

# Sweden

## VET in Europe - Country report

**2010**

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**Author:** ReferNet Sweden

**Abstract:**

This is an overview of the VET system in Sweden. Information is presented according to the following themes:

1. General context – framework for the knowledge society
2. Policy development – objectives, frameworks, mechanisms, priorities
3. VET in times of crisis
4. Historical background, Legislative and Institutional framework
5. Initial vocational education and training
6. Continuing vocational education and training for adults
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Guidance and counselling for learning, career and employment
10. Financing - investment in human resources
11. National VET statistics – allocation of programmes

This overview has been prepared in 2010 and its reference year is 2009. Similar overviews of previous years can be viewed at:

<http://www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx>

More detailed thematic information on the VET systems of the EU can also be found at:

<http://www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx>

**Keywords:**

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

**Geographic term:**

Sweden

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## THEME 1 GENERAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

### 1.1 - POLITICAL AND SOCIO-ECONOMIC CONTEXT

Sweden is a constitutional monarchy with a parliamentary democracy. Since the constitutional reform of 1974, the monarchy has had purely ceremonial functions as Head of State while the formal power of decision rests with the Government.

The Parliament (*Riksdagen*) is the country's highest decision-making body and has had a single chamber with 349 members chosen by direct election every four years since 1971. Seats are distributed proportionally between those parties that receive at least 4 % of the national vote or at least 12 % in any electoral district. The Social Democratic Party has been in power in Sweden for much of the post-war period except for 1976-82 and 1991-94 when the country was ruled by a 'non-socialist' (centre-right) government. After the September 2006 election, four non-Socialist parties formed an "Alliance" government with an ambitious agenda for change.

Following a national referendum, Sweden joined the European Union (EU) in January 1995. A referendum on entering the European Monetary Union (EMU) was held in 2003 but a majority of Swedes rejected the proposal. Therefore, Sweden remains outside the monetary union and has retained the Swedish Crown (*Krona*) as the official currency, but continues to cooperate closely with the EU on a range of economic issues.

Sweden is divided into 290 municipalities (*kommuner*), and 21 county councils (*landsting*), including the municipality of Gotland, which does not have its own county council. A distinctive feature of Swedish governance is the high level of devolution of administration of many issues to municipalities (e.g., the administration of pre-, compulsory- and upper secondary school as well as adult education). Municipalities also receive the majority of income tax revenue in Sweden.

Unemployment in Sweden was relatively low at just over four per cent in 2007. This was a major election issue in 2006 with the new government promising to introduce a range of measures to create more jobs and move more people from various forms of social insurance (e.g. unemployment- and sickness insurance, early retirement, etc.) to the labour market. Moreover, in recent years it has become increasingly clear that high unemployment rates among certain groups (e.g. youth and recent immigrants) presents new challenges for the education and training system.

There is broad agreement in the country that there is a need for a better match between education and training outputs and labour market needs. It has also become increasingly clear that there has been too little emphasis on VET. To this end, the new government has decided to reform the current integrated upper secondary schooling into three distinct programmes: academic; vocational; and apprenticeship training.

### 1.2 - POPULATION AND DEMOGRAPHICS

Sweden is the fourth largest country in Western Europe with an area of approximately 450 000 square kilometres (km<sup>2</sup>) which stretches over 1500 kilometres from north to south. In 2008 the population was just over 9.25 million. The country is sparsely populated in the North with only three inhabitants per km<sup>2</sup>. Over 90 per cent of the population lives in the southern half of the country, many of whom in or near the three major urban centres: Stockholm (1.8 million inhabitants), *Gothenburg* (800,000) and *Malmö* (500,000). On 1 July 2009 the Language Act (*Språklag*) designated Swedish as the 'main' language in Sweden but there are also five minority languages: Finnish, all Sami dialects, Torne Valley Finnish (*Meänkieli*), Romani and Yiddish.

| <b>TABLE 1: TOTAL POPULATION (ON 1ST OF JANUARY), 2003, 2006, 2009. (2010 VALUES ARE FORECASTS)</b> |             |             |              |                            |
|---|-------------|-------------|--------------|----------------------------|
| <b>GEO\TIME</b>   | <b>2003</b> | <b>2006</b> | <b>2009</b>  | <b>2010<br/>(FORECAST)</b> |
| <b>EU 27</b>  | 486647831   | 493226936   | 499723520(p) | 501259840                  |
| <b>SE</b>   | 8940788     | 9047752     | 9256347      | 9347899                    |

Source of Data: Eurostat (Demographic Statistics); Date of extraction: 02 May 2010

Description: The inhabitants of a given area on 1 January of the year in question (or, in some cases, on 31 December of the previous year). The population is based on data from the most recent census adjusted by the components of population change produced since the last census, or based on population registers

Last update: 15.04.2010

Link to data:

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tps00001>

Swedish birth rates fell after the economic crisis in the early 1990s and reached an all-time low of 1.5 children per woman at the end of the 1990s. In recent years, however, the birth rate has increased significantly and exceeded 1.9 children per woman in 2008, well above the EU average. Life expectancy has risen to 78.7 years for men and 82.9 for women. Much of Sweden's, and Europe's, population growth in the coming decades will consist of people above the age of 65. In Sweden, it is estimated that the number of persons aged 65 or over will have risen from 1.5 million in 2005 to 2.2 million in 2025.

| <b>TABLE 2: PROJECTED OLD-AGE DEPENDENCY RATIO, 2010-2060</b> |             |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>GEO\TIME</b>   | <b>2010</b> | <b>2015</b> | <b>2020</b> | <b>2030</b> | <b>2040</b> | <b>2050</b> | <b>2060</b> |
| <b>EU 27</b>  | 25.9        | 28.26       | 31.05       | 38.04       | 45.36       | 50.42       | 53.47       |
| <b>SE</b>   | 27.81       | 31.5        | 33.69       | 37.43       | 40.78       | 41.91       | 46.71       |

Source of Data: Eurostat (EUROPOP2008 - Convergence scenario, national level (proj\_08c))

Date of extraction: 30 Apr 2010; Last update: 11.03.2010

Description: Population aged 65+ divided by population aged 15-64 (projections)

Link to data:

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsdde511>

The demographic challenge facing Sweden, Europe and many other regions is becoming one of the most worrisome, and expensive, challenges of our time. Demographic projections show that the number of older people will grow faster than younger ones. This will put enormous pressure on governments, and will have implications for vocational education and training as relatively fewer people enter the labour force while an increasing number leave. This may lead to skills shortages which will make it especially important to develop VET options that can respond to labour markets needs.

Sweden is projected to have one of the lower old-age dependency ratios in Europe (about five percentage points lower than the EU-27 average by 2040) in the coming decades. This is largely the result of two factors: a relatively high birth rate, in the European context; and a relatively high rate of gross and net immigration, which adds younger than average people to the population base in Sweden. However, even Sweden faces serious challenges financing the welfare state and ensuring adequate skilled workers in the coming decades. The role of VET will be critical in ensuring that Sweden, and Europe, remain competitive in the context of an ageing society. In concrete terms, this means ensuring that the relatively smaller working age population is effectively trained to contribute to increased productivity and economic development.

| <b>TABLE3: MIGRATION RATES</b> |               |                |
|--------------------------------|---------------|----------------|
| <b>IMMIGRATION</b>             |               |                |
| (1996) 39 895                  | (2007) 99 485 | (2008) 101 171 |
| <b>NET IMMIGRATION</b>         |               |                |
| (1996) 6 011                   | (2007) 54 067 | (2008) 55 877  |

Source: Statistics Sweden, 2009.

One way of addressing an ageing population is through immigration. Today, approximately 17 % of Sweden's inhabitants are of foreign extraction, in the sense that they were either born outside the country or both parents were born abroad. Almost 100 000 people immigrated to Sweden in 2007, including almost 16 000 returning Swedes (see Table 3). The largest source countries of immigrants, by citizenship, in 2007 were as follows: Iraq, 15 200; Poland, 7 525; Denmark, 5 097; Somalia, 3 781; Germany, 3 614; Romania, 2 587; Finland, 2 561; Thailand, 2 548; and Norway, 2 395. This high immigration rate in recent years has underscored the importance of measures to ensure a smooth transition to Swedish society.

Education and training are especially important for many immigrants. Municipalities are required by law to offer Swedish language training for immigrants (*Svenskundervisning för invandrare*, SFI) free of charge. After gaining initial knowledge in Swedish, many immigrants enrol in upper secondary vocationally-oriented courses through the municipal adult education framework (see Chapter 6 for more information on VET for adults). There are also many initial vocational programmes for adults specially targeted at immigrants that combine vocational education with Swedish language training relevant for their intended occupation.

### **1.3 - ECONOMY AND LABOUR MARKET INDICATORS**

Sweden is highly dependent on international trade and in 2007 exports, more than half of which go to other members of the EU, accounted for over 45 % of gross domestic product (GDP). Since the economic crisis in the early 1990s Sweden has experienced strong, steady economic growth exceeding the EU and OECD averages, fuelled largely by growth in the value of exports.

Since the mid-1990s, Sweden has pursued a combination of low inflation policy (2 % target) and prudent fiscal policy. Investments in human capital as well as the emergence of globally leading information and communication technology (ICT) and engineering industries are among the reasons the economy has performed comparatively well over the past 15 years.

GDP growth rates in Sweden usually exceeded average growth rates in EU-27 between 1999 and 2006. The strong fiscal situation put the country in a good position to implement fiscal stimulus in response to the sudden, and deep, economic crisis that started in the autumn of 2008.

