participants about what they want, what they can do and how to move forward. Thereafter, the participants are at a workplace for 12 weeks. During the training period the participants’ knowledge development is validated.
<http://www.projektmatchline.se/>

”MATCHLINE” IN TIERP

The Theme group Youth got to meet the project manager and supervisor at two sites that take on trainees, a youth centre and the municipality’s administrative department and a trainee at each workplace.

Project manager

The project manager is working to match young people with an employer. Before the match, a survey was carried out along with preparatory education.

“The Swedish Public Employment service, the Swedish Social Insurance Agency and the municipality direct people to the project. We

have mostly had people with income support, that's what the basic idea is and they retain their compensation when they join the project."

"When our participants begin the training that is where I come into the picture. The majority of participants know pretty much what it is they want to do and then I search for positions. Then I introduce myself, and we have also had a teacher who has been involved during the time that explains what parts of this that could be comparable with secondary school qualifications. Yes, you can validate with a teacher so you can get credentials during these twelve weeks. You can be active in two places during the trainee period. It depends on what you have chosen as an occupation. That is what governs everything. If you want to be in a retail store then you work in a retail store and learn inventory, the cash register, how to deal with customers, marketing, sales, product knowledge, etc.

"I have a lot already formulated, a lot of contacts with employers, because I've worked with them for some years. Odd training programs are hard to find. IT is hard to find. There may not be anything in the municipality of Tierp and you may have to go to Uppsala or Stockholm. It can be done but it takes a little longer to find a position."

"It's all based on the branch, what branch demands. When the project application was written, the economy was in an up cycle and then the idea was that we'd work the other way around, that you would go to the businesses and hear what their needs were for recruitment three and six months from now or next year, then channel participants to learn at the workplace and then get employment there. When we started up, the financial crisis occurred so we had to adapt the whole project. And I also feel that here in Tierp, the business sector is very positive towards accepting trainees. In 2009,

I had a total of 256 trainee positions in the municipality among all involved, in which 80 percent were in private and 20 percent in public sector. There are around 20,000 inhabitants in the municipality."

"Twelve weeks is a pretty long time to be a trainee and then it may be time to move around a bit. Training for too long in one place can start to feel like a job and then you become confident in the situation and do not want to do anything else, and then you eventually stop looking for work. This can be wrong."

Work supervisor, training location: Recreation centre

The supervisor is employed in the cultural and recreation department at a local recreation centre that has young participants between the ages of 12 and 20 as the primary target group, but for a few days each week there are activities for senior citizens.

"We are working with social services and schools. The entire community is really our mission. We have taken on trainees in different ways. We have been open for two and a half years and during that time we have had a dozen or so trainees, partly through programs in high school and then through projects like this ESF project. It feels much more inspiring to have it this way instead of accepting students from any school program who are more or less forced. The fact that they choose is important. Then the demand picture is much different. Those coming from the project are supposed to be able to include their credits. The trainees are a little more self-driven in regard to certain areas. A little more is expected from such trainees."

"Properties that we appreciate include when the trainee dares to look us in the eye and they are someone we can trust. These are the most important things; someone who can act like a

reasonable adult and be a good example.”

He describes how satisfied they are with one trainee from the project that they will hire on an hourly basis:

”Together with the vocational teacher we go through what trainees learn and validate their competency, and as I look at what he has assimilated during the training period it is much of what we need. This also enhances self-esteem for trainees because they see precisely what they have done in concrete terms instead of time just passing by.”

”Getting complete information about the trainees facilitates the work, partially for us, but also for our visitors and users. Some of those we work with are really very fragile, and we have worked for a long time to build trust. This can then be destroyed with just a few badly chosen words.”

Trainee, male, 20 years old

He actually wanted to get work experience in an IT company but could not get a trainee position. He came up with the idea of training at the recreation centre himself. He is not motivated to study but wants a job instead.

According to the trainee himself, he has developed a lot during the training program. Among other things, he has held photography courses for senior citizens that he planned and carried out himself. Now he will work at the recreation centre on an hourly basis when needed.

”I studied recreation at university for a year and a half and then I quit. When I quit I was supposed to be a trainee at a youth centre and now I get a second chance and it’s been great! His advice to other trainees is: ”Be yourself, it works best that way.”

Work supervisor, training location: Municipality

The supervisor is working at the municipal administrative department with finance.

”We do not take on trainees very often. This is because many may want to come just for a week or so and that results in nothing. In this case the trainee was with us for a long time. She managed to learn almost all the tasks that I perform.”

”Accuracy is everything, it’s very important that payments reach the right supplier and that the right amount is paid so that you don’t send away millions to the wrong supplier. It’s also useful if you can prepare young trainees to move on into professional life. It feels like it makes my work more meaningful.”

Trainee, female, 20 years old

The trainee graduated with full high school qualifications, but has not found a job since then. For her, it was not a question of validating grades, but work experience. When she got to Matchline from the Swedish Public Employment Service, she knew that she was interested in a trainee position with a focus on finance.

”It’s fun that things happen so that you have something to do and can get a little experience. I think I can get a job more easily if I have practical experience, that I don’t have a period where I haven’t done anything and now I have references. During this work based training program I have learned to cooperate with different people and I have become more independent. I learned how it is to have a real job. I didn’t have much experience with that before.”

”It is good that the supervisor has patience and takes the time to answer questions when there is something you do not understand. If I do not understand but need to ask questions several times, that they have the time to do this, that they can understand that you might have

to ask the same things repeatedly. I had a much more negative attitude before this training program. I had not had a job in a long time and I thought that it would not lead anywhere. I have become much more positive, social and motivated to find a job and I truly believe that it will help now that I have experience.”

