

Reference year 2019

UNDERSTANDING OF APPRENTICESHIPS IN THE NATIONAL CONTEXT

Q1. Is there a stable legal basis for apprenticeships in your country?

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN DEVELOPMENT
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The legal framework on apprenticeships consists of the following laws:

- School Law (*Skollagen 2010:800*);
- Upper Secondary School Ordinance (*Gymnasieförordningen 2010:2039*);
- Adult Education Ordinance (*Förordning 2011:1108 om vuxenutbildning*);
- Act on Apprenticeship Employment (*Lag 2014:421 om gymnasial lärlingsanställning*);
- Ordinance on state subsidy for regional adult VET (*Förordning 2016:937 om statsbidrag för regional yrkesinriktad vuxenutbildning*).
- Ordinance on state subsidy for secondary apprentice education (*Förordning 2011:947*)

Q2. Is there an official definition of 'apprenticeship' or 'apprentice' in your country?

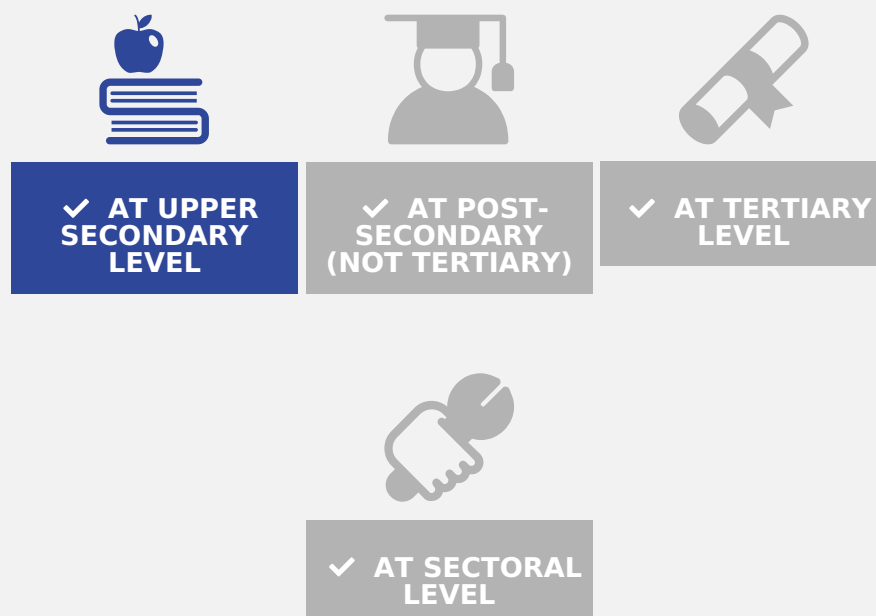
<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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There is one apprenticeship scheme within the regular education system in Sweden, with four officially distinct target groups and each of them with a separate official definition (and corresponding legal base). These are:

1. Upper secondary school apprenticeships for youth (*gymnasial lärlingsutbildning*);
2. Special needs upper secondary school apprenticeships (*lärlingsutbildning i gymnasial särskola*);
3. Apprenticeships education for adults (*lärlingsutbildning för vuxna*);
4. Apprenticeship education for adults with special needs (*lärlingsutbildning inom särskild utbildning för vuxna*).

The School Law (2010:800 (Skollag 2010:800)) outlines the following: 'Within vocational programmes, there may be upper secondary school apprenticeship education, which may start in the first, second or third year of education. Upper secondary apprenticeship education shall take place at one or several workplaces.' Chapter 16, § 11

Q3. At which level do apprenticeship schemes exist in your country?

