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Apprenticeship education in Sweden: background and future scenarios

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Brussels, 8 and 9 February 2016*

**GOVERNANCE AND FINANCING OF
apprenticeships**

**CEDEFOP
EVENT**

BRUSSELS
8 and 9 February 2016



THE NORTHERNMOST UNIVERSITY
of Technology in Scandinavia

Governance and financing of apprenticeships

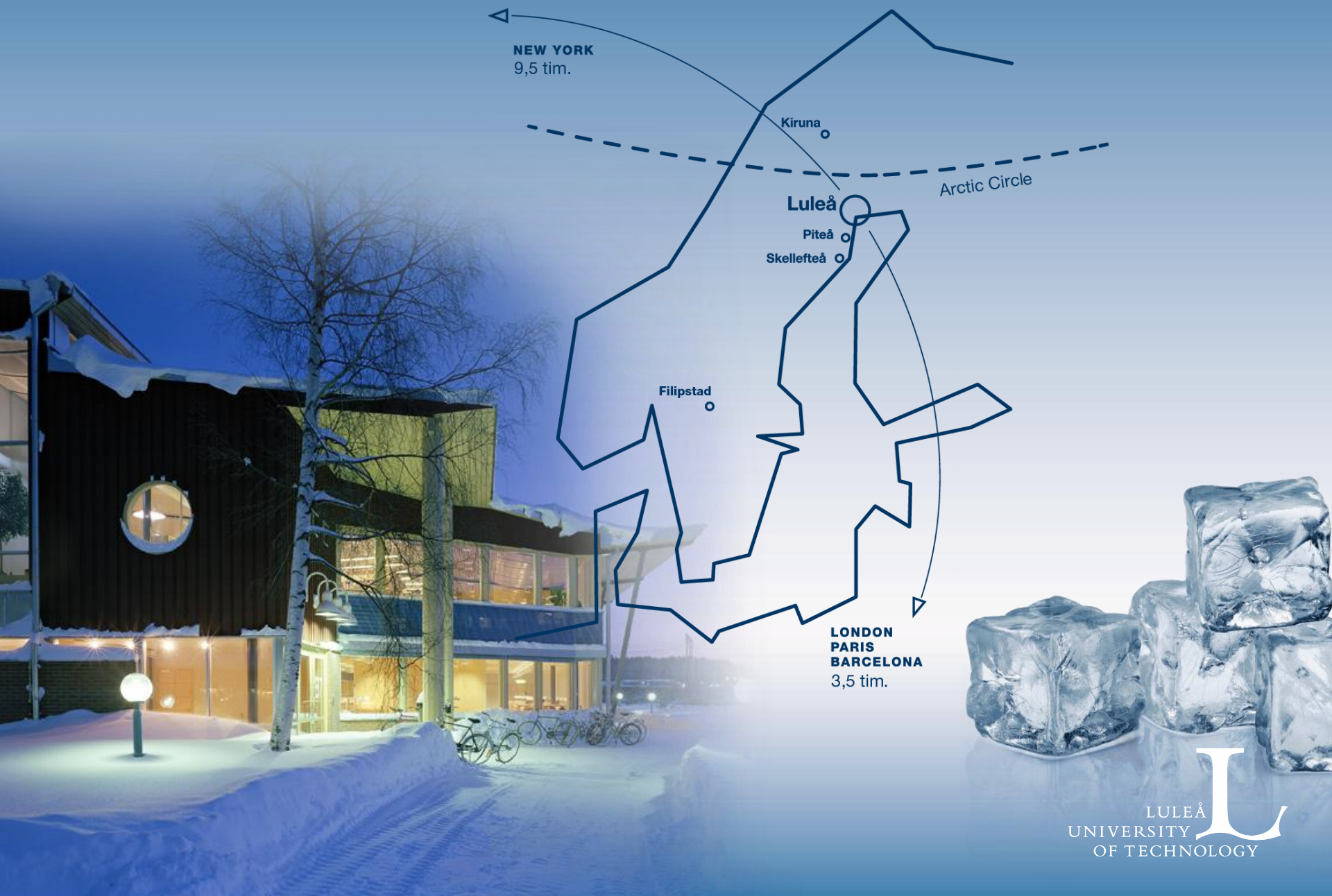
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**Apprenticeship Education in Sweden –
Background and Future Scenarios**

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LULEÅ
UNIVERSITY
OF TECHNOLOGY



