

# Apprenticeship education in upper secondary school (ISCED 3)

Gymnasial lärlingsutbildning  
Sweden

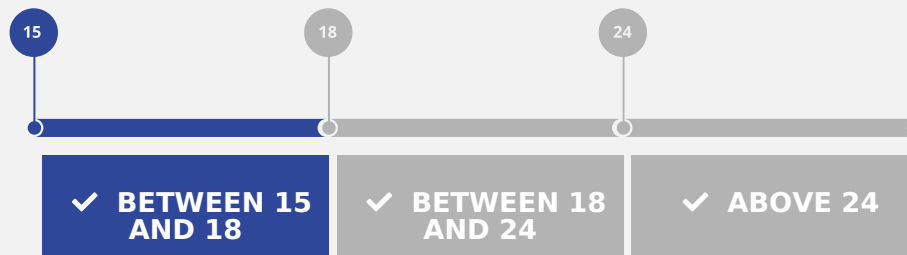
## 1 Target group

Q6. Does the legal basis define the minimum and maximum age limits for enrolment of the target group of this scheme?



The legal basis sets only the maximum age limit to access upper secondary education, which is 20 years old. After that, adult education starts.

Q7. What is the average age of learners in practice?



Typically, between 16 and 18/19. Adult education is offered for learners above the age of 20.

## 2 Overview of the scheme

Q8. Is the scheme included in the ISCED 2011 mapping?



✓ YES

✓ NO

Programme code 304 in the ISCED mapping.

ISCED 354 for learners in upper secondary level.

ISCED 343,353 for learners 17-20 years with special educational needs.

**Q9. Is there any organization at the national level with roles in co-ordinating the scheme?**

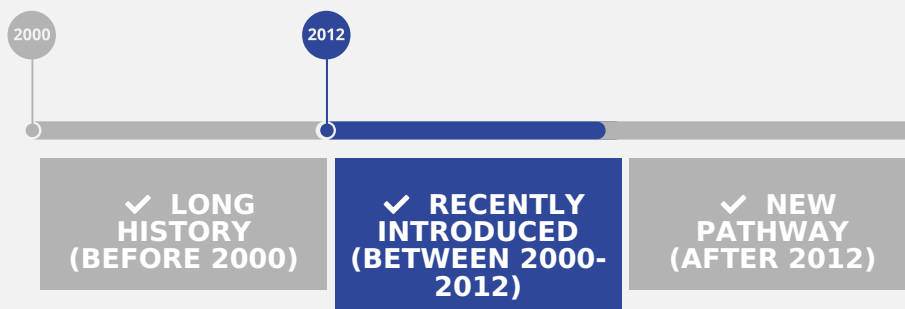


✓ YES

✓ NO

There is no such organisation. However, an apprenticeship centre was set up at the National Agency for education (see Q38). The centre is run by the Swedish National Agency for Education and its tasks cover to different extent all policy challenges of apprenticeship, including supporting and giving advice to VET-providers, employers and social partners in, for example, the organisation of apprenticeship education and training for supervisors at workplaces, as well as stimulating cooperation at regional level between schools and the world of work.

**Q10. When was the scheme introduced?**



Introduced in 2011.

### Q11. How did the apprenticeship scheme originate?



✓ TRADITIONAL CRAFTSMANSHIP (MASTER-APPRENTICE RELATION) TO PREPARE APPRENTICES FOR THE OCCUPATION



✓ SCHOOL-BASED VET TRACK BY INCLUDING MORE WORK-BASED LEARNING TO SUPPLY SKILLED WORKFORCE TO MATCH LABOUR MARKET NEEDS



✓ EX-NOVO



✓ OTHER

It originated from formal VET at upper secondary level including more work-based learning than formal VET.

### Q12. What are the sources of financing of the direct costs for the in-company training part of the apprenticeship scheme?



