

# Immigration, Collaboration, and Employment

Assessing the relationship between local level collaborative efforts and employment rates among non-Swedish residents

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# Abstract

Employment integration of non-Swedish residents into the Swedish labor market increasingly sparks political debate and begs further exploration. While some scholars try to focus on pre-arrival characteristics as determinants of an immigrant's future employment prospects, this project attempts to examine the degree to which municipal-level conditions influence the local employment rate amongst non-Swedes. This project examines **human capital** investment as the primary tool of employment integration of newly arrived non-Swedes into municipal labor markets. This investment can be in the form of public services or actual monetary investment, represented by the collaboration between local public employment offices (Arbetsförmedlingen) and Swedish language institutions (Svenska för Invandrare skolor) and the municipal-level costs of language-career services. Using a questionnaire answered by 24 institutions and data on municipal spending, a multiple regression model is produced for the employment rate amongst non-Swedes. The results of the analysis indicate little explanatory value of both the monetary investments and the level of collaboration between the public employment office and language institutions on the non-Swedish employment rate in the municipalities. The interpretation of the results is that more factors than have been modeled here determine variance of employment outcomes. Human capital investment in the service and monetary forms presented here have little and non-significant explanatory value over employment rate amongst non-Swedes. Future studies must combine more information from multiple sources and multiple methods to create better-adapted policies and services towards Swedish labor market integration of non-Swedes.

*Key words:* immigration, labor market integration, human capital, municipalities, collaboration

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# Preface

The author would like to thank the schools responsible for Swedish language education in municipalities around Sweden who responded to the questionnaire. Thank you for taking the time to contribute to research on all levels, not only ones of high profile. I would also like to thank my advisor Moira Nelson for her patience and for helping me to wrangle in the breadth of this topic. Finding the appropriate angle of this topic and relating it to two years of the study proved ever so difficult. Thank you for your help and honesty. I would also like to thank Nicole Vickers for many a conversation about methods. Simply having someone willing to listen to what I attempted to articulate and give feedback made the day-to-day work of this project possible. To my partner Alexander, I thank for the daily encouragement, for the empathy, and for helping me see the light at the end. Lastly, but most importantly, I thank my mother, father, and brother for rooting for me from afar. Thank you three for always giving me a “perspective.” So many individuals, not simply the author, made this thesis come to fruition.

This thesis is dedicated to the thousands of individuals and families who migrate, for any reason, and have to “start over.”

# 1 Introduction

Labor market integration has become a focus of integration policy in Sweden as a result of high migration of foreign-born individuals into its means-tested benefits welfare structure. Integration services such as free Swedish language education and career guidance are structure on the municipal level, often involving several providers. This thesis focuses on the integration sub-policy of labor market/employment amongst non-Swedes and will examine local policy performance in this area. This paper conceptualizes a particular public service and the money spent on providing that service to newly arrived persons as **human capital investment** whose return measured by employment. The broad research question is “does collaboration between job assistance actors in municipalities have explanatory power over the employment rate amongst non-Swedish residents?”

The thesis is structured like a normal bell curve, with the high content concentration found in the middle chapters. First, recent trends in immigration in Sweden will be introduced followed by the relevant policy reactions towards integration. These sections lead into the concept that policy documents deem vital to successful employment possibilities for immigrants: “collaboration.” The theoretical review section then introduces how local integration efforts will be approached using human capital theory. How other academic approaches have been used will also be discussed, including some of their shortcomings. The most content-heavy chapter is the Methods section, which details the data collection to measure collaboration, and the modeling of employment rate amongst non-Swedes. The results and discussion section presents the results of a multiple regression analysis to reveal the degree of explanatory power certain independent variables have over employment rate. A short discussion about unexpected findings, limitations, and use of the data for future studies finalizes the analysis. The thesis concludes with an explanation of the project and its significance and recommendations for approaching this topic in the future.

## 2 Presentation of the topic

### 2.1 Immigration and Integration in Sweden

This chapter explains the recent trends in immigration in Sweden and generally how integration is defined. The information provided gives background information needed to understand the thesis, especially for a reader unfamiliar with immigration and the Swedish welfare structure.

#### 2.1.1 Immigration

The Government and the Riksdag determine the direction of migration policy for Sweden. Migration options depend very much on personal situation. Citizenship in EU/EEA countries allow those individuals the right to live and work in any of those member states. For all others, a visa and or residence permit is required to stay (live) longer than 90 days in Sweden. Studies are considered temporary residence and visas are granted only for the period of studies. The grounds on which people apply for these include: moving to relative in Sweden, having been offered employment in Sweden, entering as a refugee, entering as an asylum seeker, and being a dependent or family member of someone applying on these terms (Migrationsverket 2012). More specific entry statuses can be found in the table below:

Table 2.1. Residence permits by admission category, 1980–2007 (absolute numbers)

Year	1980–1990	1991–1995	1996–2001	2002–2007	1980–2007
Total	248,855	247,466	234,707	350,752	1,081,780
Refugees	109,951	118,453	46,705	68,122	343,231
By category					
UN Quota(resettled)	5,947 <sup>a</sup>	15,458	7,072	8,540	37,017
UN convention	11,270 <sup>a</sup>	3,977	4,002	4,541	23,790
War rejecters	2,999 <sup>a</sup>	49	– <sup>b</sup>	–	3,036
<i>De facto</i> refugees	21,351 <sup>a</sup>	14,724	1,651 <sup>b</sup>	–	37,726
In need of protection	–	–	4,496	17,340	21,836
Human grounds	30,213	84,257	29,484	23,464	167,418
Other <sup>c</sup>	–	–	–	14,237	14,237
Tied movers	119,218	106,370	128,444	146,787	500,819
Labour migrants	4,896	965	2,288	2,116	10,291
Guest students	7,005	6,403	16,676	39,203	69,287
Adoption	7,785	4,560	4,818	4,444	21,607
EU/EES	–	10,689 <sup>d</sup>	35,776	90,080	136,545

<sup>a</sup>Since 1987.

<sup>b</sup>Since 1997 in category *in need of protection*.

<sup>c</sup>Deportation impediments (2007) and Amnesty for children and families (2005–2007).

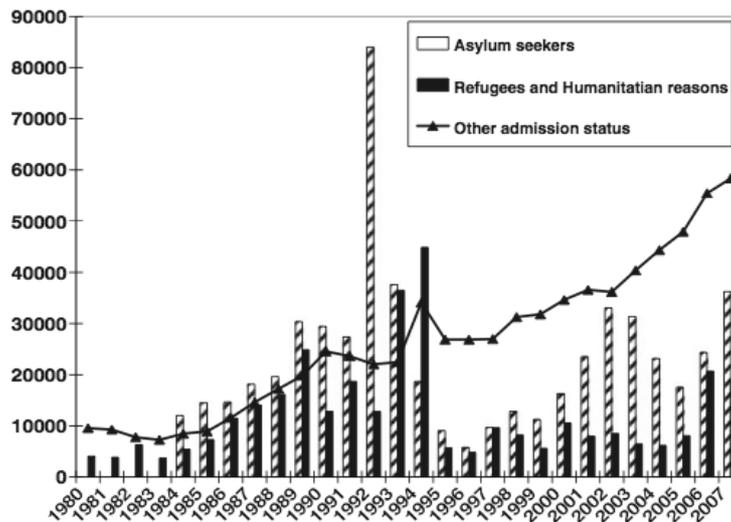
<sup>d</sup>Since 1994.

Source: The Swedish Migration Board, available at: <http://www.migrationsverket.se/pdfiler/statistik/> (last visited 26 Nov. 2010).

Source: Bevelander 2011, p.27

As one can see, immigration has increased steadily in almost all groups<sup>1</sup>. Figure 2.1 also shows the migration trend, demonstrating graphically the difference in demographic orientation of the immigrating populations each year.

Figure 2.1 Asylum-seekers, refugees and humanitarian reasons and immigrants with other admission status, 1980–2007 (absolute numbers)



Source: The Swedish Migration Board, available at: <http://www.migrationsverket.se/pdf/iler/statistik/> (last visited 26 Nov. 2010).

Source: Bevelander 2011, p.27

The main points relevant to this thesis are that major changes occur in a very short amount of time, and benefits are dependent on this status. Immigration as a broad topic in Sweden is fraught with many misconceptions. In academic literature, news articles, and even public documents, the use of categorical nouns like "immigrant" are misused and misconstrued. Several of the authors discussed later have used the term immigrants several times, but have actually only used data on one category of the above groups. Immigration and integration is very complex because it involves everything from providing psychological help to post-traumatic stress disorder sufferers coming from war-zones to helping a person whose joined his/her partner in Sweden and needs help translating his/her CV. Many social factors accompany this diversity of intention for immigrating, and local policy has to keep up to accommodate new residents.

## 2.1.2 Integration

The Swedish national government defines integration policy in the following words:

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<sup>1</sup> Some changes in policy definitions over status account for columns of no data

*Integration policy covers introduction to society of newly arrived immigrants, compensation to municipalities for refugee reception, and promotion of integration. Swedish citizenship and urban development are also part of the integration policy. The goal of the integration policy is to ensure equal rights, obligations and opportunities for all, irrespective of their ethnic and cultural background. (Regeringskansliet, 2011, p. 1)*

The primary aspect of integration for this project is efforts towards helping non-Swedes learn the language, which enables them to support themselves (ibid., p.2). The Public Employment Service is responsible for coordinating measures to help new arrivals integrate into the labor market.

## 2.2 Swedish language Education and Public Employment offices

Free Swedish language education is a public service to anyone who obtains a residence permit in Sweden and subsequently a social security number (personnummer). This education is commonly referred to as SFI, the acronym for *Svenska för Invandrare* or Swedish for Immigrants. This education is revered as the keystone of the integration process, providing the tools to communicate and thus a means to a livelihood in Sweden. This chapter describes the evolution of SFI to fit the demands and scale of high rate immigration trend in Sweden up to present day. In addition it will explain the encouraged collaboration of SFI schools with the public employment offices. This background provides helpful information for understanding the data collection methods used to explore this collaboration later in the thesis.

Before the 2002/2003 year, SFI was organized into a single course. Now it is organized into 3 study paths and 4 courses organized by the municipal level of government. Each course is completed by achieving a “pass” on national tests. Municipalities are the authorities responsible for SFI education. Organized in most municipalities in connection with adult continuing education, the SFI education is also organized by study associations, colleges, or private education providers designated by the municipality (Skolverket 2012, p. 60-62) However, a major consideration is being explored on the nation level at present concerning whether the Public Employment Service (Arbetsförmedlingen) should procure Swedish language education instead of free standing SFI schools overseen by the municipalities (Ministries of Employment and Education 2013).

The National Agency for Higher education, Skolverket, is the authority for education oversight in Sweden for all education, including SFI. Skolverket has proclaimed that municipalities “should work with the National Employment Agency [Arbetsförmedlingen] to give students the possibility to practice the Swedish language in employment and so that SFI can be combined with for instance work experience,” (ibid., p. 61) Although, the proportion of student who

took part in some form of work experience was 6 % (ibid, p. 62) It is not clear whether this number represents “experience” organized through the school, the public employment office, both, or individually.

Time in SFI can , to an extent, reflect the success of SFI as a public service in how it at prepares students for basic communication, which is measured by learning goals. For students who successfully completed the last course, 3D, the average time in between the start and end dates was 59 weeks. The “full service students” who began the study path at the 1A course and completed the 3D course took 81 weeks on average between start and end dates. Those who utilize the service the longest are the students who are placed at this 1A level who need remedial education in reading and writing<sup>2</sup>. Those who complete all the way through the D course meet the following learning objectives:

- be able to express himself/herself relatively confidently,
- be able to communicate verbally and in writing in different situations in everyday life, social life and working life that are relevant to the student,
- be able to compare his or her own and others’ experience of languages, cultures, and social life and working life in Sweden and another country.
- be able to read, comment upon and converse about texts of different kinds and
- be able to use different strategies to learn Swedish, plan his or her own continued learning, and use relevant aids.

(Skolverket n.d.,p.6)

After this course, students should be able to actively engage in conversations about everyday life, including working life (ibid.). The extent that this translates through the curriculum and class time varies by school, as does guidance towards career in the Swedish labor market.

In 2010, Skolinspektionen, the Swedish Schools Inspectorate issued a specific quality audit rapport for SFI amongst 26 municipalities in Sweden<sup>3</sup>. Through this rapport, as with its normal functions, the inspectorate assesses the degree a school is complying with legislation; and when appropriate, it prescribes the actions needed to rectify situations of non-compliance. The major conclusions presented in the SFI audit report that are relevant here are that some municipalities offer guidance and counseling only **after** the completion of SFI and others in during course C and D. The report counters that students should **finish courses C and D having been informed** about opportunities in combining further studies and work options. Key to this project is the report’s conclusion that “**the collaboration between SFI, other municipal bodies and the public employment office needs to be strengthened,**” (Skolinspektionen 2010, p.14) The report found that in municipalities where collaboration failed, were those where Arbetsförmedlinen

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<sup>2</sup> Initial placement into a study path is designated on individual study plans that student fill in with the help of an administrator. This is the same around Sweden, though varies in who is responsible to meeting with the student to sign up for SFI.

<sup>3</sup> Unfortunately, this audit report does not specify performances of individual municipalities which this project would have highly benefitted from. However, the trends identified in the report create the platform of discussions this study is inspired by.

and the SFI school disagreed on the appropriate a) timing to register with the employment office for a job-internship and b) level of linguistic proficiency needed. Interviewed municipal officials in these cases perceived a unwillingness on behalf of the employment office to cooperate. The result is thus that in municipalities where SFI and the public employment office are **unable** to create a working partnership, their participants are **not offered** internships, entry level jobs, career guidance and labor market programs that would have resulted in a collaboration situation, (p.15).

All audited municipalities reported difficulties in the procurement of internships. Who is responsible for procuring and offering internships differs by municipality: the SFI school, Social or Refugee programs, Arbetsförmedlingen, or a through a cooperation between them. Sometimes, it depends on the demographics of the participants who has the responsibility for SFI participant integration guidance (Ibid). For example, if individuals enter on refugee or asylum status, some municipalities have integration programs which include guidance or combinations of step in jobs (Regeringskansliet 2010, Skoleverket 2012) Yet this type of program or service may not be available for individuals who do not fall under refugee or asylum status.

