

Good Practice: SWE GP1

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"Labour Integration Programme"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Integration training combined with vocational programme	Non-profit	Non-formal AE (folk high school)	Regional	Six months internship + six months study/work practice	Courses are organised according to the regional need for labour	State/municipality

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

The work-oriented integration training is intended for persons who wish to learn Swedish and work simultaneously. The “SWE GP1” is organised under the umbrella and coordination of the regional administration in cooperation with the job centre and the regional branch of the National Board of Forestry. The education is provided by a folk high school (FHS).

The full-time “SWE GP1” course combines (1) practical work in nature reserves, supervised by a forestry professional, (2) vocation-oriented language learning (3) developing of facilities for applying and keeping a job, and (4) Swedish for Immigrants (SFI) at individual level and track.

2. For whom – Target group(s)

The programme is targeted at newcomers with refugee backgrounds who are entitled to participate in the integration programme. Recruiting criteria to the “SWE GP1” are not only academic but also linked to the student’s former work experience and interest to work within the park and forestry field.

The National Board of Forestry cooperates with the job centre nationwide to also engage other groups than newcomers with refugee backgrounds in internship training organised in cooperation with local education providers.

3. Requirements and access

The students are recruited or guided to integration courses by caseworkers at the job centre. Most of the interviewed students had received information from their individual caseworkers or had heard about it from a friend or at school.

The grounds for recruitment connect with the students’ former experience in farming, garden or forest work or working with machinery. The education provider cannot influence the recruiting process, as the job centre determines whether the provider is capable of teaching students with low academic skills.

The students meet a counselling teacher in the beginning of their studies to make an individual study plan.

4. Elements of good practice

Linking of practical work to classroom studies worked well for all of the students. Swedish language skills and knowledge of the society were developing naturally in conversations and encounters. The respectful atmosphere in the school and the way students were included in the practices were important factors. APC aspects:

Socio-economical:

Participants got practical lessons of employer and employee’s responsibilities at the workplace. During the internship, they were also paid a salary. Depending on students’ skills, the training could also provide formal qualifications and lead to shortened paths to work and being self-supported.

Socio-political:

The education provider works towards enhancing the students’ understanding of the Swedish society from the democratic perspective. Students also attend “society studies” focusing on social and societal issues.

Socio-cultural:

The possibility to mix with Swedish work mates and use Swedish language daily in an authentic environment developed their communication skills.

Support:

The GP had developed a method that uses mother tongue teachers as a resource for supporting language learning and understanding course contents. The teachers worked in and outside the classrooms, providing help for students in their practical problems.

Gender & diversity:

The FHS has a steering document for equality principles that is regularly updated by staff. The AE provider practices those equality and diversity principles in their daily work. The employees of the provider also represented different ethnic and minority backgrounds.

Follow-up:

The job centres and the students follow their individual integration plans and, at the same time, the education provider and the students follow their study plans. The provider's statutory duty is to report to the state every sixth months about the SFI results. The regional coordinator evaluates the outcomes of the studies and how they match with the labour force needs in the region. The job centre follows participants' employment after their studies.

5. Perceived challenges

The students' age, educational history and life situation affected their expectations: e.g. gaining employment quickly vs. studying and finding one's place in the Swedish society.

The AE provider was not happy with the strong emphasis on socio-economic competences in the Vocational-SFI course.

The jobcentre controlled recruiting, sometimes conflicting the education providers' vision of providing education to meet students' needs. Some students felt they were "sent" to the course without clear expectations.

Language challenges related to having students with different language levels in the same class. Some learners also felt they needed more language skills to be able to benefit from the internship.

6. Testimonials

"I think this is a very good course. Especially because it's not just theory but also practical. And there one learns how to work in the forest, how to work with wood, how to trim and you learn a lot." (Learner from the programme)

"I came to this course and liked it a lot. It developed my language, I have become a bit better with the language. Then I came into contact with other people, the Swedes who work there. It encouraged me to to speak Swedish and to listen. I liked a lot this forestry education (Learner from the programme)



7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)