”Andra Chansen” - Uppsala

Andra Chansen (Second Chance) in Uppsala started in November 2009 and develops methods and procedures used in the project Access 2005 - 2007. The project targets young participants aged 16-20 who are completely outside the school system or at risk of dropping out of secondary school. Andra Chansen is about new forms of collaboration within the municipality to reach target groups that might otherwise end up dependent on welfare and alienated.

The Centre for Adult Learning (CAL) has information responsibility in the municipality. All young participants who come to the ESF Project, Andra Chansen, come from CAL. They have dropped out, or are on their way to dropping out of high school and most are between 17 and 19 years old. The project should be seen as a form of schooling with a lot of extra training. Training programs and studies can be performed parallel or sequentially. Initially, Andra Chansen puts a lot of work into identifying a person’s entire life situation. The mapping work gives you support in formulating interests and needs. When the young participants feel ready for a training period, employees of Andra Chansen are available to both trainee and supervisor. There is always a three-party meeting before the training begins with the employer. This is called a study visit and usually no decisions are made at this first meeting. The prospective trainee and the employer get to meet and consider whether it feels right. They talk a bit about the structure and then go home and think for two or three days and then the prospective trainee contacts the employer for a response and the young person gets an answer. Then, a practical arrangement is established where the length of the

training period is established, all contact information for employer and trainee is included, information about when the training begins, what working hours apply and when the first follow-up meeting will take place. A certificate should always be issued by the employer at the end of the training period.
<http://2achansen.blogspot.com/>

The Theme group Youth got to meet staff from the project that work to coordinate the training program, two workplaces that have trainees from Andra Chansen, a kindergarten and a building supply store, and a trainee at each workplace.

Project Staff

”It is important to discuss expectations with the trainee, the objectives with the trainee and what the trainee shall gain from the training program. There are no fixed term training periods. We work based on conditions and needs. The training plan for this project is included in the education curriculum. We think that it is important to be able to work on-site based on your own abilities.

We use the term on-the-job training, because when you say work based training you notice how many participants freeze up. They think it’s about working alone in some warehouse, that it is about entire days working after not having done anything in a couple of years. But then we explain that we will do this based on their needs, not to satisfy an employer, but you will find out something, you will get experience. Above all, there must be a feeling for the person that he or she will get through this; that they will succeed. Therefore, one must start with short days, short intervals and frequent follow-ups; conferences where the person finds out that this is working. You have to base it on the individual. We’ve talked about training banks, but then it will be on workplace conditions. It is better if you find a location

together with the trainee, that our young people feel that this is a place I can be; a place where I can get something and that it will be good instead of that this is just some routine job. In the current situation, we have more trainee positions than we have trainees, so for us, finding training programs is not a problem.”

”We also do not put responsibility solely on the work supervisor and the workplace. We provide a lot of support during the time the trainee is with them. They should not feel that it is burdensome. We are there as a sounding board all the time.” ”For example, we ask questions to the supervisor when they are available and take in a trainee, and if they say yes between 1 and 3 times a week, we start from there. With the supervisor, we go through what strengths and weaknesses the trainee has. Then the supervisor knows what the person can manage to start with. We may also be present in the workplace. We make things relatively structured and organised from the start with work tasks and make a schedule day by day. Study visits first, then we take it week by week with a trial period at the beginning. ”

”One thing that is more important than our having a bank is that we are out and have control of the situation; the fact that we have local knowledge, create networks and are involved in different contexts. For example, if the business association has a meeting then we build relationships with them. We try to be very clear with our young participants and convey, among other things, that it is important for an employer to know whether you will or will not be in at 8:00 in the morning, not why. You do not need to tell your whole life story because you won’t be there, but they want to know how things are. It can take a while before you get there, before they realize that they do not get grades in this and that it is enough that they are communica-

ting and being up-front. We do not have to dig into everything but you have to know what is what. It’s about trust.”

Supervisor -preschool

The supervisor says that when the trainee was on the initial study visit she felt that there was a personal chemistry that could be built on.

”I’m trying to get her to realize the important work we do in preschool. I noticed from the very first day when she was here that she could put my work into words. We were out on the playground the first day, and then I was very clear about telling her what our working method is. What our views on children and knowledge are. That we see children as competent and capable, that they should become independent. It’s a little of the same with her, too, that she should become independent and be able to take responsibility. I speak clearly to her about what we expect of her as well.

I want her to see my work, I want her to learn, I want her to be good at what she does. I see her, that she tries and she keeps to her schedule. I praise her a lot when I see her trying. It is better to give positive reinforcement when they do something good because that’s the way we work with the children too. Here with us she’s important, she has a job to do. She is not only just working her hours. She helps with things, she’s there. We ask her what she wants and she comes back with her own suggestions and ideas.

I think it is important for those involved in the project to be told that things are working, that they not only hear about things when they don’t work. Compile material from when it works, why it works. It’s about support, encouragement and building.”

Trainee, woman, 21 years

During her time in the project the trainee has

studied and gotten grades in core subjects and is currently searching for a childcare education. Practical experience was needed to enter the childcare education program. She was initially at another preschool where it did not work out. Now she has been in the training program three days a week for about 2 months. Follow-up is performed in three party conferences once a month.

”I met a teacher that I have had before and she said it was great here at Andra Chansen. I have not gone to secondary school and I never finished primary school, but ended up in treatment centres. I was not adapted socially and fought a lot with others in school. I’ve been in five schools, Andra Chansen is the best. You get a lot of help and they understand what your situation is and what you need help with. You do not have to tell your whole life story. They can understand what you need if you just explain a little bit.”