Overall, integration policy directives from Regeringskansliet and Skolinspektionen shape the ideal of what municipalities should be doing: striving for a collaboration between SFI schools and Arbetsförmedlingen on career guidance. This collaboration, as with other school characteristics varies considerably across municipalities, depending on local costs, if an integration program exists, and even on how many students sign up to take language education. These reports agree that integration and employment go hand in hand, and that collaboration is a goal for all actors involved in the integration process.

## 3 Theoretical Review

This project has chosen the theory of **human capital** to frame this inquiry. The chapter will briefly explain what human capital theory is, how it applies to the scope of this project, and how it can conceptualize local investment into various measurable forms for this project. Then, an academic review of other approaches to labor market integration of immigrants in Sweden will explain the dynamics of the topic and possible limitations to research. Finally, the chapter concludes with the primary research question and how it can be approached.

### 3.1 What is human capital, and what does investing in it imply?

Simply put, human capital is the amount of skills or characteristics a person contributes to society. Early economist Adam Smith defines human capital and explains that it benefits both individual and society (Smith and Cannon 2010/1776 p. 298):

[. . .] acquired and useful abilities of all the inhabitants or members of the society. The acquisition of those talents, by the maintenance of the acquirer during his education, study or apprenticeship, always costs a real expence, which is a capital fixed and realized, as it were, in his person. Those talents as they make a part of his fortune, so do they likewise, of that of the society to which he belongs. The improved dexterity of a workman may be considered in the same light as a machine or instrument of trade which facilitates and abridges labour, and which, though it costs a certain expence, repays that expence with a profit.[*sic!*]

Smith's conceptualization of human capital still applies today; there is a cost to develop one's talents (an investment) which is in turn repaid with a net profit. Human capital investment (HCI) can be seen as whatever is sacrificed or invested in the development of an individual or groups skills, which will one day render a profit and repay the investor.

Human capital has already been applied to welfare and labor activation policy discussions of recent, both on local and internationally integrated economies that depend on employment rate and transferability. Fejes (2010) compares human capital discourses within the OECD and European Union policy documents. In analysis of texts from both, Fejes finds an agreement that a flexible labor market is a solution to unemployment and that life-long education and human capital investment help economies to face uncertain market futures (p. 93). If human

capital investment is the tool, what then is the steering goal of this investment? Fejes (2010) uses two quotations directly from OECD and EU policy documents that identify the HCI goals which I will apply to this project. The OECD quotation emphasizes the **economic prosperity** that results from policies aimed at training **disadvantaged groups** (from OECD 2005, p.1):

[R]ecent studies show that an equitable distribution of skills has a strong impact on overall economic performance. This is an important finding, one that helps justify policies to upgrade the skills of disadvantaged groups. It also shows that the distribution of skills is important over the long term for living standards and productivity: more equitable investments in skills can foster growth by making the overall labour force more productive.

The EU quotation on human capital investment supplements the advantage of HCI stated above (economic prosperity) with the added benefit of yielding **social cohesion** (from EC 2001, p.9):

Overall, consensus can be surmised around the following four broad and mutually supporting objectives: personal fulfillment, active citizenship, social inclusion and employability/adaptability. That lifelong learning promotes this wide range of objectives is reflected in the extended definition below, in the light of which all references to lifelong learning in this document should be understood.

These policy directives can be applied to immigration within the OECD countries and EU member states, especially those countries that have large immigrations of non-citizens, such as Sweden. Non-citizens in any country are at a disadvantage in terms of language, network, property, and local knowledge. Any publicly funded human capital investment, especially on a large scale, proves more costly for non-citizens than citizens. Because of this, Legrain (2010) purports, immigrants are by nature **outsiders**.

Philippe Legrain presents the inter-related topics benefits, immigration, employment, and public spending in the Swedish context in his report *Is free migration compatible with a European –style welfare state? Expert report no.11 to Sweden’s Globalization Council*. Legrain addresses the question which habitually surfaces in any welfare debate which is “are the returns paying for the investments?” He answers that “it depends.”

Legrain’s chapter “Are immigrants a burden on public finances?” introduces the problematic nature of even asking such a research question as the chapter’s namesake. His intergenerational approach focuses on non-natives’ (his term) impact on public finances over a lifetime, and even over non-natives’ children’s lifetime<sup>4</sup>. He frames welfare benefits such as public education, public healthcare, and unemployment stipends as investments while a person is a child, not working, and a pensioner. A person contributes to the welfare state while working and paying taxes. The majority of immigrants who arrive in Sweden at working age, will be net contributors over their lifetime, having received their primary

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<sup>4</sup> Legrain (2010, p. 16) frames his approach in response to opponents of immigration in general. It is relevant to this project because he frames welfare benefits as investments.

education, day-care, and preventative healthcare abroad. This focus on time-frame in the study immigration and human capital investment is crucial, according to Legrain (p.17) Short termed studies tend to convey a much grimmer story towards unemployment than long term. What happens if newly arrived persons remain unemployed, rely on welfare benefits for a prolonged time, and their children grow up disadvantaged compared to average? Such is the assumed situation by immigration opposition. The response lies in a larger scope of immigration trends: over time employment rate amongst the non-Swedish immigrants have improved and unemployment rates have fallen. Between 1995 and 2005, while immigration rates have increased, the employment rate amongst foreign-born rose by 7.2 percentage points and unemployment rate fell by 6.8 percentage points. The employment and unemployment rate amongst native born in that period did not change much (Legrain 2010, p.20) In summary, Legrain's report manifests that age is one of the most important personal characteristics in this analysis because it determines the stage in welfare contribution a person is capable of and how much he/she is likely to contribute. Secondly, he brings up the major flaw in methodological approaches that neglect intergenerational considerations of human capital investment; emphasizing that most public spending debt is places on the next generation of tax payers regardless, immigration discussion aside. In light of these considerations, how can integration policy be structured to ensure a better outcome from the start?

## 3.2 Integration efforts as human capital investment

SFI and Collaboration with Arbetsförmedlingen Academic literature has examined to what extent the services provided to non-Swedish born residents are succeeding in their purposes. These services include those that aid to overcome this outsider effect: those which help to establish networks, develop work and language skills, and embrace the right to participate in Swedish society (i.e. develop individual human capital).

This thesis conceptualizes the extent of collaboration between AF and SFI schools as the **public service** component of human capital investment in immigrants from the municipality. The second component is the **monetary investment**, which are the costs associated with providing the language education from an administrative standpoint.

Because this project seeks to take up where several approaches within this literature falls short, it is beneficial to explain an array of the research that has been conducted, and then to summarize how each contributes to this project.

### 3.3 Other approaches to understanding employment integration

The one driving goal that integration policy addresses is high employment (high labor market participation by all residents.) Therefore municipal policy structures navigate how best to invest in this sector of the population and maximize the human capital. More specifically, what factors or variables are influential to an immigrant's particular situation to become employed and how can policy structures facilitate employment integration in light of these variables?

Duvander (2001) explores possible variables related to immigrant labor market returns such as country of origin, educational attainment (upon arrival and then in Sweden), assessed Swedish language proficiency, partnership with a Swedish citizen. Like this thesis, Duvander uses human capital theory to explain investments into integration. This study is often the go-to report for comparisons of immigrant employment outcomes to the Swedish-born population. This method boasts a control standard by which to strive for policy makers in Sweden, though this method can be viewed as unfair and can be utilized for propagation racial underpinnings. The limitations include that only 4 nationalities are sampled. Also, the study self admits to bias in sampling mostly non-Swedes in urban areas who have access to larger labor markets. Also, Swedish language proficiency assessment was conducted by several interviewers. This technique has an associated risk of subjectivity. Finally, the highest education level attained in Sweden variable (vs. in country of origin) did not designate whether the individuals completed those studies in English or Swedish. Since this variable measures level of social integration, someone who has completed a masters degree in which the language of instruction is English in Sweden is not necessarily more integrated than someone who has not taken a higher level degree. The paper does nonetheless contribute the method of the comparisons between migration groups and identifies conditions that are specific to certain groups. This method is more fruitful for discourses around individual or local specific policy planning that depend highly on understanding the situations of certain groups.

Åslund and Rooth (2007) explore if refugee "cohorts arriving in a period of good prospects in the national labour market fare better compared to immigrants arriving in a period of bad prospects?" and "Second, does long-term success differ between people who arrive at the same time, but encounter different local labour market conditions?" This is one of the few articles that suggests regional mechanisms as influential to employment prospects, not simply regional descriptive characteristics such as "city size". Åslund and Rooth thereby changed immigrant employment studies' focus away from aggregate national data towards a micro-level approach. Their findings revealed that yes, where and when do matter. Meeting a bad local labor market upon arrival negatively affects earnings and employment for at least 10 years. For groups that entered Sweden during

different years characterized by different economic conditions, differences in earnings persisted for at least eight years. Overall, they conclude that local labor market conditions matter in the long run (Åslund and Rooth 2008, p.440). The downside to this study is that only including refugee's situations and individual data, one cannot necessarily generalize the findings for all immigrant groups. Refugee groups are often entitled to settlement programs and subsidized housing while other individuals may encounter different possibilities to adjust to labor market conditions. The trend towards studies that go beyond national statistics has somewhat caught on.

Andreas Fejes (2010) sought to identify the construction of *employability* of an individual<sup>5</sup> and explore the underlying expectations on responsibility of employment between the state, the individual, and the employer. The overarching variable on employability was development of specific skills to meet the labor market demands and specific job vacancies through retraining. In the Swedish municipal context, the conclusions were that it was the individuals' initiative and calculated risk of not re-training and it is the municipality and state's responsibility to act as the enabling tool for the individual to do so that factor into employability. (ibid., p.97-98). This article contributes to this thesis because it does not specifically refer to the non-Swedish sub population. It rather discusses human capital investment through education in general. While his examples included individuals who enroll in adult education to gain a nursing license to be more employable, this thesis discusses foreign-born individuals who retrain in language to be more employable.

Other literature addresses not simply what makes a person likely to be employed, but rather which contingencies affect specifically the *immigrant sub-population's* chance for obtaining employed status. The differentiation here is aptitude versus achievement. Specificity and multiplicity of variables is the current trend presently in studies of immigration, integration, and employability in Sweden. Bevelander (2011) takes into account status of immigration and models with all other variables mentioned, creating the most encompassing of studies to date on the subject and even frames his study using human capital theory. However, his study is limited by two methodological choices. The first is that while Bevelander utilizes the variable municipality, he uses it only nominally and then categorized them into nominal variables based on the size of their populations<sup>6</sup>. This then eliminates the explanatory power of municipality-specific factors such as quality of career guidance, for example. Secondly, the author chose to only include results from certain countries of origin. It is unclear whether these were the countries that demonstrated significant patterns, and others went unreported. Lastly, it is helpful that a study finally takes into account admission status; however the categories exclude specificity of certain people

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<sup>5</sup> Fejes's work does not make his argument with any specification to the immigrant population in Sweden, but rather focuses on the concept of employability within policy documents that are directed at entire populations of residents in a country. He makes specific references to various countries throughout the text.

<sup>6</sup> Total population, not foreign-born population

while distinguishes others. The categories used in the study are resettled refugees, asylum claimants, relatives, labour migrants, guest students, other, and adoptees. Bevelander (2011, p.33) recognizes this limitation and then excludes the last three categories. This biases any findings by only including data on individuals who come on ground of political unrest in their country of origin. This then makes a study that attempted to be generalizable to the immigrant experience by being broad and specific, can only be generalizable to a particular group of immigrants in limited geographical units.

General conclusions about previous research are that more effort is going into specifying more independent variables to explain employment status than ever before. The limiting factor academically seems to be that data is not integrable between projects. This is can be attributed to various methods, data timeframes utilized, and data source availability. Statistics Sweden conducts most national statistics surveying in Sweden. However, data on this topic is usually compiled through Statistics Sweden, the Migration Board, the local municipality, and sometimes through datasets compiled by one of these from the other and then re-organized<sup>7</sup>. Raw data from these sources is expensive and users of the data agree to certain terms to not to share it. So while the information needed to study this topic in the best detail possible actually does exist, it is quite unattainable day to day. Research on this topic, like many others thus takes much time and depends on resources. The most current data for any frequency discussed is thus two years old at best. What is missing is a means or approach that encompasses and can test in a standardized way the influence of as many of these variables as possible on employment status and be both specific without compromising generalizability of findings.

While this study is also limited by some of these same factors, it can explore some variables that have yet to be explored. The scope of this project is combination of national and local. Unlike the previous research above, this thesis focuses on local conditions and services, since that is the actual level of government that communicates with residents day to day. In addition it is the local economy and labor market to which an individual has access to most readily. The investment in human capital for integration into the Swedish labor market can take many forms if one is looking for practical ground-level examples. This project isolates the relationship between the public employment office and SFI schools, the costs invested per student, the total costs for providing SFI service in a municipality, as empirical evidence of human capital investments in non-Swedish individuals who immigrate to a municipality. Of these, the collaboration between the local public employment office and the SFI schools within a municipality takes the form of a service while the other factors is a measurable monetary investment. This project views this service, or this level of collaboration as well worth exploring in relation to employment outcomes for non-Swedes of working age. Therefore the resulting specific research question for this project is:

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<sup>7</sup> Such is the case for the RAMS dataset made available from Statistics Sweden but collected locally by municipal authorities. This dataset will be used for spending estimations and SFI data later in this thesis.

“Does the employment rate of non-Swedish-born residents depend on collaboration between the public employment offices and language schools in Sweden?” and “To what extent do monetary forms of human capital investment contribute to employment outcomes?”