✓ SINGLE EMPLOYERS HOSTING APPRENTICES



✓ SECTORAL FUNDS



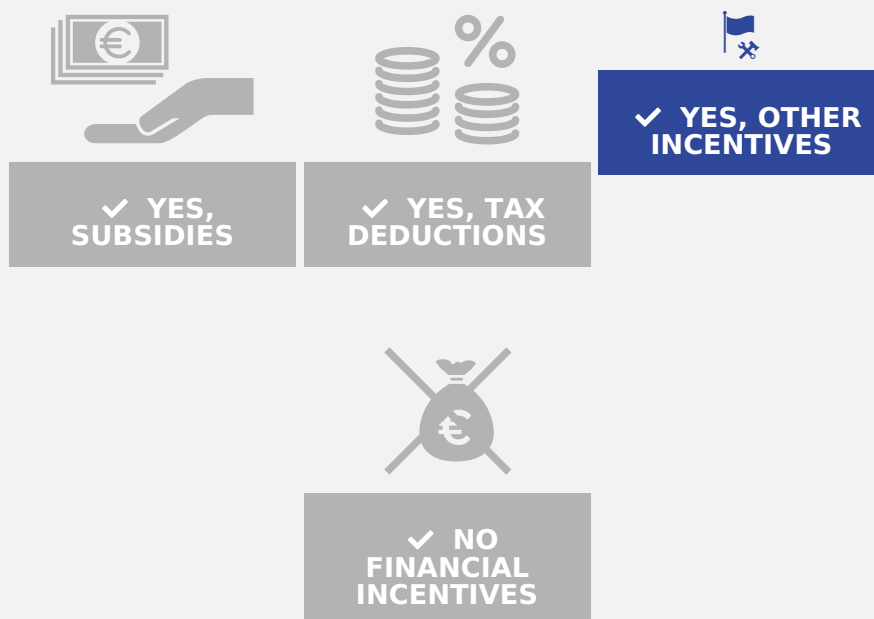
✓ STATE



✓ OTHER

The major part of school funding comes from municipal tax revenues, but parts of the funding also comes from a central general government grant to the municipalities. This is supplemented by targeted central government grants for special initiatives. For apprentices, the vocational education organiser can apply for an extra government grant per apprentice and year.

**Q13. Are there any financial incentives for companies that offer apprenticeship places?**

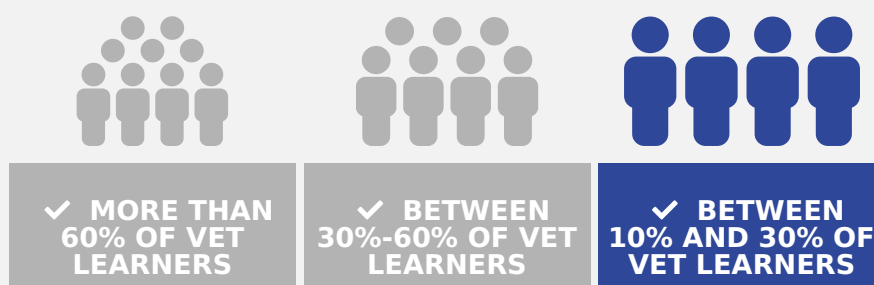


For apprentices, the vocational education organiser can apply to receive an extra government grant per apprentice and year, of which 83 % is earmarked for the employer receiving the student. Moreover, the workplace can receive an additional subsidy if the trainer/supervisor of the apprentice has participated in a training programme that has been approved by the National Agency for Education for Education.

**Q14. How many learners are enrolled in this scheme?**

In 2018/19 there were 352,300 students in upper secondary school (*gymnasieskolan*) in Sweden. Of those, 99,200 students participated in a vocational education programme for upper secondary school. Over 13,300 students participated in the Apprenticeship program at upper secondary school (12 percent of those in upper secondary VET and 3 percent of all those in upper secondary education). There was an increase of over 1,100 apprentices compared with the previous year. While the number of vocational students in general has decreased, the number participating in apprenticeship has increased.

**Q15. What is the share of apprentices enrolled in this scheme in relation to all VET students for the corresponding educational level(s) as reported in Q3?**





✓ LESS THAN  
10% OF VET  
LEARNERS

12 percent of students in upper secondary VET and 3 percent of all those in upper secondary education.

**Q16. Which is the type of qualification obtained through the apprenticeship scheme?**



✓ FORMAL VET  
QUALIFICATION  
(WHICH DOES  
NOT INDICATE  
THE PATHWAY)



✓ FORMAL VET  
QUALIFICATION  
(WHICH  
INDICATES THE  
PATHWAY)



✓ FORMAL  
APPRENTICESHIP  
QUALIFICATION  
(JOURNEYMAN,  
ETC.)



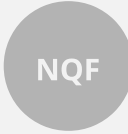
✓ OTHERS

After completing an upper secondary or adult vocational education, either through school-based education or an apprenticeship, learners receive a Vocational Diploma for upper secondary education.

