

Meeting in Sunne: from 25-11-2025 to 28-11-2025

Work package: 'Promoting diversity and inclusion'

Day 1: in school, SG Södra Viken, Sunne, Sweden

Content of the proposed activity:

> Day 1: In school (Sunne gymnasieskola Södra Viken):

1/ Team building activities.

2/ Diversity and inclusion initiatives:

- Develop marketing campaigns to attract underrepresented groups, including women, into the truck driving course.
- Practise in achieving gender diversity and low early leavers rates (Sweden's success).
- Create inclusive learning environments.

3/ Dissemination activities.

4/ Project evaluation. Have the goals of the project been achieved up to here? Where do adjustments need to be made?

This activity resulted in the identification and documentation of a Swedish good-practice model for gender-balanced truck-driver education.

The Swedish school demonstrated that girls can represent approximately half of the students in the truck department when vocational education is supported by appropriate teaching methods, a positive learning environment, relevant career opportunities, and cooperation with the trucking sector.

The Swedish project partner exchanged practices related to the trucking labour market, gender inclusion, cooperation with TYA and other stakeholders, and trailer safety.

Based on this exchange, the partners will develop practical recommendations, an inclusion checklist, and a transfer plan to support other schools and training providers in increasing the participation of women and improving the quality and safety of truck-driver education.

1. School overview and programs

- School founded in 1947, originally focused on forestry; truck-driving education was added in the early 2000s.
- Current scale: grew from 48 to 260 students; boarding capacity 120 beds with 110 students residing.
- Campus layout: student houses, classrooms, expedition and practice areas for trucking and a service station, forestry practice starts on campus and continues in the forest.
- Program intake: Transport program admits 48 students annually, Natural Resource program (forestry specialization) admits 32 annually.
- Student origins: Primarily from the province, including areas near the Norwegian border; mix of countryside and city backgrounds.

Conclusion:

A specialized regional institution in transport and forestry with boarding and extensive practical training facilities.

2. Transport training structure and licensing

- Training philosophy: Educate students to think like drivers (soft skills and responsibility), not just operate vehicles.

- First year:

General subjects (Swedish, English, history, social science, math) plus vehicle/service station basics; controlled practice course driving (gears, vehicle space, tracks), not on public roads.

- Second year: Begin road driving, transport specialization starts.
- Licensing: The school has four examiners and conducts examinations internally.

International comparisons:

- Belgium: Students must obtain them through external organizations.
- France: In-school licensing for C and CE, B license remains external, students must be 18.
- Finland:

Conclusion:

A structured pathway culminating in CE licensing at graduation, emphasizing both technical and soft skills.

3. Industry context

- Industry partnership: Active industry council with transport and labor representatives; four meetings/year; support internships and curriculum focus aligned with market conditions.
- Regional demand: Local need for drivers linked to mills and the paper industry; many graduates work locally.

Conclusion:

Forestry education balances production, sustainability, and legal compliance, guided by continuous industry dialogue.

4. Marketing, Outreach, and Events

- Outreach tools: Annual magazine featuring interviews with current and former students; social media; open day events.
- Open house attendance: ~750 visitors recently; strong interest in programs.
- Annual fair: Companies and labor organizations present; bridges students to work life; focus on soft skills (customer interaction, representation).
- May event: Large on-site event with ~3,000 visitors; long-standing regional tradition; strong brand recognition.

Conclusion:

Robust marketing and events strengthen industry ties and drive student recruitment.

5. Interview Swedish female truck driving students

Swedish female students in a truck driving program share motivations, experiences, and future plans.

They chose trucking for its practical, hands-on nature and immediate employment after upper secondary school, preferring work over university for now.

The conversation covers the shifting perception of women in trucking, the need for supportive mentors during internships, and contrasts in work-life policies (like parental leave) between Sweden and other European countries.