Work process&collaborative environment for the Swedish case study -

- Department of Business, Techn.&Society project owner
- Swedish coordinator in contact with major research environments (Univ.Luleå, Linköping, Gothenburg etc)
- Coordinator followed Swedish policy agenda &conf.
- First WS Sept. 2014 VET-centre/University of Gothenburg
- Second WS May 2015 in Stockholm – Global Challenge
- Informal reference group of 7-8 experts
- Project also presented at international VET-conference
- Mid-term meeting&collaborative work not included
- More inter-case learning should be supported



Swedish IVET-Bridging the gap between Education, Social and Employment Policies

- Education/VET policies long-term and reform oriented
- Employment policies more of just-time-solution(NEETS)
- Youth guarantee and jobs in 90 days – ideas and reality
- Vocational Introduction Employment Agreements
- Subsidized trainee jobs for unemployed youth
- Increasing regional&local cooperation/regional platforms
- Empowering courses a folkhigh school level
- European Social Fund Projects – Nat/regional projects
- Decreasing VET interests – postponing educational choice



Education in upper secondary school

Vocational programmes/ Apprenticeship education

- Child and Recreation
- Building and Construction
- Electricity and Energy
- Vehicle and Transport
- Business and Administration
- Handicraft
- Hotel and Tourism
- Industrial technology
- Natural Resource Use
- Restaurant Management and Food
- HVAC and Property Management
- Health and Social Care

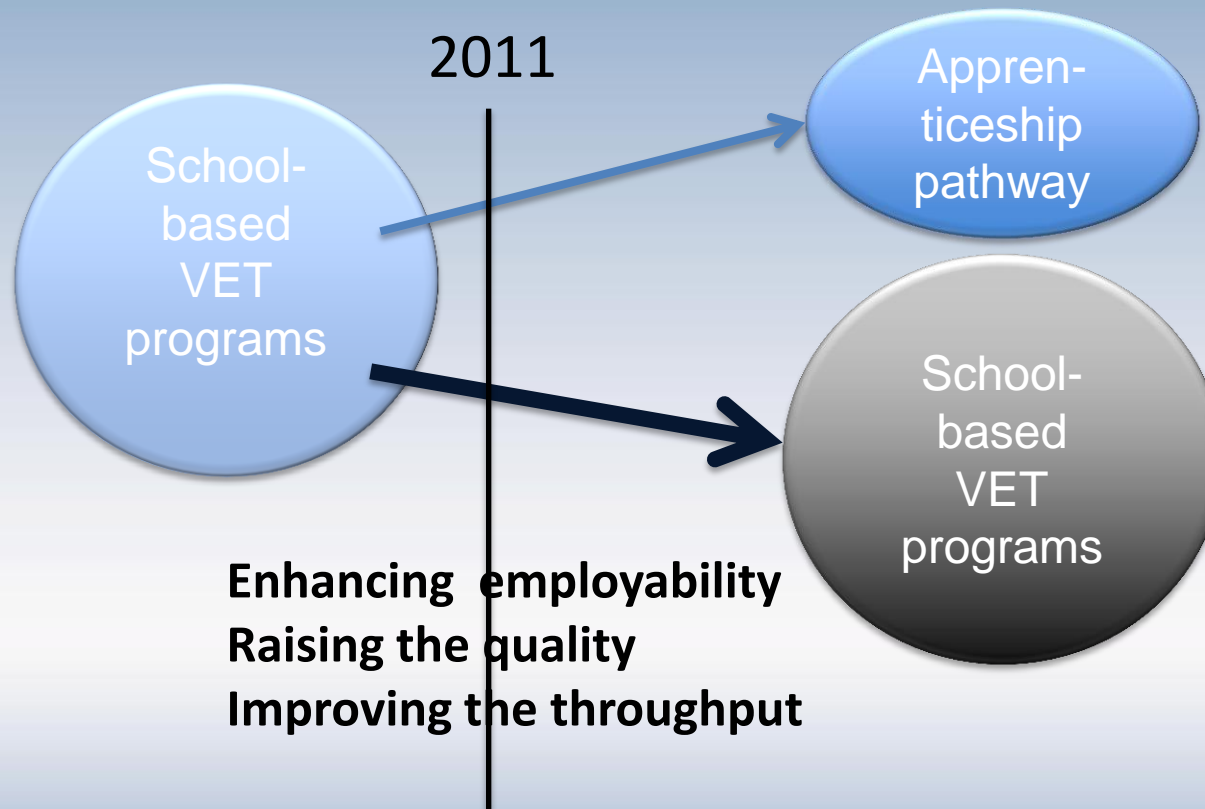
Higher education preparatory programmes

- Business Management and Economics
- Arts
- Humanities
- Natural Science
- Social Science
- Technology