”The best thing about Andra Chansen is that they did not give up on me. Even though I couldn’t manage all the time they nagged at me and said I could do it. They did not do that at the other schools. I have developed an allergy against people who smile and pretend that they care and say nice things, but you really feel that they don’t care. At Andra Chansen they do not let go until you have done it, they have the patience and really care.”

She says this about her supervisor:

”She is the world’s nicest person. She teaches me everything, what to do and what not to do while we work. She helps me a lot. Training is like working. You can’t just sit in a corner. I ask the staff a lot of questions and they think it’s fun that I ask.”

Supervisor -preschool

Her vision is that the trainee will have the opp-

portunity to learn the profession and also have a good opportunity to get a job after completion of the training. Therefore, this supervisor only takes on trainees at those times of the year when there are work peaks and they need to hire people. The supervisor met with staff from the project and the prospective trainee at an initial meeting where they reviewed the work tasks. The supervisor believes that this meeting is very important. Here, you do not promise anything, but you must think about things. She has had trainees that have not worked out and where she has had to call them up and say that this is the end. She thinks it is important that you can easily contact Andra Chansen if something comes up.

”I like to take on trainees for both our sakes. First, they get something to do and I get help. I do not accept trainees at the wrong time. If I take any on I’ll do it in the spring, then they have a chance to show what they can do before the summer season when we need to hire more people. In the beginning, I follow along and show how we work at this place and the work tasks that are included. Then, they basically teach themselves and they can come and ask questions if there are any. I tell them if they do something wrong and show them how it should be done. That they dare to take the initiative is important. I can go along and show them the first week, but if they still want me to show them the second week that is not good. By then I want them to take initiative.”

Trainee, male, 21 years old

The trainee has done his training at the Bauhaus warehouse where he has been employed. Andra Chansen helped to arrange it so that the trainee got to attend a paid forklift operating course. ”I came to Andra Chansen through the counsellor at my school because I did not want to continue

studying and dropped out of school after the ninth grade. Then she told me that there was a new project underway and asked if I was willing to go there and check it out. I studied a little math and English then I got to attend a training program at Bauhaus for three weeks. After that I was home one day and they called from Bauhaus and said I had gotten a job. The trainee also said that he had previously attended a training program at another building supply store but he did not like it there. They had to drive broken-down forklifts and had no supervision. When the trainee did something wrong he was reprimanded. However, he enjoys working with his current supervisor at Bauhaus.

”My current supervisor is not like that. When I came here she showed me how things work. If I make a mistake she tells me and that’s the way it should be. She does not come and scream at me. She does not yell.”

The trainee felt that the teaching at Andra Chansen was good.

”There were not so many participants there on Andra Chansen and the teachers had time to sit down and talk. They could explain in one, two or three hours. It was not like in school where there is a class with 30 participants. The teacher does not have time for all students, but actually I have always hated school.”

”Youth Pilot” - Laholm

Ungdomsslotsen (youth Pilot) is located at the Learning Centre in Laholm and is based on collaboration and co-localization between the Swedish Public Employment Service, the Swedish Social Insurance Agency and the municipality’s labour market unit. The work in Ungdomsslotsen began in May 2009 as an ESF-funded feasibility study along with the municipality of Hylte, the Swedish Public Employment Service, Försäkringskassan and others. The target group is young participants between 16 and 24 years old and

job seekers.

Many young participants have poor knowledge about what occupations and branches exist, what it means to work within them and if it would suit them. A training program is one of several things that Ungdomsslotsen uses to enable young youth to get increased knowledge about themselves and about the labour market. The method, Biology designer, is used for those who lack knowledge about what direction they want to go in and coaching /testing for young people who know what they want but need to try the profession, learn about the branch, and get training prior to an educational program or starting their own business.

www.laholm.se/naringsliv/arbetsmarknad/

Project-Ungdomsslotsen, Project manager

”The skills that we have together make us a strong resource together. Plus, we have this guidance method, Biologist designer, which for the first time we can use over a longer period of time. I am basically a study and guidance counsellor and we have a trained social worker and a colleague that used to work at the Swedish Public Employment Service. The study and vocational guidance counsellors in schools may otherwise just go in for a couple of hours, on two occasions, and this is expected to be enough for young participants to find themselves. Here, we have the opportunity to work for a longer period of time. Many young participants have confirmed that this is the first time they have gotten to work on improving themselves. Here, the focus is on working with yourself and finding your place in the labour market. They should realize what they are good at, and in addition, we are there to provide support throughout the training period and be a sounding board and to follow-up on things through the entire process.” Training is something I would say is defined by each indi-

vidual. It is something that we help out with, to find out what the purpose of the training should be for this particular individual. We are there in the follow-up phase. If there is something that slips by or is creaky and broken, we're there." The Theme group got to meet ten young participants, we talked and asked questions about how they perceived their participation in Ungdomsløst, the method, Biologist designer, and how their experience had been with their work based training. In the talks, it appears that they are very satisfied with the support they receive in Ungdomsløst, that they look forward to work based training, and that they know the purpose of the training program.

Participant, male, 18 years old

"You learn more about what is needed in order to enter vocational life more easily. I've had a lot of training but never had a real job. So I don't quite know what's happening in the workplace today. When you're here you get to know a little more of the basics so that you feel more comfortable."

Participant, female, 19 years old

"Yes, I think you learn more about what you want to do, what experience you yourself want from the workplace. Then you can always get help to get both training and a job."

Participant, male, 18 years

"It has helped me to get my mind in gear, think of some different paths you can take, helped to piece together my interests with the job. I'm interested in the locksmith profession and being a toolmaker. Have not had training yet, but will probably go out on a field trip that might result in a training program later on."

