

## **Sweden: The Vaggeryd model**

### **1. General information**

*Managing organisation:* The Municipality of Vaggeryd

*Location of the action:* County of Småland (rural-urban, industrial reconversion area)

The Vaggeryd model develops methods of co-operation with local actors to create new job opportunities through placements.

### **2. Condition of implementation**

The Vaggeryd model is based on a common engagement from employers, the employment office and the municipality. It is developed in such a way that there is not a single “owner” of the project. All the partners have a responsibility for their part. The model as a whole is run by one organisation, namely the municipality or the employment office or a company. When an education starts, one of these partners takes the president post. The local employment office takes responsibility for labour market training, for proposing participants and for providing training allowance. The participating employers are responsible for the education at the work place, with the involvement of a guide. There is also an “educational godfather” whom the students in question can turn to. An educational co-operator is assigned to run the administrative parts. A managing group consisting of the previously mentioned partners, with the exception of the educational co-operator who has an observing role, makes all decisions.

### **3. Description of the action**

The Vaggeryd model’s aim is to “build bridges”, create foundations for discussion with trade and industry concerning the regional labour market politics and the way it is carried out. The model is built on intense contact, and is not seldom carried out in the manner of breakfast meetings, days evolving around a certain topic, common activities.

The “Vaggeryd model” is in fact a work place located education/training. In short one can describe the model as follows: Every participant attends once a week a theory course (plus one more day if there is need to improve the Swedish language). The remaining four days, the training takes place in a company connected to the model. Every 5-8 weeks the participants change companies. This to create a broad network for the participants and to facilitate both participants and companies to find the right work place/person. The curriculum is decided taking into account the needs of the companies and the evaluation of the managing group, regarding company needs and individual training needs. Each participant has an individual educational plan. The educational co-operator’s primary assignment, is to visit the companies, unannounced, and make sure that the agreed number of guides are there, that the educational plans are followed and that the students, too, are running their assignments properly. The results of these visits are presented at the next managing group meeting. If it shows that any problems have occurred, appropriate measures are discussed. It is also discussed whether the students manage to follow the plan, if not it will be revised. Possibly with a lower aim, but without violating the ideal of achieving a functional competence (employability).

The number of participants is based on the needs of the companies for recruitment for the following period of 6-9 months.

#### **4. Direct outputs & results, indirect outcomes**

In total, 1200 people have participated in the project. According to the data of re-registration at the employment office, 90% of the participants have been employed.

The project has also managed to support the employers in their work with competence development of their own employees and, in some cases, of themselves. This is particularly relevant in small companies where the employer generally is skilful in his productive role but needs help with his administrative competence.

#### **5. Innovation, added value and transferability**

The Vaggeryd model illustrates the key role that the co-operation of municipalities with public employment services can play in promoting new models of training. It is an example of how local actors can be more pro-active in employment promotion. The model implemented brings employment and training services closer to job seekers needs and the needs of the enterprises. The role of the municipalities and the employment services is not limited to matching labour supply and demand but extends to encouraging the participation of local actors in the employment strategy.

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