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THE YOUTH UNEMPLOYMENT SITUATION IN SWEDEN

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ABSTRACT

The title: Youth unemployment situation in Sweden

This study has intended to understand overall youth unemployment situation in Sweden.

This study consists of six chapters. Introduction is the first chapter and the second chapter presents previous studies including international perspective of youth unemployment situation in the European context as well as in Sweden. In addition, background to the development of Swedish youth employment policy and types of government programmes targeted youth and studies on effectiveness of policies are outlined. The theoretical framework and important concepts have been discussed in the chapter third. The fourth chapter contains methodological description. The results and analysis of the study are presented in the fifth chapter. The chapter six presents conclusion and discussions as well as suggestions for future research.

This study has employed qualitative method and conducted semi-structured interviews for youth and professionals. In total 9 people were interviewed; five unemployed young people, two with immigrant backgrounds and four professionals. The study shows that unemployed youth experience many types of social exclusions among these were exclusion from the labour market due to a lack of job experiences or mismatching of job qualifications; economic exclusion due to a lack of basic income that allows them to participate in the same types of activities as other young people with jobs. Youth unemployed tended to be dependent on their parents or the state welfare for survival.

The finding showed that youth had several coping strategies to combat social exclusion; often they had a high degree of family support, and other networks such as friends, organisations, the social services and employment offices. However, this study has shown that youth from working class backgrounds and youth with immigrant backgrounds do not find it easy to get network support that leads to jobs. Another finding was that government policies and active labour market programmes targeted at youth can be understood as mechanisms for combating social exclusion and that they are of particular important for youth because of the provide youth with a foothold in the labour market through practice jobs.

Key words: *youth unemployment, active labour market policy, social exclusion, coping*

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CHAPTER 1

INTRODUCTION

1.1 Motivation for the study

Unemployment is becoming a noticeable global problem today. According to the annual report of ILO (2005), global unemployment continues to grow; youth now make up half those out of work. The choice of topic is related to the researcher's concern with the problem of youth unemployment as one of the major challenges of the labour markets in developing countries as well as in developed countries, as well as with her concern for including integrating employment into the centre of social and economic policy.

In Sweden unemployment is a problem for both individuals and society. It is through work that people become active participants in a wider social context. The social welfare report (2001) notes, that work has an important meaning for individuals and for society as a whole in Sweden. The majority of men and women have come to spend a large part of their lives in employment and business in Sweden. In this view, unemployment is regarded as a serious problem in Sweden; for those 'who suffer unemployment are subject not only to economic loss: they also risk losing their places within an important social framework' (ibid).

As a social worker, I worked in the area of poverty alleviation for some years, the interest and working experiencing drove me later on to focus my efforts on policy studies and move to unemployment and labour regulation issues. Thus, this research is an effort to contribute to my knowledge of unemployment, a field which I have only become involved with very recently within Millennium Development Goal (MDG). The goal of the MDG is to 'develop and implement strategies for decent and productive work for youth' in Mongolia.

Therefore, one of the strong interests of my research in social work has been to enhance my policy analysis skill which is an important skill for social workers if they are to analyze the impact policies in order to determine appropriate actions. Thus, this research is an attempt to represent an analysis of the problem of youth unemployment in general as well as from a policy perspective.

A number of sources indicate that Sweden has a long tradition of active labour market policies (ALMP) and is famous for emphasizing active measures to help unemployed including youth to get jobs or training rather than passive help by means of unemployment compensation. Consequently, through this study, my aim is to learn more about the measures taken for reducing youth unemployment in Sweden, and whether they may be applicable or helpful for determining relevant policy for my country where the issue of youth unemployment is one of the biggest social problems. Appropriate policy development and implementation is the pending issue although, the country is still experiencing the aftermath of socio-economic transition following the collapse of the Soviet Union, in the 1990s.

To sum up, there are different justifications for studying unemployment among young people. Firstly, youth unemployment is a particular issue, which can have effects on a lack of economic person's future. Young unemployed people feel socially excluded. Secondly,

young unemployment may limit people's social activities. Lastly, unemployed young people are more likely to create consequential problems such as possibilities to start family, affecting poverty, etc., for themselves and for society as a whole; a social behaviour, criminality, drugs, etc. An understanding of how young unemployed cope with these problems is an interesting question.

1.2 Background

In the past few decades global unemployment continues to grow and brings with poverty and inequality. The ILO report (2005) showed that despite 4.3 % global GDP growth in 2005, only 14.5 million of the world's more than 500 million extreme working poor were able to rise above US\$ 1 per day per person poverty line. In addition, in 2005, of the more than 2.8 billion workers in the world, 1.4 billion still did not earn enough to lift themselves and their families above the US\$ 2 a day poverty line as many did 10 years ago (ibid). Job crisis was sharp among young aged between 18-24 years, and that makes up half of the world's unemployment and are three times as likely to be out of work as adults.

OECD report (2006) pointed out that due to adapting to structural changes in the global economy such challenges as raising employment levels, competitiveness, and preventing social exclusion is encountered to all European countries. However, OECD countries have made much progress in reducing unemployment in the past 10 years, but not all countries nor all groups in countries have benefited equally from improved labour markets. Immigrants, youth, women, older and less skilled workers encounter more difficulties in the labour market than prime-age men.

In 2000, total unemployment in Sweden was 7 %, where in other OECD countries were; in Denmark 4.4 %, in France 9.4 %, in Germany 7.5 %, in UK 5.5 % and in U.S 4.0 %. In relation to the age groups, unemployment rate for 15-24 years for women was 10.8 and for men 12.7 % in Sweden, which takes the second place among OECD countries, while France makes the highest 21.8 % for women, 16.2 % for men (OECD: 2002). It is an identified fact that in many European countries youth unemployment rate is higher than adult unemployment.

Traditionally, this has also been the case in Sweden. A number of changes occurred in the Swedish labour market during the 1990s, in particular, with regard to employment as well as youth. At the beginning of the 1990's Sweden experienced an economic crisis 'that had eased in intensity by 1994 but whose after effects on the labor market continued until 2000' (Lane,*et.al.*, 2006:6). Thus, the explosive rise in youth unemployment during the crisis of the 1990s was hardly surprising: from a level of around 3 percent in 1990, youth unemployment rose to above 18 percent in 1993, which is called the peak time and after that the situation has improved, but still remains higher than prior to the crises (Larsson, 2002: 15).

1.3 Problem area

In spite of the growing number of programmes aimed at youth, many young people still face serious problems in integrating successfully into the labour market and youth unemployment remains a major political concern in most OECD countries. Since the 1990s economic crisis, Sweden has experienced continuous growth, but unemployment

remains high by Swedish standards, and unemployment was one of the key issues for debate during the general elections in September 2006 (Lane et.al, 2006:6).

OECD (2006) remarks that all social policies should be employment oriented and to aim to get all those who can work into jobs while providing adequately for those who are unable to work. Therefore, youth and long term unemployment is a theme running through many of the recommendations to Member States of European Commission. The Commission advises Belgium, Denmark, Greece, France, Italy, Spain, Sweden and UK to focus on this issue, looking at areas such as modernizing public employment services, and increasing the efficiency of active labour market policies and tax and benefit systems in order to ensure that there is sufficient incentive to enter and remain in the labour market. The Lisbon Strategy put employment as one of its primary goals.

1.4 Research aims and objectives

The aim of the research is twofold: one, to study the youth unemployment situation in Sweden and the policies initiated to solve the problem and two, to attempt to understand how young unemployed themselves are overcoming the difficulties of being unemployed.

Based on the general aim above, this study has the following objectives:

- To investigate the youth unemployment situation in Sweden
- To review of Swedish labour market policies for youth
- To identify how young unemployed people to find the ways of overcoming the problem

1.4.1 Research questions

The following research questions are the guide to achieve the study objectives:

1. What is the background situation of youth unemployment?
2. What kind of government policies exists to reduce youth unemployment?
3. What is importance of being employed for youth? How do youth experience with unemployment? How do youth cope with unemployment?

1.5 Report Outline

The report is organized in six chapters and appendixes. Chapter one contains the motivation for the study, background and problem area, research aim and objectives and questions. In the second chapter previous studies are presented. The theoretical framework and important concepts are presented in chapter three. In the fourth chapter methodology of the research is described. Chapters five and six present the results and analysis of the research and discussions. The appendixes include the interview guides and informed consent forms.

In relation to previous studies youth unemployment was reviewed from an international perspective and include the European context as well as youth unemployment in general and immigrant youth in Sweden. In addition, a historical background to the development of Swedish youth employment policy and existing types of government programmes

targeted youth are outlined. Attempt is made to review studies and assess the effectiveness of policies.

Relative to the theoretical framework, coping strategies and concepts of social exclusion serves as the basis for the analysis. The term social exclusion has only recently been introduced in European context whereas meaning of concepts social exclusion is still diffuse; however it has been adopted as the baseline for this study. Coping strategies were guided to analyse how youth cope with unemployment. The methodological design, research arrangement, and pursuing research are described. The presentation is concluded with encountered limitations of the study.

The results of the study can be found in chapter five. My intention was to listen to youth and professionals and to present their responses to the questions in their own words. Analysis is done at the same chapter with results. The last chapter (chapter six) presents the conclusions where the most important findings are presented, as well as the possible future lines of the study in relation to the proposed research problem. Finally, the appendixes are attached contain two types of interview guides include at individual and professional levels; informed consent in English and Swedish language.

CHAPTER 2

PREVIOUS STUDIES

There are a great number of studies dealing with unemployment. The focus of this study is paying attention to studies of Swedish labour market policy for specific categories by gender, ethnicity, and age as well as from multitude perspectives. The review of previous studies is limited to studies where youth unemployment is discussed in relation to policy assessment. In addition, has interested in international perspective on youth unemployment issues.