Source: Eurostat, Statistics database, real GDP growth rate. Available from Internet: <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsieb020> [cited 13.7.2009].

| <b>TABLE 4: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2009</b> |                              |     |               |      |              |     |                            |      |                             |      |                       |
|--|------------------------------|-----|---------------|------|--------------|-----|----------------------------|------|-----------------------------|------|-----------------------|
|  | PRIMARY SECTOR AND UTILITIES |     | MANUFACTURING |      | CONSTRUCTION |     | DISTRIBUTION AND TRANSPORT |      | BUSINESS AND OTHER SERVICES |      | NON MARKETED SERVICES |
| GEO  | PERSONS                      | %   | PERSONS       | %    | PERSONS      | %   | PERSONS                    | %    | PERSONS                     | %    | PERSONS               |
| EU 27  | 15192.8                      | 7.0 | 35068.2       | 16.1 | 17290.9      | 7.9 | 57470.5                    | 26.4 | 38557.9                     | 17.7 | 53201.2               |
| SE   | 148.7                        | 3.3 | 559.3         | 12.4 | 293.6        | 6.5 | 1112.9                     | 24.7 | 924.5                       | 20.5 | 1444.3                |

Source: Eurostat (Labour Force Survey); Extracted on: 30-04-2010; Last update: 26-04-2010

Description: Employment persons aged 15+ by economic sector of activity (NACE rev2) in thousands and as % of total employment

Eurostat table: *lfsa\_egan2-Employment by sex, age groups and economic activity (from 2008, NACE rev.2) (1000)*

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_egan2&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_egan2&lang=en)

In terms of economic structure, employment in manufacturing industries is projected to continue to decline, following its long-term downward trend. Sweden can, however, expect large variations among different sectors and along with economic cycles. For example, employment in the construction industry increased with the start of a housing construction boom in 2003 but fell rapidly after the onset of the economic crisis from the autumn of 2008. Over the longer term, the number employed in agriculture and forestry is expected to fall by 50 % by 2020. The number employed in the private service sector is projected to increase from 1.5 million in 2000 to 1.7 million in 2020. In public education, health and social services sectors (childcare, schools, health and medical care, care of the elderly, etc), employment growth is generally expected to follow changes in demand. Elderly care, in particular, will require a large increase in personnel in the coming years. Overall, employment in the public sector is projected to increase by 270 000 between 2000 and 2020, at which point 1.54 million individuals should be employed in this sector.

The labour market in Sweden is different for men and women. For example, over 31 % of women are employed by municipalities, which have responsibility for the delivery of education, social welfare, care of the elderly, etc., compared with only 7.5 % of men. In contrast, the private sector is male-dominated.

Source: Statistics Sweden, 2009. Available from Internet:  
[http://www.scb.se/Pages/TableAndChart\\_\\_\\_\\_23033.aspx](http://www.scb.se/Pages/TableAndChart____23033.aspx) [cited 13.7.2009].

**TABLE 5: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009**

|       | TIME        | 2003     |          |          | 2006  |       |       | 2009  |       |       |
|-------|-------------|----------|----------|----------|-------|-------|-------|-------|-------|-------|
| GEO   | ISCED / AGE | 15-24    | 25-49    | 50-64    | 15-24 | 25-49 | 50-64 | 15-24 | 25-49 | 50-64 |
| EU 27 | 0-2         | 25.1 (i) | 66.1 (i) | 41.9 (i) | 24.8  | 66.9  | 43.5  | 22.8  | 64.1  | 43.3  |
|       | 3-4         | 47.2 (i) | 79.1 (i) | 54.9 (i) | 48.1  | 80.5  | 57.9  | 46.3  | 80.5  | 59.5  |
|       | 5-6         | 62.0 (i) | 88.0 (i) | 72.4 (i) | 60.5  | 88.5  | 74.2  | 58.4  | 88.2  | 74.5  |
|       | No a.       | 14.9 (i) | 72.6 (i) | 39.1 (i) | 5.1   | 76.0  | 5.6   | 5.5   | 75.6  | 63.9  |
|       | Total       | 36.0 (i) | 77.4 (i) | 51.5 (i) | 36.6  | 79.1  | 54.4  | 35.2  | 78.8  | 56.5  |
| SE    | 0-2         | 33.7     | 73.2     | 63.9     | 30.0  | 71.5  | 65.7  | 23.4  | 66.4  | 64.3  |
|       | 3-4         | 64.4     | 84.6     | 74.8     | 63.8  | 86.8  | 74.8  | 60.9  | 86.3  | 75.4  |
|       | 5-6         | 55.1     | 87.6     | 86.2     | 55.6  | 88.4  | 85.0  | 56.6  | 89.4  | 85.0  |
|       | No a.       | 12.0     | 33.5     | :        | 10.6  | 33.8  | :     | 10.0  | 52.8  | :     |
|       | Total       | 43.4     | 83.7     | 74.3     | 40.3  | 84.8  | 74.4  | 38.3  | 84.5  | 74.7  |
|       | 3-4         | 69.2     | 82.8     | 72.6     | 67.2  | 87.1  | 74.3  | 66.1  | 87.9  | 74.8  |
|       | 5-6         | 63.5     | 88.2     | 86.4     | 71.1  | 90.1  | 87.6  | 73.7  | 91.9  | 86.6  |
|       | No a.       | :        | :        | :        | :     | :     | :     | 16.1  | :     | :     |
|       | Total       | 56.1     | 83.3     | 72.3     | 52.4  | 84.6  | 73.0  | 52.6  | 86.2  | 74.4  |

Source: Eurostat (Labour Force Survey); Extracted on 30-04-2010; Last update: 23-04-2010

Description: Employment rates represent the number of employed persons as percentage of the total population. Specific rates are calculated by age groups and educational level

No A.: No answer

Eurostat original label: *lfsa\_ergaed-Employment rates by sex, age groups and highest level of education attained (%)*

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_ergaed&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_ergaed&lang=en)

A comparatively high proportion of people aged 15 to 65 are in the labour force and employed. In fact, in 2008 Sweden had the third highest employment rate in Europe after Denmark and the Netherlands, largely due to the high proportion of women in employment where Sweden trailed only Denmark among the 27 Member States

Source: Eurostat, European Union labour force survey, Eurostat database, 2009.

| TABLE 6. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009 |             |          |          |         |          |       |       |          |       |       |
|--|-------------|----------|----------|---------|----------|-------|-------|----------|-------|-------|
|  | TIME        | 2003     |          |         | 2006     |       |       | 2009     |       |       |
| GEO  | ISCED / AGE | 15-24    | 25-49    | 50-64   | 15-24    | 25-49 | 50-64 | 15-24    | 25-49 | 50-64 |
| EU 27  | 0-2         | 20.2 (i) | 11.6 (i) | 7.2 (i) | 21.2     | 11.2  | 7.5   | 25.9     | 14.8  | 9.1   |
|  | 3-4         | 17.7 (i) | 8.4 (i)  | 7.7 (i) | 15.4     | 7.3   | 6.9   | 16.9     | 7.5   | 6.2   |
|  | 5-6         | 12.0 (i) | 4.8 (i)  | 3.7 (i) | 13.4     | 4.3   | 3.6   | 15.4     | 4.8   | 3.4   |
|  | NO A.       | 13.9 (i) | 7.8 (i)  | 7.4 (i) | 20.1     | :     | :     | 22.0     | 7.5   | :     |
|  | TOTAL       | 18.0 (i) | 8.3 (i)  | 6.6 (i) | 17.2     | 7.3   | 6.3   | 19.7     | 8.2   | 6.3   |
| SE   | 0-2         | 20.9     | 7.2      | 3.9     | 32.5     | 10.7  | 4.4   | 38.0     | 15.0  | 6.2   |
|  | 3-4         | 10.1     | 4.6      | 4.8     | 14.5     | 4.7   | 5.1   | 18.4     | 5.8   | 5.4   |
|  | 5-6         | :        | 4.0      | 2.1     | 12.9 (u) | 4.7   | 3.0   | 12.7 (u) | 4.7   | 3.4   |
|  | NO A.       | 29.0     | :        | :       | 31.5     | :     | :     | 37.1     | :     | :     |
|  | TOTAL       | 14.3     | 4.8      | 3.9     | 21.5     | 5.5   | 4.3   | 25.0     | 6.5   | 5.0   |

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 23-04-2010

Description: unemployment rates represent the number of unemployed persons as percentage of the active population (employed + unemployed)

Eurostat original label: *lfsa\_urgaed-Unemployment rates by sex, age groups and highest level of education attained (%)*

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_urgaed&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_urgaed&lang=en)

Many countries in Europe experience high unemployment rates among young people but Sweden lags behind many of the Member States. The government has introduced a number of measures designed to reduce youth unemployment including a 50 per cent reduction in employer premiums for those under the age of 26 and the earmarking of EUR 600 million in state funding to support the creation of 55 000 vocation training spaces, Source: Eurostat, population and social conditions, online database 2009.

| <b>TABLE 6 B: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2-4), 2001-2006</b> |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>GEO</b>  | <b>2001</b> | <b>2002</b> | <b>2003</b> | <b>2004</b> | <b>2005</b> | <b>2006</b> |
| <b>EU27</b>   | 2.27 (s)    | 2.32 (s)    | 2.35 (s)    | 2.29 (s)    | 2.25 (s)    | 2.23 (s)    |
| <b>SE</b>   | 2.72        | 2.74        | 2.69        | 2.70        | 2.68        | 2.68        |