Participant, female, 20 years old

"With the work based training programs I've been involved in you had to follow along and see how to do the job and then all of a sudden they are busy and have no time for anyone. Then you just stand there like a fool. It is also good if the supervisor/foreman is clear and tells you what you can do so that you don't just stand there and think you cannot do certain things."

Participant, male, 22 years old

"What has been the best here is Ungdomsløst! They have helped me to get good new contacts. They are very nice and help a lot. They have helped me to see what I want to do and encouraged me. I have met adults who really care."

Trainee, male, 21 years old

"Unfortunately, I am not involved in Ungdomsløst anymore. I had a lot of fun when I went there. Thanks to Ungdomsløst I found out what I wanted to work with. Thanks to getting to attend all the meetings and group discussions today I have a CV that gets quite a lot of praise from employers. I know how you should talk, dress and act in a job interview. I got that little shove I needed so I jumped on a warehouse and logistics training program and now have a forklift license. And I also have a good reference in my CV. I am looking for work in warehouse and logistics now with a CV in which I promote myself and not that traditional type that the Employment Agency wants you to write."

PART 3. EMPLOYERS VIEWS ON IMPORTANT CHARACTERISTICS AMONG YOUNG PEOPLE

About the survey

In spring of 2010, we sent a questionnaire to the current ESF projects where they were asked what methods they use. The majority of labour market projects use work based training programs in various forms with varying degrees of organisation and time. In the autumn of 2010, a survey was sent to these projects where we requested contact information to employers who provided training programs. In the spring of 2011 a survey was directed to the employers. The survey was based on the Swedish National Agency for Education's survey, Vål förberedd?(Well prepared?) (Swedish National Agency for Education 2005). The questions concerned what skills are valued and which are considered particularly important to be able to do the work. Based on our knowledge of the participants in the projects and operations we visited, we chose to focus on the trainees' personal attributes rather than vocational skills. The choice is based on the fact that most trainees do not have previous work based training and experience from a working life. 122 of 148 respondents replied giving a response rate of 82 percent (survey details in Supplement 3).

Employers take on trainees in many different contexts, so the purpose of a training program, type of trainees and branch representation in this case might differ from the general representativeness. Therefore, the documentation is not considered representative of all employers, but the material is considered to be representative of the type of work based training positions that ESF projects make use of in their youth activities.

Satisfied employers

In the survey, employers have had the opportunity to indicate how satisfied they are with the relation to the ESF project that sent the trainee, and on a five-point scale the project gets a grade of 4.4 and no one has given failing grades.

This may be regarded as a very good result and good assessment on behalf of the project. Employers have also been given the opportunity to assess the need for skills development in their own supervisory positions and three-quarters of those responding reported that they have needs to varying extents, which should be considered as a future challenge.

Service Branches

A relevant question is how various sectors differ in regard to the trainee issue. There are reasonably different environments depending on whether it is a workplace that is focused on providing quality service to customers compared to production in branch. We have made an assessment of what businesses belong to what branch. In most cases, this has not been problematic but in some cases where, for example, we only know that it is within the municipal organisation, we have not been able to make any branch coding. In other cases, we have not been able to assess what the work tasks have been. Those workplaces that have an unsure coding are grouped in the category, Other. Since participants in the ESF project are not a representative group, then the distribution of branches is also not representative. An initial observation is that branches where there is demand for formal education are not represented. We see that the retail and service branches account for a little over half of all training positions.

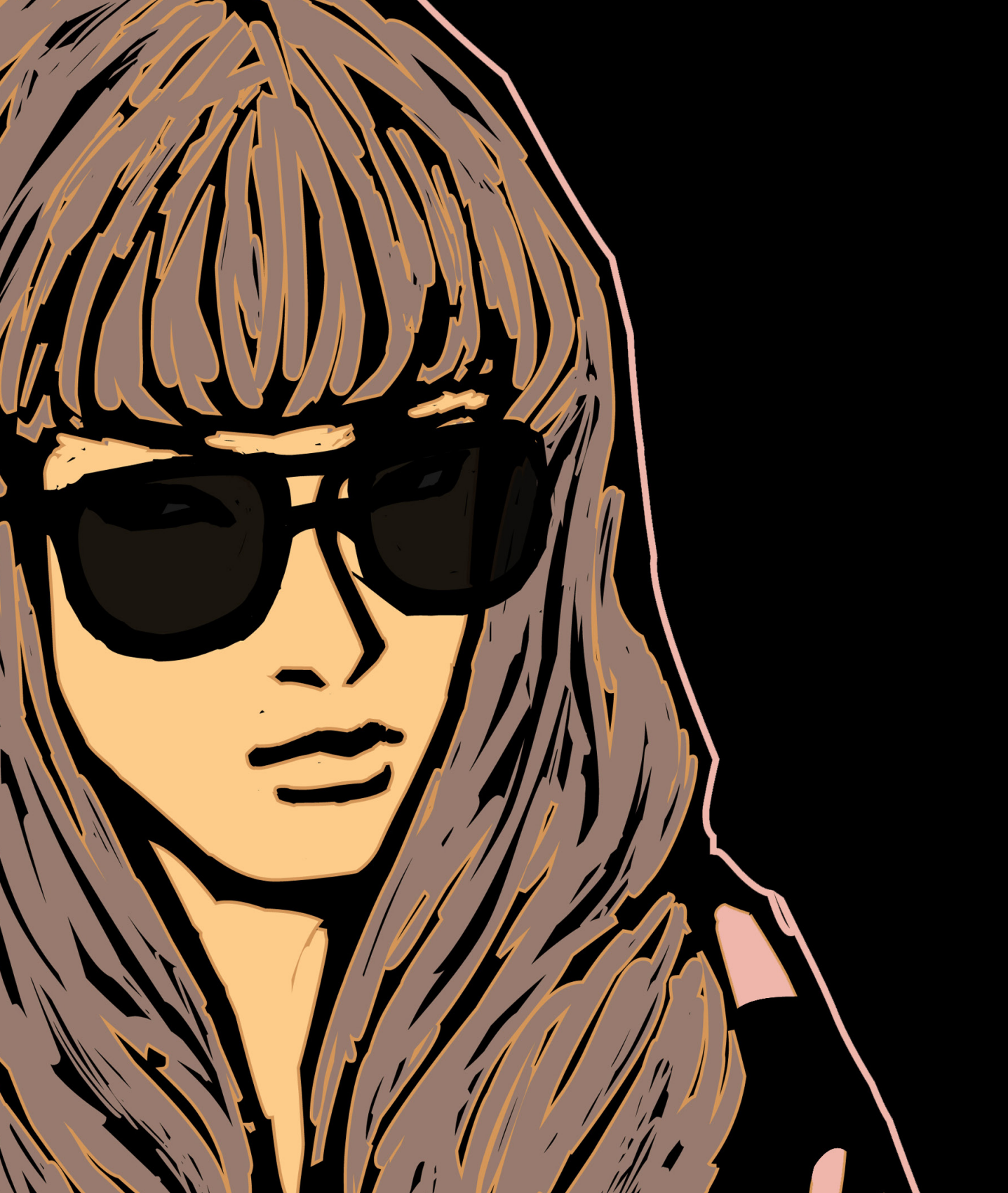
Table 3.1. Represented industries in the employer's survey (Number).