# 4 Methods

## 4.1 Summary of Methods

The goal of the chosen methods is to model the employment rate of non-Swedish residents by several variables. The most important variable for this project is a “Collaboration Scale”. Questions to determine the level of cooperation in each municipality were answered by 26 SFI schools in 24 municipalities. The respective scores on the Collaboration Scale are modeled with variables for each municipality. Statistics on each municipality for these variables and employment rates among the non-Swedish born populations have been made available from Statistics Sweden 2011 RAMS database and Statistical Database (Statistics Sweden 2013). This section contains the methodological process and explanations for this empirical study. The decision to examine regional employment through a quantitative approach is first explained, followed by the process of case selection<sup>8</sup>, the processes of operationalizing the concept, collecting the rates of collaboration and finally modeling the scale with other variables. The result is a model of employment based on multiple regression analysis from original data. Methodological choices are explained and justified in chronological order of conduct.

## 4.2 Case selection

Surveying all 290 municipalities for assessing collaboration would go beyond the scale and limits of this project. It was important to choose a set of municipalities that represents the spectrum of the number of foreign-born residents present around Sweden. The information used to make this selection came from the frequencies below for each municipality provided by Statistics Sweden:

- Number of foreign-born residents above 15 years of age

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<sup>8</sup> This section elaborates into specific detail on the selection of cases for this study because it was highly influenced by availability of data. For the sake of transparency, this is presented in section 4.3 Case selection. Because this detail is quite robust, the reader has the option to skip section 4.2 Case Selection and return to it after results are presented.

- Number of immigrations (in persons) above 15 years of age (for that year)<sup>9</sup>

These were the two statistics close enough to measuring the number per municipality who moved *in* the year 2011. Because “number of foreign-born residents above 15 years of age” is a total *as of* 2011 and “number of immigrations (in persons) above 15 years of age” by nature includes Swedish-born people moving back into a municipality from abroad, neither frequency exactly measures the populations needed to compare for the selection. Where either number was unavailable, the entire case was omitted from the sampling frame<sup>10</sup>. From suggestion of Statistics Sweden (2013), the municipalities were sorted in ascending order by these numbers and grouped into ordinal groups of ten. When a municipality appeared in the same ordinal group for both frequencies, it was selected for the sample<sup>11</sup>.

The construction of cases to be surveyed is crucial to the outcome of the overall model. Tests of association between the frequencies, Number of foreign-born residents above 15 years of age and Number of immigrations above 15 years of age 2011 were conducted to ensure as close a relationship as possible<sup>12</sup>. A summary of this process can be found in Appendix 2. Graphic representation of this relationship and the associated coefficients from the SPSS output charts can be found in Appendix 3. Reassured by this relationship we can proceed to use the 61 municipalities as a cross section of overall population in Sweden to explore the relationship between of cooperation and employment rate. The final selection of cases (municipalities) can be seen in Appendix 4, with their respective frequencies of Number measured Immigrations Age  $\geq 15$  (2011) and Number of Foreign Born Residents (2011).

### 4.3 Surveying the Municipalities

This section is divided into the steps taken to collect the data needed for assessing the collaboration between Arbetsförmedlingen and SFI school(s) on the municipal level. The section describes how the formulation of the questions, the process of

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<sup>9</sup> While working age is considered 16-65 in Sweden, it was impossible to exclude frequencies above 65 in the RAMS data set for these variables.

<sup>10</sup> The municipalities of Karlsborg, Lekeberg, and Arjeplog were removed as there was no available data for these under the variable “number of persons foreign background 2011” from Statistics Sweden. Upon inquiry, it does not mean that the value is 0.

<sup>11</sup> The municipalities of Ydre, Boxholm, and Askersund were removed from this final selection because these municipalities hold no SFI institution. The eligible individuals are shared between geographically surrounding municipalities.

<sup>12</sup> The detail into the selection of cases is robust because the project will not be investigating all 290 municipalities and their integration efforts. Thus this project seeks to carefully present cases that will at least ensure the most accurate reflection of variables possible, given available information.

contacting SFI-schools, the organization of responses. The information obtained from the SFI school responses were then used to calculate a score for each collaboration case on a Collaboration Scale, which will be described in section 5.5. It can also be noted that the self-selection of SFI schools to participate in the project serves as another selection mechanism to the project.<sup>13</sup>

### 4.3.1 Questionnaire

The chosen survey method to obtain information for each municipality's collaboration is through email contact with few open-ended questions. The rationale behind this decision took into consideration the probability that response rate would be low if the list of questions was long. The purpose of the questions is to determine the extent of cooperation without being able to probe respondents, in hopes that they will elaborate to the extent that a collaborative relationship exists. Skolinspektionen's report, focuses on the need of this collaborative effort, especially in regards to the process of aiding SFI students to adjust to Swedish working life via an internship (also called step-in job, or "praktik"). This project chose the following four questions specifically inquiring about this service:

1. Who is in charge of procuring or offering guidance to Sfi students who wishes to get an internship (praktik)?—Arbetsförmedlingen, the SFI school, a recruitment firm working with the school, or other
2. What steps must an Sfi student take to "sign up" or "request" to be placed in a praktik/internship?
3. What efforts if any, are taken to match the praktik to any previous training the individual has?
4. Are there any other formal aids offered to your Sfi students such as but not limited to work-setting vocabulary lessons, career/praktik fairs specifically for Sfi students that connects Sfi students to work life?

The Sfi schools were informed in the introduction of the questions that the project was specifically interested in "how [the school] school takes efforts to prepare students outside of the classroom for work opportunities. (More specifically, at how the municipality (kommun), your school, and Arbetsförmedlingen collaborate. As you know, this takes many different forms and varies based on the needs and capabilities between the kommun and Sfi institution." The entire email letter can be found in Appendix 5 which was sent out March 26, 2013.

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<sup>13</sup> A discussion on this aspect of case selection is found under Reflections and limitations section

### 4.3.2 Contact process

The questionnaire is answered by deans, study-work path coordinators, and SFI-responsible administrators within the 61 municipalities of the sample frame. The email addresses were accessed by first the SFI school register, (Utbildningsinfo-Skolverket 2012) and then by searching the schools' websites or municipality homepage section on sfi. The questionnaire is aimed at the individuals above because they work with career path coordination for the students directly and on a daily basis. It was also assumed that these individuals would be able to forward the questions to a more appropriate colleague if they did not consider themselves the best person to answer. On March 26, 2013 the letter in Appendix 5 was emailed to 281 email addresses of deans, study-work path coordinators, and SFI-responsible at several SFI institutions. 10 SFI institutions replied before April 12, 2013. The non-responsive municipalities (51) were contacted via email April 12 including an insertion of the individual's name and title if available, reminder of the subject nature and request, and a forwarded copy of the original email following the text. This second email can be found in Appendix 6. As of April 22, 2013 17 out of the 61 municipalities had replied to the questions. If a replier chose to forward the email to another person, I was notified<sup>14</sup>. Between April 22 and April 23, another survey of all contact information from the municipalities' websites was conducted.<sup>15</sup>, and those individuals contacted. The last response received was on April 26, 2013. Totally, 26 SFI schools from 24 municipalities responded to the 4 open ended questions<sup>1617</sup>

## 4.4 The Collaboration Scale

Each municipality's responses to the four questions allow for the assessment of collaboration, which will then be used with other collected variables in the creation of a model for municipal employment of non-Swedish born residents. A table of all 26 cases and their answers to each question can be found in Appendix 7. This section first describes the operationalization of the concept "collaboration" using content analysis as a method. Then described is the method by which indicators or units of collaboration are coded and valued from the

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<sup>14</sup> In these cases, the majority were due to change of job, and thus they either forwarded my email to the appropriate person or provided me with the contact details of the person to contact. Either was at their discretion.

<sup>15</sup> Of interesting note was that since the initial contact information collection was conducted in February and March, 31 out of the 61 municipalities contacted had either a new contact person or entire new webpage. In the time period of just over a month, half of the cross section had significant structural changes in this way.

<sup>16</sup> Hermods AB, an SFI institution in Uppsala municipality declined to participate under grounds that they were undergoing negotiations and changes to the process in question, though agreed to participate at a later date. Therefore, Uppsala is not represented in the responses.

<sup>17</sup> Stockholm and Södertälje were coded into 2 cases each, as 2 SFI institutions replied in those municipalities.

responses. Section 5.5.3 concludes with the checking of the reliability of the Collaboration Scale and descriptives on how the municipalities scored. Section 5.6 will conclude Chapter 5 Methods with the Modeling of Municipal employment rate.

#### 4.4.1 Operationalizing Collaboration

Operationalizing the occurrence of collaboration in each case requires the qualitative assumption that the respondent (deans, study-work path coordinators, and SFI-responsible administrators) understands what information is asked of him/her and that the way he/she expresses that information in return is reflective of the reality of this collaboration. These are the assumptions taken into this projects grounded theory approach to assessing collaboration in content analysis of responses. This assumption therefore dictates that one assumes something will indicate the presence or absence of collaboration based on how the respondent answers to each question. The approach taken here is most similar to text analysis based on grounded theory with the use of deductive coding. This means that the researcher is aware of the themes he/she hopes to identify (Bernard 2005, p. 493-494) This led to the creation of a word list that constitute the concept of collaboration, that might be found in the text. Here, collaboration is operationalized by summing indicators. The method is qualitative in a sense that a coder (in this case the researcher) defines the concept 'collaboration' as the two entities the SFI institution and public employment office (including sub-actors such as employees) engaging in an activity together, in the context of the question. As previously stated, the email questionnaire informed the respondents that the clear purpose of the questions was to understand the collaboration between the two. Thus the underlying assumption guiding the measurement of each collaborative relationship is that the concept will be accurately described to the extent it exists as known by an expert (the respondent) to be true day to day. The specific process of coding and identifying instances of collaboration is described below.

#### 4.4.2 Coding Indicators

The questionnaire aimed to determine the nature and thus level of cooperation between institution and employment office. Thus from the responses to each question, singular instances of cooperation can be operationalized and thus measured in overall frequency per case. This is accomplished by content analysis of the responses. By conducting a summation of these instances for each question, a scale value, or level of cooperation can be produced for each school-AF case.

Each instance counts as a value of 1, and any question can have a summed value from 0-∞, in theory. This is based on the idea that a respondent will elaborate on the concept to the extent that it exists. The researcher has no control over how large those instances will be or the rhetoric used to describe the relationship, hence 0-∞ range per question. All the values for each question are summed, giving each case a numerical value for Level of Cooperation. Every “instance” of a collaborative effort in a response to a question is identified by either an explicit response or a more subtle implicit. For the explicit the presence of indicator rhetoric using “together”, “we”, “collaborate”, “both”, “share” with the presence of “Arbetsförmedlingen”, ”AF”, or ”the employment office” identify a collaborative instance. For implicit, there is more judgment required from the researcher and often depends on the word order and choice of the respondent, to be able to determine if they are conveying an actual cooperative instance. For example, the following question is in response to question 4, “Are there any other formal aids to the students such as work-setting vocabulary lessons or work coaching that connects students of SFI to work life?”

"The students can combine the school with Meritpotföljen or yrkessvenska. This is an offer through AF"

The second sentence in the response indicates that the service is offered through Arbetsförmedlingen. Yet the presence of “combine” elicits a meaning of parallelism and knowledge of options to the student that compliment some known service from SFI. Thus, the verbiage is an implicit indicator, identifying an instance of cooperation. This response has earned a value of 1. Whether implicit or explicit, the value given to each instance is 1. Each question can have multiple, theoretically infinite, numbers of instances. They are separated from one another based on the verbs that the subjects are describing, usually indicating the type of service that is available to the student. These included but were not limited to counseling, arranging internship, consultations, etc. The collaboration score is simply a summation of the number of times multiple actors (AF and the school) are named and accompanied by a verb that suggests collaboration. If one of the actors is mentioned, that does not equate any occurrence of collaboration, so the response would earn a 0 for that question.

#### 4.4.3 Scores and Reliability of the Collaboration Scale

The above coding was performed on each of the 4 questions and then summed for all 26 cases. A summary table of each SFI institution and its questions scores and overall score on the Collaboration Scale can be found in Appendix 8.

To understand the prevalence of collaboration amongst the responding municipalities, we look whether the distribution of the scores are represented on a normal curve. A Kolmogorov-Smirnov test of normality was conducted. A sig. value of 0.000 violates the assumption of normality (Sig. above 0.05), suggesting

a non-“normal” distribution. Other descriptives, a histogram, a Normal Q-Q Plot, a Detrended Normal Q-Q Plot with boxplot of the Collaboration Index Scores can be found in Appendix 9. The distribution of the levels of collaboration is clearly toward low collaboration. On a range from 0-6 the mean is 1.54, and the median value is 1. A non-“normal” distribution does not equate a problem with the scale. Pallant assures that in fact, this distribution “reflects the underlying nature of the construct being measured”(Pallant, 2010, p. 64)<sup>18</sup>. So one may conclude that in this sample, collaboration is relatively low. Before exploring the relationship between the Collaboration Scale and other variables, the reliability of the scale was tested.

One needs to be able to assert that this scale actually measures what the project claims to be attempting to measure: Level of Collaboration between Arbetsförmedlingen and each SFI school. The reliability of the Collaboration Scale is tested using Cronbach’s Alpha Coefficient and the mean inter-item correlation. These help to determine if the components that make up the scale are measuring the same underlying construct (Pallant, 2010, p. 97). The Cronbach’s Alpha coefficient is 0.570 and 0.594 with standardized items, while the mean inter-item correlation falls between the target range at 0.268. All hypothetical Cronbach’s Alpha coefficients are lower than the 0.57 and 0.594. This means that all four questions contribute to the scale and if any were removed, the scale would be less reliable.

## 4.5 Modeling of Municipal employment rate

The culmination of this study is to be able to see how the career services and spending on the municipal level regarding SFI relate to the employment rate amongst non-Swedes. Statistically one is able to model employment rate, the relationships between the Collaboration scale (CS) and other available variables per municipality. The interpretation of human capital theory for this project conceptualizes public spending on SFI and the level of collaboration between AF and SFI schools as the investment in the non-Swedish population. The theory also allows for the conceptualisation employment rate as the return on this investment. The independent variables to be tested to model employment rate with the Collaboration Scale are:

- Number of pupils full-time in SFI
- Total cost of sfi
- Cost per pupil to run SFI<sup>19</sup>

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<sup>18</sup> Pallant references several common social science scales such as life satisfaction measures, or clinical measures of anxiety or depression. Some occurrences are simply skewed in the general population they are measuring.