Source: Eurostat (UOE); extracted on: 04-05-2010; Last update: 13-01-2010

Description: Total public expenditure on education, at ISCED level 2-3-4, by programme orientation (million PPS, % of GDP, % of public expenditure)

Original Eurostat table: educ\_figdp-Expenditure on education as % of GDP or public expenditure

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_figdp&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_figdp&lang=en)

Sweden spends a higher proportion of its GDP on education, at secondary level of education, than the EU Average (2,7 % compared to EU27 2.2 %)

#### **1.4 - EDUCATIONAL ATTAINMENT OF POPULATION**

In the early 1970s the highest level of completed education among 60 % of Sweden's working age adults was compulsory school (ISCED levels 1-2); only 40 per cent of adults had completed upper secondary education, and the proportion of the population with higher education (ISCED 5-6) was less than 10 %. Sweden now has relatively high levels of educational attainment compared with the OECD average but lags behind leading countries such as Canada. Relative to other Member States, Sweden has amongs the highest proportions of population with higher education. In terms of the labour market, it is expected that demand for those with only compulsory school education will fall by half by 2020 (Statistics Sweden, 2008)).

| <b>TABLE 7: EARLY SCHOOL LEAVERS (%), 2002-2008</b> |             |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>GEO/ TIME</b>                                    | <b>2002</b> | <b>2003</b> | <b>2004</b> | <b>2005</b> | <b>2006</b> | <b>2007</b> | <b>2008</b> |
| <b>EU 27</b>  | 17.0        | 16.6 (b)    | 16.1        | 15.8        | 15.5        | 15.1        | 14.9        |
| <b>SE</b>   | 10.0        | 9.2 (b)     | 9.2         | 10.8 (b)    | 12.4 (p)    | 11.4 (p)    | 11.1 (p)    |

Source of data Eurostat (LFS); Extracted: 30-04-2010; Last update 26-04-2010

Description: Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training

Eurostat original label: *lfsi\_edu\_a-Youth education, lifelong learning, early school leavers - Annual data*

Link to data

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi\\_edu\\_a&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi_edu_a&lang=en)

Sweden still has a lower percentage of young people aged 18-24 with only lower secondary education compared to the EU27. This is due to strong political interest in, and commitment to, lifelong learning in Sweden.

| TABLE 8 A: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2005 AND 2007 |   |         |        |         |       |      |        |         |        |         |       |      |        |
|---|---|---------|--------|---------|-------|------|--------|---------|--------|---------|-------|------|--------|
| YEAR  |   | 2005    |        |         |       |      |        | 2007    |        |         |       |      |        |
| GEO   | S | 3 GEN   | 3 PV   | 3 VOC   | 4 GEN | 4 PV | 4 VOC  | 3 GEN   | 3 PV   | 3 VOC   | 4 GEN | 4 PV | 4 VOC  |
| SE  | F | 22269   | :      | 20331   | :     | :    | 482    | 22616   | 0      | 22112   | 0     | 0    | 1607   |
|   | M | 16642   | :      | 24738   | :     | :    | 393    | 17265   | 0      | 27160   | 0     | 0    | 987    |
|   | T | 38911   | :      | 45069   | :     | :    | 875    | 39881   | 0      | 49272   | 0     | 0    | 2594   |
| EU 27*  | F | 1015169 | 108171 | 984823  | 22749 | 0    | 215435 | 1298881 | 98757  | 1176169 | 25386 | 0    | 212113 |
|   | M | 743694  | 157951 | 1157304 | 22432 | 0    | 189312 | 965600  | 134924 | 1374844 | 23488 | 0    | 177657 |
|   | T | 1758863 | 266122 | 2142128 | 45182 | 0    | 404747 | 2264481 | 233681 | 2551014 | 48874 | 0    | 389770 |

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

\* Available total – calculated by Cedefop;

S= sex; M=males; F=females; T= total; GEN=general; PV=pre-vocational; VOC=vocational

Eurostat original label: *educ\_grad2-Graduates in ISCED 3 and 4 by age and sex*

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_grad2&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_grad2&lang=en)

Table 8.A illustrates that Sweden has a rather even distribution between students in theoretical/academic and vocationally-oriented programmes at upper secondary school. The Eurostat data over-estimate the proportion of vocational students compared with Swedish data because one of the 17 national upper secondary programmes is defined as vocational by Eurostat but theoretical by Swedish national sources. The table also reveals a strong growth in the upper secondary cohort due to a relatively high number of births in Sweden in the late 1980s and early 1990s.

| TABLE 8 B: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2005, 2007 |   |             |        |        |       |       |             |             |        |        |      |       |             |
|---|---|-------------|--------|--------|-------|-------|-------------|-------------|--------|--------|------|-------|-------------|
| YEAR  |   | 2005        |        |        |       |       |             | 2007        |        |        |      |       |             |
| GEO   | S | 5 A1        | 5 A2   | 5 B1   | 5 B2  | 6     | 5 - 6       | 5 A1        | 5 A2   | 5 B1   | 5 B2 | 6     | 5 - 6       |
| SE  | F | 29680       | 2650   | 2927   | :     | 1230  | 36487       | 29605       | 3256   | 3691   | 0    | 1810  | 38362       |
|   | M | 16366       | 805    | 2405   | :     | 1548  | 21124       | 16036       | 1131   | 2620   | 0    | 2094  | 21881       |
|   | T | 46046       | 3455   | 5332   | :     | 2778  | 57611       | 45641       | 4387   | 6311   | 0    | 3904  | 60243       |
| EU 27*  | F | 11896<br>46 | 87526  | 403026 | 7709  | 39068 | 199389<br>9 | 111480<br>3 | 397431 | 332154 | 4448 | 40736 | 189180<br>3 |
|   | M | 87611<br>3  | 69567  | 270994 | 3441  | 50963 | 143941<br>6 | 792381      | 249218 | 207117 | 3715 | 50700 | 130411<br>8 |
|   | T | 21136<br>14 | 157093 | 677990 | 11150 | 92525 | 349448<br>1 | 196013<br>2 | 654480 | 545166 | 8163 | 93442 | 326460<br>1 |

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

\* Available total;

S= sex; M=males; F=females; T= total; 5A1= 5a all first degrees; 5A2=5a second degree; 5B1= 5b first qualification; 5B2= 5b second qualification, 6=level 6, 5-6= level 5-6

Eurostat original label: educ\_grad4-Graduates in ISCED 5 and 6 by age and sex

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_grad4&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_grad4&lang=en)

As seen in table 8.B, Sweden did not experience a reduction in the number of students in higher education between 2005 and 2007 largely due high birth rates, and therefore growing youth cohorts, in Sweden compared with many EU member states.

| TABLE 9: YOUTH EDUCATION ATTAINMENT LEVEL BY SEX (%), 2002, 2005, 2008 |      |      |      |      |      |      |          |          |          |
|--|------|------|------|------|------|------|----------|----------|----------|
| TIME   | 2002 |      |      | 2005 |      |      | 2008     |          |          |
| GEO  | T    | F    | M    | T    | F    | M    | T        | F        | M        |
| EU 27  | 76.7 | 79.3 | 74.0 | 77.5 | 80.2 | 74.8 | 78.5     | 81.3     | 75.6     |
| SE   | 86.7 | 88.3 | 85.2 | 87.5 | 88.7 | 86.4 | 87.9 (p) | 89.7 (p) | 86.2 (p) |

Source: Eurostat (LFS); Extracted: 30-04-2010; Last update: 26-04-2010

Description: Youth education attainment level - Percentage of the population aged 20 to 24 having completed at least upper secondary education

Eurostat original label: lfsi\_edu\_a-Youth education, lifelong learning, early school leavers - Annual data

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi\\_edu\\_a&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi_edu_a&lang=en)

As seen in Table 9, approximately 86 per cent of those aged 20 to 24 in Sweden have completed upper secondary school compared with an average of approximately 75 per cent in the EU as a whole. There is a strong political commitment to education in Sweden and many specific measures (e.g. strong adult education infrastructure for those who do not complete but wish to do so at a later date, the option to develop an individual programme to meet an individual's needs at upper secondary school and therefore retain them in school, etc.)

| TIME  | 2002 |      |      | 2005     |          |          | 2008 |      |     |
|-------|------|------|------|----------|----------|----------|------|------|-----|
| GEO   | T    | F    | M    | T        | F        | M        | T    | F    | M   |
| EU 27 | 7.2  | 7.8  | 6.6  | 9.8      | 10.5     | 9.0      | 9.5  | 10.4 | 8.7 |
| SE    | 18.4 | 21.2 | 15.7 | 33.4 (p) | 38.5 (p) | 28.5 (p) | :    | :    | :   |

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 26-04-2010

Description: Life-long learning (adult participation in education and training) - Percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey

Eurostat original label: lfsj\_edu\_a-Youth education, lifelong learning, early school leavers - Annual data

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsj\\_edu\\_a&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsj_edu_a&lang=en)

The data in table 10 indicate that participation in lifelong learning is much higher in Sweden than in the EU as a whole. Indeed, the participation rate of adults in lifelong learning in Sweden (33.4%) is more than triple the aggregated participation rate of EU-27 (9.8%). It is interesting to note that females are approximately 40 per cent more likely to participate in lifelong. This is not entirely surprising given that females in Sweden have a higher completion rate of upper secondary school and significantly higher rate of participation in higher education, accounting for over 60 % of incoming student cohorts in recent years.