Normally, the final qualification indicates that the student has been an apprentice, but in some minor cases, due to the computer programme that the school uses, this is not reported.

Before considering new graduates fully qualified for a given trade, in some sectors, an additional period of on-the-job training or work placement in a company (*färdigutbildning*) is required after the completion to the Vocational Diploma.

**Q17. Is the qualification included in the National Qualification Framework (NQF)?**



✓ YES

✓ NO

✓ THERE IS NO NQF

In the Swedish National Qualifications Framework (SeQF), apprenticeship qualifications are obtained at **Level 4**, corresponding to EQF level 4.

**Q18. How does the qualification link to the scheme?**



✓ IT IS A SPECIFIC TYPE OF QUALIFICATION WHICH CAN ONLY BE OBTAINED THROUGH THIS APPRENTICESHIP SCHEME

✓ THE SAME QUALIFICATION CAN BE ACHIEVED ALSO THROUGH OTHER SCHEMES (I.E. SCHOOL-BASED VET)

The Vocational Diploma for upper secondary education can be achieved upon completion of upper secondary vocational education, either in school-based education or in an apprenticeship.

The final qualification (as well as the subjects) are the same for both tracks, and for young students as well as for adults in adult education at upper secondary level. The final qualification (Diploma) comprises minimum 2,500 upper secondary school credits (students may have more credits), equivalent to 2,500 hours of training. Of these 2,500 credits, the student may have failed up to 250 but still graduate. A 'pass' grade is required for a final project. Yet, adult education is much more flexible and normally adults cover 800-1600 credits (instead of 2,500) so they do not receive a full upper secondary diploma, while they could if they wanted.

**Q19. Does the scheme provide direct access to higher education?**



✓ YES




✓ NO

All students have the right to study the courses that will give eligibility for entry to higher education. In some VET programmes, these courses are built into the programme structure, while in other programmes the learner may need to take the courses as additional to their programme.

Apprenticeships are **not** available at the higher vocational level. Students who have apprenticeship qualifications from upper secondary level may continue studying within higher vocational education programmes.

### 3 Programme


**Q20. How is the scheme linked to a training programme?**

✓ THE SCHEME IS IMPLEMENTED VIA A SPECIFIC APPRENTICESHIP PROGRAMME

✓ THE SCHEME IS IMPLEMENTED ON THE BASIS OF THE SCHOOL-BASED VET PROGRAMME

✓ THE SCHEME IS IMPLEMENTED BASED ON THE VET STANDARDS (VALID GENERALLY FOR ALL VET SCHEMES)



✓ OTHER

### 4 Duration

**Q22. If the scheme is not implemented via specific apprenticeship programme, how is duration of apprenticeships defined in the regulation?**



✓ IT IS DEFINED AS MINIMUM AND MAXIMUM SHARE OF A VET PROGRAMME



✓ IS DEFINED AS MINIMUM SHARE OF A VET PROGRAMME



✓ IS DEFINED AS MAXIMUM SHARE OF A VET PROGRAMME



✓ IS NOT DEFINED BY REGULATION



✓ OTHER

The national curriculum steers the vocational study programmes at upper secondary level. According to the School Law (2010:800, 11 §), vocational upper secondary education can include apprenticeship education, which starts in the first, second or the third school year. Within apprenticeships, **at least half** of the learning must take place at the workplace. In adult apprenticeships, at least 70% of the learning must be undertaken in the workplace in order for the training to qualify as apprenticeship, for the additional state subsidy.

**Q23. Is there a distinction between the training time and working time for the period spent at workplace, as per regulation?**



✓ YES, THE LEGAL FRAMEWORK MAKES THIS DISTINCTION



✓ NO, THE LEGAL FRAMEWORK MAKES NO DISTINCTION

## 5 Alternation of work-based (in-company) training and school-based training

**Q24. Is it compulsory to alternate training between two learning venues (school and company)?**





✓ YES

✓ NO

Within Apprenticeship at upper secondary level, **at least half** of the learning must take place in the workplace. In adult apprenticeships, at least 70% must be in the workplace.