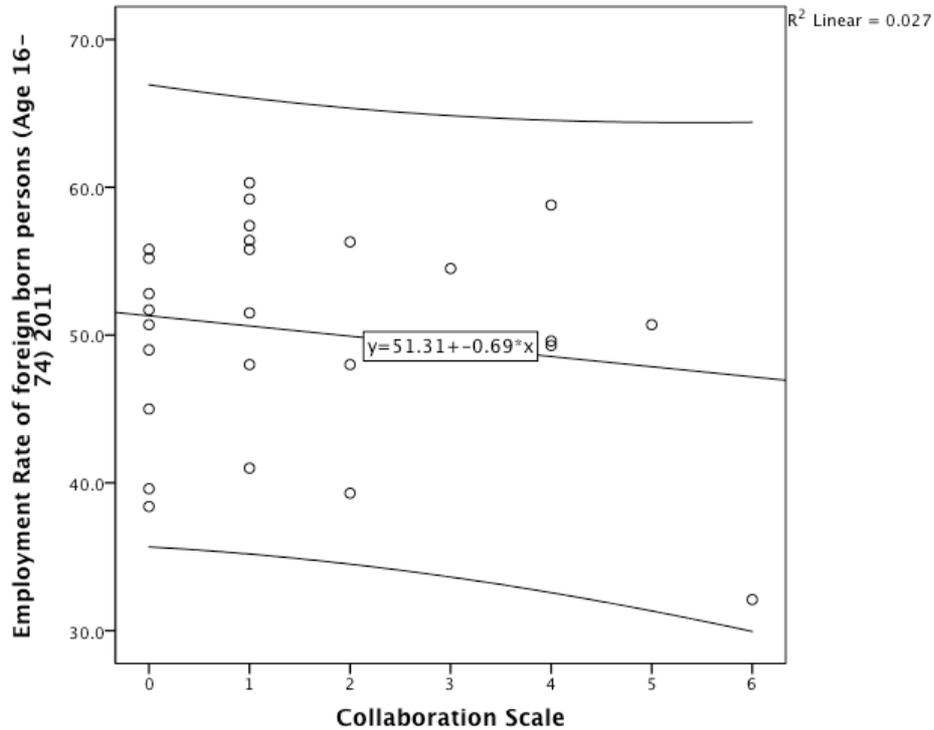
<sup>19</sup> This number was not calculated by the author. It is a number provided by Statistics Sweden and is not calculated for the division of the other two variables, as might be assumed

These variables are chosen because they reflect direct investment in SFI from the municipality (total cost), take into account demand of the education (number of pupil registered fulltime in the municipality), and then cost per pupil (a cost invested per student). Logically these are the measureable elements of human capital investment in SFI. In addition, because no other studies have taken a local approach except in government sponsored auditing, these particular variables are not explored in other employment and immigration literature. This project seeks to explore the employment situation that non-Swedes hoping to obtain work encounter depending on the situation of certain variables (those above and the CS). The research question “Does the employment rate of non-Swedish-born residents depend on a high level of cooperation between the public employment offices and language schools in Sweden?” and “How much explanatory power over employment rate does municipal monetary investment have?” forces the exploration of the impact of other variables and the exploration of the effect cooperation has at all. As has been stated, collaboration scores for the cases are mostly low, so if there is considerable explanatory value in other independent variables, they may be crucial in determining the nature of the explanatory value of the CS, which can later be determined in the multiple regression multivariable analysis.

#### 4.5.1 Relationships between Employment and Independent variables

Employment rate of non-Swedish born and the Collaboration scale. Having used a bivariate analysis, one finds that the Pearson’s  $r$  correlation coefficient between these two variables is  $-.165$  with a significance level of  $.419$ . The figure below demonstrates the graphical relationship of the Collaboration Scale and Employment rate of non-Swedish born residents by municipality.

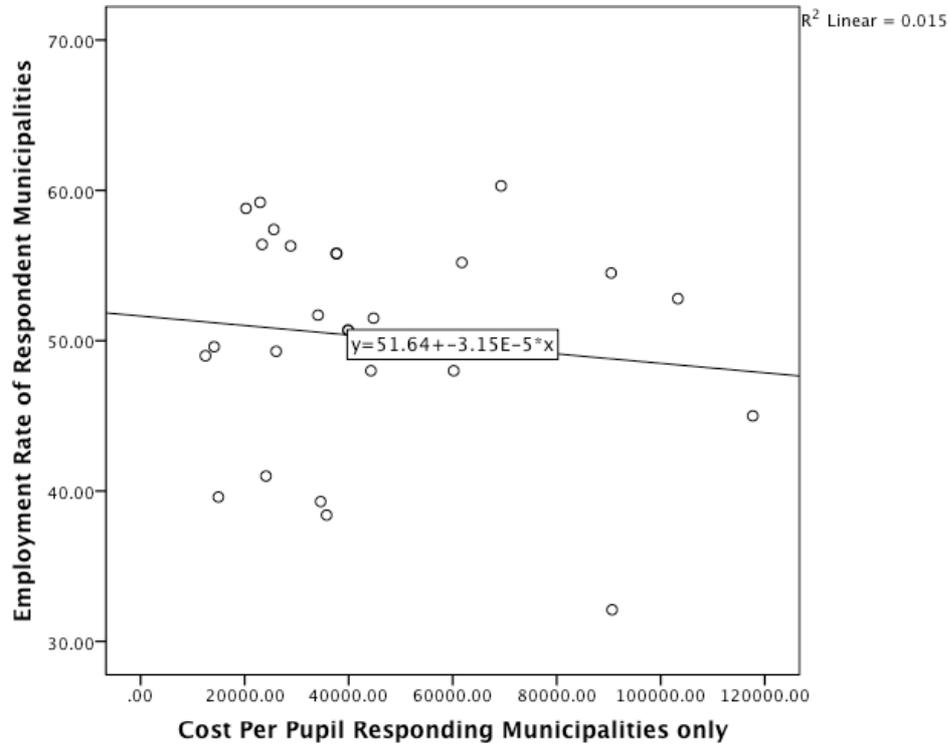
Figure 4.5 A Scatterplot and regression line of relationship between the Collaboration Scale and Employment Rate in municipalities



The r value -.165 immediately indicates that the relationship has a low strength of correlation and a negative direction. This technically means that without considering any other variables, as collaboration between SFI institutions and employment offices increases, employment decreases at a rate of .165. However, because the value is not statistically significant, one cannot assume that increases or decreases in collaboration significantly relate to increases or decreases in employment amongst non-Swedes. An extreme value can be considered an outlier and may skew the representation of the underlying relationship in a correlation. To see if this was the case in this data, Pearson's r was again calculated, though only including collaboration's less than or equal to 5. The r-value becomes 0.145 and the significance is 0.491. Therefore, while the extreme value 6 for collaboration effects the direction of the relationship, one way conclude that change in Collaboration does not significantly effect change in employment.

Looking at Employment rate and cost per pupil, the Pearson's r correlation coefficient is -0.1 , with a significance level of 0.626. The result is not significant, thus one cannot assume that increases or decreases in cost per full time SFI student significantly relates to increases or decreases in non-Swedish employment rate in the sampled municipalities. The graphical result of the correlation between Employment rate and cost per pupil can be seen in the figure below.

Figure 4.5 B Scatterplot and regression line of relationship between Cost per full-time SFI student (SEK) and Employment rate by sampled municipalities



The relationships between the independent variables of 1) Collaboration Scale and 2) cost per SFI pupil on the dependent variable Employment rate amongst non-Swedes are non-explanatory thus far.

One can control for the influence of cost per SFI student on the relationship between Employment rate and total cost spent on SFI. Theoretically, this allows for the exploration of other costs within the service of SFI such as salaries of teachers and administrators, facilities, part-time students, etc. This potentially gives a better understanding toward the influence of costs of the service as an investment in desirable employment outcomes (high employment rate). To do this a partial correlation is conducted. The variables correlated are “Employment Rate of Respondent Municipalities amongst non-Swedes” and “SFI, Costs Total”, by controlling for the influence of “Cost per full-time SFI pupil”. Preliminary analyses were performed to ensure no violations of normality, linearity, and homoscedasticity. There was a change in  $r$  from 0.128 to 0.112 when the influence of “Cost per full-time SFI pupil” was controlled, demonstrating a small decrease in strength of the correlation. According to Pallant (2010, p. 146) this allows for the conclusion that the observed relationship between Employment Rate of Respondent Municipalities amongst non-Swedes and SFI, Costs Total, is not due merely to the influence of Cost per full-time SFI pupil.

## 4.5.2 Multiple Regression and modeling Employment

Specific research question answered by multiple regression:

- “How well do Total cost of sfi, and Cost per pupil to run SFI, and score on Collaboration scale predict employment rate amongst non-Swedes in municipalities?”<sup>20</sup>
- “Which of those independent variables is the best predictor of employment rate amongst non-Swedes?”

Running a multiple regression analysis using a statistics program like SPSS basically just involves selecting the variables one wishes to include. All the data for these variables were previously entered. A complete data summary from the multiple regression output is located in Appendix 10 and can be referenced throughout this discussion. The model generated from the variables Collaboration Scale, Cost per pupil, and total cost of SFI explains 4.7 percent variance of non-Swedish municipal employment rate. In a small sample analysis such as this (n=26) the R squared value tends to be optimistic of the true value in the population. In such cases, Pallant (2010, p. 160-161) and Tabachnick and Fidell (2007 in *ibid.*) suggest reporting the **Adjusted r square** statistic instead, in that it “corrects this value to provide a better estimate of the true population value, (*ibid.*). In this case, the adjusted r squared is -.082, and Significance results found in the ANOVA indicate the result is not significant at 0.779. This answers the first question.

From the standardized beta values under the Coefficients box, one can see that at -.148 the Collaboration Scale is the largest beta value of the independent variables and thus makes the largest unique contribution to explaining the dependent variable, employment rate when all other variables are controlled for. None of the independent variables make a significant unique contribution to explaining the dependent variable. The squared **Part** coefficients are 0.0117 for Cost per pupil, 0.0049 for SFI total costs, 0.0207 for Collaboration Scale. These numbers tell how much the R squared would drop if each of the variables were not included.

In answering the two questions presented in this section. The answers to questions one and two are respectively:

- This model which includes the cost of a student, the total cost to provide SFI, and level of collaboration between local public employments offices and the SFI institution(s) in each municipality explains 4.7 percent (based on r-squared) or 8.2 percent (based on

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<sup>20</sup> Upon investigation, “number of full-time pupils” and “total cost of SFI” had a correlation coefficient  $r=0.92$  and significant. Pallant 2010 suggests omitting one of the variables (p. 158). It was decided to remove “number of full-time pupils” from the multiple regression analysis because number of sfi students is mathematically represented in the cost per pupil (in the municipality) frequency.

Adjusted r-squared) of the variance in Employment rate amongst non-Swedes.

- Of these three variables, the Collaboration Scale make the largest unique contribution (beta=-.148), although none of the variables have made a statistically significant contribution.

## 5 Results and discussion

The independent variables cost per SFI student, total cost to provide SFI, and level of collaboration between local public employment offices and the SFI institution(s) in each municipality explains 4.7 percent (based on r-squared) or 8.2 percent (based on Adjusted r-squared) of the variance in Employment rate amongst non-Swedes and the results are not significant. Upon investigation, “number of full-time pupils” and “total cost of SFI” had a correlation coefficient  $r=0.92$  and significant. This is a result of multicollinearity, the under which two variables are so correlated that they obscure the coefficients of the variables and may me the influences insignificant. Pallant 2010 suggests omitting one of the variables (p. 158). It was decided to remove “number of full-time pupils” from the multiple regression analysis because number of sfi students is mathematically represented in the cost per pupil (in the municipality) frequency. From these results, one can conclude several things. First, the low level of explanatory power of the independent variable may mean that variables explored in previous literature **do** have contributing power in explaining employment rate in this study as well. Those variables were not able to be explored for this study, which was slightly an advantage since these costs could be isolated and used in congruence with collected data on Collaboration. While no contribution of any of the variables in the model was significant, it is difficult to conclude if number of students for whom a school-Arbetsförmedlingen pair is responsible actually effects variance in employment. Secondly, the underlying concepts and behavior of variables may be sensitive to the number of cases,  $n=26$ . However, even the maximum number of cases possible to observe these relationships is relatively low, 290 municipalities in Sweden. Thus, it is unclear whether results would be statistically significant (generalizable and replicable) even if explanatory values (r-squared) were theoretically more accurate in a larger n-value.

Thus the results are inconclusive concerning whether a higher human capital investment (in monetary terms and in Collaboration level) yield more favorable employment results. In light of the result, the project contributes a new variable to the current employment integration literature in Sweden: collaboration. Future studies should seek to combine investigations on SFI-AF collaboration with individual case-based longitudinal modeling of employment. It can no longer be overlooked that regional conditions vary and thus human capital investment in newly arrived non-Swedish residents of a municipalities varies.

### 5.1 Reflections and limitations

The use of a quantitative analysis for this investigation was exploratory and the main aspiration behind this approach was the possibility to be able to incorporate its raw data and findings into future research. During the initial stages of a research process and question formation, one cannot predict the turnout rate of response. In this case, 24 out of a possible 61 municipalities completed the questions. The narrowing of the 61 possible municipalities to survey was inevitable to make the results generalizable, yet forces the number expected to reply down. The municipalities that did respond were representative of the range of non-Swedish residents who arrive in 2011 from abroad in the highest frequency municipality, Stockholm (12,488 immigrations in 2011 Age  $\geq 15$ ) and the lowest frequency municipality Bjurholm (14 immigrations in 2011 Age  $\geq 15$ ). The length of reply to responses was also unpredictable. Some responses were as short as "I don't know". While others were as long as 106 words. This was still much less than was expected. While the chosen method of text analysis was effective in measuring collaboration. It may not explore the major differences (nominally) between collaboration in different municipalities compared to each other. However, the quantification of level of collaboration fits into the approach for multiple regression analysis, so the form of data collection fits the purposes of this project.