### **PARTICIPATION RATES IN VET MOBILITY PROGRAMMES**

Significant multilateral cooperation in education takes place within the framework of the European Commission's integrated lifelong learning programme (6), including Leonardo da Vinci for VET. During the period 2007-13, the EU's lifelong learning programme aims to promote exchange, cooperation and mobility, between students, teachers and educational institutions in Europe.

Swedish participation in EU education programmes is considerable and in 2007 over 4 000 Swedish VET students were engaged in studies, traineeships, etc. in EU-funded programmes. In addition, many schools and tertiary education institutions take part in transnational cooperation projects, such as developing new VET teaching and learning methods and new curricula, through the Leonardo da Vinci programme. VET students who participate in international exchanges (through Leonardo or Sweden's Athena programme)

receive credit for their placements and/or studies abroad, which are integrated into initial VET programmes at upper secondary school.

## 1.5 - DEFINITIONS

### GENERAL EDUCATION

**Compulsory school** (*Grundskola*): nine years of compulsory school for children, typically from the year they turn seven but they may also start the year they turn six or eight. Compulsory school is mandatory for all children, has no IVET component and leads directly to upper secondary school for the majority (over 98 %) of young people.

**Special needs school** (*Specialskola*): schools for deaf or hearing impaired pupils who cannot participate in the mainstream schools and need more specialised tuition. There are five regional and one national *specialskola*.

**Special needs school** (*Obligatorisk särskola*): schools that adjust education to meet the needs of students with learning disabilities.

**Municipal adult education** (*Kommunal vuxenutbildning or Komvux*): the adult education system includes municipal adult education (basic education for adults, upper secondary education and post-secondary training programmes), education for adults with learning disabilities and Swedish language training for immigrants. The aim of basic adult education is to help adults gain the knowledge and skills they need to take part in society and working life. It is also meant to prepare adults for further study.

### PRE-VOCATIONAL EDUCATION

Does not exist in Sweden.

### VOCATIONAL EDUCATION

**Initial VET** (*Grundläggande yrkesutbildning*): in the Swedish context, initial vocational education and training usually refers to the 13 vocationally-oriented programmes at upper secondary school. However, IVET is also offered through municipal adult education and, less common, through programmes at folk high schools, in post-secondary training and/or in supplementary education.

**Upper secondary school** (*Gymnasieskola*): all young people who finish compulsory school, usually the year they turn 16, are entitled to three years of non-compulsory upper secondary school. Over 98 % of 16 year olds enter upper secondary school in Sweden and approximately 50 % of them enter one of the 13 vocationally-oriented programmes.

**Workplace training** (*Arbetsplatsförlagd utbildning, APU*): workplace training is obligatory for all students enrolled in a vocationally-oriented upper secondary programme.

**Special needs school** (*Specialskola*): schools for deaf or hearing impaired pupils who cannot participate in the mainstream schools and need more specialised tuition. There are five regional and one national *specialskola*.

**Special needs upper secondary school** (*Gymnasiesärskola*): upper secondary schools that adjust education to meet the needs of students with learning disabilities.

**Individual programme** (*Individuella program*): an individual programme can be taken by a student who leaves compulsory school without the necessary qualifications to enter one of the national programmes at upper secondary school. The aim is, however, to help students transfer at a later stage to a national or specially designed programme at upper secondary school.

**Municipal upper secondary adult education** (*Gymnasial vuxenutbildning*): municipal upper secondary adult education aims to increase adults' knowledge and skills so that they meet the

standard acquired at upper secondary school level, either through complementing existing upper secondary studies or offering upper secondary education to those without any education after compulsory school. Upper secondary adult education provides access to higher education if the learner passes the appropriate courses.

**Post-secondary VET** (*Eftergymnasial yrkesutbildning*): unlike post-secondary training which has been a specific VET form in Sweden, post-secondary VET refers to all VET after upper secondary school. Post-secondary VET is a broader term than higher vocational education as it includes all post-secondary VET (higher vocational education, some forms of VET at folk high schools, etc.), not just those forms under the Agency for Higher VET. See also the definition for higher vocational education.

**Advanced vocational education** (*Kvalificerad yrkesutbildning, KY*): post-upper secondary VET designed in consultation with employers to meet labour market skill needs. One third of the learning is work-based and programmes typically cover two years but range from one to three years. This VET form was reformed on 1 July 2009. This is a form of post-secondary VET.

**Higher vocational education** (*Yrkehögskola*): since 1 July 2009 higher vocational education in Sweden refers to those post-secondary, non-tertiary vocational education and training forms (mainly at ISCED 4B but also 5B rather than traditional higher education at ISCED 5A and 6) administered by the Agency for Higher Vocational Education (*Myndigheten för yrkehögskola*). See also definition for post-secondary VET.

### **TECHNICAL EDUCATION**

In Sweden professional technical programmes at the tertiary level are not referred to as vocational education.

### **TERTIARY EDUCATION**

In Sweden professional tertiary programmes are not referred to as vocational education.

### **FURTHER EDUCATION**

**Supplementary education** (*Kompletterande utbildning*): programmes, which are often vocational, provided outside the public education system and lasting from 200 hours to two to three years. Supplementary education may, or may not, receive State support. There are no guidelines on the type of certificate awarded. However, the new Agency for Higher Vocational Education, established in July 2009, will devise more consistent guidelines for this VET form.

### **TRAINING**

**Labour market training** (*Arbetsmarknadsutbildning*): this training aims to increase the competences of the unemployed to meet employer qualifications demands.

**Continuing vocational training**: this term is not typically used in Sweden but may be understood, in the Swedish context, to refer to enterprise-initiated, in-company vocational education and training.

**Post-secondary training** (*Påbyggnadsutbildning*): vocational training programmes for adults designed and adopted locally in consultation with the business community. Post-secondary training was administered under municipal adult education until July 2009 at which point it was moved under a new unified administrative structure for all post-secondary VET. The new Agency for Higher Vocational Education will establish more consistent guidelines for postsecondary training and other post-secondary VET forms.

### **SCHOOL-BASED PROGRAMMES**

**National programme** (*Nationella program*): the different education programmes at upper secondary school level are called *nationella program*. These programmes give students a broad education, which enables them to continue to higher education if they pass at least 90 % of the courses in their programme.

#### **ALTERNANCE TRAINING**

**Work based learning** (Arbetsplatsförlagd utbildning) All VET programmes in upper secondary education and training include a minimum of 15 % work-based learning in the curriculum.

#### **APPRENTICESHIP**

A pilot project during 2008 and 2009 has introduced the possibility of **apprenticeship** (*försöksverksamhet med gymnasial lärlingsutbildning*) within the framework of VET oriented programmes for upper secondary school. As part of the new school reform for upper secondary school level in 2011 an apprenticeship will be possible as an alternative route instead of a school based programme. At least 50 % of the programme will be based on workplace learning.

#### **CURRICULUM (KURSPLA)**

The Swedish National Agency for Education (Skolverket) is responsible for the development of curricula for vocational education and training at upper secondary school and for vocationally education in municipal adult education.

#### **QUALIFICATION AT UPPER SECONDARY LEVEL (SLUTBETYG)**

Under the current system of upper secondary school and adult education in Sweden, there is no upper secondary diploma. Instead, students who complete all the requirements receive a final transcript.

#### **SKILLS**

In Sweden the term skills (*färdigheter*) is used to describe formal practical skills.

#### **COMPETENCES**

In Sweden the term competence (*kompetenser*) is avoided in curricula as it is seen as being too general and difficult to define. That said, competences are viewed as being broader and more general than skills.

## **THEME 2 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES**

### **2.1 - OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET**

#### **2.1.1 - NATIONAL LLL STRATEGY**

As part of a general trend in Swedish society towards decentralisation of responsibility and decision-making powers, the education system (including VET) has undergone fundamental changes in recent decades. In accordance with decisions in Parliament (*Riksdag*), in 1991 responsibility for teaching staff was transferred from central authorities to municipalities and local school authorities, which were also given responsibility for organising and implementing school activities. Parliament also laid down the principles of school management by objectives and results with fewer regulations and clearer goals. Another guiding principle of education policy has been to create scope for diversity within the education system, and freedom for individual students to choose between different types of schools as well as between study routes.

The main principle of the division of responsibilities and functions within the Swedish education system today is that the Government should control educational activities by defining national goals and guidelines. The central and local education authorities together with other education providers are responsible for ensuring that the system is organised in accordance with national goals. Within the framework and guidelines established by the Government and administered by the Swedish National Agency of education (*Skolverket*), education providers enjoy considerable freedom to determine how activities are to be implemented and resources utilised.

The change to goal- and result-oriented steering of the education system requires the central and local authorities, as well as individual schools, to systematically follow up and evaluate educational activities in relation to goals and conditions applying to them.

General policy decisions on objectives, activities and financing of the education system are a responsibility shared between Parliament and the Government. Legislation is passed by Parliament, which also decides on the funding of appropriations to the educational system. The Government issues ordinances as well as general guidelines on the distributions of appropriations. The Government also approves the curricula for the entire school system, after development by the Swedish National Agency for Education.

#### **2.1.2 - POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS**

The vast majority of VET has traditionally been IVET at upper secondary level. Currently, IVET is part of integrated upper secondary education (i.e. there is no clear distinction between IVET and academic programmes at upper secondary school and, often, no separate schools for vocational training within the school system). A basic objective of the education system has been to narrow the gap between vocational and general education as much as possible. However, the new non-socialist government elected in the autumn of 2006 has stated its intention to "de-integrate" the upper secondary system into: 1) academic programmes; 2) vocational programmes; and 3) IVET programmes featuring apprenticeship training. In future, it will be possible to study in IVET programmes with a reduced common core of academic courses. Among other rationale, it is hoped this will reduce the drop-out rate in upper secondary vocationally-oriented programmes. This reform is scheduled to be introduced in the autumn of 2011.