2.1 Youth unemployment in Europe

<i>Table 2.1 Youth Unemployment in EU (2005, 15-24 years)</i>	<i>Percent</i>
Poland	36.9
Slovak Republic	30.1
Greece	26.0
Italy	24.0
Sweden	22.6
France	22.3
Belgium	21.5
Finland	20.1
Spain	19.7
Hungary	19.4
Czech republic	19.2
EU-25	18.5
Malta	16.7
EU-15	16.7
Portugal	16.0
Estonia	15.9
Slovenia	15.9
Lithuania	15.7
Germany	15.0
Luxembourg	13.8
Latvia	13.6
Cyprus	13.2
Great Britain	12.9
Norway	11.6
USA	11.3
Austria	10.5
Japan	8.7
Ireland	8.6
Denmark	8.6
The Netherlands	8.2

Source: Eurostat, 2007.

Note: (by Eurostat) the figure for Sweden's youth unemployment for the full -year 2005 is preliminary, and will most likely be revised subsequently, but such revision usually alters the figures by a few tenths of one percent.

As of 2005, in a comparison with other members of the EU, 20 countries have lower youth unemployment than Sweden. As shown in Table 2.1, in Sweden was 22.6 percent of Swedish young people between 15 and 24 years old were unemployed. The average for all 25 EU member states was 18.5 percent which is about 4 percent below the Swedish level. Ireland has reduced its youth unemployment by almost 11 percentage points over a 10 year period. Rate was 8.6 % in 2005 and has the second lowest youth unemployment level in Europe along with Denmark. The Netherlands are lowest with 8.2%. The new countries in the Union; Poland and Slovakia are the first two countries with the highest unemployment. In third and fourth places are Greece and Italy, while Sweden has the fifth highest figure.

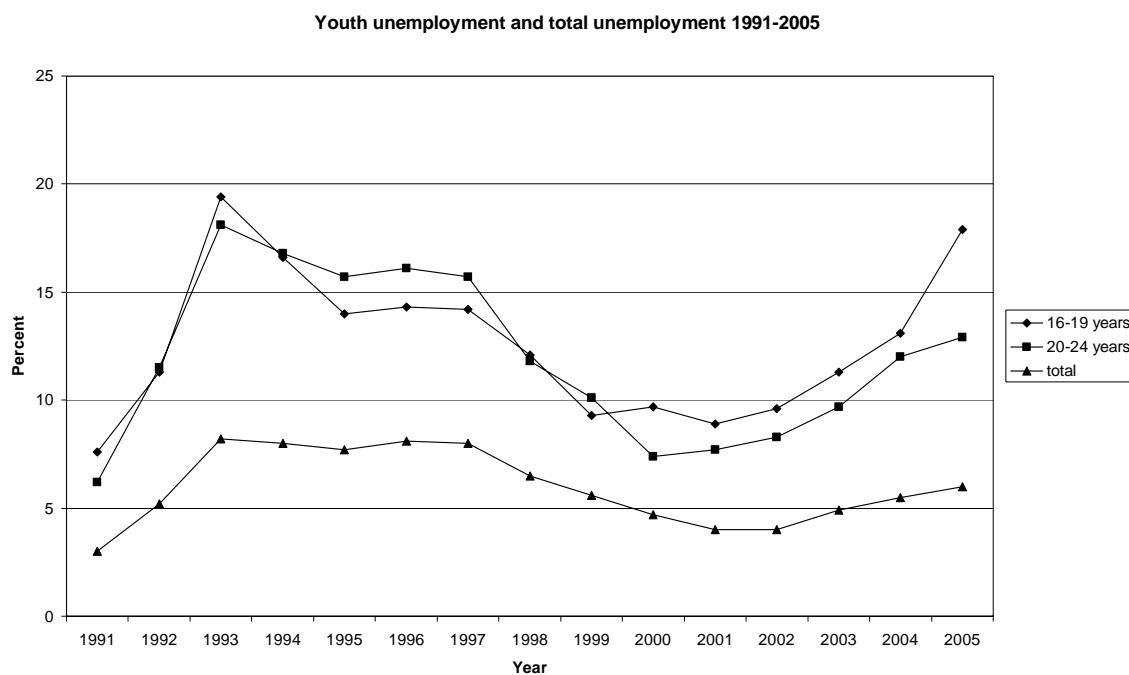
2.2 Youth unemployment in Sweden

The following section presents previous studies and statistics on the youth unemployment situation in Sweden the goal is provide a background to changes in youth unemployment between different groups of youths.

2.2.1 Youth in general

Statistics of Sweden Labour Force Studies (1991-2005) finds that the unemployment rate remained high until the late 1990s when it started to decline. By the year 2002 the unemployment rate had declined to 4.0 percent. The time pattern for youth unemployment showed a similar time pattern to the overall unemployment rate. Diagram 2.1 shows that youth unemployment was quite high in 2004, with a rate for age 16-19 years 13.1 percent and for 20-24 age 12.0 percent compared with 5.5 percent for the whole labour force, not considering the peak time of 1993-1994.

Diagram 2.1



Source: Statistical year book, of Sweden, 2005 (As from 2005 the data are not fully comparable to the data of earlier years).

Older ILO (2001) statistics shows that unemployment rate for young male was higher than young female in Sweden. Both sexes had high unemployment rate in 1995 which young male makes 20.8% while for young female was 18.4%. However, it has declined by 2001 for young male was 12.7% and for female was 10.8%. Unemployment rate for young male for higher than young female in all years (<http://globalis.gvu.unu.edu/indicator>). However, Swedish statistics indicate that by 2006 youth unemployment rate had declined. For age group 16-19 years 16.5 percent and 20-24 years 12.5 percent in total. Unemployment rate for young men 16-19 years was 18.1 percent and for age group 20-24 years was 13.2 percent. Unemployment rate for young female of 16-19 years was 15.1 percent while it makes 11.7% for age group 20-24. As shown in Table 2.2, the unemployment rate for young males was higher than the same female age groups.

Table 2.2 Unemployment 16-24, percent by gender and age in %	
2006	Percent
Men	
16-19 years	18.1
20-24 years	13.2
Women	
16-19 years	15.1
20-24 years	11.7
Total	
16-19 years	16.5
20-24 years	12.5

Source: SCB, 2006

Note: Unemployment by percent of labour force. Labour is composed of employed and unemployed

Hammer in his study of youth unemployment in Europe finds that women generally tend to adjust to unemployment better than men. Furthermore, he argues that young women in general tend to view unemployment is as very negative and they are more work-motivated than young men (Hammer, 2000).

2.2.2 Immigrant youth

Unemployed youth with immigrant backgrounds has been a cause for concern in Sweden is an imperative reason for studying youth unemployment. In a study, Lemaitre (2007) has investigated the integration of immigrants into the labour market among selected OECD countries. He found that unemployment rate of the foreign born was high during the nineties and still remained high in Sweden in 2003. The author shows that Germany and Sweden are the countries with highest unemployment rates among the native born.

Furthermore, Lemaitre identified that in 2003 Sweden ranked high in unemployment of the foreign born relative to the native born, where unemployment rate for native born is 4.8 percent against foreign born is 11.1 percent for both sexes, a pattern shared in this case with Netherlands, for native born is 2.9 percent while foreign born makes 8.9 percent in, a country for which unemployment growth during the nineties was strong. Lemaitre notes that both young Swedish-born persons and immigrants had little to no labour market experience, but the significance difference between two groups were found in Swedish language knowledge where young Swedish born had advantage and it has recognized in the labour market (Lemaitre, 2007).

Although, Sweden ranks high in unemployment of the foreign born relative to the native born there are different underlying reasons. In her study of immigrant youth Österberg finds that immigrant children tend to have lower levels of education than native-Swedes. However, the author argues that differences could be to a larger extent be explained by parental socio-economic background rather than the ethnic groups that youth belonged to (Österberg, 2000).

2.2.3 The importance of education

Hammer remarks that a large proportion of unemployed youth has low education and often lack qualifications demanded in the labour market. Hammer notes that the provision of better qualifications for unemployed youth is an important measure for reducing unemployment. Thus many European countries have increased the number of places in education in order to combat youth unemployment. Furthermore he identifies that in Sweden, upper secondary education is well developed and about 96 percent of school children enter upper secondary school (Hammer, 2000).

In Sweden, nine years of schooling is compulsory for all children domiciled in Sweden. The next step, the upper secondary school is 3 years and prepares the pupil for university, college and vocational school. A number of sources indicate that most students graduated from high school before the age 20. High school students are enrolled in one of several possible programmes which were standardized into three main categories: academic 3 – year, academic 2-year programmes and vocational 2-year programmes. All students from academic programmes, but not those from vocational programmes, were eligible for university admission. All Swedish high school students graduating after 1994 received a 3 year long education that qualifies them for university studies.

The number of people continuing to higher education has increased during the last decade. Between 1993 and 2003 the number of people starting higher education increased by 35 percent. An explanation for the increase was the increasing difficulties for young people to find employment due to the labour market was a rise in the demand for personnel with academic qualifications.

2.3 The development of Swedish youth unemployment policy

In this chapter the historical background to the development of youth unemployment policy and the types of the government programmes for reducing youth unemployment in Sweden are reviewed.

2.3.1 A historical background

The history of Swedish government policy on employment started more than 40 years ago. The Swedish Government Bill of 1966 which forms the basis of labour market guidelines, states that "achieve and maintain full, productive and freely chosen employment" (Ginsburg, 1982:1). Although unemployment averaged about 2 percent in 1970's, the goal of full-employment had not been attained for all young people. During the Sweden's first recession of the 1970's annual unemployment rate up to 2.5 percent and continued to rise for several years. Youth were hard hit and unemployment rates for young people 16-19 reached 9 percent, for age group 20-24 years the rate was 3-5 percent in 1981 (Ginsburg, 1982).