Key Points

1. Young women in Sweden enter trucking for a practical, hands-on job straight after secondary school, preferring immediate work over university.
2. Sweden's education system allows vocational students (e.g., trucking) to retain university eligibility, offering flexibility and a safety net.
3. Internships are critical, exposing students to different trucking roles (e.g., milk transport, gravel hauling) to find a good fit; placements can be hard to secure.
4. Acceptance of female truck drivers in Sweden is growing, influenced by media and societal change, making it more common than in countries like Belgium.
5. Effective internship mentorship is essential: students value mentors who let them try first, then provide constructive feedback, especially for reversing and unloading.
6. Sweden's generous, mandatory paternal leave contributes to gender equality, making it easier for companies to employ women in traditionally male-dominated fields.

6. Transferable Good Practices

The Swedish school provides a strong example of how vocational education can combine technical training, practical experience, professional development and close cooperation with the transport industry.

The most valuable lessons are not necessarily the exact Swedish regulations or facilities, but the overall educational approach.

The following practices could be adapted by partner schools according to their national contexts and resources.

a. Provide a clear and progressive learning pathway

The Swedish programme develops students' competences step by step.

Students first acquire general knowledge, road-safety awareness, vehicle technology and basic practical skills.

Only after gaining sufficient confidence and control do they progress to more complex driving tasks, road driving and transport specialisations.

A structured pathway makes expectations clear and helps students develop safely. It also allows teachers and employers to assess progress using common standards.

b. Educate professional drivers, not only vehicle operators

An important feature of the Swedish approach is the emphasis on professional judgement and responsibility.

Students are expected to understand the wider role of a truck driver, including responsibility for people, goods, equipment, customers and the environment.

Training should therefore include both technical and personal competences.

These competences improve employability and help reduce accidents, damage, misunderstandings and workplace conflicts.

c. Use realistic and controlled practical training

The Swedish school provides students with opportunities to practise in a safe environment before driving in normal traffic. This includes manoeuvring, reversing, coupling, loading and unloading, vehicle inspection and basic maintenance.

Partner schools could develop or improve similar facilities. Schools with limited resources could cooperate with transport companies, municipalities, logistics centres or other vocational institutions to share training areas.

The principle is to allow students to practise challenging tasks in a controlled setting before they perform them in public traffic or at a workplace.

d. Build systematic cooperation with the transport industry

The Swedish model includes regular cooperation between the school, transport companies and labour-market representatives. This ensures that education remains relevant to employers and regional employment needs.

The group should meet regularly to discuss labour-market needs, new technologies, safety concerns, internship opportunities, curriculum relevance and graduate employment. Industry cooperation should be continuous and practical rather than limited to occasional consultations.

e. Make internships an organised part of learning

Internships are one of the most important elements of the Swedish approach. They allow students to experience different types of transport work and help them identify their interests and strengths. They also create direct links between education and employment.

Students should be treated as learners, not simply as additional workers. If placements are limited, several schools could create a joint regional placement pool and negotiate collectively with transport companies.

f. Support and train workplace mentors

The Swedish experience shows that students benefit greatly from supportive mentors. Effective mentors allow students to try tasks themselves, while ensuring safety and giving constructive feedback.

A useful method is to explain the task, allow the student to attempt it, ask for self-assessment, provide specific feedback and then give the student another opportunity to practise. This approach develops both skill and professional judgement.

g. Promote equality and inclusion

The Swedish school demonstrates the importance of creating a more inclusive transport sector.

Female students and graduates should be visible as successful role models, and schools should work with employers to create respectful and supportive workplaces.

Inclusion should be treated as part of training quality and workforce development, not only as a recruitment activity.

h. Maintain progression opportunities

The Swedish programme combines vocational training with general education, allowing students to continue to further studies if they wish. This makes the programme more attractive and gives learners greater flexibility.

This approach helps students see truck driving as part of a broader logistics career rather than as a single, limited occupation.

i. Connect education with local employment

The Swedish school responds to the needs of local industries, such as manufacturing, forestry and production. SWiPE schools should map their own regional transport sectors, including construction, agriculture, food distribution, ports, logistics, retail, waste management and public services.

Curriculum content, internship opportunities and career guidance should reflect real local employment possibilities. Schools could also monitor graduate outcomes, such as the percentage of students employed in transport-related work within six months of completion.

j. Use communication and events to strengthen recruitment

Open days, company fairs, social media, student magazines, skills competitions and public demonstrations can support both recruitment and employer cooperation. These activities show students, parents and the wider community that modern truck driving requires technical knowledge, responsibility and professional skills.