#### **ADMINISTRATIVE TRENDS**

The administrative trend has been the introduction of:

- framework legislation;
- decentralisation;

- market mechanisms and increased competition between training providers;
- delegation of authority to individual training providers; and
- free choice of education in a coherent and open educational system.

The overall administrative trend is characterised by a shift towards increased delegation and decentralisation, primarily to regional and local bodies, especially municipalities. The objective is to arrive at a situation where resources are allocated efficiently and with a view to local demands and needs. The actual delegation of power in the economic realm has been significant and municipalities and other regional/local bodies may now - within certain limits and in accordance with overall objectives - independently allocate their tax revenue (i.e. state grants and taxes).

There is also a trend with adult VET towards letting the market regulate training supply via purchasing training from different training providers. The intention is to produce a more demand-oriented VET system, which ensures a more or less direct relation between allocated resources and the number of users. This trend has been accompanied by an increased focus on quality development and assurance.

The new government has also stated its desire to gather all forms of post-secondary VET under one administrative roof. In practice, this means that advanced vocational education, supplementary education (*Kompletterande utbildning*) and post secondary training (*Påbyggnadsutbildning*) is administered by a central government agency, called *Yrkehögskolan* in Swedish, under consistent guidelines from July 1, 2009. The new Swedish National Agency for Higher Vocational Education is also responsible for establishing a national framework for validation in Sweden.

More recently, decentralisation has been accompanied by a demand for more central government control in the education sector. There is concern about quality, equal opportunities and conditions in schools. To support this, the Government has stated its intention to double resources available to the new Agency for School Inspection (*Skolinspektionen*) to conduct school inspections with a higher frequency (i.e. every third year instead of every sixth year, as is currently the case). The new agency was broken out of the Swedish National Agency for Education to make a more clear distinction between the administration and development of education versus the more control and reporting-related function in the new agency.

### **INNOVATION IN ASSESSMENT**

For assessment to be as unified as possible across the country, teachers are recommended to use national course tests for upper secondary education set by the Swedish National Agency for Education (*Skolverket*). These are course tests in Swedish, English and Mathematics and there is also a pilot project with an aim to develop course tests in vocational subjects through the use of multimedia.

National assessments for upper secondary school were developed with the purpose to contribute to the quality of VET. They are competence based and are built on authentic situations or problems, which teachers and representatives from working life have identified as key in their specific domain. The problems are presented in multimedia and students are expected to deal with them authentically. The student's ability to handle the problem (i.e. dealing with various aspects of planning, practical action and evaluation) is thus assessed. The new assessments are regarded as a service material for schools, and they are available through the Internet

### **ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING**

In Sweden, very few occupations are regulated and those that are tend to be administered at sectoral level, by social partners, rather than by government. Consequently, practices concerning validation of IVET vary somewhat from occupation to occupation and there is no formal legal framework for validation in Sweden. Moreover, there are very few labour market requirements with the exception of a few safety regulations (e.g. in the electrical trades) and certification of some health care occupations such as nurses.

The responsibility for validation in Sweden is divided between the education system and the social partners. In December 2003, the government established The Swedish National

Commission on Validation to develop the processes of quality and methods for validation through 2007. The tasks of the commission were to:

- develop legitimacy and equivalence;
- carry on and support development;
- strengthen regional cooperation to reach adapted working methods for development, consultation and evaluation;
- inform; and
- work out proposals on what measures should be taken to assure validation activities after 2007.

The Commission's final report recommended the establishment of validation centres to assess different levels of qualifications (e.g. a centre to assess IVET, another to assess CVET, etc.). In 2008 it was decided that a validation centre for VET experience should be established at the new Agency for post-secondary VET. The new Agency commenced operation on July 1, 2009.

Like the labour market, the education system is flexible and open. Since both theoretical education and vocational training co-exist in the same upper secondary system and are usually organised by the same schools, it is easy to change from one type of education and training to another. All upper secondary national programmes also contain the same core subjects, which cover approximately one of three years. This means that all students, whether in theoretical or IVET programmes, get the same basic education in subjects such as Swedish, English and mathematics. Therefore students who want to change from one programme to another only have to complete subjects that are specific to the new programme.

Another feature of the educational system is municipal adult education (*KomVux*), which gives the same qualifications as upper secondary school. Students who have not managed to reach their goals in the upper secondary system or who want to change career can supplement their education via municipal adult education. Both school types are parts of the same formal system and give the same qualifications. It is possible to change from theoretical studies to vocational training or the other way around. Employers and further and higher training institutions acknowledge the credits and certificates from both systems in the same way.

A third feature of the system is that all national programmes at upper secondary level qualify for entrance to higher education if students pass 90 per cent of their subjects. Students who do not reach these results can re-study failed subjects in municipal adult education. Where university programmes have special entrance requirements students can also add these subjects to their competence profile after completion of upper secondary school. This means that it is easy to accumulate and transfer qualifications between theoretical and vocational training, between upper secondary schools and municipal adult education, and between upper secondary education and higher education.

### **MECHANISMS TO ACCUMULATE, ACCREDIT AND VALIDATE FORMAL LEARNING**

Both theoretical and vocationally oriented programmes at upper secondary school are modular. Students achieve credits for every module they complete making it easy to transfer credits from general education to vocational training and vice versa. Students can change careers and move from one programme to another and take their credits with them and it is up to the individual school to decide what additional courses are required, if any.

Municipalities are responsible for upper secondary education. Very often students who want to change programmes can find new programmes in the same school or at least in the same municipality. If that is not the case, the student has the right to move to another municipality or to an independent school, and the home municipality will pay for the education and training. Since Sweden has a national system for accreditation, students have the right to take credits with them, and the credits are acknowledged by the new school or municipality.

Municipal adult education has the same modular system as upper secondary school. Students can take credits from upper secondary school to municipal adult education where

they can add additional modules or subjects. Municipal adult education is open to students aged 20 or over or has completed three years of upper secondary education. After completing studies students receive a new certificate including credits both from the upper secondary school and municipal adult education.

### **ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/INFORMAL LEARNING**

Sweden has not formally regulated its methods for validating non-formal/informal learning hence there is no definition accepted and used by all actors. Nevertheless it is evident that validation has increased in recent years. From 2003 to 2007 it was led by the National Commission on Validation, under the Ministry of Education and Research. The Commission on Validation was established to develop the processes of quality and methods for validation through 2007. The commission had a number of tasks: develop legitimacy and equivalence; carry on and support development; and strengthen regional cooperation to reach adapted working methods for development, consultation and evaluation.

The social partners and municipalities are also active but mainly in terms of delivering validation services rather than developing broad, national guidelines. According to the Commission on Validation, people who have their competence validated fall into three categories:

- One-third are unemployed (often immigrants) and have their competence validated as part of counselling or training programmes;
- One-third are employees in municipalities or private companies and have their competence validated as part of an in-service training programme, which might be needed because of change of organisation or new demands;
- One-third are students who want to change career or enter a new programme and therefore need to have their competence validated.

The main reasons to participate in validation activities are employability, change of career or the wish to have the period of training shortened because of previous knowledge and skills. There are no statistics showing how many persons belong to the different categories.

### **MECHANISMS TO ACCUMULATE, ACCREDIT AND VALIDATE NON-FORMAL/INFORMAL LEARNING**

While there is currently no system for validating and transferring knowledge and skills, a number of experimental projects are ongoing. A report by the National Commission on validation identified a number of mechanisms, methods and practices to assist in validating informal and non-formal skills. Moreover, the former Agency for School Improvement (merged with the Swedish National Agency for Education as of October 1, 2008) and representatives of several sectors agreed on ten general competences or key qualifications that should be validated in addition to knowledge, skills and competence in certain subjects or occupations. The ten competences are:

- Processing information
- Communications and language skills
- Problem solving, planning and organising tasks
- Completing tasks and solving practical problem
- Cooperation
- Use of equipment
- Attention to quality
- Attention to esthetic factors
- Attention to ethics

- Innovation and ability to adapt to change

Municipalities have carried out the most frequent validation activities especially in sectors where they are both employers and responsible for education and training (e.g. in the healthcare sector and care for elderly people). Individuals, particularly women, might have worked for many years as assistants in these sectors and may want to become trained nurses whereby they want to have their competence, skills and experience documented.

The second biggest actor in the field of validation is the Swedish Public Employment Service (Arbetsförmedlingen). They usually do not carry out the validation themselves but contract the validation with a sector organisation, a municipal validation centre, private education and training provider, etc.. According to the answers from the regional employment agencies to a questionnaire sent out by the Commission in 2005, the most frequent sectors for validation are: production and manufacturing; healthcare; transport; building and construction; handicraft; hotel, restaurant and meal services; installation, management and maintenance; business and administration; computers, ICT and communication; pedagogical work; and buying, selling and marketing.

### **IMPACT OF VALIDATION POLICIES**

As validation is not regulated or defined, several actors would like national guidelines. The development of such criteria is ongoing, and in several sectors negotiations between the social partners are underway. Many partners have been reluctant to take initiatives due to concern about the amount of work involved.

Another barrier is that most municipalities and other actors are small and have only a limited competence. In some cases validation is not registered as a special activity and it is only available to enrolled students.