**Q25. Is the in-company training defined as minimum share of the apprenticeship scheme duration?**



✓ YES,  
EQUIVALENT OR  
MORE THAN 50%  
OF SCHEME  
DURATION



✓ YES,  
BETWEEN 20%  
AND 50% OF THE  
SCHEME  
DURATION



✓ YES, LESS  
THAN 20% OF  
THE SCHEME  
DURATION



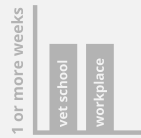
✓ NO, NO  
MINIMUM SHARE  
IS COMPULSORY

Within the apprenticeship at the upper secondary level, **at least half** of the education must be carried out in the workplace, as per law. In adult apprenticeships, at least 70% must be carried out in the workplace.

**Q26. What is the form of alternation of training between workplace (company) and school?**



✓ EVERY WEEK INCLUDES BOTH VENUES



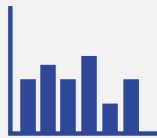
✓ ONE OR MORE WEEKS (LESS THAN 1 MONTH) SPENT AT SCHOOL FOLLOWED BY ONE OR MORE WEEKS AT WORKPLACE



✓ ONE OR MORE MONTHS (LESS THAN 1 YEAR) SPENT AT SCHOOL FOLLOWED BY ONE OR MORE MONTHS AT WORKPLACE



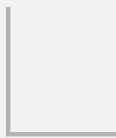
✓ A LONGER PERIOD (1-2 YEARS) SPENT AT SCHOOL FOLLOWED BY A LONGER PERIOD SPENT TRAINING AT WORKPLACE



✓ VARIOUS - DEPENDS ON AGREEMENTS BETWEEN THE SCHOOL AND THE COMPANY



✓ OTHER

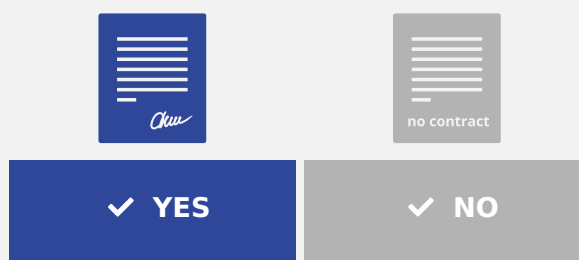


✓ NOT SPECIFIED

Upper secondary schools are responsible for finding apprenticeship placements in companies and deciding on how to organise, plan and follow up on the implementation of the apprenticeship. That said, learning may be organised flexibly in a variety of ways according to the needs of the various parties. One school may have so called 'apprenticeship classes' where learners are enrolled in different vocational programmes and meet at school for common lessons in the foundations of subjects. Another school may have just a few learners within a vocational programme pursuing the apprenticeship pathway. Whereas many will start their workplace-based learning during the first year at upper secondary school, others will start in their second or third year. This is due to that Sweden has a very decentralized school system where the national agency of education determines (together with the social partners) *what* should be taught, and all *how* and *where* is up to the school to decide.

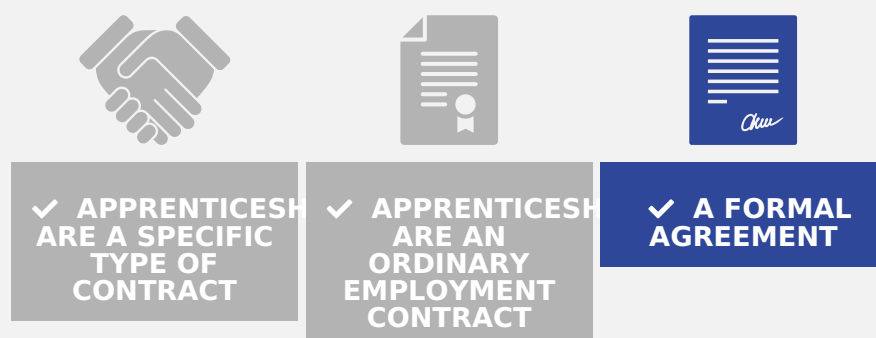
## ⑥ Formal relationship with the employer

**Q27. Is any contractual arrangement between the learner and company, required as per regulation?**



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 were introduced in the Education Act and in the Upper Secondary School Ordinance following the reform in 2011 (Regulations and general guidelines on study and vocational guidance (SKOLFS 2013:180). Steering documents in the form of curricula, diploma goals and syllabuses are drawn up by the Swedish government and by the National Agency for Education.

