



BEST PRACTICE IN ADULT EDUCATION FOR A JUST TRANSITION

Perfect Match

Green Transition in Employment
Programs for Migrants

JULY 2024



Co-funded by
the European Union

Perfect Match

– Green Transition in Employment Programs for Migrants

Context and Initiative Details

Name of the initiative	Perfect Match
Geographical scope	The Perfect Match project is a national project divided into six sub-projects, with ABF Örebro County being one of them.
Sources of funding	ESF
Stakeholders involved	ABF nationally applied for funding from ESF. ABF Örebro County, together with other ABF units, planned their regional projects, organized them, and recruited participants.
Duration of the initiative	2017 – 2019
Target audience	The target group was newly arrived immigrants, both women and men, who are far from the labor market.
Social justice focus area	
Goals of the initiative	<p>The project's purpose was to find a good model for how adult education (ABF), the Public Employment Service, local LO unions, and employers in the industries they operate in, along with other local actors, can together facilitate the establishment – matching the right work for newly arrived and short-educated individuals.</p> <p>Overall Goals</p> <p>Primary: To provide participants with employment or the tools to get employment.</p> <p>Secondary: That during the project, we developed a functional model for cooperation between adult education (ABF), labor market partners (unions and employers), and authorities (Public Employment Service, etc.) to facilitate the establishment of newcomers.</p> <p>Secondary: That participants would gain increased knowledge about the green transition, concerning sustainable transition, individual impact on the environment, and the choices one can make to reduce environmental impact.</p> <p>Sub-goals</p> <p>That those who complete the project have obtained employment or moved on to further studies.</p> <p>That the project has contributed to employers seeing newcomers as an asset in recruiting new employees.</p> <p>That the project's participants have had the opportunity to reflect on their choice of work from a norm critical perspective.</p> <p>That the project's participants feel they have been treated in a non-discriminatory manner by all project actors.</p> <p>To increase knowledge about the circular economy, reuse, environmentally friendly transport, and human impact on the environment.</p>

Good Practices Description

Stakeholder engagement in the process

Public Employment Service: Participates in the steering group, plans activities, refers participants, and monitors participants' individual development.

Unions: Participate in the steering group and/or as informants regarding their specific occupational areas, introduce employers, and act as bridge-builders in contacts with work teams.

Employers: Describe the need for labor and provide individual solutions for workplace visits, internships, workplace-based training, etc.

Methodology used

The participant has their "base" at ABF. Based on an individual action plan, the participant receives:

- Assessment of skills and experiences
- Professional Swedish and everyday Swedish
- Validation of general and job-specific competencies
- Meetings with union representatives and introductions to employers
- Supplementary vocational courses
- Knowledge and discussions on gender equality and the grounds of discrimination
- Workplace visits, internships – personal introduction, and supervision at the workplace
- Workplace-based training
- Green transition

Teaching approaches

Popular education is characterized by learner-centered instruction that takes place in small groups. The focus is on active participation, where all members contribute their experiences and knowledge. This creates a democratic and inclusive environment where all voices are heard. The leader acts as a facilitator who supports and guides the group rather than teaching in a traditional manner. The content of popular education is often tailored to the interests and needs of the participants, making learning relevant and engaging. The pedagogy of popular education promotes independent learning, collaboration, and the practical application of knowledge.

Challenges and outcomes

Key factors contributing to success

The success factors lay in the collaboration between various non-traditional parties around the target group. This resulted in participants receiving more comprehensive support than usual, as the project partners usually work with the target group individually. Another success factor was the use of The pedagogy of popular education in teaching the participants.

Encountered challenges

The challenges were that the project partners did not have previous experience of collaborating with each other. This led to a longer time for the partners to understand each other and thus get the exchange and cooperation to run smoothly.

Another challenge was that the project started with agreements at the national level between the partners. The national level partners failed to properly anchor the project with the regional and local partners. This created resistance among some project partners.

Recommendations

Anchor the project among partners at all levels, so that everyone is involved from the beginning. Dare to create collaborations between non-traditional partners; it provides new perspectives and insights.

Use adult education pedagogy as it increases engagement and enhances knowledge acquisition.

Impact

In total, we reached over 230 unique individuals, approximately 120 women and 110 men. Of these, about 80 came from the Public Employment Service, 10 from municipalities, and 140 participated freely and voluntarily. Over 30 people received some form of qualification. Upon completion of the project, about 47% were in employment or studies. 92% of the participants reported gaining new knowledge on how they can easily contribute to making a green transition.