Ginsburg finds a number of factors that affected the rise of youth employment. These include stagnation in manufacturing employment as a result of falling productivity, structural problems etc. Lack of experience became a more important barrier to employment for young workers and employers claimed that wages were too high for youths. These factors were lead to the development of a wide range of policies to increase job prospects and combat youth unemployment. She outlined several types of activities in this regards which as follows:

Role of schools - Schools are involved in number of activities including information about the prospects of work in the future for students, information about special courses in the adult municipal school system, course development in the regular school system, etc.

Planning councils - Since 1977, there have been planning councils for youth in all municipalities headed by local school authorities and include representatives of the Employment Service, labour market partners, and management. Main activities include guidance counselling for youth age 18 about jobs or other educational opportunities.

Occupational stereotyping - Breaking down the stereotyping of jobs by sex is considered very important to combat youth unemployment. Young women encouraged to consider non-traditional jobs.

Monetary support - Unemployment benefits were introduced in the 1970s with the young. Persons who have completed secondary school are eligible for these benefits if they have unsuccessfully searched work 3 months through the Employment Service. Those who have not completed secondary school and who are at least 16 years old must have worked at least 5 months. Slightly more than half of all recipients of cash assistance at the end of the 1970's were under 25 years.

Placement efforts - The Employment Service helps in the job search and often intensified placement efforts are made for youths.

Relief work - Until the 1970's there were few young people in the labour market training or 'relief work'. However, it has increased in 1970's. The biggest expansion was in relief jobs at regular wages for the young. Popular jobs were care of children and elderly, maintenance and repair work in the public sector. Private sector employees who hired young people referred to them by the Employment Service were able to provide relief work, and received a 75 percent subsidy if these jobs were in addition to their regular recruitment and included some useful training.

The hope that employers would offer regular jobs after the 6 months maximum for relief work often did not materialize. The relief work paid SEK 3,000-4,000 a month which was quit high and was thought to lead students away from school into temporary jobs. In accordance, policy has revised the situation and training were major policy changes targeting youth 16-17 years approved by parliament in 1980. Both relief work and labour market training were considered inappropriate for youths under 18 years. However, the Social Democrats opposed ending relief work, contending that to do so would retreat from the Parliament's goal of a 'youth guarantee' to insure either training or employment or employment for all-out of school youth (Ginsburg, 1982).

Thus, there were no direct programmes in Sweden for the youth until the early 1980s until then young people could participate in the same programmes as adults such as training programmes and temporary public sector jobs. Youth was targeted once youth schemes were introduced for labour market programmes in 1984. In 1987 and 1989, a programme called 'schooling –in slots' was introduced (Forslund and Skans, 2006).

2.3.2 Types of government programmes

In this section studies on various types of active labour market programmes targeted at youth are described.

a) Municipal Youth Programme (age under 20 *Kommunala Ungdomsprogrammet*)

Since 1990s, Swedish municipalities are responsible for offering secondary education to youth below age 20 and have an obligation to be informed about the employment status of all youth between 16-20 years. In this regard, municipality provided programme municipality youth programme (MYP) gives the municipalities integrated responsibility for young persons, they are charged to create wider opportunities for designing, together with the young persons themselves, measures which can lead to employment in the regular labour market. Legal basis for this programme this programme is the labour market policy programmes act (2000:625) and labour market policy programmes ordinance (2000:634). The act entered into force on 1 October 1995.

Each municipality has the option of signing an agreement with the Public Employment Service (PES) but retain follow up responsibility. The activities of the programme are to prepare young persons for entrance into the labour market or into regular education. The municipalities must adapt the activities to local conditions, in consultation with local enterprise. The municipalities are unrestricted to compensation from the state, subject to the existence of the agreement. The participants are entitled to payment and the rate of the payment is decided upon by the municipalities, however it must be sufficient to be an intensive for training or work (Ministry of Industry, Employment and Communication, 2002).

b) Youth guarantee-age 20-24 (*Ungdomsgaranti*)

Youth Guarantee aims to improve the individual youngster's possibilities of commencing employment or education, to help her or him to become self-supporting either immediately or in the long term, and to make young persons less independent on social allowance. The legal basis for this programme is the same as for Municipal Youth Programme. The Act entered into force 1 January 1998. The Act enable municipalities to offer unemployed young people aged 20-24, with the full time activity during 12 months. Contract is the condition same required for the teenagers (under 20).

To be eligible to participate in the programme, the applicant should register with PES. The situation of applicant is reviewed by PES during the first 90 days of unemployment, while providing regular service such as job seeker activities and vocational guidance. If there is no suitable employment, education or labour market policy programme have been offered within 90 days, the responsibility for the young person passes on the municipality. The youth guarantee is to be offered within 10 days of unemployment and could last for 12 months. The youth guarantee is based on an individual action plan and involves different types of skills enrichment like increase of the basic knowledge within assured topics or education covered with job experience.

The State pays compensation to the municipality at a rate of SEK 150 per day and youngster to cover the cost of the programme. The municipality can put up funding for activation when it finds this appropriate as a means of guaranteeing quality. Young people participating in the programme receive a training allowance corresponding to unemployment benefit, a so-called development allowance of SEK 1, 967 monthly or alternatively social allowances. Thus, there are two major programmes which youth practice programmes and labour market training are under this category (Ministry of Industry, Employment and Communication, 2002). Unfortunately both MYP and Youth Guarantee have been discontinued by the new government. As yet it is unclear what if any programmes will replace them.

c) Youth practice programme

In July 1992 youth practice programme was launched which targeted at youth below the age of 25. Youth practice consisted of a subsidized work programme aimed at providing working experience for the young unemployed with a high school diploma. Within this programme participants are placed in both the private and the public sector, and the programme period is generally six months. For individuals aged 20-24, the allowance for participation was SEK 338 per day as of 2002, of which the employers paid only a very small portion. In the relatively rare cases where the participant was entitled to unemployment benefits, (s)he received an allowance equal to the benefit (Larsson, 2002:23). According to the programme regulations, young unemployed people should engage in at least four months' active job search as openly unemployed and should allocate at least 4-8 hours a week to job seeking activities at the local employment office.

d) Labour market training

Labour market training, which has existed in various forms for decades and is still in effect, is aimed at improving the skills of the unemployed job seeker in order to match her or him to labour demand. It has been targeted at individuals with low education and skills. The programme consists of courses of various length and content, both vocational and non vocational.

2.4 Policy effectiveness

Labour market policy is a significant and integral part of Sweden's economic policy with a long-term goal to achieve full employment. A well-functioning labour market and efficient labour market policy are important basics for both growth and welfare. In order to achieve this, it is important to make it easier for potential employees and employers to find one another in an efficient manner. Thus, the Government is taking measures to provide people seeking work to meet the needs of the labour market and to facilitate labour force mobility in order to avoid shortages of labour occurring, either locally or regionally (Ministry of Employment, 2007).

The labour market policy of Swedish Government is run with the view of three principle tasks: (1) to channel work to the unemployed and labour to employers; (2) take measures against shortage of occupations and bottlenecks; and (3) to take initiatives to help those who have difficulty obtaining work. Moreover, it aims to help break down gender divisions in the labour market (ibid). Swedish labour market policy has been characterized by the activation principle. This means that the unemployed should principally be offered active market policy programmes on the basis of their individual capabilities and needs, instead of cash labour market assistance. The programmes include employment training

and state –subsidized jobs. All job seekers are acceptable to these services on equal terms, regardless of citizenship, age, sex, education, previous work experience, etc. Labour market policy has of Sweden has two components: 1) a benefit system that supports individuals while unemployed and 2) various active labour market programmes offered in order to improve the opportunities of unemployed people (ibid).

In the report ‘Youth and work’ Berg (2007), notes that the Swedish labour market policy is to promote a well functioning labour market as stated by the Social Democrat Government in Sweden. The author identifies that the most important measures for the labour market is to create new jobs to keep a pace the demand for work. The Government takes special measures for young unemployed, in particular for young people aged 18-24 years.

Berg begins by describing how specifically directed labour market measures to facilitate young workers have to enter into the labour market have been in place since the early 1990s. He states that all the municipalities have taken measures and started programmes since 1995. The only condition is that the State through the employment office and the must to conclude an agreement with the concerned municipality. In general, Berg finds that although it seems as if the Swedish Government and its labour market policies are sometimes being accused of being rather ineffective, at least they show a willingness to make efforts on a broader basis to improve the situation for the young unemployed workers (Berg 2007).

In a study to evaluate and compares the direct effect of the Swedish two active labour market programmes for youth: youth practice and labour market training. Larsson’s findings showed either zero or negative effect of both program in short run, whereas the long run effects are mainly zero or slightly positive. However, the results of the study, suggest that youth practice has been better than labour training at alleviating youth unemployment (Larsson 2002).

A study entitled “Scarring effects of the first labour market experience: A sibling based analysis” carried out in 2004, by Skans regards the first labour market experience and its effect for further employment for youth. The author shows that young people may usually be unemployed for shorter period, but the unemployment experience has in itself significant and long lasting effects. Furthermore, the author argues the extent of unemployment itself generates future unemployment and refers it a phenomenon ‘scarring’ (Skans, 2004). Early labour market failure is costly, in terms of both consequent unemployment probabilities and later annual earnings. The increase in unemployment probability after five years was 3 percentage points for those who were unemployed directly upon leaving education. The probability of being unemployed five years after leaving education was as high as 16 percent. The reduction in annual earnings after five years averaged 17 percent. Therefore, he concludes that policy makers must pay particular attention to youth unemployment issue (Skans, 2004:32).

When discussing the efficiency of Swedish youth labour market policies the author shows that the policy regimes for the youth age group of 20-24 years old is effective in shortening the unemployment spell, although the effects are short-term. Moreover, they argue that municipality provided youth programmes are outperformed by labour market programmes provided by the Public employment service. Also, the authors find that

programmes providing practice seem to better training programmes for young people for some outcomes but not for others (Forslund and Skans 2006).