Students and graduates should be actively involved in presenting their experiences. Their stories can challenge stereotypes, demonstrate career opportunities and encourage more young people—including women and underrepresented groups—to enter the sector.

7. Good practices for attracting women identified

The project partners identified the factors that make truck-driver education attractive and accessible to women and other underrepresented groups.

Identified factors:

- The image and communication of the profession.
- The organisation of practical training.
- Support from teachers and mentors.
- Opportunities for employment after training.
- A respectful and professional learning environment.
- Cooperation with employers and sector organisations.

Indicators:

- Transferable practices.
- Checklist for gender-inclusive truck-driver education.
- Partner organisations assess which practices can be introduced in their own countries.

8. Recommendations for gender-balanced truck training developed

Practical recommendations for vocational schools and training providers to increase the participation of women in truck-driver education.

The recommendations could cover:

- Recruitment and communication.
- Equal access to vehicles, equipment, and practice time.
- Teacher and instructor behaviour.
- Mentoring and role models.
- Prevention of discrimination and harassment.
- Cooperation with employers.
- Collection of gender-disaggregated participation data.

Possible indicators:

- 1 set of recommendations produced.
- Recommendations shared with all project partners.
- At least 3 partner organisations develop an action plan based on them.

9. Cooperation between schools, employers, and TYA strengthened

The meeting demonstrated the importance of cooperation between the school, the trucking industry, and TYA. The project can therefore strengthen cooperation between vocational education providers and labour-market stakeholders.

Possible indicators:

- At least 1 transnational exchange or study visit completed.
- At least 3 stakeholder groups involved.
- 1 cooperation or action plan developed.
- New contacts established between schools and industry representatives.

10. Knowledge about the Swedish trucking labour market exchanged

Partners will gain a better understanding of the Swedish trucking labour market, including recruitment needs, the role of vocational education, and the skills expected by employers.

Possible indicators:

- 1 presentation or learning session delivered.
- Participants from partner organisations take part in the exchange.
- 1 summary of transferable lessons prepared.
- Participants report increased understanding through feedback questionnaires.

6. Trailer-safety knowledge integrated into training

The Swedish meeting also highlighted trailer safety. As a result, project partners can examine how trailer coupling, inspection, manoeuvring, load security, and safe working procedures are addressed in training.

Possible indicators:

- 1 review of trailer-safety training practices completed.
- Trailer-safety topics included in project recommendations.
- 1 practical checklist or learning resource developed.
- Training providers identify possible improvements to their own safety instruction.

7. Inclusive and safe learning environments promoted

Because the Swedish school already has a strong participation of girls, the focus can be changed from simply “creating” an inclusive environment to **sharing and transferring a successful gender-balanced education model**.

Possible indicators:

- 1 inclusion checklist developed.
- At least 3 schools or organisations review their current practices.
- Specific barriers to participation identified.
- Improvement measures agreed by participating organisations.

8. Transfer plan prepared for partner countries

The project will not only study the Swedish example but also plan how relevant practices can be adapted and used by the other partners.

Possible indicators:

- 1 transfer and implementation plan produced.
- Each partner identifies at least 2 practices for possible adoption.
- At least 3 organisations commit to testing one new measure.
- Follow-up feedback collected after implementation.

Day 2: in transport company Börje Jönsson Åkeri, Örsholmen (Välsviksleden 214, Karlstad)

- Understand the Swedish context.
- Strategies to promote diversity.
- Impact of diversity and inclusion.

> Meeting assessment: Have the predefined objectives been achieved? Where do we need to make adjustments? > Report of the meeting and tasks.

Yes, all three themes are discussed, but not equally in depth.