The Collaboration Scale is unconventional in that it does not have pre-defined value limits (a range). This is because it is utilized in the content analysis as a reflection of frequency and thus prevalence of collaboration between the respective school and AF frequency. A school's score is simply the total of collaboration indicators from all four questions. The fact of having no upper limit does not change the way the data can be processed in SPSS.

Concerning the reliability of the Collaboration scale, the reliability test was conducted on the first 17 cases submitted for a preliminary inquiry. The results, in hindsight, may indicate the timing of responses were not random and may convey a pattern. The Cronbach's Alpha coefficient (a reliability indicator) is 0.625, and 0.634 with standardized items including on the first 17 cases. DeVellis (2003) in Pallant (ibid.) suggests that this coefficient is ideally above 0.7, though with scales having fewer than ten items (there are four in this scale) coefficients are lower, around 0.5. The mean inter-item correlation refines this at a value of 0.302. Briggs and Cheek (1986) in Pallant (ibid.) recommend a range of 0.2-0.4 as an optimal range for the inter-item correlation mean. The value of 0.302 proves substantially within that target.

Interestingly, the item-total statistics produced unexpected hypothetical Cronbach's alpha coefficients, when certain items are removed from the scale. If "Number of Times Explicit Collaboration for Steps Question" the item in the scale is hypothetically removed from the Collaboration Scale, our Cronbach's Alpha Coefficient improves from 0.625 to 0.638. The mean inter-item correlation remains in the acceptable range at 0.389. This means that the question "What steps must a student take to "sign up" or "request" to be placed in a praktik/internship?" from the original survey holds little contributive value to measuring Collaboration, the underlying construct variable.

The second (final) Reliability of the scale test was conducted after the increase from 17 to 26 respondents. The Cronbach's Alpha coefficient is 0.570 and 0.594 with standardized items, while the mean inter-item correlation still falls between the target range at 0.268. The case that if an item were deleted a better Alpha coefficient (more reliable scale) as was observed during the n=17 test no longer is relevant. All hypothetical Cronbach's Alpha coefficients are lower than the 0.57 and 0.594. It can be observed that after the second group of responses, reliability of the scale decreased from 0.625 to 0.57. However, the contribution of each question becomes more even.

One can only speculate, but it is possible that those schools that responded early had clearer and more direct answers about the extent on collaboration their schools had with their local AF. No municipality responded from the range of municipalities that had between 44 and 82 Immigrates Age who arrived in 2011, which consisted of 11 municipalities. Within that group, 3 municipalities either changed their websites or added a new contact person between the first and last attempt at collecting response. Those can be added to 4 other municipalities which added newly hired personnel to their websites and even others who referred the questions on citing that they no longer worked at the school. Collectively, one can say that a fair amount of restructuring and turnover occurs during the study which could affect the response rate. Other methods of contact were not attempted, to avoid a construct bias and due to time. It was desired to allow municipalities to respond, given the same information. Only the second and third emails gave a slightly different approach of including the name of the recipient. In addition, the language of the message was English, those who replied first either felt comfortable responding in English, or automatically generating the English translation of their responses, which was obvious in some cases. In the third contact email, it was included that Swedish messages were accepted. Only one responded in Swedish, and the translation in English coded as usual.<sup>21</sup>

Unfortunately, access to datasets STATIV and FLYTDATA, those utilized by most of the works mentioned in the background of this project, were unobtainable, and thus no connections could be made to combine the models and previously considered variables. Even so, if this project were extended to a larger scale project with more resources, the current model could be expanded. For example, the current model does not contain a variable that conceptualized the effect of pre-arrival labor market conditions. Something that could be used to measure this would be number of advertised job vacancies or other employment mechanism that could be isolated. In addition, it is difficult to model this concept on the municipal level without access to individuals. This project only had access to frequency data on the municipalities, and not when an individual arrived, when he/she enrolled in SFI, did he/she go speak to the career path advisor at the school. With individual level data, more precision could be made with the years applicable, and simply more screening data. In addition, the model is limited by

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<sup>21</sup> The author was able to confirm the translation with a native speaker as the verbs are almost a direct translation.

sample size. While the model is fairly representative of the dispersion of non-Swedish residents who arrived to their listed municipality in 2011, 26 cases is still quite low and effects the standard error. In all, more specific data for the monetary investment and more cases for the service investment would make this model more generalizable and accurate.

An ideal future model would utilize these datasets an model for all immigrants by municipality, entry status, pre-and post-arrival education, time in SFI courses, level attained in Swedish, age, collaboration between attended SFI school and local AF, whether the individual lived with a Swedish-born person during first two years of arrival, local economic conditions, and of course this data repeated over many years. Most of these variables already exist, however previous studies tend to isolate groups or time periods, limiting the possibility of understanding employment outcomes for non-Swedes.

## 6 Conclusion

This thesis determines that municipal-level investment in human capital as conceptualized by this thesis has little explanatory power over employment rate amongst non-Swedes. It is possible that monetary investments and collaboration are integral in a model of employment that included other variables. Human capital investment in immigrant residents of a municipality may be completely unrelated to employment outcomes, depend on other variables not included in this study, or simply have been unapparent given the municipalities used.

## 7 Executive Summary

This project examines **human capital** investment as the primary tool of employment integration of newly arrived non-Swedes into municipal labor markets in Sweden. The purpose of the thesis is to explore the explanatory power of local human capital investment over employment status amongst non-Swedes. This investment takes the form of public services or actual monetary investment in a program or service. This is specifically represented in the thesis by the collaboration between local public employment offices (Arbetsförmedlingen) and Swedish language institutions (Svenska för Invandrare skolor) and the municipal-level costs of language-career services. The thesis takes a methodological approach of regression analysis to explore these relationships. Employment rate amongst non-Swedes in a municipality is used as the dependent variable; while Number of pupils full-time in SFI, Total cost of sfi, Cost per pupil to run, and Collaboration are the independent variables. All statistics data on these variables come from Statistics Sweden and were accessed via the national website. Collaboration per municipality however was collected from first-hand data. Using a questionnaire answered by 24 institutions, collaboration was identified and measured using word indicators, a simple content analysis. The scores on the collaboration scale the number of pupils full-time in SFI, total cost of sfi, cost per pupil were all matched case-wise (per municipality) and entered into the statistics software program, SPSS. The multiple regression analysis was conducted and found that there was an occurrence of multicollinearity amongst the variables, and thus “number of full time pupils” was removed from the model. The results of the analysis indicate little explanatory value of both the monetary investments and the level of collaboration between the public employment office and language institutions on the non-Swedish employment rate in the municipalities. The interpretation of the results is that more factors than have been modeled here determine variance of employment outcomes. Human capital investment in the service and monetary forms presented here have little and non-significant explanatory value over employment rate amongst non-Swedes.

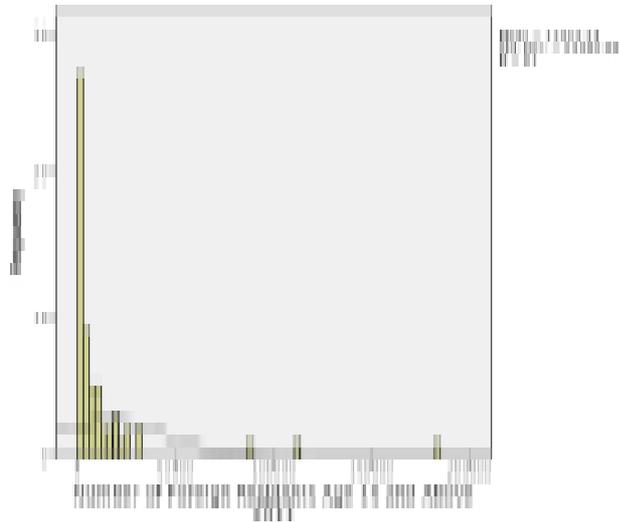
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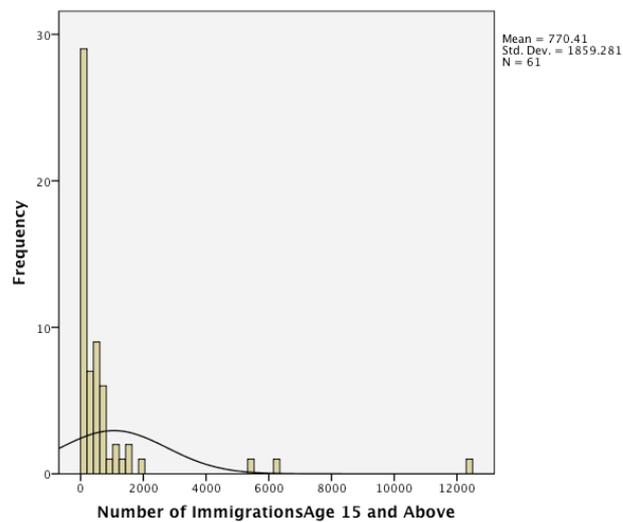
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# Appendix 1 Histograms of foreign-born of working age by municipality

**Distribution of Number of Foreign Residents (Age≥15) in Municipalities contacted  
Represented in Histogram**



**Distribution of Number of Individual Immigrations (Age≥15) in Municipalities contacted  
Represented in Histogram**



## Appendix 2 Description of tests of association between the frequencies, number of foreign- born residents above 15 years of age and Number of immigrations above 15 years of age 2011

Tests of association between the frequencies, Number of foreign- born residents above 15 years of age and Number of immigrations above 15 years of age 2011 were conducted to ensure as close a relationship as possible. The detail into the selection of cases is robust because the project will not be investigating all 290 municipalities and their integration efforts. Thus this project seeks to carefully present cases that will at least ensure the most accurate reflection of variables possible, given available information. The coefficient of determination was calculated, how much variance the two variables share. In this case the coefficient of determination is degree of variance, which Number Measured Immigrations Age 15 and over 2011 explains for Number Foreign Residents above 15 years of Age (2011). This was calculated for both Pearson's correlation coefficient and Spearman's rho and resulted in 98.80 and 98.60 per cent of variance, respectively. Thus, within the sample, the number of measured immigrations Age 15 and over 2011 and number of foreign residents above 15 years of age share around 98.70 percent variance.

This was investigated using a bivariate Pearson's product-moment correlation coefficient and non-parametric Spearman rho. The direction of the relationship, the strength of the correlation, and the shared variance are employed to investigate the relationship between these variables. Preliminary analyses were performed to ensure no violation of the assumption of normality, linearity and homoscedasticity. Values of the 2 coefficients were interpreted using the guidelines proposed by Cohen (1988, pg. 71-81) in Pallant, p. 132:

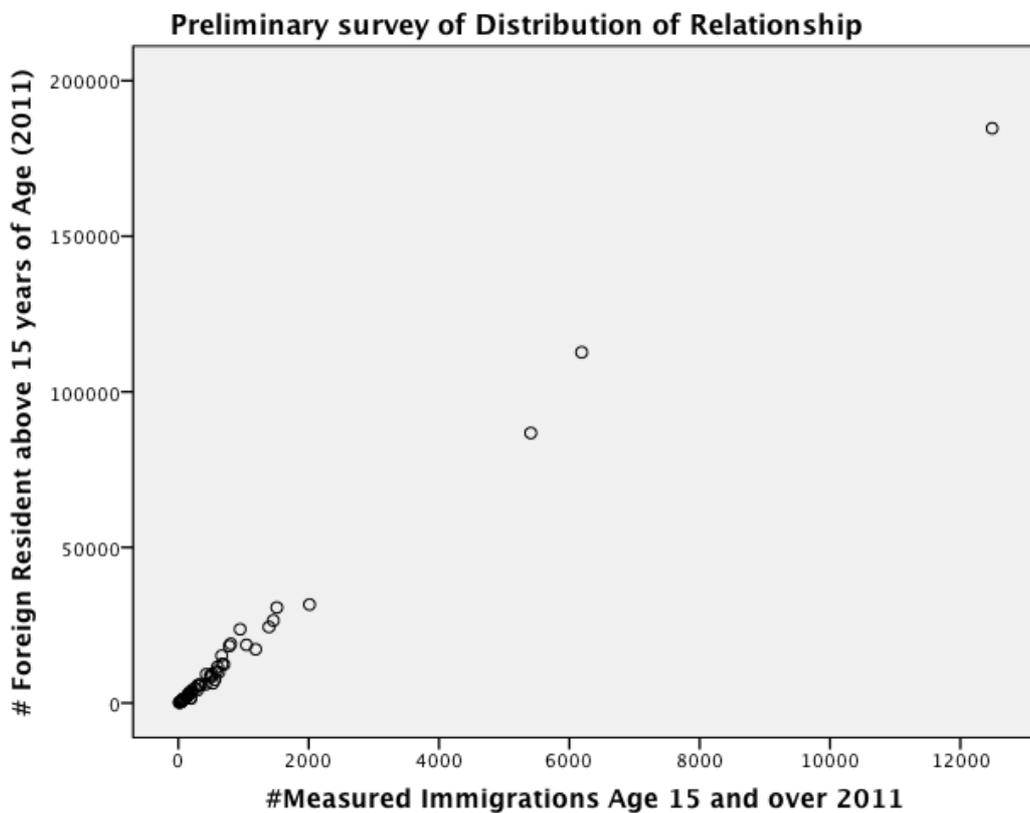
There was a strong positive correlation between the two variables for Pearson's correlation coefficient indicated by a "large" value of the coefficient,  $r=0.994$ ,  $n=61$ ,  $\text{Sig.}=0.000$ . Despite a relatively small n-value,  $n=61$  municipalities, the correlation reaches statistical significance,  $p<0.05$ . Thus the relationship is extremely prevalent in the sample, and not actually effected by the number of cases.