The tentative conclusion is that the positive effects of youth policies are driven by higher quality search-assistance or pre-programme prevention effects. Consequently, this findings supports by the fact that the youth programmes are outperformed by the programmes available for older unemployed when studying the effects on participants. In addition, the authors point out that the results for vocational training programmes are mixed, whereas job search assistance programmes generally produced positive results (Ibid.).

In this respect the findings of Forslund and Skans are in line with previous study of Larsson. Training programmes have worse short run performance than the youth practice programme. Although the authors argue there is general notion that training programmes are less effective than practice programmes in Sweden, they find that the results are reliable with training programmes providing higher productivity and therefore the possibility of obtaining higher wages once the youth finds employment.

CHAPTER 3

THEORETICAL FRAMEWORK AND CONCEPTS

3.1 Theoretical framework

Facts do not speak for themselves, thus in social research we need to understand or explain the social world, we need theory and theory needs research (May Tim, 2001:31). Similarly, Gilbert (2001:17) states one characteristic of a theory is that it can be use for explanation. Accordingly, from this perspective, the use of theories convinced the researcher to apply some theoretical framework and concepts, which may serve as a guide and as a structure for the analysis of this study.

There are a number of different theories of unemployment which include from perspectives of economy and sociology and as well as social psychology that contributes to our understanding of the attitude and behaviour of unemployed individuals. In this study theories and concepts of social psychology were chosen and it studies how people think about, influence, and relate to others as well as often emphasize factors in the immediate social situation that affect behaviour (Taylor et al, 2003:30). The concepts of social exclusion can help to understand young people experiences of unemployment in general term. For that reason, the following concepts and theories were selected in order understand and analyze the impacts on youth unemployment on the individual level, as well as to understand how young people cope with the problem of being unemployed.

3.2 The concept of social exclusion

Alcock (1997) explain that deprivation is a general form of exclusion. He noted that social exclusion discussed as a specific form of deprivation was addressed as an issue in the second EU antipoverty programme in 1988. Alcock argues that social exclusion is a deprivation that concerns what we can do for others, society is based on reciprocity it is a general understanding of modern society that –in order to take, we must able be also to give.

Although the term social exclusion has been growing in importance as a way to understand modern society, it is still relatively new and in the European context meaning of concepts social exclusion is still diffuse However, it has been adopted as the baseline for this study. According to Kieselbach, social exclusion refers to the current employment crises which in particular, affect low qualified workers; the increasing rates of unemployment are becoming more a social reality with the consequence that more and more people cannot meet social standards for material and social well being. Social exclusion is understood as a dynamic, multidimensional process which include social and economic aspects of living, subjective experiences and objective situations, and which depends upon available personal and social resources (Kieselbach 2000).

Kieselbach describes six dimensions of social exclusion as it pertains to unemployment. 1). Exclusion from the labour market explains the situation of facing external barriers to enter or re-enter into labour market. 2) Economic exclusion refers to as poverty and includes the financial dependency upon the welfare state or a socially unacceptable income, and the loss of ability of individuals to financially support themselves or their families. 3). Institutional exclusion can align with the side of educational system, institutions dealing with unemployment and poverty, and public and private service

institutions. 4) Exclusion through social isolation describes either a withdraw of the social network or one's own withdraw which can lead to a reduction of contacts to only the specific group of people or even a general isolation of the affected person. 5) Cultural exclusion regards to the inability to live according to the socially accepted norms and values with the possible consequence of identification with non-standard norms and behaviours. 6) Spatial exclusion describes the spatial concentration of persons with limited financial possibilities coming from similar social and cultural background and in feelings of isolation due to a missing infrastructure within own residential area. (Kieselbach, 2000:5).

3.3 Coping strategies

In this study, I use coping strategies to analyze how young people cope with unemployment. Once people experience an event as stressful, usually begin to make efforts to cope with that event. The discourse of coping has been most recognized within the discipline of psychology, later being included into sociological and social policy studies. Generally, psychological studies focus on individual behaviour, whereas sociological studies pay greater attention to the social context of people's lives. Thus, there are number of definitions on coping.

Following Lazarus and Folkman, Taylor presents argument for coping as follows 'coping is the process of attempting to manage demands that are viewed as demanding or exceeding our resources' (Taylor et, al, 2003:448). In general, there are two types of coping: problem solving efforts and efforts at emotional regulation - problem-solving efforts are attempts to do something constructive to change the stressful circumstances. Emotion focused coping involves effort to regulate emotional reactions to the stressful event. According to Taylor coping with a stressful event is a dynamic process, which begins with the consideration people make of the situations that they must cope with (Taylor et al, 2003:448). Coping mechanisms create more of a social transaction between the person and the environment (Payne, 2000: 87) while Taylor et al identifies specific coping strategies: active coping methods, such as seeking information, planning, or attempting to get help from others, and emotion -focused coping methods, include positive reinterpretation, acceptance, or turning to religion. Taylor argues that active coping is used more often and more adaptive in situations that are changeable, whereas emotion focused coping may be more appropriate in situations that cannot be changed (Taylor et al, 2003). Furthermore, Taylor et al argues that definitions of coping must include various efforts to manage stressful events regardless of outcome. This means that no strategy is considered inherently better than any other. The efficacy of a strategy is determined only by its effects in a given encounter and its effects in the long run.

Successful coping judges how quickly people can return to their previous life activities and depends on a variety of coping resources. Two types of coping resources: internal and external. Internal resources consist of coping styles and personality attributes. External resources include money, time, social support, and other life events that may be occurring at the same time. All these factors interact with each other to determine coping processes (Taylor, 2003).

Furthermore, he identifies that coping style is one of the internal coping resources and consists of several ways such as avoidance versus confrontation, dispositional optimism and hardiness. Some people meet stressful events head on and tackle problems directly, to

avoid stressful events by minimizing their significance or withdrawing from them through alcohol, drugs, or television. This way is classified under avoidance versus confrontation.

Social support as one of the external coping resources involves several ways of coping. The first way regards emotional concern expressed through liking, love, or empathy can be supportive. Second, instrumental aid, such as the provision of goods or services during stressful times, can be an act of social support. Third, providing information about a stressful situation can be helpful. Finally, information may be supportive when it is relevant to self-appraisal, that is self –evaluation. In addition, he articulates a big portion of social support come from a spouse or partner, family members, friends, social and community contacts, and close people to people. Lastly, as he identified that social support effectively reduces psychological distress during stressful time and problem solving process (Taylor et al, 2003:454).

3.3.1 Coping with unemployment

People cope with unemployment in many different ways. Julkunen, argues that ‘coping has a large scope, related to gender, age, qualifications, one’s financial situation, level of activity and social network (Julkunen, 2001). Unemployment seems to be a dynamic situation, which is coped with in different ways, depending on the resources, social capital, and orientation of the individual. In terms of unemployment coping is more or less a problem solving strategy.

In her study Julkunen found that the psychological impact of unemployment relates to how unemployed people use their time; those who cope best are engaged in purposeful activity and maintain regular contact with people outside the nuclear family. Sports associations may well reduce the chance of having poorer mental health during unemployment. Further, adopting an alternative role may also serve as a defence against negative experience. Women generally tend to adjust better than men to the effects of unemployment. Women tend to have more extensive social networks offering support and they maintain their level of social activity better when unemployed.

Unfortunately, many unemployed people tended to have friends who were also unemployed, and they had weaker social support systems to help with the psychological and material problems. In these cases social welfare systems may provide assistance in various ways. Replacing activities such as child care and voluntary work can be play as alternative strategies. Lastly Julkunen identifies some tools and resources for successful coping such as educational attainment, household composition, unemployment’s duration and economic conditions. In general participating in social activities reduces mental health problems among unemployed youth. Coping for young people is centred on problem solving activities and thus self-help and job seeking are associated with a higher probability for mental well-being (Julkunen, 2001).

3.3.2 Self-esteem

Self –esteem is the evaluation of ourselves and value personal qualities (Taylor et al 2003:99). According to Deaux et al, there are several measures are available to assess self-esteem; they generally involve respond to statements of how satisfied people are with themselves (Deaux, et al 1993:64). People with high self-esteem have an obvious intelligence of what their personal qualities are, think well of themselves, set suitable goals, and cope successfully with difficult situations. People with low self-esteem have

less clear self conceptions, tend to be pessimistic about the future, and are more vulnerable to depression when they meet problems or stress (Taylor, et al 2003:99). The longer an individual is out of employment the more likely they will suffer from psychological problems combined with loss of self-confidence. Ritchie found that people unemployed more than three months start to experience some of these problems (Ritchie & Bourne, 2005).

3.4 Definitions and important concepts

Presented below are a number of definitions of important concepts that are important for understanding the material presented in this paper.

Employed – according to Labour Force Survey (AKU-Arbetskraftsundersökningar) the concepts and definitions are in conformance with the guidelines of the International Labour Organization (ILO), persons aged 16-64 who performed at least one hour of paid work in the reference week, whether as an employee or self employed; persons who were temporarily absent from (e.g. on holiday, sick leave, parental leave, etc.); persons on a labour market programme; and persons performing unpaid work in a family business enterprise.

Employment rate – number of people in employment expressed as a percentage of the population aged 16-64.

Unemployed – according to AKU, people without a job who during the reference week both wanted to and were available to start work, and who had either looked for work in the four weeks prior to the interview or were waiting to start job they had already obtained within four weeks after the interview. Full-time students seeking work are excluded.

Unemployment rate - the number of unemployed people expressed as a percentage of the economically active population.