Introductory programmes

- Preparatory education
- Programme oriented individual options
- Vocational introduction
- Individual alternative
- Language introduction

**Swedish Upper Secondary school – 3 year programs (post 16).
After 2011 a more diversified system was introduced.**



Swedish Apprenticeship Education - a school based VET-system

- Part of a comprehensive education system
- Apprentices are not employed – they are students
- Apprenticeship programmes has a dual mission – to catch (potential) school leavers and to prepare for occupational skills/employment
- The political pressure focus social inclusion while industry are looking for skilled and motivated youth

Swedish Apprenticeship Education - regulations

- At least 50% of the curriculum content has to be carried out at workplaces
- A contract for every apprentice shall be signed prescribing the curriculum content that is intended to be realized at the workplace
- Trilateral talks between teacher, apprentice and workplace supervisor are proposed.
- The teacher has got the responsibility to:
 - follow-up and mark students
 - continuously inform students about their progress

The Swedish VET-paradox 1– Increasing policy interests but falling students' demand

- Around 26% in VET-programmes – almost 4% drop in four years -girls less interests than boys
- Around 2.9 % in apprenticeship programmes but..
- strong increase access to appr. (+1000=8300)
- High level of drop out and/or programme alternation
- Social, gender and geographical bias of VET preferences

.... VET-paradox 2 – New institutional roles -state, municipalities, social partners and training market

- National development strategy for apprenticeship education – high political consensus
- High level of private/independent schools – subsidized by public money – towards a new training market
- Corporate schools (Volvo, Scania, SKF) as models
- Role of municipalities – own provision/VET- outsourcing
- Quality problems – access to workplaces/supervision
- Economic incentives has “awareness role”
- Vocational colleges -a collaborative model
- Regional competence platforms for coordination&growth



Impressions from of first workshop A – University of Gothenburg, September 2014

- Employers, unions, researchers, VET-teachers, students
- Problems in translating/using the scheme (De-Eng-Sw)
- To make workshop attractive – was made part of a broader conference – including the VET-community
- Active discussions in order to find consensus of the seven dimensions
- Education Act&National curriculum for legal framework
- Some flexibility in transforming national curriculum to local plans
- SNAE coordinates the system&promotes local adaption



Impressions from of first workshop B – University of Gothenburg, September 2014

- National Apprenticeship Edu-Centre to promote quality&change
- Evaluation through National School Inspectorate
- Support for local evaluation+research
- Outcome orientation: diploma and nat/local evaluations
- Input orientation: national curricula/local adaption
- Financing: mainly through government expenditures: pupils/supervisors/schools
- Economic incentives important to start up new program



Second Stakeholder Workshop – Future scenarios Think tank Global Challenge; May 2015

- Participants: gov.com, experts/researchers, VET-teachers, ed.officers
- Introducing gov. actions on youth unemployment
- Policy study on sub-urban social segregation and exclusion
- The role of the education system and VET for employability
- Discussions on scenarios in three small mixed groups
- General comments and final conclusion
- Coordinator's participant observer in/inter-national conferences, VETYL, National Agency Conferences/ Swedish Trade Union Seminar/ ongoing governmental task forces/independent research institutes/RATIO etc
- Scenarios a combination of these sources

Scenario A: Strengthening capacity and attractiveness of Swedish IVET

- Making IVET more attractive for youth
- Open up higher ed. eligibility/lifelong learning
- More flexible pathways for students
- Increasing access to IVET across the country
- Renewing programme structure
- Better cooperation school and work
- Reducing IVET drop out/school retention
- Counteracting social, gender, geography.bias
- More investment in IVET-research

Scenario B: Rather strong expansion of apprenticeship education over the next years

- Making apprenticeship.edu. more attractive
- Increasing access over the country
- Support from Nat.App.Edu.Centre
- Strengthening school and work cooperation
- Using new digital equipment for learning
- Reduce drop out/increase school retention
- Problem of access to workplaces+supervision
- Reduce “scale-problem” by regional cooperation
- More focus on workplace learning quality.....

Combination of the scenarios and focus on learning context and student progression

- The apprenticeship edu. is part of VET-programmes
- The two functions could support each other but..
- Needs to create integrate app.classes to achieve a functional learning context
- Local integration or “branch schools”
- Access to higher and further education critical
- Training of VET-teachers, supervisors critical
- Initial and cont. VET needs to be integrated