Similarly, there was a strong positive correlation between the two variables for the Spearman rho value indicated by a "large" value of the

coefficient ,  $r=0.993$ ,  $n=61$ ,  $\text{Sig.}=0.000$ . Again, despite a relatively small n-value,  $n=60$  municipalities, the correlation reaches statistical significance,  $p<0.05$ . Similar as in with the Pearson's correlation coefficient test, the relationship is extremely strong, and the significance value demonstrates that the sample size does not compromise effect of the relationship between Number Foreign Resident above 15 years of Age (2011) and Number Measured Immigrations Age 15 and over 2011 for the 61 municipalities selected.

Positive, strong, and significant bivariate Pearson's product-moment correlation coefficient and non-parametric Spearman rho and their respective determination coefficients allow us to conclude that Number Measured Immigrations Age 15 and over 2011 has an undeniable explanatory power over Number Foreign Residents above 15 years of Age (2011)

### Appendix 3: Scatterplot of Relationship between Number of Individual Immigrations (Age $\geq$ 15) and Number of Foreign Residents (Age $\geq$ 15) by Municipality and Correlations Using Pearson's and Spearman's Rho outputs from SPSS



		# Foreign Resident above 15 years of Age (2011)	#Measured Immigrations Age 15 and over 2011
# Foreign Residents Age $\geq$ 15 (2011)	Pearson Correlation	1	.994**
	Sig. (2-tailed)		0
	N	61	61
#Measured Immigrations Age $\geq$ 15 (2011)	Pearson Correlation	.994**	1
	Sig. (2-tailed)	0	
	N	61	61

			# Foreign Residents Age $\geq$ 15 (2011)	#Measured Immigrations Age $\geq$ 15 (2011)
Spearman's rho	# Foreign Residents Age $\geq$ 15 (2011)	Correlation Coefficient	1	.993**
		Sig. (2-tailed)		0
		N	61	61
	#Measured Immigrations Age $\geq$ 15 (2011)	Correlation Coefficient	.993**	1
		Sig. (2-tailed)	0	
		N	61	61

## Appendix 4 Chosen Municipalities for Contact

	Municipality	Number Foreign Resident Age $\geq$ 15 (2011)	Number Measured Immigrations Age $\geq$ 15 (2011)
1	Bjurholm	159	14
2	Överkalix	234	20
3	Åsele	197	21
4	Nordmaling	379	31
5	Ockelbo	384	33
6	Hjo	499	35
7	Åtvidaberg	545	42
8	Gullspång	557	42
9	Söderköping	632	44
10	Storfors	562	46
11	Krokom	685	52
12	Värgårda	866	55
13	Sunne	730	56
14	Nora	923	58
15	Vara	1025	64
16	Hällefors	988	65
17	Sävsjö	1075	72
18	Perstorp	1221	82
19	Lysekil	1273	82
20	Piteå	1658	109
21	Ärjäng	1599	111
22	Kävlinge	2161	131
23	Klippan	2059	132
24	Ronneby	2626	155
25	Vänersborg	3113	160
26	Lidköping	2791	164
27	Bollnäs	1508	183
28	Strängnäs	3376	188
29	Hultsfred	1470	194
30	Falkenberg	4126	212
31	Varberg	4734	257
32	Falun	4127	290
33	Uddevalla	5659	297
34	Skövde	5855	314
35	Borlänge	5820	331
36	Kalmar	5750	346
37	Luleå	6032	420
38	UpplandsVäsby	9246	428
39	Täby	8826	489
40	Karlstad	8251	499
41	Landskrona	9378	521
42	Karlskrona	6375	529
43	Sundsvall	7529	563
44	Kristianstad	10171	582
45	Växjö	11519	600
46	Sundbyberg	9906	621
47	Järfälla	15219	664
48	Halmstad	12600	671
49	Sollentuna	12395	698
50	Eskilstuna	18310	781
51	Örebro	19011	805
52	Västerås	23708	949
53	Linköping	18664	1045
54	Solna	17259	1186
55	Huddinge	24429	1390
56	Södertälje	26511	1458
57	Botkyrka	30696	1511
58	Uppsala	31647	2013
59	Malmö	86777	5408
60	Göteborg	112705	6188
61	Stockholm	184679	12488

# Appendix 5 First letter to 61 municipalities

[Start Letter]

Hej,

I am writing to you on behalf of a research project I am conducting through Lund University International Masters Program in Welfare Policies and Management and asking for your participation in answering the questions below. I am surveying Sfi "Svenska för Invandrare" educations in municipalities (kommuner) around Sweden. I have retrieved your contact information through a list from Skolverket of the educational institutions in Sweden found at [utbildningsinfo.se](http://utbildningsinfo.se) and through your municipality's webpage information regarding Sfi. Thus I am contacting deans, study-work path coordinators, and SFI-responsible at several SFI institutions.

As a part of the research process, this project is interested in how your school takes efforts to prepare students outside of the classroom for work opportunities. More specifically, at how the municipality (kommun, your school, and Arbetsförmedlingen collaborate)As you know, this takes many different forms and varies based on the needs and capabilities between the kommun and Sfi institution.

Your expertise would be greatly appreciated to answer the following questions for this project.

## Questions

*1. Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?—Arbetsförmedlingen, the Sfi school, a recruitment firm working with the school, or other*

*2. What steps must an Sfi student take to sign up or request to be placed in a praktik/internship?*

*3. What efforts if any, are taken to match the praktik to any previous training the individual has?*

*4. Are there any other formal aids offered to your Sfi students such as but not limited to work-setting vocabulary lessons, career/praktik fairs specifically for Sfi students that connects Sfi students to work life?*

Any length of answer is greatly appreciated.

The information from your answers will be in no way tied to you personally and the intent of this research is in no way tied to opinion or political party.

Sincerely,

Anna Margaret Ballance  
Degree Candidate in International Masters in Welfare Policies and Management  
Department of Political Science  
Lund University

[End Letter]

# Appendix 6 Second letter sent to 61 municipalities

[Start letter]

Second Request: your assistance in questions for a Lund University research project

Dear administrators, deans, and career coordinators,

I am contacting you a second time as a follow up to the below email sent March, 26. As said below, I am conducting a research project through Lund University and am simply asking 4 questions to determine the extent of relationship (if any) between your SFI institution and Arbetsförmedlingen in your kommun. There has been a fair response rate to my questions, though your participation would contribute a great deal to this project.

The questions repeated are:

## **Questions**

**1. Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?—Arbetsförmedlingen, the SFI school, a recruitment firm working with the school, or other**

**2. What steps an Sfi student must take to “sign up” or “request” to be placed in a praktik/internship?**

**3. What efforts if any, are taken to match the praktik to any previous training the individual has?**

**4. Are there any other formal aids offered to your Sfi students such as but not limited to work-setting vocabulary lessons, career/praktik fairs specifically for Sfi students that connects Sfi students to work life?**

Thank you in advance for your help!

Again, The information from your answers will be in no way tied to you personally and the intent of this research is in no way tied to opinion or political party.

Sincerely,

Anna Margaret Ballance  
Degree Candidate in International Masters in Welfare Policies and Management  
Department of Political Science  
Lund University

*Written March 26, 2013*

*Hej,*

*I am writing to you on behalf of a research project I am conducting through Lund University International Masters Program in Welfare Policies and Management and asking for your participation in answering the questions below. I am surveying Sfi “Svenska för Invandrare” educations in municipalities (kommuner) around Sweden. I have retrieved your contact information through a list from Skolverket of the educational institutions in Sweden found [atutbildningsinfo.se](http://atutbildningsinfo.se) and through your municipality’s webpage information regarding Sfi. Thus I am contacting deans, study-work path coordinators, and SFI-responsible at several SFI institutions.*

*As a part of the research process, this project is interested in how your school takes efforts to prepare students outside of the classroom for work opportunities. More specifically, at how the municipality (kommun, your school, and Arbetsförmedlingen collaborate)As you know, this takes many different forms and varies based on the needs and capabilities between the kommun and Sfi institution.*

*Your expertise would be greatly appreciated to answer the following questions for this project.*

Questions

*1. Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?—Arbetsförmedlingen, the SFI school, a recruitment firm working with the school, or other*

*2. What steps must an Sfi student take to sign up or request to be placed in a praktik/internship?*

*3. What efforts if any, are taken to match the praktik to any previous training the individual has?*

*4. Are there any other formal aids offered to your Sfi students such as but not limited to work-setting vocabulary lessons, career/praktik fairs specifically for Sfi students that connects Sfi students to work life?*

*Any length of answer is greatly appreciated.*

*The information from your answers will be in no way tied to you personally and the intent of this research is in no way tied to opinion or political party.*

*Sincerely,*

*Anna Margaret Ballance  
Degree Candidate in International Masters in Welfare Policies and Management  
Department of Political Science  
Lund University  
[End letter]*

Appendix 7 Employment Offices-SFI Institution Collaboration Survey (Responses)

Timestamp	Name of the Kommun/Municipali	Name of the SFI Institution	Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?— Arbetsförmedlingen the SFI school, a recruitment firm working with the school, or other	What steps must a student take to sign up for or request to be placed in a praktik/internship?	What efforts if any are taken to match the praktik/internship to any previous training the individual has?	Are there any other formal aids to the students such as work-setting vocabulary lessons or work coaching that connects students of SFI to work life?	Municipality Code
3/27/2013 5:43:01	Solna	Solna vuxenutbildning SFI	SFI schools offers language training and Arbetsförmedlingen offers work internship.		1 "The effort differ between the schools, but the person responsible for internship has very little time for this in the post."	"[The schools] have got vocational vocabulary lessons, CV writing lessons, study visits etc"	184
3/27/2013 5:58:35	Borlänge	Fornby folkhögskola	the local Public Employment Office (Arbetsförmedlinger	NA	None yet, as new project in Sep 2013 "However we are planning a procejt where training and praktik is intergrated. This will start in september 2013."..." Participant [will be] carefully recruited to praktikplaces carefully selected (where there is a good mentor for example)"	No	2081
3/27/2013 6:15:35	Södertälje-Komvux	Södertälje komvux	Municipality	1 )municipality	"The opportunities to find internships for acting cylin with higher education is limited. This often practice in a school kitchen, restaurant or grocery store. Sometimes in elderly care or in home care."	"Not that I know."	181.1
3/27/2013 6:29:00	Stockholm	SFI Söderort	the SFI school	1- be enrolled in the specific SFI course that has a praktik built in	"None[e]!. The internship has only with the work related course to do."	Counselling via SYV colleague (SYV = Studies and work related guidance)	180
3/27/2013 15:40:40	Varberg	Humanus Utbildning Syd/SFI	the local Public Employment Office (Arbetsförmedlinger	1-go to arbetsförmedlingen	"When a student wants a language practice the teacher will try to find somewhere were the student prefer to practice, according to their individual plan."	"The students can combine the school with Meritpotföljen or yrkessvenska. This is an offer through AF"	1383
4/4/2013 12:44:04	Hjo	SFI - Svenska för invandrare Hjo	SFI but (refugees through Arbetsförmedlingen	1-finish B-level	If possible,we try to get what they want themselves. Many want things they have dealt with earlier.	We try to help them as quick as possible to combine SFI with other subjects at Komvux e.g. maths, computer science and more Swedish. Some continue with different kinds of vocational education.	1497

Timestamp	Name of the Kommun/Municipality	Name of the SFI Institution	Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?— Arbetsförmedlingen the SFI school, a recruitment firm working with the school, or other	What steps must a student take to sign up for or request to be placed in a praktik/internship?	What efforts if any are taken to match the praktik/internship to any previous training the individual has?	Are there any other formal aids to the students such as work-setting vocabulary lessons or work coaching that connects students of SFI to work life?	Municipality Code
4/9/2013 15:47:01	Ärjäng	Ärjängs gymnasieskola, SFI	Its a cooperation between the school and arbetsförmedlingen	3-"They have to take test B and C first, and visit arbetsförmedlingen and then we have a discussion from school with AF to make it a good and fitting praktik."	"We work together so they can have SFI and praktik and go to both without problems"	"Yes, we have some special talks on lessons about work, and we use to go to arbetsförmedlingen on visit and they visit us to talk about different chices we have in sweden when it comes to praktik. We have a very good cooperation between the school and arbetsförmedlingen.	1765
4/9/2013 15:58:46	Växjö	Vuxnas Lär Arb/Välfärd SFI	Both "It is very different organisations involved in procuring guidance towards praktik in Växjö municipality. It depends mostly on what category of sfi-student it is. For example if the student belongs to the establishment reform via Arbetsförmedlingen it is Af who does this. If the sfi-student have economic support from växjö kommun (ekonomiskt bistånd) its personnel within this organization who is responsible for this. All sfi-student who are beginners get information from Språk o framtid about the possibilities of doing praktik and who to contact for this. Our sfi-schools can also give some help about this matter, but its nothing we require from them."	"The sfi-student must contact the institutions according to above. Sometimes Växjö kommun take the initiative and inform the sfi-student."	"Every sfi-student get an interview by språk och framtid, where we survey their prior experiences and document them and the sfi-schools get a copy of it."	"For those who are entitled to instegsjobb( step-in jobs) we give them information about this and how it works, who to contact etc. Språk och framtid also visit several employers together with the sfi-student, and so do the sfi-schools."	780
4/10/2013 14:42:35	Strängnäs	Vuxenutbildningen, SFI	the local Public Employment Office (Arbetsförmedlingen)	1-"Talk to their "handläggare" at Arbetsförmedlingen"	"I have no information about that"	"Not on an regular basis."	486

Appendix 7 Employment Offices-SFI Institution Collaboration Survey (Responses)