Unemployment benefits - apply to both employees and the self –employed. Unemployment insurance consists of two parts: basic insurance and income –related insurance; i.e. compensation for income a person loses on becoming unemployed. Basic insurance covers all those who work for Swedish employers in Sweden, as well as self –employed people who pay taxes and social insurance. Unemployment benefits provides a fixed daily allowance for anyone who worked full time (usually 40 hours per week) before becoming unemployed, or at a reduced rate (corresponding to the proportion of full-time working hours worked) for a former part-time employee. To qualify for the daily allowance from basic insurance, a person must have worked during the last 12 months prior to becoming unemployed, either for at least six months and not less than 70 hours per month, or for at least six months consecutively and at least 450 hours totally or at least 45 hours of work monthly. To qualify for income –related insurance, a person must have belonged to an unemployment insurance fund for a minimum of 12 consecutive months prior to unemployment.

KAS – (Kontant arbetsmarknadsstöd)–Cash labour market assistance provides cash benefits under various labour market programmes. It applies to anyone who participates in

a labour market programme and is qualified for basic unemployment insurance only.¹ Unemployed persons who are not eligible to receive basic unemployment insurance (mostly youths or new arrivals to Sweden) are usually granted a social allowance.

Unemployment fund - (arbetslöshetskassa): In Sweden an unemployment fund is an economic association tied to a trade union (except the Unemployment fund Alfa). Since July 1, 2002, an unemployment fund is to some extent equal to a government agency, and is as thus comprised by the Freedom of the Press Act of the Swedish constitution. The primary function of the unemployment funds is to administrate and pay unemployment benefits, according to law (Lag om arbetslöshetsförsäkring (1997:238) and Lag om arbetslöshetskassor (1997:239).

Labour force (economically active population) – people aged 16-64 who are either in employment or are unemployed. Not in the labour force (economically in active population) – people who are neither in employment nor unemployed. This group includes, e.g., housekeepers, military service draftees, long-term sickness and disability pensioners and students. Also included are persons who want to work but are not actively looking for work or that are participating in a selected labour market programme.

UN definition on youth - according to the standard UN definition, youth comprises the age –group between fifteen and twenty four inclusive. In practice, the operational definition of youth varies widely from country to country depending on cultural, institutional and political factors. In industrialized countries, the lower age limit usually corresponds to the statutory minimum school-leaving age. In Britain, for example, youth employment policy, generally refers to policies targeted at the 16-18 year old age group whilst in Italy the term is used to describe policies for people aged between 14-29 in Northern Italy and 14-32 in the South.

Active labour market policies - cover a vast array of programs, including job search assistance and counselling, training for the unemployed and youth, employment subsidies, direct job creation, and special measures for disadvantaged groups.

Passive labour market policies - may create incentives to remain unemployed for a longer period of time. The generosity (or lack thereof) of a particular unemployment insurance system depends on the quantity and duration of the benefits, and the system's eligibility rules.

¹ The rules for eligibility for unemployment insurance and KAS have been force since 1998. Different particulars of the legislation had been changed during 1990-1998, but the main features have remained more or less same.

CHAPTER 4

METHODOLOGY

4.1 Choice of methods

Youth unemployment is a multifaceted issue and as well as reviewing the situation and policy intended for it, needs to explore comprehensive study as ‘any policy research requires a complex exercise’ (Brannen 1992:96). This view is guided me to choose to use multiple approaches of research where different methods were mixed. Therefore, I attempted to employ this mixing methods while quantitative approaches have been dominant, in particular in policy- making circles, the use of qualitative approaches has been increasing (Kanbur 2001:3). There have also been increasing attempts at integrating the different approaches.

Quantitative method gives numerical information which can be more easily aggregated, but it can miss out on nuance and the consistency (ibid). Although information on youth unemployment filed such as time serous comparisons, estimation of prevalence and distributions within populations; number and ratio on young unemployed within adults, age, education, location, etc, were available from statistical surveys, secondary data, however, real meaning of the phenomena was lacking at some extent.

Subsequently, qualitative approaches lead to much better understanding of the meaning and contexts of behaviours and the processes of observed patterns of interrelated factors and it may helped to explain more reasons of increasing youth unemployment, nature of government polices respond and how young people cope the unemployment problem, so on (Brannen 1992:86). In this view, in this study qualitative method was employed to understand the youth unemployment situation in Sweden as well as how employment is important for youth, reasons of being unemployed and how do youth experience with unemployment and cope with it.

4.2 Data collection

Different types of sources have been used for data collection such as relevant books, texts, journals, articles, reports, articles from public debate, etc. The study is based on secondary analysis of survey data and literature review, where theoretical and statistical information have been used. The advantage of using secondary sources is that the data are available often at no cost and online available as well as for studying sub-groups of the population (Gilbert, 2001:278).

In addition, most developed countries have centrally funded online data archives and Sweden has big possibilities obtaining data not considering some detailed data were available only in Swedish. Therefore, for the some data of the study were obtained from Statistical Year Book in Sweden, (Statistiska centralbyrån), Labour force statistics, AMS, UN Common database, Eurostat, and OECD.

Two separate interview guides were prepared for semi-structured interviews and used to collect data, one for young unemployed people and one for professionals and staff. The questions in the two interview guides were very similar. The subjects included were importance of employment, employment status, reasons for being unemployment, how

young for getting job, coping with unemployment, effects of government programmes for reducing youth unemployment and future.

Semi-structured interviews were conducted during my fieldwork placement from 26 February to 30 March at the Social Assistance Office of Mölndal Stad as refers Tim May (2001:123) that the semi-structured interview is a potential source for collection and empirical data for qualitative study and will help in depth understands the results and findings. In total, nine people were interviewed and four of them were social workers, professionals and the remaining five respondents were young unemployed people including two immigrants.

Also, the meetings attended at different levels including organization and clients during the five weeks of field study and observation has contributed to the data collection. As Gilbert (2001:33) argues ‘the qualitative researcher uses methods such as participant and non-participant observation and non standardized interviews as a way of getting close to the data and studying social interaction in its natural surroundings.’

4.3 The analysis

Since the study has employed mixed secondary data analyzing and qualitative methods each one has required its own technique for analyzing. In terms of quantitative data analyzing the data were obtained from secondary survey data from the Internet. For secondary survey analysis process, support from Gilbert (2001:284) was found where he says that online data analysis systems allow the user to generate frequencies and to perform exploratory analyses directly through the internet. In this view, I obtained the relevant data from statistical online database of Sweden and other sources which contained data/tables that can be presented on the screen and transmitted to my PC for further processing.

However, large statistical files (PC-Axis) in the statistical database of Sweden with multiple variables were available only in the Swedish version. PC-Axis produces cross tables that can be easily edited and subsequently downloaded to the client’s own software. However, due to PC-Axis programme and Swedish language shortages, there were some limitations to achieve a deeper analysis.

In terms of qualitative data analysis, all semi- interviews were tape recorded and transcribed into text and organized data. Transcribing produced a set of a raw data, and text was aggregated by individual and institutional levels, after words and themes, the researcher followed steps suggested by Kvale (1996:192); reading the transcribed texts and identifying meaning (meaning condensation) by marking and underlining the important statement, paragraphs and relevant aspects and concepts were found. Next step was re-organizing data to structure a new text by coding. The following step was to form or cluster the text into categories with labels (names), and classifying the categories into different sub-categories and mini themes were identified. At the final step themes were analyzed in details and presented to the findings of my study.

In addition the researcher has attempted to listen to the interviewee’s own voices in order to describe and present their situation as clear as possible.

4.4 Validity, reliability and generalizability

Meaning of generalizability, reliability, and validity in social science refers to the status of a scientific holy trinity (Kvale 1996:229). Kvale argues that reliability pertains to the consistency of the research findings and replication is the common technique for establishing reliability. Replication may refer to when the same experimental design leads to the same results on subsequent occasions and using different samples then the experimental is said to be reliable (Kvale 1996).

In my study, nine persons were interviewed separately and at different times, and locations. Two separate interview guides were used as the instrument of measurement for young people and professionals separately. Results obtained were more or less similar for each other within the groups as well as across the two groups. That is both groups understood the questions that were asked and the answers they gave were logical given the questions and therefore verified consistency and stability of the instrument.

Validity is related to the measurement of right concepts. Validity wants to know if a researcher actually measured the right thing that she/he actually wanted to measure. According to Gilbert (2001:115) "...validity is about whether the right concept is measured". I have chosen mixed approaches (Kvale, 1989:119) and hence, in this study findings from a qualitative investigation were checked against findings of secondary survey data or in a vice versa through cross-examination and cross checking answers and data, etc. As a result it is claimed that validity is insured in the study.

Through generalization a researcher can take decisions about the whole population on the basis of the findings of his/her study, which is conducted on a representative sample of that population (Kvale, 1996: 232). That means, on the basis of the findings of sample study, the researcher can predict something about the whole population. In this study, I had obtained data at national level official statistics (SCB) and statistical generalization which is formal and explicit was ensured that is one of the forms of generalizability. However, since the sample size was limited for semi-structured interview; the study lacks generalizability but may make a small contribute to our knowledge of young people and professional's views of unemployment and how one may cope with it.

4.5 Limitations

The first limitation comes from the downloading data from statistical database including some database for primary data was required login password or some compared data and variables were available in Swedish. Another limitation refers to the consequences from being a foreigner, as the language barrier can not be fully overcome and I have no insight into the wealth of information, research and data that is only available in Swedish. Further limitation is time. The study is concerned with a big framework employing mixed-methods, both of which has required more time than was allotted in the curriculum.

4.6 Ethical questions

In general ethics is a matter of principled sensitivity to the rights of others Gilbert suggests that ethical principles such as informed consent, respect for privacy, safeguarding the confidentiality of data, harm to subjects and researchers, deceit and lying in the course of research have negative consequences for research publication (Gilbert 2001: 45). Furthermore Gilbert says that 'informed consent is generally taken to mean that those who are researched should have the right to know that they are being researched,

and that in some sense they should have actively given their consent. In this view, informed consent was prepared in English and Swedish and introduced each time to the interviewees to explain the research topic, aim and all related information.