Theme	Discussed?	How?
Understanding the Swedish context	Partly	The interview took place in Karlstad, Sweden, and describes the company's local operations, routes to Gothenburg, cooperation with Swedish schools, and transport conditions in Sweden and Europe. However, the document does not provide a broad analysis of Swedish laws, labour-market policies, cultural attitudes, or national diversity policies.
Strategies to promote diversity	To a limited extent	The interview discusses recruitment of young people and women, cooperation with schools, and gradual training and development of new drivers. These can be interpreted as diversity-promoting practices, but diversity is not presented as a formal company strategy.

Theme	Discussed?	How?
Impact of diversity and inclusion	Indirectly	The file indicates that women contribute positively to the workforce and that experienced drivers mentor younger employees. It also suggests that recruiting from different groups can help address the driver shortage. However, it does not systematically examine the effects of diversity on performance, workplace culture, profitability, or inclusion.

1. Understanding the Swedish context

The Swedish context is present mainly through the company's location and operating environment:

- The interview was conducted in **Karlstad, Sweden**.
- The company operates locally and has routes connecting Karlstad with **Gothenburg** and other parts of Sweden.
- The company collaborates with **local schools**, offering students internships in food and general cargo transport.
- Swedish and European transport challenges are discussed, including:
 - The unreliability and high cost of rail transport.
 - The need for charging infrastructure for electric trucks.
 - The effects of cold weather on battery performance.
 - The importance of environmental certification and carbon-footprint reporting.
- The Swedish labour-market situation is reflected in the discussion of an **aging workforce** and a serious shortage of professional drivers.

However, the file does not explicitly discuss specifically Swedish issues such as:

- Swedish equality and anti-discrimination legislation.
- National policies for gender equality or migrant integration.
- The role of trade unions or collective agreements.
- The representation of ethnic minorities in the transport sector.
- Differences between Swedish transport companies and companies in other countries.

Therefore, the file provides useful **contextual information about operating a transport company in Sweden**, but it does not offer a comprehensive analysis of the Swedish social or institutional context.

2. Strategies to promote diversity

Several practices in the interview could support diversity, even though the word “diversity” is not used extensively.

Recruitment of young people

The company recruits young drivers directly from schools and develops them gradually:

- New employees begin with simpler and supervised tasks.
- They progressively move to more complex journeys.
- This approach builds skills and confidence.

This may make the profession more accessible to people who have limited experience.

Recruitment and retention of women

The file mentions that the company has successfully hired a young woman and that female drivers are valued. It also states that:

- Women are already working as drivers, although they are a small minority.
- Modern equipment reduces the physical barriers traditionally associated with truck driving.
- An experienced female driver supports and mentors new employees.

This suggests that the company could promote diversity by:

- Recruiting more women.
- Presenting female drivers as role models.
- Providing equal access to training and career development.
- Challenging stereotypes about truck driving as a male occupation.

Cooperation with schools

The company's school partnerships are another potential diversity strategy. They can:

- Introduce transport careers to young people before they enter the labour market.
- Reach students who might not otherwise consider logistics as a career.
- Create a structured pathway from education into employment.

Gradual training and mentoring

The mentoring relationship between experienced and new drivers is important. It can help:

- Support new employees.
- Transfer practical knowledge.
- Improve confidence and retention.
- Integrate people with different levels of experience.

Recruitment from other countries

The file mentions that companies facing driver shortages recruit internationally. This is relevant to workforce diversity, although the interview does not discuss:

- Language support.
- Cultural integration.

- Recognition of foreign qualifications.
- Preventing discrimination.
- Inclusion in daily workplace practices.

Consequently, international recruitment is mentioned mainly as a response to labour shortages, rather than as part of a clearly defined inclusion policy.

3. Impact of diversity and inclusion

The impact is mainly discussed indirectly.

Positive contribution to recruitment

The inclusion of women and young drivers expands the recruitment pool. This is particularly important because the company faces:

- A severe driver shortage.
- An aging workforce.
- Many upcoming retirements.
- Difficulties attracting enough new employees.

Diversity can therefore help the company access workers who have traditionally been underrepresented in the transport industry.

Knowledge transfer and mentoring

The experienced female driver is described as having a mentoring role, almost like a “grandmother” to younger employees. This indicates that diversity can have a positive effect on:

- Social support.
- Workplace learning.
- Team cohesion.
- The integration of new employees.