Perhaps the most significant barrier from the individual's point of view is lack of motivation. Adults have access to further education and training in folk high schools, municipal adult education and higher education without formal qualifications. They can apply for entrance without having their previous knowledge and skills documented. Therefore they do not see the need for validation.

Another problem, particularly in times of high unemployment, is the difficulty to recruit adults with only basic education (particularly young men) to further education and training, if they are not convinced that it would lead to a job. Sweden has a very well developed system for adult education coupled with fairly generous financial support, yet lower qualified people tend not to participate. Some say that this is also due to the generosity of unemployment and social benefits combined with the informal economy and temporary seasonal jobs.

The open and unregulated labour market with few regulated occupations also has an impact. Most employers when employing adults would not ask for formal qualifications or documents, they would ask what the person has worked with before and hire him or her on a six month trial basis. Formal qualifications do not automatically lead to higher salaries and personal performance is more important. Again, this limits the demand for the validation and documentation of competence.

### **FINANCING VALIDATION**

There are several ways of financing validation just as the training for adults is financed from different sources. The most frequent ways are highlighted below.

- Municipal adult education (*Komvux*). Validation can be carried out either as part of the training or as a special activity. There is a special course, an orientation course for introduction and guidance, and validation could be part of this. It is financed partly by the state (55%) and partly by municipalities (45%).
- The Public Employment Service (*Arbetsförmedlingen*). For unemployed people labour market agencies are responsible either to find a new job or to initiate training. Validation could be a necessary measure in either of these processes. Validation is usually commissioned from a regional or a private validation centre and financed by the labour market agency.

- The social insurance agency (*Forsäkringskassan*). For people who need rehabilitation either because of disabilities or because they need to change jobs, validation might be needed. The social insurance agency is responsible for financing.
- The social partners. In several sectors employers' organisations and trade unions have cooperated in developing tools and methods for validation. When companies have re-organized their work it has often become necessary to further train employees and validation has usually been necessary. Employers usually finance this validation.
- Tertiary education. Validation is financed either by the National Agency for Higher Education (*Högskoleverket*) or individual universities or university colleges. The Agency has the main responsibility for validating international exams or credits and academic experience, and universities validate the previous competence of Swedish applicants.

Sweden is still in development phase vis-à-vis validation and it has not been formally regulated yet. Three national authorities have carried out or supported experiments and projects of various kinds to find the best practice and organisation for the future.

### **VALIDATION PRACTICES FOR TEACHERS AND TRAINERS**

Since 2000 Sweden has initiated an integrated teacher training system from pre-school to upper secondary school teachers including vocational teachers and teachers in municipal adult education. The main pedagogical content is the same for all categories of teacher trainees and contains 60 credits (three terms) with different specialisations of varying length - from three to five years. Teachers and trainers in VET have very different backgrounds. Approximately half have no formal qualifications but they have a vocational competence and have had their teaching and training competence validated using the following methods:

- Applicants are accepted to training and during the first part their previous experiences and skills are validated. An individual study plan is developed and studies can be shortened according to the results of the validation; and/or
- The competence of students is validated before studies start, and an individual study plan is developed. Studies are adapted to the results of the validation.

### **2.1.3 - CURRENT DEBATES**

#### **QUALITY ASSURANCE**

The responsibility for competence development and innovative pedagogy in upper secondary schools and adult education is largely decentralised to municipalities. Responsibility for these issues for post-secondary VET forms is typically devolved to the VET provider. Goals are decided by the Parliament and the Government but the entire responsibility for providing upper secondary education is delegated to the municipalities. The way to teach the goals is a responsibility for the local authorities. That means that the local schools have already great autonomy and can for example decide themselves to develop specific teaching and learning methods. In addition to the freedom in the schools run by the municipalities, it is possible to start private schools in Sweden with even more autonomy. The share of private upper secondary schools is 2008 about 44 percent of all upper secondary schools in Sweden and the number has increased by 71 percent over the past five years.

From 2011 the new upper secondary system will be established with an emphasis on quality assurance system to ensure that local initiatives to new specialised education and training programmes fulfil quality standards. Municipalities and private schools can still take initiatives to specially designed programmes for local or regional needs for which the national programmes can not be used. From 2011 the local proposal has to be approved by the Swedish National Agency for Education and the final decision is taken by this agency. In that way students and employers can be sure that an education and training programme with a profile outside the national programmes gives an education and training with good quality.

#### **ENTREPRENEURSHIP**

The Swedish Government launched a national strategy for entrepreneurship in education and training. The strategy aims at encouraging the integration of entrepreneurship into all levels of education and training. There is a specific effort to emphasise the importance of entrepreneurship in the new system of upper secondary education launching in 2011 and the Swedish National Agency for Education is addressing the issue of how to best ensure entrepreneurship is integrated into relevant upper secondary school syllabuses.

From 2011, upper secondary vocational education will be more closely linked to the labour market and companies and workplace-based learning will be an important component of future upper secondary vocational training. Entrepreneurship will be emphasised by promoting cooperation with working life, offering continuing professional development, facilitating the exchange of experience and distributing development funds.

The Swedish National Agency for Education is also analysing efforts in the field of entrepreneurship in compulsory and upper secondary schools.

The Swedish National Agency on Higher Vocational Education has been given a special assignment from the Government to contribute to the development of entrepreneurship through mapping, analysing and through different means stimulating the entrepreneurial elements in the education and training. The Agency guarantees that entrepreneurship is included in the courses provided in post upper secondary vocational education and training outside tertiary education level.

## **2.2 - THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS**

Education and training has long had an international dimension in Sweden. As early as 1962, the need for schools to foster international understanding was reflected in the curriculum. The curriculum for the non-compulsory school system (*Läroplan för de frivilliga skolorna, Lpf 94*) states that schools should develop European and global values, and encourage international links and education and working experience in other countries. Sweden collaborates with other countries on education and training issues through several international organisations, the central ones being the European Union, the Council of Europe, Unesco, OECD and the Nordic Council of Ministers. This cooperation takes different forms, depending on the aim and activities of the organisation. Nordic cooperation on education and training issues has been well developed since the Helsinki Agreement in 1962 (1). Nordic citizens have the right to pursue upper secondary and adult education under the same conditions as a citizen of the host country. In the early 1990s, Sweden's relations with the Baltic countries grew and Sweden's entry into the European Union in 1995 was a strong catalyst for further internationalisation.

A concrete example of the impact of the European tools concerns Sweden's current development of a national qualifications framework (NQF) as part of the EQF-process. Initial development of an NQF focus on the public VET system but all stakeholders are involved in development of the NQF and it will ultimately cover all VET forms. Moreover, all of the Europass tools are implemented and supported in Sweden and will be expanded in the coming years to ensure that post-secondary VET is also covered by, for example, Europass certificate Supplement. Overall, the most positive effect of European cooperation on these issues is the emergence of a common language with which to address these issues throughout Europe.

This represents a follow-up on the National Commission on Validation which "wrapped up" its four years of work on December 31, 2007 Sweden is currently developing a national structure for validation that will contribute to social inclusion and recognise the competence of individuals, aiding entrance to the labour market, mobility between occupations and participation in education and training. As VET in Sweden is largely based on a tradition of lifelong- and outcomes-based learning, there are major national policy measures addressing these issues. However, the new Swedish Agency for Higher Vocational Education has a mandate to coordinate and support a national framework for validation. (see 2.1.2 for more details). The Agency also serves as national coordinator for the EQF

## **GEOGRAFICAL MOBILITY IN VET**

## INSTITUTIONAL FRAMEWORK

The International Programme Office for Education and Training (*Internationella programkontoret*, IPK) (2) is the main government agency supporting schools, companies, organisations and private individuals who wish to take part in international cooperation, mobility and projects. The office is responsible for the integrated lifelong learning programme, which includes Leonardo da Vinci for VET. It also administers other programmes such as 'One year' in Germany, Austria, France and Spain (3), Nordplus, Athena, and the 'Global School' (see below).

To promote the internationalisation of vocational training, in 2002, the Government commissioned, the Swedish National Agency for Education to establish a national reference point for vocational qualifications (Nationellt centrum för yrkesutbildning, NRP) to serve as a first point of contact for those seeking information on VET and vocational qualifications in Sweden and throughout Europe (4). The NRP promotes recognition of foreign qualifications, serves as the national centre for the Europass certificate supplement and works on other issues of European cooperation in vocational education and training such as the European credit system for vocational education and training (ECVET) and the recommendation for a European quality assurance reference framework (EQARF).

(1) The Nordic countries are Denmark, Finland, Iceland, Norway and Sweden.

(2) [www.programkontoret.se](http://www.programkontoret.se) [cited 9.7.2009].

(3) 'One year' in Germany, 'One year' in Austria, 'One year' in France and 'One year' in Spain are mobility programmes open to students in the first or second year of upper secondary school. The Swedish student spends one year at an upper secondary school in Germany, Austria, France or Spain, and during the same period the sending municipality or school receives a student from the host country.

(4) [www.senrp.se](http://www.senrp.se) [cited 9.7.2009].

The Swedish Institute (Svenska Institutet) promotes the internationalisation of education by awarding scholarships for both foreign students in Sweden and Swedish students abroad. Another function of the institute is to disseminate information outside Sweden, about Sweden in general and about Swedish education and opportunities to study in Sweden. In 2006, a website was launched for this purpose (5). The institute also administers the Visby programme, supporting cooperation and exchange between Sweden and the Baltic countries, Poland, north-west Russia, Belarus and the Ukraine at all educational levels above compulsory school.