**Q28. What is the nature of the contractual arrangement?**



**A training contract** is obligatory for every apprentice according to the national School Law (Skollagen 2010:800 Chapter 16 § 11a). This is a written agreement arranged for each learner and workplace, to be signed by the learner, school-head, and the legal entity or person responsible for the workplace training part of the apprenticeship. The head of the school shall ensure that such contracts are signed, while the school will monitor whether the education contract has been implemented. The training contract should specify the content and scope of the workplace-based learning. The training contract shall include:

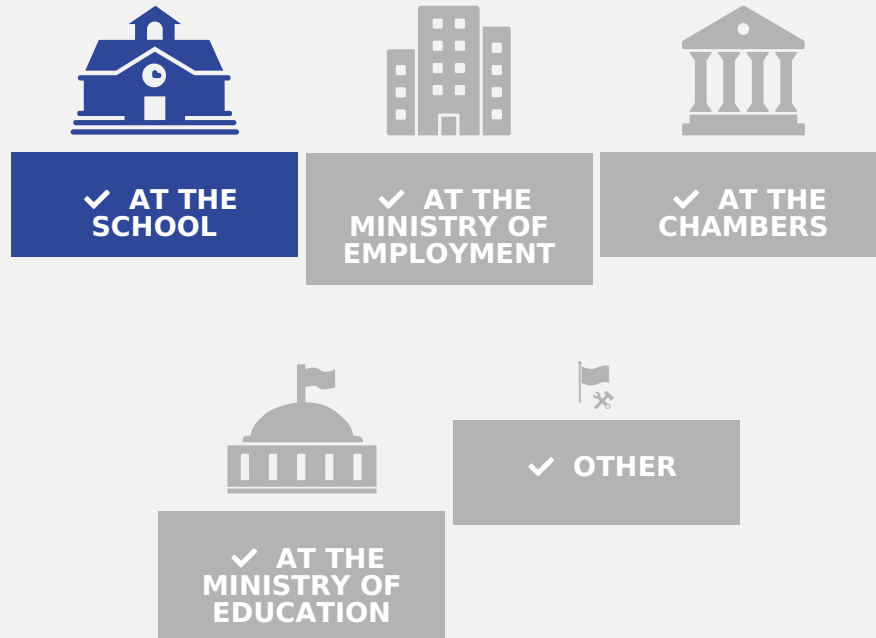
1. what parts of the education are to be carried out at the workplace and the extent of these parts; how many weeks of in-company training each semester and what times to apply for the training in the workplace;
2. how responsibility is shared between employer and school for possible damage caused by the apprentice during workplace learning;
3. the terms of the agreement and the grounds for termination of the agreement before the term of the agreement expires; and
4. which teacher at the school and what supervisor at the workplace should be contact persons for the workplace-based part of the education.

In addition, each apprentice has his/her individual learning plan.

If the employer chooses to employ and pay wages to the apprentice, an

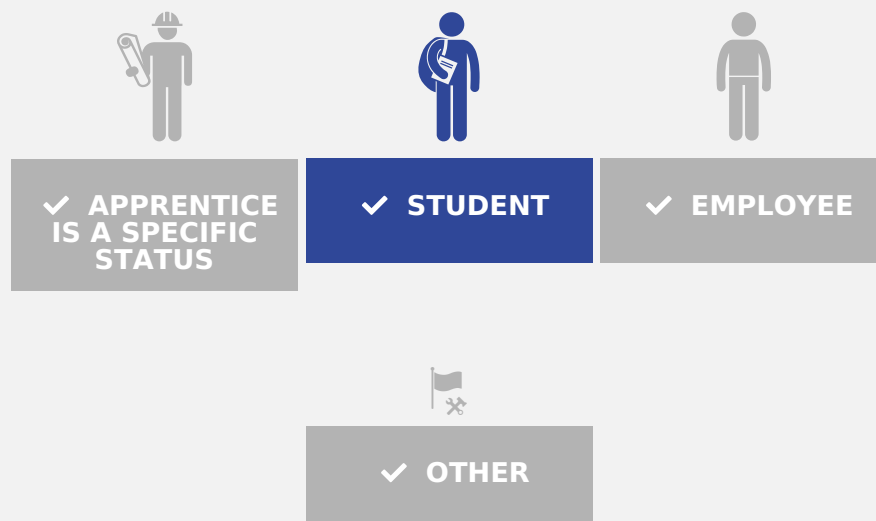
**apprenticeship employment contract** must be signed by the employer and the apprentice, as per the Act on Apprenticeship Employment (*Lag 2014:421 om gymnasial lärlingsanställning*), part of the Labour Code. It is not required that the employer hires the apprentice either during or after the studies.