Timestamp	Name of the Kommun/Municipali	Name of the SFI Institution	Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?— Arbetsförmedlingen the SFI school, a recruitment firm working with the school, or other	What steps must a student take to sign up for or request to be placed in a praktik/internship?	What efforts if any are taken to match the praktik/internship to any previous training the individual has?	Are there any other formal aids to the students such as work-setting vocabulary lessons or work coaching that connects students of SFI to work life?	Municipality Code
4/12/2013 19:04:32	Åtvidaberg	Bildningscentrum Facetten/SFI	the local Public Employment Office (Arbetsförmedlingen)	Arbetsförmedlingen is communicating with the students on a regular basis. In addition we are having monthly meetings joint by AF, AME and school where we discuss possibilities and requirements on an individual student basis to ensure best possible education.	"We are trying to match students previous education and their interests with internship."	"SFI students are offered coaching and guiding (Eductus), meritportfölj, job-related swedish (yrkessvenska)"	561
4/12/2013 19:12:31	Bjurholm	Bjurholm SFI	Both- "Af at the top, SFI guidance through me, and Af both at the second level. We work very closely to Af, with the internship. Since Af has the responsibility to establish the student in late SFI class (C or D we say), on the swedish labour market."	"There is no such special things, only that the swedish is in on a level so that the internship and the partners could both benefit from the intership."	"Wel i and Af counsellor meets the individual and go through each and every step in that persons working life and background careerwise. SFI teachers has individual plans for each and every of the students also. We begin to work from those also."	"There is SFI dagen Umeå, career days at UMU Umeå university and we are trying to make a regional council at region Västerbotten about career and planning careers for newley arrived, since work issues are at the top priorities in the Inlandet."	2403
4/12/2013 19:37:59	Upplands Väsby	Competens	Both-"Depending on the student either arbetsförmedlingen or the sfi school"	1-"The student contacts our practic coordinator."	"All possible."	"A three weeks subject every four months about working-life I Sweden for all sfi students."	114
4/15/2013 13:05:42	Landskrona	SFI	" Det är inte skolan (Sfi)"	"Contact the employment office or the organizers employment agency enlists"	"Svaret på detta har den som ev. ger praktikerbjudande"	" Vi tillhandahåller Sfi-undervisning och andra studieinsatser utifrån den studerandes behov, arbetsförmedlingen och bidragsenhetens önskemål."	1282
4/15/2013 13:43:09	Sollentuna	Eductus Sollentuna	Both" Arbetsförmedlingen and the sfi school "	0-"No steps at all. They can get an internship at the start of sfi "	No reply	"We offered Swedish for professionals – Swedish education with focus on professionals language."	163
4/16/2013 14:03:32	Malmö	Folkuniversitetet Sfi Malmö	Semi Both****The sfi-school offer 2 weeks of praktik. Others like arbetsförmedlingen also but we do not cooperate. I cant answer for them."	1-"They are offered the possibility. If they are interested they talk to our coordinator and she help them to arrange a place."	"In this period (contract) we (the school) are only aloud to arrange praktik for two weeks. That makes it hard to find a proper place. It main aim is to practise the language."	"Yes there are."	1280

Appendix 7 Employment Offices-SFI Institution Collaboration Survey (Responses)

Timestamp	Name of the Kommun/Municipali	Name of the SFI Institution	Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?— Arbetsförmedlingen the SFI school, a recruitment firm working with the school, or other	What steps must a student take to sign up for or request to be placed in a praktik/internship?	What efforts if any are taken to match the praktik/internship to any previous training the individual has?	Are there any other formal aids to the students such as work-setting vocabulary lessons or work coaching that connects students of SFI to work life?	Municipality Code
4/16/2013 14:17:38	Stockholm	SFI Västerort	it depends" It depends if the student is placed at arbetsförmedlingen or not. We do help out with internship in some special cases."	1-" I don't know how it works with Arbetsförmedlingen If a student goes to our Student career she helps out."	"As far as possible we match the internship with the students needs and background. We rarely have anyone who asks us for praktik."	" We offer different training-programs that makes it easier for the students to get a job such as Kök- och restaurangutbildning sfi-utbildning mot personligassistent."	180
4/17/2013 13:29:04	Luleå	Vuxenutbildningen Luleå Kommun	the local Public Employment Office (Arbetsförmedlingen	"AF is the actor when it comes to praktik for sfi-students in Luleå kommun."	"AF is the actor when it comes to praktik for sfi-students in Luleå kommun."	"AF is the actor when it comes to praktik for sfi-students in Luleå kommun."	2580
4/22/2013 13:40:25	Södertälje 2	Hagabergs folkhögskola- (Special Needs Students)	Arbetsförmedlingen Service. We invite three times per school year to three-way, with tlk, SFI participants, responsible clearly, on the school and the participant officers at Af (predominantly those who are enrolled in the establishment of the program. During these conversations usually converses we often about internships and other concepts into working life, often the teacher, who got to know the participant well, was amed and come with tips in which area one one practice could fit. Several of our participants feel still too poor to cope with practice alongside SFI studies.	"Employment Service. We invite three times per school year to three-way, with tlk, SFI participants, responsible clearly, on the school and the participant officers at Af (predominantly those who are enrolled in the establishment of the program. During these conversations usually converses we often about internships and other concepts into working life, often the teacher, who got to know the participant well, was amed and come with tips in which area one one practice could fit. Several of our participants feel still too poor to cope with practice alongside SFI studies.	"Employment Service. We invite three times per school year to three-way, with tlk, SFI participants, responsible clearly, on the school and the participant officers at Af (predominantly those who are enrolled in the establishment of the program. During these conversations usually converses we often about internships and other concepts into working life, often the teacher, who got to know the participant well, was amed and come with tips in which area one one practice could fit. Several of our participants feel still too poor to cope with practice alongside SFI studies."	No, not in this audience, learning difficulties steering group placement and pedagogical approach, in the first place.	181.2
4/23/2013 10:19:02	Piteå	Vuxenutbildning Studiecentrum/ Samhällsbyggnad Piteå	Both-"Mostly is it Arbetsförmedlingen or a study counselor from one of our projects."	"They mustn't take any stepsexcept having some knowledge in the Swedish language so they can understand the main part of the language. That mean that some of them have been in Sweden for a long time but some just for a short time, but they have learnt a lot of words in Swedish."	" I think that Arbetsförmedlingen tries to match the job or the skills the person has from his/her home country."	"We offer them language studies that are connected with their work. They can also have this studies through Arbetsförmedlingen	2581

## Appendix 7 Employment Offices-SFI Institution Collaboration Survey (Responses)

Timestamp	Name of the Kommun/Municipali	Name of the SFI Institution	Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?— Arbetsförmedlingen the SFI school, a recruitment firm working with the school, or other	What steps must a student take to sign up for or request to be placed in a praktik/internship?	What efforts if any are taken to match the praktik/internship to any previous training the individual has?	Are there any other formal aids to the students such as work-setting vocabulary lessons or work coaching that connects students of SFI to work life?	Municipality Code
4/23/2013 14:40:20	Falkenberg	Kompetenscentrum Falkenberg	the local Public Employment Office (Arbetsförmedlingen)	"Enroll at the Employment Service. We have an officer who comes to the SFI every Friday morning to help students with registration and the provision of internships."	"The officer from [Arbetsförmedlingen] talks with the student to identify his or her past experiences. [Arbetsförmedlingen] can also help the student to send scores and other evidence of translation."	"There is not directed specifically to SFI students, what I know."	1382
4/23/2013 14:57:00	Skövde	Vuxenutbildning Skövde	both "We have a teacher who works with practice acquisition 4 hours a week. Although AF is working to some extent with this."	"One can register their interest but AF selects which ones are appropriate, some interaction occurs."	"If possible, adapted pupil previous experience with internship."	"AF offers it. Not the school."	1496
4/23/2013 15:16:34	Vänersborg	Vuxenutbildningen Kunskapsförbundet väst	"In Vänersborg there is not someone special who is responsible for placements. Individuals can have practice through employment offices or individual and family care .. We who have no educational internships. The main organizer is the AMA (labor department) which formerly belonged to upper management (where adult education belonged), but now belong to social services). They can get commissions from both us of adult education, employment services, and individual and family counseling, when an individual is in need out of an internship."	"Depending on who the individual is most commonly linked to the individual to make an inquiry about internship and then organizes the activities an internship. Ex-student at the establishment, it is mainly the employment office organizing, an individual who receives income support will arrange individual and family care when the individual only has access to vuxenutbidningen we make so that elven get an internship."	"We try, as far as possible, to match the internship after their own interest or previous experience. It is difficult, since it is difficult to get placements and that most of the placement is within the municipality's operations."	"We offer professional SFI. That is to say that you get a professional training while studying SFI to even get into the specific professional Swedish. We use various computer programs also have different yrkesinriktningar. Then, there have been a few occasions organized special vocational oriented fairs SFI students."	1487
4/24/2013 10:28:56	Huddinge	Vux Huddinge	Both "Both Arbetsförmedlingen and sfi – that depends on what activities the student participates in."	"For training conversation – it is often the teacher who recommend the student to participate in praktik."	"None."	"Our principal offer is education at sfi. Praktik is not very common but we offer it sometimes to give the student more practice in vocabulary and conversation."	126

Appendix 7 Employment Offices-SFI Institution Collaboration Survey (Responses)

Timestamp	Name of the Kommun/Municipality	Name of the SFI Institution	Who is in charge of procuring or offering guidance to Sfi students who wish to get an internship (praktik)?— Arbetsförmedlingen the SFI school, a recruitment firm working with the school, or other	What steps must a student take to sign up for or request to be placed in a praktik/internship?	What efforts if any are taken to match the praktik/internship to any previous training the individual has?	Are there any other formal aids to the students such as work-setting vocabulary lessons or work coaching that connects students of SFI to work life?	Municipality Code
4/24/2013 11:12:29	Västerås	Västerås stad Vuxenutbildningsse	both-" In the SFI-schools we have different studyforms, some of them including internship. In that cases it is the school that offers this guidance. Sometimes Arbetsförmedlingen offers internship guidance but its outside the studytime."	"We don't have any level to be reached for that. It depends on the student."	"We have a studyform thats called "branschriktad" SFI where the student can learn more about different businesses with connection to the Swedish climate and there SFI-students choose to study eather according to their background or their interest."	"-We have also a course that's called Yrkessvenska where you can learn more about your specific choice of business."	1980
4/25/2013 15:44:14	Botkyrka	Botkyrka Vuxenutbildning	Both-"Arbetsförmedlingen is in charge to arranged "praktik" and in the SFI-school we also give information about "praktik" to the students who want's that information and go out to a "praktikplats""	"They just have to announce that they want a "praktik" and then we ask them to take contact whith Arbetsförmedlingen"	"In our sfi-school we have sfi-courses where the student study Swedish and get knowledge about the workmarket and knowledge about the"work language", what words a worker uses in a specific workplace and so on"	"Yes we have vocabulary lessons connecting to a certain business etc"	127
4/26/2013 17:09:23	Nordmaling	SFI Nordmaling	the local Public Employment Office (Arbetsförmedlingen	0	"I do not know"	"no"	2401

# Appendix 8 Scores on Questions and Collaboration Scale of SFI-institution

Municipality	Municipality Code	Name of the SFI Institution	Who is in charge of procuring or offering guidance towards the opportunity of a student in SFI getting an internship?	What are the steps student must take to "sign up" or "request" to be placed in a praktik/internship?	What efforts if any are taken to match the praktik/internship to any previous training the individual has?	Are there any other formal aids to the students such as work setting vocabulary lessons or work coaching that connects students of SFI to work life?	Total Score on Collaboration Scale
1	Bjurholm	2403 Bjurholm SFI	2	0	2	0	4
2	Nordmaling	2401 SFI Nordmaling	0	0	0	0	0
3	Hjo	1497 SFI - Svenska för invandrare Hjo	1	0	0	0	1
4	Ävidaberg	0561 Bildningscentrum Facetten/SFI	0	2	0	0	2
5	Piteå	2581 Vuxenutbildning Studiecetrum/ Samhällsbyggnad Piteå	0	0	0	0	0
6	Arjang	1765 Arjängs gymnasieskola, SFI	1	2	1	2	6
7	Vänersborg	1487 Vuxenutbildningen Kunskapsförbundet väst	1	1	1	0	2
8	Strängnäs	0486 Vuxenutbildningen, SFI	0	0	0	0	0
9	Falkenberg	1382 Kompetenscentrum Falkenberg	0	2	1	0	3
10	Varberg	1383 Humanus Utbildning Syd/SFI	1	1	0	2	4
11	Skövde	1496 Vuxenutbildning Skövde	1	0	0	0	1
12	Borlänge	2081 Fornby folkhögskola	0	0	0	0	0
13	Luleå	2580 Vuxenutbildningen Luleå Kommun	0	0	0	0	0
14	Upplands Väsby	0114 Competens	1	0	0	0	1
15	Landskrona	1282 SFI	0	0	0	1	1
16	Växjö	0780 Vuxnas Lär Arb/Välfärd SFI	2	0	1	1	4
17	Sollentuna	0163 Eductus Sollentuna	1	0	0	0	1
18	Västerås	1980 Västerås stad Vuxenutbildningscentrum	0	0	0	0	0
19	Solna	0184 Solna vuxenutbildning SFI	1	0	0	0	1
20	Huddinge	0126 Vux Huddinge	1	0	0	0	1
21	Södertälje Komvux	0181 Södertälje komvux	0	0	0	0	0
22	Södertälje Special Needs	0181 Hagabergs folkhögskola- (Special Needs Students)	3	1	1	0	5
23	Botkyrka	0127 Botkyrka Vuxenutbildning	1	1	0	0	2
24	Malmö	1280 Folkuniversitetet Sfi Malmö	0	0	0	0	0
25	Västerort Stockholm	0180 SFI Västerort	0	0	0	0	0
26	Söderort Stockholm	0180 SFI Söderort	0	0	0	1	1

# Appendix 9 Normality Assessment Tools for Collaboration Index

## Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Collaboration Index	26	40.6%	38	59.4%	64	100.0%

## Descriptives

			Statistic	Std. Error
Collaboration Index	Mean		1.54	.343
	95% Confidence Interval for Mean	Lower Bound	.83	
		Upper Bound	2.24	
	5% Trimmed Mean		1.39	
	Median		1.00	
	Variance		3.058	
	Std. Deviation		1.749	
	Minimum		0	
	Maximum		6	
	Range		6	
	Interquartile Range		2	
	Skewness		1.170	.456
	Kurtosis		.441	.887