Shops	36
Servicing, cleaning and recycling	26
Manufacturing	16
Restaurant and industry	14
Care	10
Auto mechanic	7
Animals and Agriculture	4
Other*	9
Total	122

Tabell 3.2. Employer's purpose behind the training (Percent).

	Included in the company's social responsibility	One way to recruit the work-force	Arouse interest in the industry as a whole	The trainee does work that otherwise no one would	Obligated to take on trainees
Restaurant & bakery	50	14	21	7	7
Shops	53	38	6	0	3
Servicing, cleaning and recycling	65	12	0	15	8
Manufacturing	40	40	20	0	0
Care	80	0	20	0	0
All*	58	22	11	4	5

*Including those industries that are not accounted for separately.



Work-based training programs a social responsibility

The purpose of taking on trainees is not an entirely friction-free issue. Young people who are trainees can often be dissatisfied and see the training as a way for employers to get free labour while ESF projects often state that it is difficult to find training positions because employers do not have time to take on trainees. We have asked the employers questions and the responses are presented in Table 3.2. (The table does not report car mechanic or animals and agriculture separately because of the low number of responses, which can be misleading in this type of question. The category, Other, is also not reported separately because we cannot assess what type of branch the responses came from. In total, there are 122 responses, including those categories not reported separately). Social responsibility is by far the main purpose behind taking on trainees. This applies to all branches. A way to recruit the workforce is the second most common reason, followed by to generate interest for the branch as a whole. The restaurant, retail and manufacturing branches have high values if you count the two alternatives together.

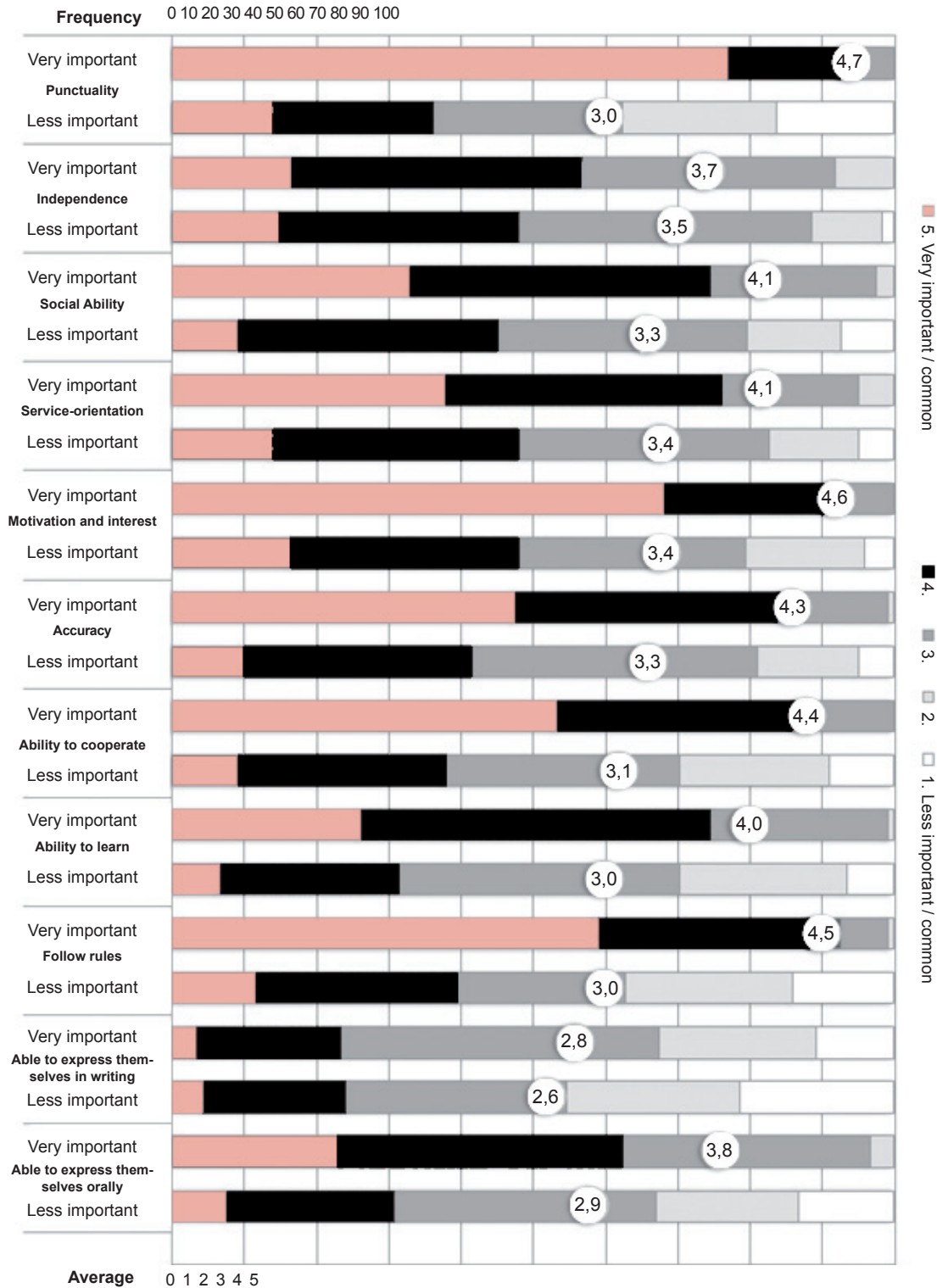
Using the trainees as workers and doing things you otherwise would not have had time to do is not very common as the main alternative. The fact that social responsibility is the clearest motive for taking on trainees is not without its problems. The advantage is that the requirements placed on the trainees can be kept low while the disadvantage is that the reverse is also true. If the employer sees the trainee as a potential future employee within the organisation or with someone else in the branch, there are clear incentives for learning within