Data storage was taken into consideration. Tapes with information obtained during the interviewing were kept in safe place. The study was presented in such a manner that individuals cannot be identified.

CHAPTER 5

RESULTS

5.1 Presentation of results

In this section the findings of the study whose goal was to explore the youth unemployment situation, impacts of government programmes as well as the ways of youth cope with unemployment are presented. In the second section of the chapter I attempt to analysis the findings.

5.1.1 Social backgrounds of interviewees

The ages of interviewed young people ranged from 22-24 years old and two of them have immigrant backgrounds. One of them has completed gymnasium and two have completed college and another two have graduated university both of these had immigrant backgrounds. Their education was varied but mostly in the social sciences such as human resource management, law and theology. They had completed their education within the last three years. All except one of the young people lived with their parents. The remaining lived with a partner.

The interviewed professionals were age 27-41 and they had an average of 7.5 years work experience with the longest have 16 years work experience. Three of the professionals were social workers and one an employment officer.

5.1.2 'In their own words'- Listening to young people and professionals

The expressions on importance of employment did not differ very much between young people and professionals. Both expressed that employment is very important for youth. They saw employment as their way to independence; family life, planning their own life; having money to exist, income and to feel to be a part of society; to contribute to community. If you have a job or if you can study:

"You have a place for society. It is very important for youth. If young people do not have a job, then they can not integrate to society, they feel themselves not a real part of society. You must rely on your parents" (Professional #2)

Another type of expressions was concerned with how employment is directly attached to image and of your status to the society:

"Work is very important in Sweden. It is typical in Sweden to ask that 'what do you work' as the first question when people meet. That is a typical middle-class way of asking. If you come from the working-class then question can be 'do you work'. Getting a job is related to which class you come from. It is difficult to find a job if you come from a lower class. In Sweden we do not exactly classify the society by lower or upper-class and so on but people from working-class backgrounds find it difficult to find job." (Youth #4)

Another interviewee pointed out that your possibility of getting job is influenced by where your parents come from and the work they do:

"My parents work for the municipality. If they worked in the commercial sector, then the situation would be different." (Youth #1)

Feelings about being unemployed

The emotional experiences during periods of unemployment is described by the interviewees as one with many negative feelings such as a bad emotions, depressions, stress, feelings of uselessness, hopelessness, and financial shortages:

"Just sitting at home and depressed, it is horrible. I start to feel bad after being unemployed about 3 months and then I lost all hope" (Youth #1)

Depression, uselessness, and the negative feelings among young unemployed could lead to decreased self-esteem; lose of self-confidence and happiness with their own life:

"It is harder to get a job if the young person has been jobless for a longer period than 3 months. It is worse the longer the period. They lose all hope. They loose self-confidence and self-esteem and feel socially excluded. In general, young people go down very quick. Drug problem becomes a problem that can lead to bad consequences. They steal money in order to buy drugs, do crimes and so on" (Professional #1)

All of the interviewed people had mentioned that experimenting with drug use and high alcohol consumption is connected with long-term unemployment:

"I know some young people who use drugs and alcohol after being without job for long time. They know that if you have drug problems it is hard to find job but they can not stop it." (Youth #5)

Depression and stress are reduced when young people have something to do as an interviewee expressed that:

"Nowadays, I don't feel so bad, because I have gotten involved in a job practice programme and now I am busy". (Youth #5)

Reasons for being unemployed

A number of reasons were identified for why the person was unemployed. The interviewed people's answers referred to unemployment as a multi issue; there are many factors that influence unemployment such as lack of job experience, poor education, job competition, motivation for finding job, commitment, interest, age, immigrant background, and poor language skills for them, etc.

Young people thought that job experience was the main factor for getting a job:

"It is very hard to find a job if you have no experience or education. Experience is more important than and education. Lacking experience is the main problem" (Youth #2)

Unemployed young people have low education and they often lack qualifications in the labour market. Education is a big factor for getting job as expressed the interviewed staff:

"If young people do not have an education it is hard to get a job. Some of them did not graduate from high school. That causes big trouble for them. Most companies want to have people at least completed gymnasium." (Professional #3)

"Some young people have no commitment to job searching. While another young person has the will, the goals inside of them, they want to do something. It is issue of honesty. It depends also on the activities of unemployment office and support from the social worker. It is issue of how much support government can give to young people, but also how much young people are committed themselves." (Professional #2)

Age can play a role for entering the labour market, however, no age discrimination at the labour market appears from the answers at all, but all spoke of age as being an issue that contributes to getting work:

"Most companies want people around 30 years, who has some years of working experience. They don't want too young people or too old people." (Youth #3)

Psychiatric problems affect possibilities for integration into the labour market. However, young people with these problems can get help if their social workers know of the problem they can suggest a range of psychological services which are very important. *"A number of people have been diagnosed, those who can not concentrate on something. This is called ADHD. It is common in Sweden. We collaborate with doctors and hospitals to treat these people."* (Professional #3)

As job availability at the labour market as one the potential reasons of being unemployed and most of the interviewed staff said that:

"Today many jobs are available. There are just vacancies, but there is no one to fill them. The jobs require professionals. Unemployment rate in Sweden is quiet high now, but to get a job you is need lots of experience, to be well-educated, and even some essential requirements such as to have drivers' license is needed." (Professionals #3 & #4)

Immigrant background

The issue of unemployment for young people with immigrant background was discussed during the interview and the answers given show that there are big disparities between immigrants and Swedish citizens on labour market:

"Sweden has received lots of immigrants, but there are no appropriate policies on immigrant issues. There is a law against discrimination at the political level but, implementation is very weak. If your name is Mohamed, then it is difficult to find a job. So many immigrants change their names into Swedish names. However, some new thinking companies are dealing with it well. They do not consider immigrant background as an issue." (Professional #3)

The young people with an immigrant background expressed that discrimination in employment for immigrants still exists:

"if you have a foreign name, if you don't speak fluent Swedish, it is difficult to get job. In Sweden most employers are male and white. Male and white employers seem to have male and white employees. That is the way it looks to me." (Youth #2)

Attempts to get job

The interviewed youth had been unemployed from four months up to 2 years. They had searched for job many times but did not get them. The reasons was many, including the fact that the job was unsuitable, or the person did not have the right qualifications. Many applied for jobs because it was a requirement to qualify for social benefits.

The frequency in applying for jobs varies between the youth:

"I have applied for jobs at least 15-16 times during the last year." (Youth #3)

"I would like to work in an office. I have applied 17 times for a job in this area, up today I did not succeed." (Youth #4)

None of the youth got a job through applying over the Internet from the computer centre run by the employment office. If they managed to get a practice place they could rest from seeking jobs:

"I had to apply for at least for 10 jobs every month. Now, there is no need to apply for a job because I have managed to get a practice job." (Youth #5)

All of the interviewed youth except one had worked in different types of part-time jobs (all of them had been involved in job practice programme at the municipality for 6 months) they had been employed in jobs such as cleaning, personal assistant, in service sector. One of the youth was currently in a job practice programme on a full time basis. The youth expressed that having jobs in their interested area or according their educational background was very important; however none of them were engaged in job activities in the professions they had obtained from the university and college. The main reason was that it is difficult to get job in your area if you have no experience or less.

Two of the interviewed youth were experienced as volunteers; one of had served as a volunteer at abroad in a developing country:

"I did voluntary job for more than one year and I am now looking for a real job, which I can enjoy." (Youth #1)

Managing daily cost

All interviewed youth managed their daily cost differently; in general a social allowance or unemployment benefits covers all basic necessities:

"I get unemployment benefits A-kassa. I worked 6 months and paid insurance. Then I became eligible for A-kassa. Now I am living on A- kassa and the money I get from working part time as a cleaner." (Youth #5)

Another youth said:

"I borrowed some money from my boyfriend and parents. The salary can cover daily cost for basic necessities, however 85% goes to apartment rent." (Youth #2)

Government response: Youth practice programme

The majority of respondents during the interviews mentioned youth practice programme which consisted of a subsidized work programme aimed at providing working experience for the young unemployed is very useful. An individual interested in youth practice was usually encouraged by the placement officer to find an employer willing to offer a placement.

These interviewed young people believed that participation in a programme would improve their chances of finding a job, and many regarded youth practice as a 'real' job. They feel like a have a job and have something to do. In order to qualify for a practice place the participants must have spent at least four months in active job search as openly unemployed and they should allocate 4-8 hours a week to job seeking activities at the local employment office.

The interviewed young people were informed that the youth practice programme was cut down by new Government at the first quarter 2007 (now is getting back) as an interviewee said Young people were not satisfied with government programmes as well as new government measures such as cutting youth practice came as a shock for them:

“Politicians see things very different from the actual situation. They should think about solutions. They are forcing people to work and it is not right. I don’t think it is a not good solution. They think we do not want to work, but there is no work for us. This means the policy makers are forcing youth to get more social benefits. In this way government is loosing more money than if they had kept the youth programmes!” (Youth #1)

This piece of information drawn by the interviewed young people leads me to crosscheck the answers given by Professionals on this subject:

“On 17 of September of last year (2006), after formulating new Government, actually from 1 of January 2007 nothing has happening with regards to youth employment. The main measure is taken now is that unemployment office pays social allowance to young people up 25 years for one year. Duration is from 6-12 months. Before the new Government, there were lots of activities targeted for youth.”