The Swedish International Development Assistance and Cooperation Agency (Sida), has bilateral agreements for development support with around 40 partner countries in the developing world. Activities range from international cooperation projects in education and competence development to placements and studies abroad. Sida funds the Global school project (see below).

The Public Employment Service (Arbetsförmedlingen) funds and administers the *Interpraktik* programme (see below). It also participates in the EURES (European employment services) network formed by public employment services to assist the free movement of workers within the European Union and European Economic Area.

## EUROPEAN UNION MOBILITY PROGRAMS

Significant multilateral cooperation in education takes place within the framework of the European Commission's integrated lifelong learning programme (6), including Leonardo da Vinci for VET. During the period 2007-13, the EU's lifelong learning programme will promote exchange, cooperation and mobility, between students, teachers and educational institutions in Europe.

Swedish participation in EU education programmes is considerable and in 2007 over 4 000 Swedish VET students were engaged in studies, traineeships, etc. in EU-funded programmes. In addition, many schools and tertiary education institutions take part in transnational cooperation projects, such as developing new VET teaching and learning methods and new curricula, through the Leonardo da Vinci programme. VET students who participate in international exchanges (through Leonardo or Sweden's Athena programme) receive credit for their placements and/or studies abroad, which are integrated into initial VET programmes at upper secondary school. Quality assurance is assisted by tools such as

Europass mobility as well as by trans-European confidence building measures such as the European network for quality assurance in VET (ENQA-VET) (7), in which Sweden is an active member.

Sweden actively supports use of the five Europass documents (CV, language passport, Europass mobility, certificate supplement and diploma supplement). The

(5) [www.studyinsweden.se](http://www.studyinsweden.se) [cited 9.7.2009].

(6) The programme includes the Erasmus, Leonardo da Vinci, Comenius and Grundtvig programmes. Detailed information on these and other EU programmes is available on the website of the European Commission, DG Education and Culture ([http://ec.europa.eu/dgs/education\\_culture/index\\_en.htm](http://ec.europa.eu/dgs/education_culture/index_en.htm)) and the International Programme Office for Education and Training ([www.programkontoret.se](http://www.programkontoret.se)) [cited 9.7.2009].

(7) [www.enqavet.eu](http://www.enqavet.eu) [cited 9.7.2009].

International Programme Office was appointed as the National Europass Centre (8) and officially launched Europass in Sweden in December 2005 in cooperation with the National Agency for Education, the Swedish National Agency for Higher Education, the Public Employment Service and the University of Uppsala.

Euroguidance Sweden is the Swedish National Resource Centre for Guidance and provides a range of services to Swedish and foreign guidance professionals. The centre is an information and documentation resource for guidance counsellors who require information on studying and training opportunities in Europe.

### MOBILITY UNDER NORDIC AND BALTIC COOPERATION

Nordic Ministers for Education meet in the Nordic Council of Ministers three times a year and education and training issues are one of the main areas of cooperation. Each Nordic country recognises qualifications from other Nordic countries as equal to corresponding national qualifications. To strengthen Nordic educational cooperation, several cooperation and mobility programmes have been created for different target groups, such as teachers and students at all levels, including IVET.

The Nordplus framework programme offers financial support to educational cooperation between partners in lifelong learning for the eight participating countries (9) in the Nordic-Baltic region. Swedish participation is administered by the International Programme Office. The Nordplus framework programme for 2008-11 consists of four sub programmes: (a) junior; (b) higher education; (c) adult learning; and (d) horizontal.

- (a) Nordplus junior offers scholarships to students aged 13-19 years as well as their teachers. Secondary schools can apply for scholarships to organise study visits to other secondary schools in the region.
- (b) Nordplus adult is designed for organisations, institutions, associations and other bodies working with adult learning. The programme awards grants to cooperation projects, teacher exchanges and work experience exchanges for learners.
- (c) The Nordplus horizontal programme is cross-sectoral, involving activities such as workshops, conferences, studies and innovative courses.

Many Swedish schools are active in the Baltic Sea project, an international schools network for a better environment in the Baltic region. The project network started in 1989 and it was the first regional project within the Unesco associated schools project to combine environmental education on a specific environmental issue, (the Baltic Sea) with intercultural learning.

Baltic 21, another measure, is a joint effort by the 11 countries of the Council of the Baltic Sea States

(CBSS) to develop and implement a regional agenda for the Baltic Sea region to attain sustainable development. The work is focused on several sectors, including education, for which an Agenda 21 was adopted in 2002. The emphasis of the 'Education sector programme' is on strengthening the capacity of knowledge-building through formal and non formal education.

The Visby programme stimulates long-term cooperation through upper secondary education and adult education student and teacher exchanges and school projects with the Baltic

countries, Poland, northwest Russia, Belarus and the Ukraine. Support for projects and network building is granted in the form of scholarships for travel, board and lodging for up to two weeks.

(8) [www.programkontoret.se/europass](http://www.programkontoret.se/europass) [cited 9.7.2009].

(9) Nordplus includes the five Nordic countries and, from 1 January 2008, the three Baltic countries: Estonia, Latvia and Lithuania.

### NATIONAL PROGRAMMES FOR INTERNATIONAL MOBILITY

Between 2002 and 2008, the Swedish National Agency for Education (Skolverket) was responsible for distributing scholarships to upper secondary pupils for workplace training abroad (*APU-utomlands*) but in October 2008 this programme was moved to the International Programme Office and renamed Atlas practicum (*Atlas Praktik*). The activity is similar to the mobility support provided for IVET students through the Leonardo da Vinci programme but it is not limited to Europe. There is also a programme to support those who wish to do a portion of their vocational practicum in developing countries: Athena - the Programme for Global Exchange within Vocational Education and Training. About 500 IVET students do part of their work-based training abroad every year through Athena and Atlas.

The former National Agency for School Improvement (10) (Myndigheten för skolutveckling) developed the pilot programme 'Cooperation with developing countries' (*Samarbete med utvecklingsländer*) to aid cooperation between Swedish upper secondary schools offering vocational programmes and schools in developing countries. The pilot ended in 2006 but was made permanent under the name Athena – the programme for global exchange in vocational education and training (*Athena – Programmet för globalt utbyte inom yrkesutbildning*) and it is administered by the International Programme Office. Athena is geared to teachers and students in upper secondary IVET programmes and supports international exchange with developing countries.

The 'Global school' (Den Globala Skolan) encourages intercultural dialogue and education in global questions regarding sustainable development in compulsory and upper secondary schools as well as via adult education. The programme is geared to teachers, including upper secondary and adult education IVET teachers; it supports them in organising seminars, and with travel expenses, in association with projects with developing countries. The programme is administered by the International Programme Office.

The Public Employment Service (Arbetsförmedlingen) funds and administers 'Interpractice' (Interpraktik) scholarships for unemployed people between the ages of 20 and 30 registered at a Swedish public employment office. The aim is to help young people to improve their competence and strengthen their position in the labour market through training outside Sweden. The training period can provide new experiences, better language skills and a deeper understanding of other cultures. This improves their opportunity to get employment in Sweden as well as abroad. The placement can be within companies, organisations or the public sector. The scholarship covers travelling costs to and from Sweden, full coverage insurance and basic living costs, according to the cost of living in the country of practice. The scholarship is awarded for a maximum period of four months.

(10) The agency was closed and many of its functions merged with the Swedish National Agency for Education (*Skolverket*) on 1 October 2008.

## THEME 3 VET IN TIMES OF CRISIS

### 3.1 - OVERVIEW

The policy emphasis has shifted to the need to reform upper secondary education, including upper secondary IVET upon which municipal adult IVET is based. In the meantime, in 2009, the government has channelled extra funding to adult IVET through vocationally-oriented adult education (*YrkesVux*). This initiative has been largely developed in response to the economic crisis. It earmarks an additional SEK 1.1 billion to provide IVET places for an additional 21 000 adults under the municipal adult education framework between 2009-11 Source: (*Förordning om statsbidrag för yrkesinriktad gymnasial vuxenutbildning*, SFS 2009:43).

### 3.2 - EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

The Swedish economy, like most open, export-dependent economies, was seriously impacted by the onset of global economic crisis in the latter part of 2008. For example, by February 2010 the unemployment rate had doubled since the autumn of 2008. As part of a national response to the economic crisis, the Government appointed regional coordinators in every county (*län*) to coordinate public resources and to report on the development and actions proposed or undertaken in each region to a national coordination group consisting of all relevant State Secretaries.

Overall, it can be said that Sweden responded rapidly to the economic crisis by introducing measures to ensure that all people including, those recently displaced from the labour market, have the opportunity to participate in education and training. In this regard, measures have been introduced by agencies under both the Ministry of Education and Research (e.g. Swedish National agency for Education) and under the Ministry of Employment (e.g. the Public Employment service). The major initiatives under the Ministry of Education and Research have been:

- **Yrkesvux (the adult VET initiative)**  
A special initiative for VET for adults was introduced for the period 2009-2011, creating over 20 000 additional VET spaces for adults in municipal adult education. Over SEK 2,4 billion (EUR 250 million) of supplementary state grants have been earmarked to municipalities to provide more VET for adults within the public education and training system between 2009 and 2011.
- **Higher (non tertiary) Vocational Education (Yrkeshögskola)**  
Supplementary state grants have been earmarked to support for more spaces within Higher vocational education, both in the short- and long-term.
- **Tertiary Education**  
State grants have been set aside for 10 000 extra study places at Universities and Higher Education Institutions during 2010 and 2011.