the occupation. How the project gains access to training positions can affect the distribution of responses. The arguments that the project uses can also affect the distribution. Another factor that plays a role is the business cycle.

Motivation and punctuality are most important characteristics

To get an idea of how employers have experienced trainees, consideration has been given to both the valuation of skills and shortcomings experienced in the cooperation with the trainees who have come from the ESF project, which submitted the employer's contact information. The different measures are necessary in order to weight the importance of a skill, for example, if a skill is very important yet at the same time it is not perceived as a major deficiency so that the problem is not as great as if skills were relatively important and there are major deficiencies. In diagram 3.1, the responses about how important skills are and how deficiencies are perceived are illustrated. The response scale is also summarised with a mean value.

Diagram 3.1. Importance of skills and skills deficiencies. Frequencies (percentage) and mean values.



Punctuality, motivation & interest, and also following the rules are the three most important skills. The ability to express themselves orally, in writing, and to be independent are the least important characteristics. It says quite a bit that the foremost characteristic expected in trainees is "that they are organised" rather than them being self-motivated. The main deficiencies have been experienced in regard to independence, service-orientation and motivation and interest, such as when employers assess that what is important is attributed to the ability for a person to express themselves in writing and orally has a lower value, which means that most are quite happy with that aspect.

Almost all have entered one or more skills as very important and they have gotten to specify what skills they think are most important if several are very important. In Table 3.3 the ranking is reported

Tabell 3.3. Most important skills (Percent).

Motivation and interest	35
Punctuality	18
Service-orientation	13
Cooperation skills	12
Social skills	8
Complies with regulations	7
Accuracy	3
Ability to learn	3
Independence	1
Ability to express themselves orally	1
Ability to express themselves in writing	0

What stands out is motivation and interest, which are also valued highly in a number of alternatives when several options could be chosen, but here it is pointedly and obviously the most important skill. Skills become even more interesting in the valuation of the importance of weighting the perceived deficiencies. In Table 3.4, the assessments by employers have been multiplied by each other and formed an index with values from zero to one hundred.

Indexing describes the development needs where 0 means no development is needed, and 100 means that there are a great many development needs.

Table 3.4 Ranking of importance and deficiency in skills (index 0-100, where 0 = no development needs, 100 = very significant development needs).

Tabell 3.4. Ranking of importance and deficiency of skills (Index 0-100).

Motivation and interest	35
Punctuality	55
Service-orientation	54
Cooperation skills	53
Social skills	51
Complies with regulations	52
Accuracy	51
Ability to learn	46
Independence	50
Ability to express themselves orally	42
Ability to express themselves in writing	28

Table 3.4 summarises the entire diagram 3.1 and what could be discerned there is shown once again here. Motivation and interest are the factors that employers have given the greatest importance both in regard to how important the characteristics are and in regard to deficiencies. Many of the other skills follow closely so they should not be underestimated. The ESF projects generally work a lot with motivation since the participants have a long time of inactivity behind them and therefore find it difficult to start. This survey shows that this is important work to move forward with and that many times there can be more to do before the participants complete the training program.

Table 3.5. Importance and weaknesses in skills by industry. (Index 0-100).

	Punctuality	Independence	Social skills	Service orientation	Motivation and interest	Accuracy	Ability to cooperate	Ability to learn	Follow rules	Ability to express themselves in writing	Ability to express themselves orally
Restaurant & bakery	50	47	48	58	53	56	53	52	51	21	32
Shops*	59	49	55	62*	66	56	52	48	54	36*	45
Retail service, cleaning and recycling	52	49	49	53	56	55	54	40	58	26	42
Manufacturing industry	48	49	43	41*	67	51	45	51	43	17*	33
Animals & Agriculture	53	54	52	51	69	76	69	57	79	24	54
Auto mechanic	52	57	45	43	58	54	45	41	41	16	39
Care	60	48	56	55	60	57	62	48	51	38	57

*Statistically significant differences only between these skills and industries. Analysis of variance with Anova and Scheffés post hoc test.