“We got money from the employment office for each unemployed young person at 150 SEK per month which was subsidized by the state. There was a legal agreement called 100 day agreement between the municipality and employment office to conduct these mentioned activities under the old Government.” (Professionals #3 & 4)

“We received young people 2 times per week and conducted lots of activities for them. The activities were such as supporting them on CV writing, job searching, so on based on their individual plans. I worked with 2 types of young people; young people remitted by the unemployment office who had been unemployed more than 3 months and another group who were receiving social benefits were remitted by social workers. These activities were important for them and important for us too. Now, I am working only with young people suggested by social worker once per week.” (Professional #3)

Other important activities were included in the old programme were to develop social skills which is very important for young people to get job explained by interviewed staff:

“Classes or sessions were done on how to communicate and express your selves for employers, and to develop their ability to help themselves. These activities were very important for young people. Now due to budget cutting there are no more such activities for young unemployed” (Professional #3)

The youth practice programme was very important for youth to get their foot in the labour market. It was also stopped by the new government because of a lack of budget but also because:

”The new government thinks that more jobs now. Since jobs are available, for young people enough to go to employment of and match up their CV and get a job.” (Professional #4) *”The new Government is saving money in the short run, but in long run they will lose money. If it continues for long run young unemployed people might face more serious social problems like criminal records, drug abuses, so on.”* (Professional #2, 3 & 4)

Getting help or support as way of coping

The interviewed young people were got support from relatives, parents and friends in different ways to help them find jobs (their part time jobs), to seek information as well as financial support. Getting help through family relatives was most popular as one respondent has said:

“If you don’t get support from parents it is difficult to get a job in this society. My mother has helped me to get job, but this is not my education area. I am looking for another job.” (Youth #4)

This position was supported by professionals:

“80 % of all works in Sweden goes through connections. It is not easy to find job, if you don’t have friends who is already employed or own their business.” (Professional #3)

The majority of the interviewed youth came to the employment and social service offices by themselves; however, some interviewed youth did not know where to go at the beginning to get help and support:

”I received the information about youth practice programme from a social worker, who is my brother’s girlfriend and involved in the labour market training.” (Youth #3)

Similarly, young people share information about social services among themselves as respondent:

“Many young people don’t know about social services and employment offices and programmes for youth, I told one girl about it and she contacted herself.” (Youth #5)

Help from the employment office was limited the majority of both professionals and youths found that the employment office did not really help them find a job. The ones available were part-time and some for only a few hours.

5.2 Analysis

The socio-demographic data of this study has indicated that, most young unemployed have a good level of education. All had graduated from high school and some had university degrees. Education however had not helped them find jobs. The youth with university degrees also had immigrant backgrounds a variable that may have impacted their possibility to get work. On the other hand they had little work experience. But they youth can not get a job to acquire the experience they need. Lemaitre found that both young Swedish-born persons and immigrants had difficulty acquiring labour market experience to qualify for more skilled jobs, but the main difference between the two groups was found in Swedish language knowledge where young Swedish born had the advantage. (Lemaitre 2007).

Results of this study shows that in most cases youth immigrants feel they are excluded from job because they do not have the required language ability or because of their ethnicity. Having a foreign surname such as Mohamed is enough to exclude you from the labour market. Although, the Swedish government has introduced a language programme for immigrants; it takes a long time for a person to catch up and speak Swedish fluently. Sweden has an anti-discrimination law, but youth and professionals agree that immigrants often face discrimination in the labour market for the reasons mentioned above and sometimes because companies do not want to hire people with an immigrant background Kieselbach calls this type of social exclusion for multidimensional (Kieselbach, 2000).

Youth in these situations experience several types of exclusion at the same time. They are excluded from the labour market as a result of institutional and for the immigrant youth cultural factors. Together these factors further exclude the youth making it difficult for them to find work and to cope with their situation. The fact that the youth have no income or live on basic budgets means that they are dependent on their parents or social welfare benefits and allowances; which is a further cause of despair and lost of self-esteem.

Moreover, a lack of job experience and qualification are a greater obstacle in building a professional career, as well as overcoming unemployment situation for the youth in the long run. The study showed that as a consequence of this factor young people only has access to poor and insecure jobs; for instance, the youth in this study are mainly engaged in part-time jobs such as cleaning or low-level service jobs. The interviewed young people described their experience this situation. They have the feeling of being not good enough or unfit for employment or jobs, this has negative impacts both socially, psychological and economically (Alcock 1997, Kieselbach 2000).

The study had revealed that the consequences of unemployment have lead young people to loss self-esteem and as result some of them suffer psychological pain such as depression, stress, uselessness and hopelessness. Young people are more likely to suffer from low self-esteem if they are unemployed over long periods of time. Both Deaux and Ritchie although unemployment is difficult for everyone, it is especially difficult for youth starting out on their working lives (Deaux, 1993, Ritchie, 2005).

Furthermore, although the youth and professionals talked about the problems associated with low-self-esteem and social exclusion such as anti-social behaviour, none of the youth interviewed in this study exhibited this type of behaviour. This may be attributed to the fact that they had good support from their parents, and friends. All of them had some

contact with social services and the employment services. Even though they did not get jobs their contact net helped them cope with their situations. Taylor discuss the importance of having social support in periods of crisis, he identifies family, friends and the social community as important resources of support (Taylor 2003).

5.2.1 The role of education

The results of the study revealed that role and activities of the institutions dealing with unemployment, particularly, those involved in arranging activities for obtaining job experience as well as preparing young persons for their future job situation, play important role for preventing young unemployed people from experiencing social exclusion. The study identified that the main reason of being unemployed for the youth interviewed it was not a lack of education that was the problem it was a lack of experience and mismatching qualifications to labour market. A number of interviewed people have mentioned about the importance of roles of schools, institutions play in preparing young persons for their future job situation while considering project at individual approach or curriculum class which may prevent of unemployment, hence preventing from social exclusion. Hammer (2000) notes that to give unemployed youth better qualifications seems to be an adequate measure, and it explains chiefly job qualification schemes and experience obtaining can be understood as the most effective measures to reduce unemployment for youth.

5.2.2 Government Response

Government policies and programmes play an important role for combating youth unemployment as well as social exclusion. There are a wide range of policies to increase job prospects and combat youth unemployment in Sweden, such as municipality youth programme, youth guarantee, youth practice programme and labour market training which regarded as a policy package for reducing youth unemployment.

However, the results of the studies had shown that effectiveness of the programmes is varied. The study showed that youth practice programme was the most 'favourable' programmes as young people expressed by themselves and supported by professionals' answers. Equally, Larsson (2002) evaluated and compared the direct effect of two Swedish active labour market programmes for youth: youth practice and labour market training. Her study found that, youth practice has been better than labour training in helping youth get jobs. In the similar vein, Forslund and Skans (2006) also found similar results about their study on practice programme that it was better than training programmes. An important step in implementing youth programmes that worked was getting the municipalities involved. According to Forslund (2006) youth programmes run by the municipalities performed better than general labour market programmes.

These and a number of programmes and measures that targeted youth were cut-off from January 2007 by the Swedish new government. This change was a shock for youth and they felt that they were being punished. The cutback of youth employment programmes and other types of youth activities has further excluded many youth from the labour market. Consequently, unemployment rate for youth has increased significantly as of the first quarter of this year. The number of unemployed young people aged less than 25 years old who experienced unemployment at least 100 days had doubled at the end of January (National Labour Market Administration, 2007). It is the view of both youth and professional in this study that the new government is taking inappropriate political decision. In the long run excluding youth from labour market activities may cause many

more problems that are more difficult handle such as wide spread social exclusion that may include all of Kieselbach's multidimensional indicators, leading to psychological distress and the risk of anti-social behaviour.

5.2.3 Coping with unemployment

The study findings have indicated that the unemployed need to develop a coping mechanism in order to survive. Coping is a dynamic process which begins with consideration people make of the situations that they must cope (Taylor, 2003). Young people cope with unemployment in different ways that include, seeking assistance from families, engaging in sports, meeting other friends and dealing with job seeking activities as well as planning their daily life. In addition, the study has showed that most young people prefer using problem-solving strategy as a coping mechanism as this strategy helps them deal with stressful circumstances (Julkunen, 2001). This study noted that the young people who are more involved in self-help activities in combination with social support from family and friends tended to cope better with unemployment.

CHAPTER 6

CONCLUSIONS AND DISCUSSION

6.1 Conclusions and discussion

This study has observed that youth unemployment in Sweden has been rising since the 1990s, when considerable changes occurred in the Swedish labour market. The country has experiencing continuous economic growth since the crises 1990s, however unemployment among youth has been observed noticeably higher than unemployment among adults over the last two decades. Young males tend to experience more unemployment than young females in Sweden. Young people with immigrant background experience more unemployment than native-Swedish people, partly due to discrimination at labour market. In a comparison with other members of the EU, 20 countries have lower youth unemployment rates than Sweden.

Youth unemployment is becoming a real social problem and more young people are experiencing different kinds of deprivation. They are finding it harder to meet general social standards for material and social well being. Unemployment for youth brings various kinds of psychological pain which may be the leading factors causing decreased self-esteem and self confidence with the consequence of a rise in anti-social behaviour with drug and alcohol consumption problems.

Young unemployed people are experiencing with major types of social exclusion include exclusion from labour market, economic and institutional exclusion. Most of young people can not enter to labour market because they lack job experience or mismatching of job qualifications and in this way they are excluding from labour market. Exclusion from the labour market means that youth encounters large barriers in building their future career and makes it difficult for them to overcome unemployment even in the long run. As a result, young people have access only to poor and insecure jobs; and they have mainly have engaged in part time work.

Consequently, this pattern leads the young unemployed people to economic exclusion which makes them on the financial dependency upon the welfare state or their parents. Accordingly, since better qualifications seem to be an important measure to reduce unemployment for youth the quality of educational system plays an important role. Role and activities of the institutions dealing with unemployment include activities helping youth to obtain job experience as well as preparing young persons for their future job situation.