### Q29. Where is the contract or the formal agreement registered?



Upper secondary schools are responsible for finding the in-company placements and deciding on how to organise, plan and follow up on the delivery of learning within the apprenticeship and registering the formal training agreement.

### Q30. What is the status of the learner?



If the employer chooses to employ the apprentice and an **apprenticeship employment contract** is signed, the status of the apprentice is that of a student vis-à-

vis the tripartite learning agreement and should not perform tasks without a guidance of a supervisor at the workplace. Simultaneously they also have the status of an 'apprentice employee' vis-à-vis the employer, when it comes to endurance and other aspects if there is a regulation about that in the collective agreements of that trade.

## 7 Compensation

### Q31. Do apprentices receive a wage or allowance?



✓ YES, ALL APPRENTICES RECEIVE A WAGE (TAXABLE INCOME)



✓ YES, ALL APPRENTICES RECEIVE AN ALLOWANCE (NOT A FORM OF TAXABLE INCOME)



✓ APPRENTICES RECEIVE A REIMBURSEMENT OF EXPENSES



✓ NO FORM OF COMPENSATION IS FORESEEN BY LAW

All students studying in upper secondary school receive a monthly study allowance. Since 2014, an apprentice can also apply for a supplement to cover extra living costs, for example transportation to the workplace and lunch. These subsidies are also funded by the Swedish government.

As of July 2014, learners attending apprenticeship education in upper secondary school may be employed in what is called upper secondary apprentice employment. This means that the apprentice can be offered employment while still in education in accordance with adapted labour law provisions.

### Q32. How is the apprentice wage (taxable income) set?



✓ BY LAW  
(APPLYING FOR ALL)



✓ BY CROSS-SECTORAL COLLECTIVE AGREEMENTS AT NATIONAL OR LOCAL LEVEL



✓ BY SECTORAL COLLECTIVE AGREEMENTS AT NATIONAL OR LOCAL LEVEL



✓ BY FIRM-LEVEL COLLECTIVE AGREEMENTS OR INDIVIDUAL AGREEMENTS BETWEEN APPRENTICE AND COMPANY



✓ OTHER

### Q33. Who covers the cost of the wage or allowance of the apprentice?



✓ EMPLOYERS



✓ STATE



✓ OTHER

The state pays the study allowance and the supplement to cover extra living costs for apprentices at upper secondary schools.

In cases where the apprentice has an employment contract, the employer pays the salary.

### Q34. Does the wage or allowance of the apprentice cover both the time spent at school and in the company?



✓ YES

✓ NO, IT  
COVERS ONLY  
THE TIME SPENT  
IN THE COMPANY

## 8 Responsibility of employers

**Q35. Is the company hosting apprentices required by regulation to follow a training plan at the workplace?**



✓ YES, THE  
TRAINING PLAN  
IS AGREED AT  
THE LEVEL OF  
SCHOOL AND  
COMPANY

✓ YES, THE  
TRAINING PLAN  
IS BASED ON THE  
NATIONAL/SECTOR  
REQUIREMENTS  
FOR THE IN-  
COMPANY  
TRAINING

✓ NO, IS NOT  
REQUIRED  
FORMALLY

**Q36. What are the requirements on companies to provide placements, as per regulation?**



✓ HAVE TO  
PROVIDE A  
SUITABLE  
LEARNING  
ENVIRONMENT

✓ HAVE TO  
PROVIDE A  
MENTOR / TUTOR  
/ TRAINER

✓ OTHER

Companies have to sign training contracts with each apprentice.

The apprentice must also be appointed a supervisor/trainer, who must have 'the necessary skills and experience' for the task and who is considered 'generally suitable'.

There is an increased focus on the supervisor's important role in delivering high quality

workplace-based learning. The National Agency for Education for Education has therefore developed a web-based course for the supervisors of apprentices at workplace. The course consists of four introductory general modules and a supplementary module. The introductory modules review e.g. receiving and introducing the apprentice, responsibilities of different parties, upper secondary VET in general, pedagogical methods, and monitoring and feedback practices. The supplementary module delves deeper into supporting and stimulating the apprentice and planning the work. The introductory modules are estimated to require two days and the supplementary module one day to complete. The course is not compulsory, but in order for the employer to receive the extra state subsidy, the supervisor must have completed this course or an equivalent training.