Modernisation of the occupation

The discussion that modern equipment reduces the physical demands of driving may help challenge traditional assumptions about who can work in logistics. This could make the profession more attractive to a wider range of people.

No clear evidence about business outcomes

The file does not provide evidence about whether diversity leads to:

- Higher productivity.
- Lower staff turnover.
- Better safety performance.
- Improved customer relations.
- More innovation.
- Better financial results.

It also does not describe employees' experiences of inclusion or exclusion. For example, there is no detailed discussion of discrimination, equal pay, harassment, accessibility, or whether all employees feel respected and able to participate.

Overall assessment

The themes are present, but the discussion is strongest regarding **recruitment and workforce demographics**, rather than diversity and inclusion as a formal management topic.

A suitable interpretation would be:

The interview shows that Börje Jönsson operates within a Swedish transport context characterised by local school cooperation, an aging workforce, driver shortages, environmental transition, and demanding logistics conditions.

Diversity is addressed mainly through the recruitment of young people and women, as well as mentoring and gradual training.

The potential impact of diversity is seen in the expansion of the recruitment pool, knowledge transfer, and support for new employees. Nevertheless, the interview does not present a systematic diversity strategy or provide substantial evidence about the broader organisational effects of inclusion.

Short presentation and fact Swedish context transport sector by Johan Brandenfelt.

(Johan Brandenfeldt: Drive-instructor of SG Södra Viken, Sunne, Sweden)

2/ Diversity and inclusion initiatives:

- Develop marketing campaigns to attract underrepresented groups, including women, into the truck driving course.
- Practise in achieving gender diversity and low early leavers rates (Sweden's success).
- Create inclusive learning environments.

All three themes are clearly discussed in the lecture file, although the first two are more directly developed than the third.

Theme	Discussed?	Evidence and explanation
Develop marketing campaigns to attract underrepresented groups, including women, into truck-driving courses	Yes—strongly	The file describes open houses, roadshows with trucks and trailers, school visits, “girls talk” sessions, social media promotion, female role models, Erasmus stories, and videos featuring female students and drivers.
Practices for achieving gender diversity and low early-leaver rates: Sweden's success	Partly to strongly	The file provides Swedish gender-participation statistics, describes female instructors and mentors, explains why women are attracted to trucking, and highlights supportive recruitment and training practices. However, it does not provide specific statistics or a detailed strategy concerning early-leaver rates.

Theme	Discussed?	Evidence and explanation
Creating inclusive learning environments	Yes—strongly	The file discusses welcoming school and workplace cultures, safety, mentorship, female instructors, anti-stereotype activities, role models, and outreach designed to make students from underrepresented groups feel included.

1. Marketing campaigns to attract underrepresented groups

This theme is discussed very clearly. The lecture presents several recruitment and communication strategies.

Outreach through schools

The file mentions:

- Open-house events.
- Roadshows involving trucks and trailers.
- Visits to schools.
- Question-and-answer sessions with ninth-grade students.
- “Girls talk” sessions connecting young women with female truck drivers.

These activities allow potential students to see the profession directly and ask questions in an informal setting. They can reduce uncertainty and challenge the idea that truck driving is exclusively a male occupation.

Social media and storytelling

Companies and public institutions use platforms such as **Facebook, LinkedIn, Teams, and YouTube** to promote:

- Female drivers.
- Female students.
- Erasmus experiences.
- Achievements such as the first female participant in the French truck-driving championship.

This is a form of targeted marketing because it makes women's participation visible and provides relatable examples for potential applicants.

Role models and influencers

The lecture refers to female trucking influencers, including **Angelica Larsson**, as well as female instructors such as **Stina, Louise, Matilda, and Elin**.

Their visibility can help attract women by showing that:

- Women can succeed in truck driving.
- The occupation offers stable employment.
- Female drivers belong in the industry.
- A career in transport can provide professional development and international opportunities.

Erasmus as a recruitment tool

The experiences of Swedish female students in Belgium, including Freja and Tilda, are shared through videos. This promotes the profession by presenting trucking as:

- International.
- Modern.
- Educational.
- Connected to travel and personal development.