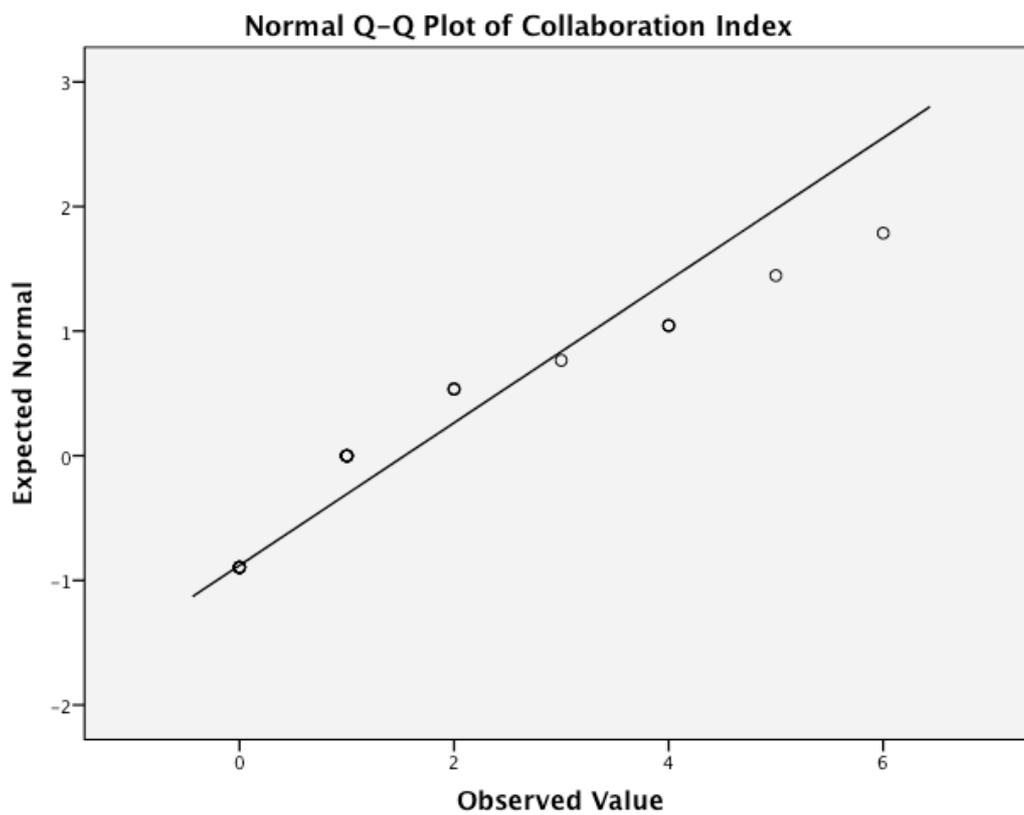
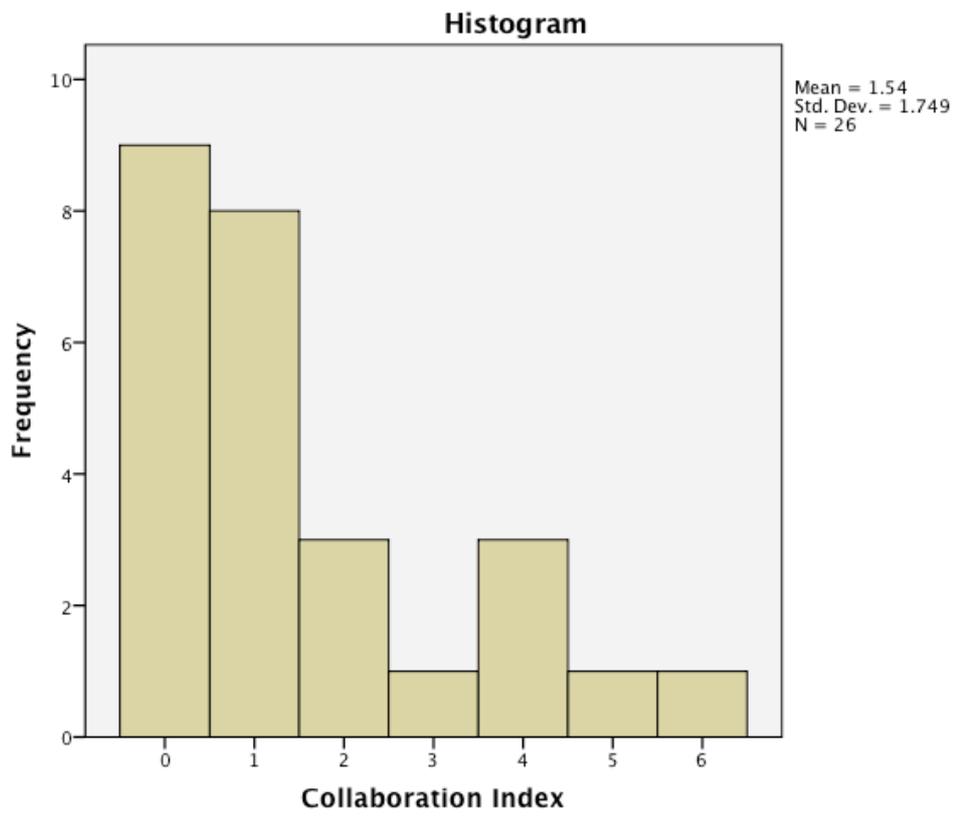
## Extreme Values

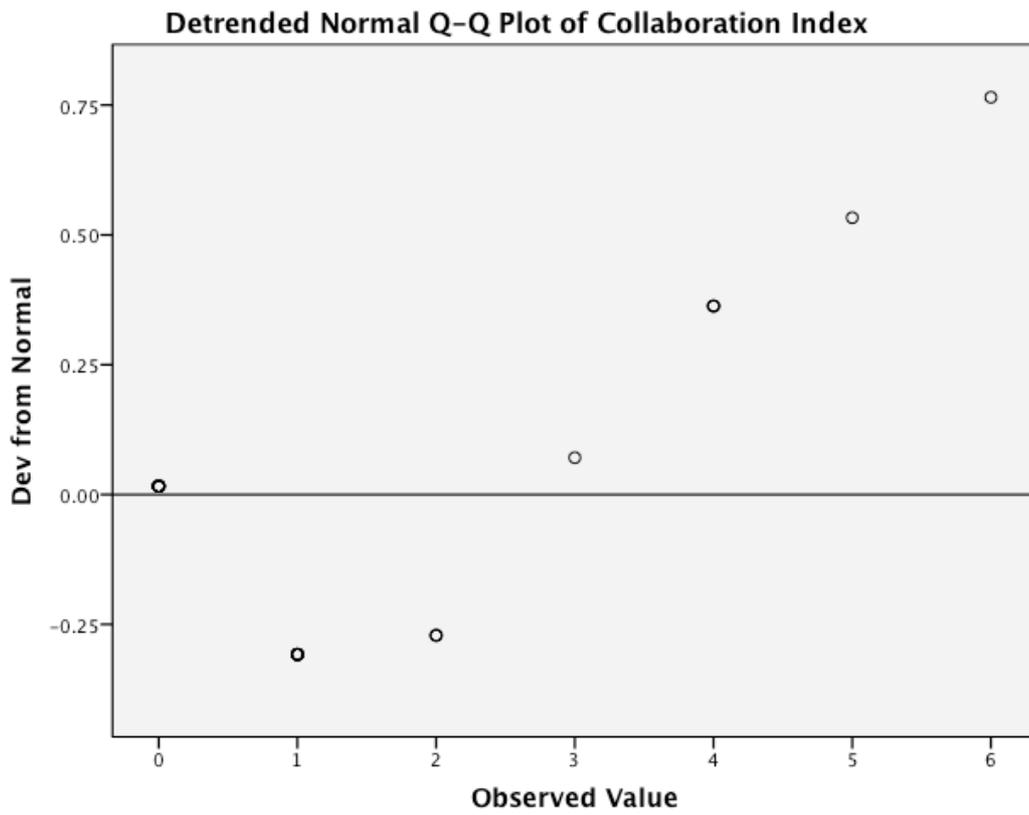
		Case Number	Municipality	Value	
Collaboration Index	Highest	1	64	Ärjäng	6
		2	63	Södertälje Special Needs	5
		3	60	Växjö	4
		4	61	Varberg	4
		5	62	Bjurholm	4
	Lowest	1	47	Piteå	0
		2	46	Luleå	0
		3	45	Nordmaling	0
		4	44	Borlänge	0
		5	43	Västerås	0a

a. Only a partial list of cases with the value 0 are shown in the table of lower extremes.

## Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Collaboration Index	.275	26	.000	.817	26	.000





# Appendix 10 Multiple Regression Output

## Descriptive Statistics

	Mean	Std. Deviation	N
Employment Rate of Respondent Municipalities	50.2462	7.27683	26
Cost Per Pupil Responding Municipalities only	44408.6923	28507.99509	26
SFI, Costs total in kronor	21729.8387	48874.87397	62
Collaboration Scale	1.54	1.749	26

## Correlations

		Employment Rate of Respondent Municipalities	Cost Per Pupil Responding Municipalities only	SFI, Costs total in kronor	Collaboration Scale
Pearson Correlation	Employment Rate of Respondent Municipalities	1.000	-.123	.128	-.165
	Cost Per Pupil Responding Municipalities only	-.123	1.000	-.177	.003
	SFI, Costs total in kronor	.128	-.177	1.000	-.235
	Collaboration Scale	-.165	.003	-.235	1.000
	Employment Rate of Respondent Municipalities	.	.274	.267	.210
Sig. (1-tailed)	Cost Per Pupil Responding Municipalities only	.274	.	.193	.495
	SFI, Costs total in kronor	.267	.193	.	.124
	Collaboration Scale	.210	.495	.124	.
	Employment Rate of Respondent Municipalities	26	26	26	26
N	Cost Per Pupil Responding Municipalities only	26	26	26	26
	SFI, Costs total in kronor	26	26	62	26
	Collaboration Scale	26	26	26	26
	Employment Rate of Respondent Municipalities	26	26	26	26

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Collaboration Scale, Cost Per Pupil Responding Municipalities only, SFI, Costs total in kronor <sup>b</sup>	.	Enter

- a. Dependent Variable: Employment Rate of Respondent Municipalities  
 b. All requested variables entered.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.218 <sup>a</sup>	.047	-.082	7.57100

- a. Predictors: (Constant), Collaboration Scale, Cost Per Pupil Responding Municipalities only, SFI, Costs total in kronor  
 b. Dependent Variable: Employment Rate of Respondent Municipalities

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	62.764	3	20.921	.365	.779 <sup>b</sup>
	Residual	1261.041	22	57.320		
	Total	1323.805	25			

- a. Dependent Variable: Employment Rate of Respondent Municipalities  
 b. Predictors: (Constant), Collaboration Scale, Cost Per Pupil Responding Municipalities only, SFI, Costs total in kronor

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B
		B	Std. Error	Beta			Lower Bound
1	(Constant)	52.198	3.418		15.272	.000	45.110
	Cost Per Pupil Responding Municipalities only	.000	.000	-.110	-.519	.609	.000
	SFI, Costs total in kronor	.000	.000	.074	.338	.738	.000
	Collaboration Scale	-.615	.892	-.148	-.690	.497	-2.464

**Coefficients<sup>a</sup>**

Model		95.0% Confidence Interval for B	Correlations			Collinearity Statistics	
		Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	59.287					

Cost Per Pupil Responding Municipalities only	.000	-.123	-.110	-.108	.967	1.034
SFI, Costs total in kronor	.000	.128	.072	.070	.913	1.095
Collaboration Scale	1.234	-.165	-.146	-.144	.943	1.060

a. Dependent Variable: Employment Rate of Respondent Municipalities

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Cost Per Pupil Responding Municipalities only	SFI, Costs total in kronor	Collaboration Scale
1	1	2.538	1.000	.03	.03	.03	.05
	2	.912	1.668	.00	.00	.68	.09
	3	.430	2.429	.01	.22	.11	.68
	4	.120	4.607	.96	.74	.18	.18

a. Dependent Variable: Employment Rate of Respondent Municipalities

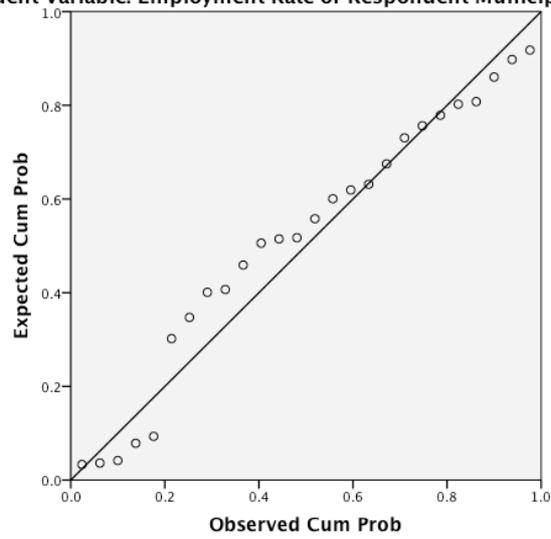
**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	45.9942	53.8739	50.3838	1.71620	26
Std. Predicted Value	-2.683	2.290	.087	1.083	26
Standard Error of Predicted Value	1.598	7.361	2.962	1.549	26
Adjusted Predicted Value	9.3426	57.7948	48.2845	9.06478	26
Residual	-13.89423	10.53139	-.13769	7.10533	26
Std. Residual	-1.835	1.391	-.018	.938	26
Stud. Residual	-2.397	1.445	.024	1.091	26
Deleted Residual	-23.69559	46.45740	1.96162	13.56608	26
Stud. Deleted Residual	-2.724	1.484	.001	1.150	26
Mahal. Distance	.153	22.671	3.871	5.924	26
Cook's Distance	.000	8.898	.502	1.780	26
Centered Leverage Value	.006	.907	.155	.237	26

a. Dependent Variable: Employment Rate of Respondent Municipalities

**Charts**

**Normal P-P Plot of Regression Standardized Residual**  
Dependent Variable: Employment Rate of Respondent Municipalities



**Scatterplot**  
Dependent Variable: Employment Rate of Respondent Municipalities