**Q37. Are there any sanctions on companies that do not provide training to apprentices at the workplace?**



✓ YES



✓ NO

No sanctions, but, in practice, should the company fail to provide training in accordance with the education contract, the school would not continue co-operation with that company.

**Q38. What is the role of chambers, employers' and employees' representatives, sectoral councils (if existent), in shaping apprenticeship content, as per regulation?**



✓ ROLE IN DESIGNING QUALIFICATION



✓ ROLE IN DESIGNING CURRICULA



✓ OTHER



✓ NO ROLE

There are 12 national programme councils (nationella programråd), one for each of the 12 national vocational programmes, consisting of 6 to 10 representatives from industry,

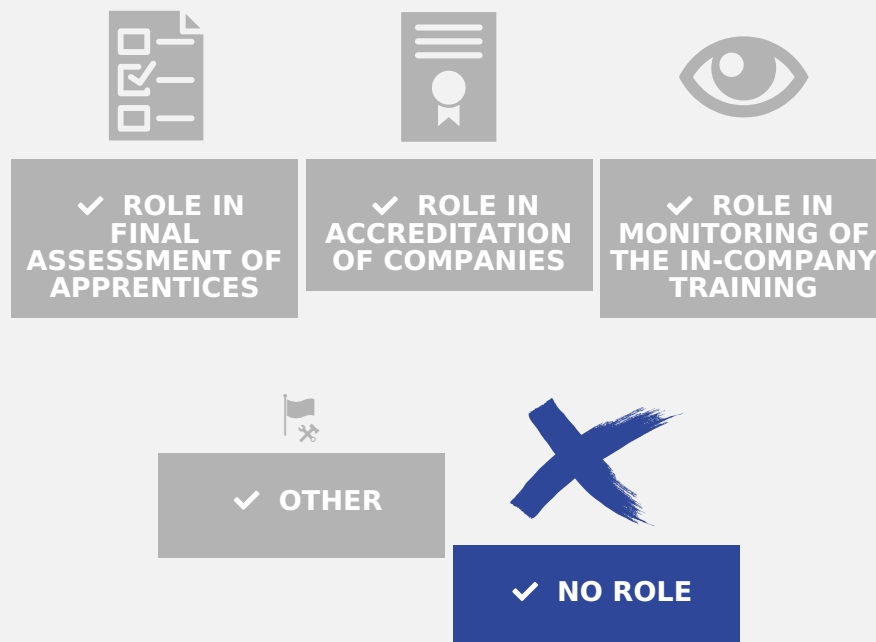


representatives of employer and employee organisations within the specific vocational area, and some national or regional authorities. The national programme councils work as permanent forums for dialogue between the National Agency for Education (Skolverket) and labour-market stakeholders on the quality, content and organisation of VET. The national programme councils are not decision-making bodies, as they have a consultative function with respect to the National Agency for Education. The overall aim of their work is to make the VET pathway at upper secondary level more responsive to the needs of stakeholders and to improve correspondence between VET programmes and labour market demands (Skolverk, 2012). As the apprenticeship scheme is a mode of delivery for VET programmes, they are key players also in relation to the scheme. At the local level, every upper secondary school offering VET programmes, regardless of the scheme, can organise one or several local programme councils (lokala programråd) (37) to support closer cooperation between education providers, employers and their representative organisations, and trade unions (38) on each specific programme the school offers. Although the law does not specify their tasks, the local programme councils may assist schools on several levels: arrange workplace-based learning placements for their students for both schemes; organise and assess diploma projects; and address issues such as workplace environment, workplace safety, working hours, and the expectations of the different stakeholders, as far as students' presence at the workplace is concerned (Cedefop, Flash TCR on apprenticeships in Sweden, p. 35).

To further support VET-providers, employers and social partners in developing apprenticeship education and the quality of workplace-based learning, the Swedish Government decided in December 2013 on the establishment of an apprenticeship centre.

For each apprenticeship education for adults, it is required that a **vocational council** (*yrkesråd*) is established. The council shall include representatives of employees and employers and representatives of the teachers and students of the apprenticeship education. Other school staff and other relevant stakeholders from working life may also be included. Vocational councils are regulated in the Ordinance on state subsidy for regional adult VET (*Förordning 2016:937 om statsbidrag för regional yrkesinriktad vuxenutbildning*).

### Q39. What is the role of chambers, employers' and employees' representatives in implementing the apprenticeship scheme, as per regulation?



They have a role in helping the schools by providing information and support about the working life.