Government policies and programmes as well as active labour market programmes targeted at youth can be understood as combating social exclusion with priority to reduce youth unemployment. The findings from the study emphasize that active labour market policies for youth remain as a significant aspect of overall and social policies in Sweden to combat youth unemployment aligning with numerous of previous researches. Active labour market policies in particular youth practice programmes are still important for youth employment in preparing them in labour demands for new competencies, and contributing young people to find their foothold in labour market.

The findings from this study tentatively can say that youth unemployment issue is very sensitive to any measure is taken by government as we seen as the result of the sharp

cutback in labour market programmes for youth last year long term unemployment among 18-24 years olds has risen noticeably, doubled. The findings from this study indicate that young people cope with unemployment in many different ways referring coping is more or less a problem solving strategy for getting job. Most young unemployed people have capacity to find strategies to cope. They use active coping methods such as planning, seeking information, attempting to get help from others. Voluntary work and care activities are quite popular among young unemployed people as the acting patterns to unemployment.

Most young unemployed coping with unemployment as they referred for finding job they got assistance or help from their friends, family relatives, through network and connections. Results from this study can articulate that high degree of family support, network or social support in Sweden to contribute for combating youth unemployment and social exclusion which may prevent from exclusion though social isolation. Also, it was observed that social origin can be influential to coping competencies or getting job; young people with immigrant background, young people with parents of working class not easy to get network support, it seems.

On the other hand, coping with unemployment through networks, relatives, friends refer to job finding methods. In Sweden, according to law all job vacancies are supposed to be reported to employment office, however, as many as two thirds of jobs are filled through informal methods which exclude youth with out networks among the employed. Government programmes, active labour market programmes targeted at youth remain important to combat youth unemployment as well effects the effects that follow from it. Finally, this study argues that youth unemployment issue requires valuable attention from policy makers, which may draw policy to treat youth unemployment fully and prevent social exclusion.

6.2 Suggestions for future research

Since the main results of the study indicated that young unemployed people are experiencing some aspects of social exclusion as defined by Kieselbach the main goal for future policy should be to combat young unemployment. This may be done through government policies and programmes targeted for youth or through private initiatives by companies or other organisations. However, in Sweden the solution through the welfare state seems to be the dominate instrument.

Since, then young people are looking for alternative solution; using their coping strategies through social support. It could be interesting to go deeper into how coping strategies effect for young unemployed equally taking social origin into consideration; and further to identify why government policies do not solve youth unemployment; However, this would require more research using a wide range of data and research techniques.

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APPENDIX

Interview Guide (Youth)

INTERVIEW GUIDE

Research topic ‘Youth unemployment situation in the Sweden’

(At individual level)

Introduction to the interview process and letter on consent: to be mentioned at the beginning of the interview

Duration of the interview: approximately 1 hour

Background of the study: unemployment rate among young people is increasing in Sweden

The aim of the study is to understand the youth unemployment situation in Sweden and the policy to solve the problem as well as how young unemployed themselves are overcoming the difficulty.

Type of interview: Semi-structured

1. Personal details of respondents

Country of origin:

Age: Sex:

With whom do you live: -along with parents.....other

2. Educational background

2.1 What education have you got?

Could you please describe in detail?

- ✓ Secondary
- ✓ College
- ✓ University
- ✓ Field of studying or profession

2.2 In your opinion, what is important of being employed for young people?

3. Employment status: employed..... unemployed..... part time work

3.1. What type of work\activity did you do to earn money in the last month?

3.2 When did you have a job? If you not? (go to next question)

- ✓ Could you tell me, what reasons are for being unemployed?
- ✓ How long have you been as unemployed? What are the main difficulties in finding a job?

3.3 How many times have you applied for a job could you please tell me the story?

- ✓ What was the problem?
- ✓ Why you did not succeed?
- ✓ Where do you have the problems?
- ✓ Can you please tell me as details as it possible? What was the barrier?
- ✓ How do you managed?
- ✓ How do you manage daily living cost

3.4 Could you tell me the story how did you get a job?

- ✓ Did you get yourself?
- ✓ Did you contact to your friends?
- ✓ Did you see advertisement in the newspaper?
- ✓ Did you go through Arbersförmedlingen or any other places for help? Can you tell me about as details as possible from where you got help? Have you any examples?
- ✓ Did you attend to any training organized by Government organization?
- ✓ Did you get any support from your family? Can describe more?

4. Who does help you for getting job?

- ✓ government (Arbersförmedlingen, municipality, etc)
- ✓ yourself (through advertisement, etc)
- ✓ relatives, friends

4.1 Did you attend in any training and programmes organized by government organizations? If, yes, are you happy with the programmes?

If not. Please explain.

What do you think, what idea, programme, or projects could suggest in order to get employed?

5. Final question

Are there additional important aspects, which we did not touch during the interview, with regard to the young unemployment issue, (in particular long-term)?

.....

.....

.....

.....

Thanks for your cooperation.

PS: I would contact you in case of clarification, during my degree report writing process, if you don't hesitate.

Interview Guide (Professionals)

INTERVIEW GUIDE

Research topic ‘Youth unemployment situation in the Sweden’

(At professional level)

Introduction to the interview process and letter on consent: to be mentioned at the beginning of the interview

Duration of the interview: approximately 1 hour

Background of the study: unemployment rate among young people is increasing in Sweden

Aim of the study is to understand the youth unemployment situation in Sweden and the policy to solve the problem as well as how young unemployed themselves are overcoming the difficulty.

Type of interview: Semi-structured

1. Background information:

Age:

Nationality:

Working experience: (number of working years).....

2. In your opinion, what is important of being employed for young people?

3. From your experiences, what are the main reasons for young people of being unemployed?

What problems do encounter for young unemployed people?

4. Measures against youth unemployment

- ✓ Do you have any programmes in your institution concerning youth unemployment, in particular, long-term unemployment for young people?
- ✓ description of programmes
- ✓ aims and activities of the programmes
- ✓ for whom the measures are provided
- ✓ by whom the measures are provided
- ✓ duration of the project for each participant
- ✓ What does your institution (organization) do to combat these problems?
- ✓ What does your institution do in order to prevent negative consequences of long term unemployment among young people?

5. Assessment of programmes implementing by the institutions

5.1 Could you describe the experiences of your programmes?

5.2 Which aims could be achieved? OR not be achieved? What are the reasons for this?

5.3 Are the systematic assessment and monitoring are available for the area youth unemployment area ?

5.4 What effect did the programme have on?

- ✓ integration into labour market

- ✓ access to social and institutional support
- ✓ financial consolidation
- ✓ improvement of self esteem
- ✓ improvement of individual coping competencies

6. Future perspectives

- ✓ What will your institution do in the future for long term unemployed youths?
- ✓ planned changes measures
- ✓ cooperation other institutions
- ✓ What measures and programmes should be taken for long term unemployed youths?
- ✓ Do you know other institutions with innovative approaches and ideas on how to handle the situation for combating long term unemployed youths?

7. Final question

Are there additional important aspects, which we did not touch during the interview, with regard to the young unemployment issue, (in particular long-term)?

.....
.....
.....
.....

Thanks for your cooperation.

PS: I would contact you in case of clarification, during my degree report writing process, if you don't hesitate.

Informed Consent (English version)

INFORMED CONSENT

The following is a presentation of how we will use the data collected in the interview.

The research project is a part of our education in the International Masters program in Social Work at the University of Gothenburg, Sweden. In order to insure that our project meets the ethical requirements for good research we promise to adhere to the following principles:

- Interviewees in the project will be given information about the purpose of the project.
- Interviewees have the right to decide whether he or she will participate in the project, even after the interview has been concluded.
- The collected data will be handled confidentially and will be kept in such a way that no unauthorized person can view or access it.

The interview will be recorded as this makes it easier for us to document what is said during the interview and also helps us in the continuing work with the project. In our analyze some data may be changed so that no interviewee will be recognized. After finishing the project the data will be destroyed. The data we collect will only be used in this project.

You have the right to decline answering any questions, or terminate the interview without giving an explanation.

You are welcome to contact us or our supervisor in case you have any questions (e-mail addresses below).

Student name & e-mail

Ms. P.Byambadorj
pbyambadorj@yahoo.co.uk

Supervisor name & e-mail

Ms. Linda Lane
Linda.Lane@socwork.gu.se

Informed Consent (Swedish version)

INFORMERAT SAMTYCKE

INFORMATION

Vi vill på detta sätt ge dig en kortfattad information om vårt uppsatsprojekt samt hur insamlade uppgifter handhålls och utnyttjas.

Uppsatsprojektet ingår som en del i utbildningen till socionom vid Göteborgs universitet. Inom vårt uppsatsprojekt följer vi de forskningsetiska principer för humaniora samt samhällsvetenskap, vilka utarbetas av Vetenskapsrådet.

Dessa principer innebär i korthet att:

De som medverkar i uppsatsprojektet ska få information om uppsatsens syfte

Deltagaren har rätt att bestämma över sin medverkan

De insamlade uppgifterna ska behandlas konfidentiellt och förvaras på ett sådant sätt att ingen obehörig kan ta del av dem.

Du är när som helst välkommen att kontakta oss eller vår handledare om du har några frågor.

Du har rätt att avstå från att svara på frågor eller avbryta intervjun, utan att lämna någon anledning till detta.

Vi vill använda bandspelare vid intervjutillfället. Detta gör det lättare för oss att dokumentera det som sägs under intervjun samt underlättar vårt fortsatta arbete med uppsatsprojekt. Vid utskriften kommer vissa uppgifter (t ex namn och arbetsplats) att ändras så att du inte kan identifieras av någon utomstående. Efter utskrift av intervjun raderas bandet. Allt insamlat material förvaras på ett sådant sätt att utomstående inte kan komma åt uppgifterna.

De insamlade uppgifter kommer endast att användas för uppsatsprojektet.

Student namn, email

Ms. P.Byambadorj

pbyambadorj@yahoo.co.uk

handledare namn, email

Ms. Linda Lane

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