The file therefore supports a marketing campaign based on real stories, visible role models, school activities, and digital communication.

2. Gender diversity and low early-leaver rates

The file strongly discusses gender diversity, but it only addresses early-leaver rates indirectly.

Evidence of progress in gender diversity

The lecture provides several Swedish figures:

- Women represent **11% of current truck drivers**, increasing from 6% in 2015.
- Women accounted for **18% of new hires in 2024** nationally.
- In Värmland, women represent approximately **30% of those employed**.
- Women make up approximately **34% of transport-school students nationally**.

These figures show progress in attracting women to truck driving and transport education. Sweden is presented as having a comparatively supportive environment for women entering a traditionally male-dominated occupation.

Reasons for increased female participation

The file identifies several factors that may support gender diversity:

- Improved working conditions.
- Stronger safety regulations.
- Better leadership.
- Reduced stereotypes.
- Digitalisation and modern equipment.
- Stable employment prospects.
- Visible female role models.
- A more inclusive workplace culture.

The lecture also reports that companies view women drivers positively, describing them as careful, economical, and less likely to damage cargo. This perception may encourage companies to recruit more women, although such generalisations should be treated cautiously.

Retention and early-leaver rates

The file does not give concrete data on:

- The percentage of students who leave their course early.
- The percentage of new drivers who leave the occupation.
- Differences in retention between men and women.
- The main causes of early departure.
- Sweden's specific early-leaver rate compared with other countries.

Nevertheless, several practices described in the file could help reduce early leaving:

- Mentoring by experienced drivers.

- Female instructors and role models.
- Gradual training.
- Safety-focused instruction.
- Positive and welcoming learning environments.
- Opportunities for work-study combinations.
- Information about career progression and university pathways.
- Erasmus mobility and international experiences.

Therefore, you can say that the file discusses **conditions that may contribute to retention**, but it does not directly prove that these measures produce low early-leaver rates.

3. Creating inclusive learning environments

This theme is also clearly present.

Supportive school culture

The lecture emphasises the importance of:

- Welcoming environments.
- Respect for different experiences.
- Safety and psychological comfort.
- Challenging old prejudices.
- Encouraging students who do not come from transport families.

This is important because many students may have no family background in trucking. Schools can help them discover the profession and develop confidence.

Female teachers, instructors, and mentors

The inclusion of female instructors is presented as particularly important. Female instructors can:

- Provide relatable role models.
- Make female students feel less isolated.
- Offer advice based on their own experiences.
- Demonstrate that women can build long-term careers in transport.

Mentorship is also included in the proposed initiatives, especially mentoring by female instructors and experienced drivers.

Safety and inclusion

The file connects inclusion with safety. The proposed initiatives include:

- Safety briefings adapted to concerns raised by female students.
- Training on trailer locks and release wires.
- Practical instruction for novice drivers.
- Awareness of common accidents and hazards.
- A culture where students can ask questions and learn from mistakes.

This suggests that an inclusive learning environment is not only about representation. It also involves ensuring that all students receive appropriate support and feel able to participate safely.

Anti-stereotype activities

The lecture proposes anti-stereotype workshops and the use of female success stories. These activities can help change assumptions about:

- Who can become a truck driver.
- What skills are required.

- Whether transport is a suitable career for women.
- Whether students need a family background in the industry.

Overall conclusion

The file is highly relevant to your activity, **"Diversity and inclusion initiatives."** It provides concrete examples of recruitment, representation, mentoring, school cooperation, and inclusive culture.

You could summarise the connection as follows:

The lecture discusses diversity and inclusion initiatives through targeted outreach to women and young people, including open houses, school roadshows, "girls talk" sessions, social media campaigns, Erasmus testimonials, and female role models.

It presents Sweden as making progress in gender diversity, with rising female participation among truck drivers, new hires, and transport students. The lecture also describes inclusive learning environments based on female instructors, mentoring, safety, anti-stereotype activities, and welcoming school cultures. However, it does not provide detailed evidence about early-leaver rates or directly evaluate the effectiveness of these initiatives in reducing early leaving.