In Table 3.5, we compare the various branches' levels within the index that is constructed by the assessments of significance and shortcomings in the trainees' skills. The category, Other, is not included in the analysis because there is no uniformity in it.

Table 3.5 Importance and deficiencies in skills by branch. (Index 0-100, where 0 = no development need, 100 = very large development need).

The branches', in some cases, limited representation in number, means that only a few contexts can be established. There is a relationship between shops and the manufacturing branch regarding service-orientation and the ability

to express one-self verbally. The other possible connection is not possible to statistically establish. For example, the animal branch and agriculture have high averages in several areas, but because of the limited representation, it is difficult to say whether the problematic values depend on the fact that it is a difficult branch to do training in, or if they have gotten trainees with particularly large deficiencies in regard to what is required. The difficulty of ensuring connections have, among other things, to do with the fact that differences between branches are small, which in itself is an interesting result. The conclusion of this comparison is that the biggest differences between the retail and ma-

nufacturing branches where shops have higher demands on that the trainees should be able to express themselves better in writing and have a better sense of service, while the manufacturing sector sees these problems as least problematic.

Open responses in the questionnaire

Supervisors also got open questions regarding if there are other skills that they value in young people that we have not asked about and if there is one skill where they see an extra large developmental need for among the young trainees they take on. The open-ended responses confirm the picture above, orderliness and motivation and interest are mentioned by the majority (See Appendix 3). In the introduction we have mentioned that supervisors give high marks to the ESF project and are pleased with the relationship. On a five-point scale the projects received an assessment of 4.4, which may be seen as a very good "grade". The few who have not been satisfied (14 of 122) mention a lack of follow-up and dialogue between the project and the workplace, as well as a lack of support and information from the project.





APPENDIX 1

WORK PLAN AND THEMATIC INTERVIEW GUIDE

We contact the projects (call the project manager and send e-mails) about two weeks before the visit when we briefly describe the purpose of the visit and that we would like to conduct an interview with.

- a) A young person who has been in a training program or in some form of "employment" for at least three months.
- b) A supervisor who the interviewed young person has had (preferably a supervisor in a representative and often-used branch)
- c) The project manager (or the person in the project who is working to match young people with willing employers)

The interview with the young person should take a maximum of 40 minutes. The same is true with the supervisor. The interviews are recorded, but if a young person does not want it recorded notes will be taken. The interview with the project manager can take up to just over an hour.

– What do we want to learn from each informant?

THE YOUNG TRAINEES

First, we talk briefly about the purpose of the interview. We give a brief background about the survey and where and when the person will be able to review our report. Then the type of attitude we take is important. We will convey

the following in the meeting with the young person: We are very interested in your unique experiences, and so that we adults do not sit at our desks, guessing how you young people perceive things and also because what you think is important, it is a priority for us to understand the youth perspective. We will not use your real name if we quote you and we promise you total anonymity.

1. Tell us a little about your background (age, education).
2. How did you get involved with project X? And when?
3. How long have you been at the workplace?
4. Why was that particular site selected? And how long have you been there?
5. Describe your work tasks and what you do on a typical day.
6. What skills /qualities do you think you have discovered about yourself or developed during your "training period"?
7. Has this experience given you a taste for working within a similar sector or interested you in choosing an educational program related to this?
8. What has been the best thing about this training program?
9. What has been the worst thing about this training program?

10. We will write a handbook for employers about how they can become even better at taking on young trainees. What advice would you like to have included in the book?

11. We will write a manual for people who work with young people, for example, like project X, so that they can become even better at providing the right support to young people and also matching young trainees with employers. What advice would you like to have included in the book?

12. (If there is time left, discuss what is good and bad about project X)

SUPERVISOR

In brief about the purpose of the interview. Brief background about the survey and where and when the person will be able to review our report.

1. Tell us a little about yourself, your work and how long you have worked here.
2. How common is it that you take on young trainees at X? (here, also try to find out how long the company has taken on trainees)
3. How long is a trainee at the company? (1 month, 3 months?)
4. Why do you take on trainees?
5. Since you have experience in taking on trainees, can you share a couple of scenarios with us? What are things like when it works optimally? What are things like when it is at its worst?
6. If you were to describe "the ideal trainee", what are the most important qualities that person should have in order to function well at this job?

7. We will write a handbook for employers' supervisors and how they can become even better at taking on young trainees. What advice would you like to have included in the book?

8. Can you describe what benefits there can be for a company that takes on young trainees?

9. What do you think prevents companies from taking on trainees?

PROJECT MANAGER

Describe the project.

1. Purpose, how many young people, describe the young participants (close to or far away from employment), how do they find out about the project (where do they come from)?
2. How long has the project been in existence?
3. What branches do you mostly cooperate with?
4. Is it difficult /easy to establish contacts with employers?
5. Describe your role when you are going to match a young person with a workplace.
6. How do you follow-up the process?
7. What characteristics among young people are most valued by employers?
8. How do you prepare young people for a training program?
9. How do you follow-up on the training program?
10. Do you validate the young person's new skills that he/she gained during the training period?

11. We will write a handbook for employers how they can become even better at receiving young trainees. What advice would you like to have included in the book?

12. We will write a handbook for people like you who work with young people so that they can become even better at creating good conditions for young trainees. What advice would you like to have included in the book?

APPENDIX 2

Survey for supervisors (Markör-implemented telephone interviews)

Information on the first page;

Project name: Company name:

Additional information:

Introduction

Hi, my name is xxxx, I'm calling from the research firm, Markör, on behalf of the Theme group Youth. We have been instructed to conduct telephone interviews with employers who have taken on young trainees from the project 'project name', which has been financed by the European Social Fund.

