

Mutual Learning Programme Database of National Labour Market Practices

Sweden - Motivational study course in folk high schools

This database gathers practices in the field of employment submitted by European countries for the purposes of mutual learning. These practices have proven to be successful in the country concerned, according to its national administration. The European Commission does not have a position on the policies or measures mentioned in the database.

Source of national practice	Peer Review on 'Targeting NEETs – key ingredients for successful partnerships in improving labour market participation', Oslo, Norway, 24-25 September 2015
Title of the policy or measure (Original language)	Studiemotiverande folkhögskolekurs (SMF)
Title of the policy or measure (English)	Motivational study course in folk high schools
Country	Sweden
Name of the responsible body	The Swedish Employment office and Swedish National Council of Adult Education
Geographical scope of the responsible body	National
Name(s) of other organisations involved (partners/sub-contractors)	Local Public Employment Service (PES), Folk High Schools
Start year of implementation	2010
End year of implementation	Ongoing
EU policy relevance	Making it easier for young people aged 16–24 to start, or return to, regular compulsory or upper secondary school education.

National labour market context	<p>In recent years, relative unemployment among young people (15-24 years) has been more than four times higher than unemployment among adults (25-54 years), according to statistics from Statistics Sweden who measure the official unemployment rates by means of the Labour Force Survey (LFS). The proportion of NEETs in the 15-24 age group is estimated at approximately 7% of the age group in Sweden. In 2014 this corresponded to 86,500 young people.</p> <p>As in other countries, there is great heterogeneity within this group, and many of the young people have not completed upper secondary education. Young people born in other countries are over-represented, as are young people with mental or physical disabilities. In particular, the proportion of young people with neuropsychiatric disabilities has grown in recent years.</p> <p>The unemployment rate for young people under 25 years of age has increased during the last decade and rose sharply during the financial crisis 2008. The unemployment rate for young people under 25 was 22.9% (2014). The unemployment rate for young people has decreased during the last year and was 16,0 percent the third quarter of 2015. Most young people have short periods of unemployment, but also short employment spells. Approximately half of the young people who are unemployed are studying. The relative unemployment rate between young people and adults is greater in Sweden than in many other countries, and the age of establishment in the labour market for young people, i.e. when at least 75% of youths in a cohort are in employment, has risen by nearly 10 years between the 1980s and today, from 20 years to nearly 30.</p>
Policy area	Active labour market policies, Education and training systems
Specific policy or labour market problem being addressed	<ul style="list-style-type: none"> • Raising the education-level and strengthening the competitiveness of the target group in the labour market. • Helping young jobseekers without school-leaving certificates to improve their employability
Aims and objectives of the policy or measure	The SMF aims at boosting, motivating and preparing students for education. The aim is to make it easier for the participants to start or restart regular education, and the course is adapted to learners' individual needs.
Main activities/actions underpinning the policy or measure	Three months preparatory labour market-course at a folk high school which can contain courses of orientation and motivational character. Folk high schools are adult education institutions that operate as learning communities and are based on liberal education principles. Learning-by-doing is a basic educational philosophy of the schools, and their core methods are dialogue-based and experiential. They do not grant academic degrees but prepare a participant for further education on a particular field of study which in the end, can lead to that the participant can study at the University.

Geographical scope of policy or measure	Regional
Target groups	Disabled people, Young people (aged 16 to 25 years)
Outputs and outcomes of the policy or measure	<p>The monitoring and follow-up by the Swedish National Council of Adult Education showed that folk high school's helped participants continue onto further study and helped boost their self-confidence. Students suggested they were empowered by being given responsibility, they could influence how the course was structured and were motivated by the special folk high school environment. All of these aspects encouraged them to continue into further education.</p> <p>The Public Employment Service's (PES) evaluation of the initiative's outcome shows positive results for the young people participating in the activities, in terms of a greater increase in transitions to further studies at the end of the course, than otherwise would have been expected.</p> <p>The study motivational courses had 5 167 students in 121 schools in 2013. Among the 3 888 persons who participated in the equivalent course the previous year, 38 per cent had advanced to further studies after a year, and 14 per cent had found a job within six months. As indicated, the results show that there are positive effects of transition to regular studies on young people (16–24) who have taken part of the initiative/SMF in 2010–2012. Participants leave unemployment and increasingly turn to other studies than they would have done otherwise. The impact in terms of improved transition to further education is less for young people with disabilities with reduce work capability and young people born outside Sweden.</p>
Management and implementation arrangements	<p>The folk high schools provide the motivational study course on behalf of the Swedish Public Employment Service. The Swedish National Council of Adult Education allocates places, disseminates information and monitors the project.</p> <p>For example the FBR and the PES had for 2015 reached an agreement on 6000 places targeted at job-seekers without school-leaving certificates.</p>
Key challenges	No challenges identified

Key conditions for success	<ul style="list-style-type: none"> • Empowering the young people by increasing self-esteem and self-confidence. The focus is on the personal growth of the individual to help them reengaged with the learning process. • The learning and teaching environment of the folk high schools, facilitates independence and motivation to engage in education. Their core methods are dialogue-based and experiential. Young people are often motivated by their interest for music, sports, writing and painting. • The influence of the participants in how the course is structured as there is no fixed curriculum, the students are given the freedom to learn in their own way. They can influence the teaching and practical activities.
Method of assessment	Internal evaluation, External evaluation
Type of assessment	Qualitative and quantitative assessment
Duration and frequency of the assessment	Every year the FBR writes a report to follow up the activities with the motivational study courses in the folk high schools.
Further information on the assessment	
Links to the website, background information and assessment material	<p>Folkbildningsrådet (2015) Studiemotiverande folkhögskolekurs 2014: this link</p> <p>Arbetsförmedlingen (2015) Effektutvärdering av studiemotiverande kurser för arbetslösa: this link</p>
Contact details	<p>Stefan Holmgren, Desk Officer, Government Offices of Sweden, Ministry of Education and Research, Division for Youth Policy and Liberal Adult Education Phone: +46 8 405 14 60 stefan.holmgren@regeringskansliet.se www.regeringen.se</p>
Keywords	Young people, education and training, motivational study course, adult education, liberal education, folk high school, transitions, lifelong learning .