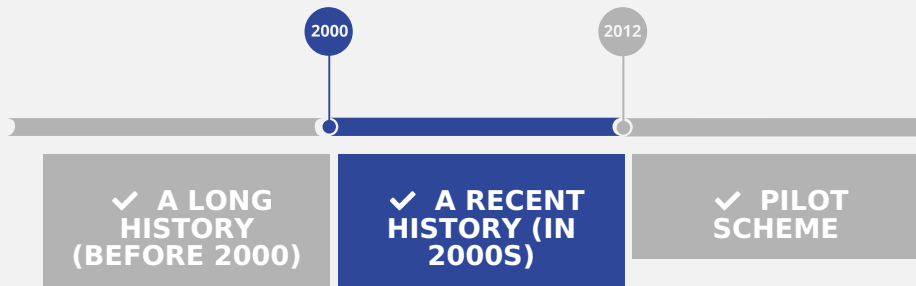


Upper secondary school apprenticeships for youth (*gymnasial lärlingsutbildning*): 'education that commences in the first, second or third year of a vocational programme in upper secondary school... and of which more than half is carried out at one or several workplaces outside the school' Upper Secondary School Ordinance (*Gymnasieförordningen 2010:2039*), Chapter 1, § 3 and School Law (2010:800 (*Skollag 2010:800*)), Chapter 15 §11. Upper secondary education normally has a duration of three years.

From the 1 July 2018, it is possible to start an apprenticeship in the introductory programme. This is for students who are not eligible for admission to upper secondary national vocational programmes, may attend an introductory programme, leading to either the labour market or to national upper secondary programmes.

There are no apprenticeships at post-secondary level. Many or most programmes within Higher Vocational Education (*Yrkeshögskolan*) involve work placements, so called Learning in a Work Environment (*Lärande i arbete, LIA*). However, these are undertaken within the framework of the school-based programme rather than apprenticeships.

Q4. How well-established are apprenticeship schemes in your country?



Different forms of apprenticeship schemes have been tested and piloted within upper secondary school in Sweden. The present system was piloted in 2008-2011 and contributed to the reforms introduced in 2011. In the reforms, apprenticeships became an alternative, parallel path to school-based to vocational education at the upper secondary level.

Q5. Relevant information that is essential to understanding the specificity of apprenticeships in the country and which does not fit under the scheme specific sections below.

There are two pathways in Sweden to study a vocational programme at upper secondary school: either as school-based education or as apprenticeship education. Governance and regulations are, with a few exceptions, the same irrespective of whether the vocational programme is school-based or an apprenticeship. Regulations steering apprenticeships education were introduced in the Education Act and in the Upper Secondary School Ordinance following the reform in 2011.

The main difference between these two pathways is the proportion of workplace-based learning. For the school-based pathway, at least 15 weeks of the entire programme should be provided as workplace-based learning. For the apprenticeship education, more than half of the programme should be provided by work-based learning. In other words, if more than half the learning takes place at a workplace, it is referred to as upper secondary apprenticeship education (*lärlingsutbildning*). Upper secondary apprenticeship education requires tripartite individual education contracts to be concluded between the learner (or, if under the age of 18 years, the learner's guardian), the employer, and the school. Diploma goals, curricula and syllabuses are the same in the apprenticeship pathway and the school-based pathway (CEDEFOP, Flash TCR on apprenticeships in Sweden, 2018). Apprenticeship education can also be found in special needs upper secondary school, in adult education, and in special needs adult education.

Since the middle of the 20th century school-based education has been the main way of organising initial VET in Sweden. Responsibility for VET in upper secondary school lies therefore within the education sector. The same is true for apprenticeship education even though more than half the education is provided at workplace in a company. VET schools are thus responsible for the implementation of apprenticeships, such as finding workplaces, recruiting pupils, and quality assurance of the training.

A vocational work introduction programme (*yrkesintroduktionsanställning, YA-anställning*) was introduced in 2010 as an active labour market policy measure, outside of the formal education system. Work introduction is not considered as an apprenticeship. In work introduction, work is combined with learning at the workplace. Work introduction agreements cover different labour market sectors. Completion of a specific vocational programme is often a prerequisite to obtain a work introduction position in a company. The introductory employment requires a sector specific agreement, a dedicated instructor and an individual plan for learning and guidance. Work introduction is targeted at unemployed young people (15 to 25-year-old), and immigrants since 2015, that have not completed upper secondary school. The vocational work introduction is steered by the Government but allows the different sectors to develop apprenticeship-like training outside the formal education. The work introduction programme engages employers in different sectors to develop learning and skills together with employment and education authorities,

In addition, **companies may arrange work-based learning schemes tailored for their own purposes.** For example, Volvo offered in 2012-2015 one-year-long training to 400 unemployed youth annually. However, these training schemes do not lead to formally recognised qualifications. Likewise, some sectors like building and construction offer work-based learning opportunities where the worker is a traditional apprentice and works a certain amount of hours before getting full pay, but this is not linked to the education system.