According to my information you have been a supervisor for one or more young people at your workplace. Is this correct?

If "no", the respondent is asked if they are aware of any other person at the company who has been a supervisor for young trainees. The new name and phone number is noted. If not, the interview is terminated and the person is coded as not in the target group. This applies even if it involves "adult" trainees since these will not be included in the survey (see separate listing at the top under "Other Information").

In regard to this, do you have the time to answer some questions? It takes between 10 and 15 minutes. In order to use the results in the practical development work, it will be reported to those responsible in the Theme group Youth, how each company has responded.

However, the survey - both questions and answers - is internal working material for the Theme group Youth.

It is possible to book meetings between the hours of 8:00 am and 8:45 pm Monday–Thursday, Fridays between 8:00 am and 7:45 pm. Clarify, if necessary, that: The survey is being conducted on behalf of the Theme group Youth, which is one of five focus groups linked to the European Social Fund. The survey is not being carried out for any commercial purpose.

0. Was the interview carried out with the stated person from the selection?

(If No, note the name and phone number)

Yes

No _____

1. Initially, I would like you to evaluate a number of characteristics among the young trainees. I would like you to respond on a scale of 1 to 5 where 1 means that skills are less important and 5 means that skills are very important.

(The respondent also has the opportunity to respond "do not know". However, that option is not read by the interviewer.)

- a) Punctuality
- b) Independence
- c) Social skills
- d) Service-orientation
- e) Motivation and interest
- f) Accuracy

- g) Ability to cooperate
- h) Ability to learn
- i) Follows the rules
- j) Ability to express themselves in writing
- k) Ability to express themselves verbally

2. Of the skills that you have evaluated as very important (5), what characteristic do you think is the most important?

(Only the skills that the respondent answered with a five are shown for the interviewer. If the respondent did not respond with a five regarding any skill the question is irrelevant.)

- a) Punctuality
 - b) Independence
 - c) Social skills
 - d) Service-orientation
 - e) Motivation and interest
 - f) Accuracy
 - g) Ability to cooperate
 - h) Ability to learn
 - i) Follows the rules
 - j) Ability to express themselves in writing
 - k) Ability to express themselves verbally
- Do not know/no answer

3. Is there any other skill that you feel you place an especially high value on among the young trainees whom you worked with?

Yes
No _____

4. What skills do you feel often need developing among the young trainees you have worked with? Again, I want you to rate each skill on a scale of 1 to 5, where 1 means you rarely have experienced that skills need

to be developed and 5 means you often have experienced that skills need to be developed.
(The respondent also has the opportunity to respond "do not know". That option is not read by the interviewer.)

- a) Punctuality
- b) Independence
- c) Social skills
- d) Service-orientation
- e) Motivation and interest
- f) Accuracy
- g) Ability to cooperate
- h) Ability to learn
- i) Follows the rules
- j) Ability to express themselves in writing
- k) Ability to express themselves verbally

5. Is there any other skill that you often see an extra large need for development in among the young trainees?

Yes
No _____

6. What is your relationship with the responsible person from "project name"? Respond on a scale of 1 to 5 where 1 means you are not at all happy with the relationship and five means that you are very satisfied with the relationship.

(Do not know)

7. What would need to be changed in order for you to be more satisfied with your relationship?

(The question is asked only to those respondents who gave a rating between 1 and 3 to question 6.)

Do not know/No answer

8. What is the main reason you have chosen to take on young trainees?

(Open question, the interviewer does not read the answer choices, but codes them according to the answers. Only one answer may be listed.)

- a) Included in the company's social responsibility
 - b) A way for us to recruit the workforce
 - c) To generate interest for the branch as a whole
 - d) The trainee does work that otherwise no one would have had the time to do
 - e) We are obligated to take on trainees
 - f) Other
-

Do not know/No answer

9. Finally, I would ask you to estimate the need for competence development in the supervisory roles at your workplace?

I see no need for competence development in the supervisory roles at my workplace.

There are varying needs for competence development in the supervisory roles at my workplace.

There is a profound need for competence development in the supervisory roles at my workplace.

There is a profound need for competence development in the supervisory roles at my workplace.

Do not know/no answer

Then I thank you very much for your time. My name is xxxx and I have conducted this interview with you on behalf of the Theme Group Youth.

APPENDIX 3

Tabell 3.6. Description of the data.

Project Survey	
Number of projects with young people as a priority target group	162
Of which, completed projects	33
Number of responses	109
Response rate	67%
Number of projects with training programs as a method	90
Results: Number of contacts to employers	148
Employer Survey	
Total sampling	148
Number of responses	122
Response rate	82%
Non-response: Declined to answer	3
Failure: Failed to contact	9
Dropouts: not included in the target group	13
Missing data: interrupted the interview	1

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Man är liksom fri på jobbet!

THROUGH TRAINING WE LOWER THE THRESHOLD

You are holding in your hand the sixth publication of the Theme Group Youth's publication series. In this publication we want to illustrate that work placed training programs can be a great tool – if carried out in a meaningful way for all parties.

We hope to inspire you who work with training programs and our intention is to provide advice, approaches and aspects to consider when you are going to arrange a training program and take on trainees.

You can get a picture of the ways in which a training period can be implemented, an employer's approach to training, the characteristics of young people that they think are important, and what role the training program plays in the individual young person's journey to a job or educational program. Our advice is based on methods and experiences within six ESF projects that we visited where we have conducted 56 interviews with young people, project managers and supervisors as well as a survey of 122 employers who take on trainees from the ESF projects.

For more information about the Theme Group Youth, please visit www.temaunga.se.