Under the Ministry of Employment, the Public Employment Service offers basic or supplementary vocational training to unemployed jobseekers. The training is delivered by subcontractors such as training companies, municipalities or organisations. From 2008 until 2010 the average number of people per month in the labour market training increased from an average of 2,500 places to approximately 8,100 places.

Overall, there are numerous forms of state support through fee-free training, universal student financial, labour market policy etc. to support young people and adults who wish to remain in or enter, education and training. In a comparative perspective, it may be said that recent Swedish reforms emphasise VET for adults. The country has a tradition of publicly-funded lifelong learning, and Sweden is stressing the importance of opening the VET door to adults. The country is providing additional public funds for adult learning geared towards vocationally-

oriented training to counteract the impact of the crisis. One of the more prominent measures is (*Yrkesvux*).

### 3.2.1 - TRENDS IN LEARNERS' BEHAVIOUR

There are no observed significant changes in Sweden regarding learner preference for VET compared to theoretical programmes over the past decade.

### 3.2.2 - TRENDS IN ENTERPRISES' BEHAVIOUR

There are no new trends observed in the behaviour of enterprises over the past decade.

### 3.2.3 - MEASURES TAKEN AT GOVERNANCE LEVELS

The adult VET initiative, also called VET boost, (*Yrkesvux*) was launched in 2009. The initiative consists of earmarked state grants to municipalities to provide more VET for adults within the system of municipal adult education (*Komvux*). The aim is to reach those who either lack upper secondary education or who need to complement their upper secondary education. In order to meet the flexible learning needs of adults municipal adult IVET should be offered in a flexible and accessible manner. At present, most adults who enter VET do so through municipal adult education and in 2009 the government announced the new adult VET initiative (*Yrkesvux*) to fund the creation of approximately 25 000 additional adult VET training places between 2009 and 2011. Approximately 10 000 *Yrkesvux* training spaces were funded in 2009.

As of February 2010, there had only been interim reports to the Government on the impact of *Yrkesvux*. Virtually all funding for *Yrkesvux* spaces was utilised in 2009 and the demand for funding has exceeded the supply. In order for municipalities to obtain funding for *Yrkesvux*, they were required to demonstrate cooperation with the public employment service, with social partners and other relevant parties to ensure this investment in adult VET builds on other, existing programmes to support lifelong learning.

*Yrkesvux* was a rapid response to the economic crisis with funding flowing to municipalities to deliver supplemental adult IVET several weeks after enactment of the legislation. Moreover, municipalities applied for approximately double the number of spaces funded indicating a strong demand for the policy measure.

One challenge has been ensuring that municipalities apply for funding of adult VET training spaces that meet actual labour market demand. There has been concern that most municipalities apply for funding of long-term health care vocation training, which is easier and cheaper to deliver, than more complicating, and expensive, VET training in more technical fields such as automotive mechanics. Consequently, the Swedish National agency for Education is enacting measures to ensure the municipalities better document actual VET skills needs in local labour markets.

**Source:** *Redovisning av regeringsuppdrag att förbereda och genomföra insatser inom yrkesvux*. Available in Swedish at: <http://www.skolverket.se/sb/d/2615/a/17635>

## 3.3 LONGER TERM CONSEQUENCES AND FUTURE RESPONSES

The new system of upper secondary education will apply nationally and is, therefore, a larger reform involving all key actors (all levels of government and government agencies, social partners, students, etc).

## THEME 4 –BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

### 4.1 – HISTORICAL BACKGROUND

|      |  |
|------|--|
| 1991 | The Parliament ( <i>Riksdag</i> ) decided on a new management system for schools. The principle of management by objectives was introduced and a decentralisation of the school system occurred by transferring responsibility for the school system to the municipalities.  |
| 1991 | The <i>Riksdag</i> reformed upper secondary school. Courses and special courses were replaced by 16 three-year national programmes (13 vocationally oriented). Vocationally-oriented programmes include at least 15 weeks as workplace training. All courses give basic eligibility for higher education.  |
| 1999 | The <i>Riksdag</i> replaced the timetable of upper secondary schools with a credit plan. All programmes are worth 2 500 credits. Project work was introduced. A new national programme was introduced, the technology programme.   |
| 2000 | The Committee for Upper Secondary Schools 2000 was appointed and assigned the task of reviewing the number of national programmes in upper secondary schools.  |
| 2000 | The <i>Riksdag</i> raised the number of guaranteed teaching hours in programmes that are preparatory for further studies and by 60 hours in programmes with vocational subjects.   |
| 2001 | There were a number of committees between 2001 and 2009 that investigated the state of upper secondary education in Sweden. A committee established in 2001 tabled a report entitled Eight Paths (8 vägar), which led to a further report entitled Eleven Steps (11 steg). This report then served as the main background document for the abandoned reform of upper secondary education in 2007 |
| 2009 | The <i>Riksdag</i> decided on reforming the upper secondary school system including VET as from the autumn of 2011.  |

### 4.2 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

Legislative responsibility for education (including VET) rests with Parliament (*Riksdag*) and the government. With the exception of the University of Agricultural Sciences, under the Ministry of Agriculture, Food and Fisheries (*Jordbruksdepartementet*), employment training, which is the responsibility of the Ministry of Employment (*Arbetsmarknadsdepartementet*), and the training of officers and police under the Ministries of Defence and Justice, respectively, virtually all public education comes under the jurisdiction of the Ministry of Education and Research (*Utbildningsdepartementet*) 11). This is responsible for preschool education, childcare for school children, compulsory school, upper secondary school, private schools, adult education, liberal adult education, post-secondary education,

universities and university colleges, research and student financial assistance. According to the Education Act (*Skollagen*, SFS 1985:1100), all children and youth have a right to equal access to education, regardless of gender, where they live, or social or economic factors. Education shall 'provide pupils with knowledge and, in cooperation with their homes, promote their harmonious development into responsible human beings and members of the community.' Consideration shall also be given to students with special needs. Compulsory schools can be national, municipal or independent (private) but the majority of students attend municipal compulsory schools.

Teacher and other employee organisations are entitled, under the Codetermination Act (*Lag om medbestämmande i arbetslivet – MBL*, SFS 1976:580), to information about, participation in, and influence over, impending decisions (e.g. employee representatives on the board of an enterprise may participate in organisational re-structuring). Student determination rights are enshrined in the Education Act, but their practical implementation is determined locally.

Parental and student influence in the management of schools is enhanced by participation on local school boards. All municipalities are obliged to offer young people, up to age 20, who have completed compulsory school, or the equivalent, upper secondary school education. To be admitted to a national or a specially designed programme for local or regional needs (see 2.1.3), students must have passed Swedish, English and Mathematics at compulsory school or demonstrate equivalent knowledge. If a student's choice of programme is not available in their home municipality, they have the right to apply to another municipality and their home municipality must pay the cost of the education (*Lag om kommuners skyldighet att svara för vissa elevresor*, SFS 1991:1110).

Occupational certification and qualifications are often administered by the social partners in Sweden. In fact, most vocational occupations are regulated not by Government but by joint (business and labour) training boards, which control the few apprenticeable occupations in the country as well as certification of the few regulated occupations (such as electricians).

(11) [www.sweden.gov.se/sb/d/2063](http://www.sweden.gov.se/sb/d/2063) [cited 13.7.2009].

#### 4.3 - INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

|   |  |  |  |
|---|--|--|--|
| <b>NATIONAL GOVERNMENT (RESPONSIBLE FOR BROAD POLICY DEVELOPMENT)</b> | <b>NATIONAL GOVERNMENT AGENCY (GOVERNMENT AGENCIES IMPLEMENT AND ENFORCE POLICY)</b> | <b>MUNICIPAL LEVEL (ADMINISTRATION OF PRE-, COMPULSORY- AND UPPER SECONDARY SCHOOLING AND ADULT EDUCATION)</b> | <b>EDUCATION AND TRAINING PROVIDERS (HIGHER VET ADMINISTERED BY NATIONAL AGENCY)</b> |
| <b>SWEDISH MINISTRY OF EDUCATION AND RESEARCH</b>                     | <b>SWEDISH NATIONAL AGENCY FOR EDUCATION</b>   | <b>MUNICIPAL UPPER SECONDARY SCHOOLS</b>   | <b>HIGHER VET PROVIDERS ARE POST-SECONDARY LEVEL</b>                                 |
|   | <b>SWEDISH SCHOOLS INSPECTORATE</b>  | <b>INDEPENDENT SCHOOLS (NOT APPLICABLE WITHIN ADULT EDUCATION)</b>   |  |
|   | <b>SWEDISH AGENCY FOR HIGHER VOCATIONAL</b>  |  |  |

|  |  |  |  |
|--|--|--|--|
|  | <b>EDUCATION</b>   |  |  |
|  | <b>INTERNATIONAL<br/>PROGRAMME OFFICE<br/>FOR EDUCATION AND<br/>TRAINING</b> |  |  |

Initial vocational education for young people is currently part of an integrated system of upper secondary schooling. The institutional frameworks for other forms of IVET, as well as vocational education and training for adults, are covered under Section 4.5.

As part of a general trend in the Swedish society towards decentralisation of responsibility and decision-making powers, the education system (including VET) has undergone fundamental changes in recent decades (12).

In accordance with decisions in Parliament, in 1991, responsibility for teaching staff was transferred from central authorities to municipalities and local school authorities, which were also given the task of organising and implementing school activities. The reforms of 1991 also ushered in an era of school management by objectives and results, with fewer regulations and clearer goals. Another guiding principle of education policy has been to create scope for diversity within the education system, and freedom for individual students to choose between different types of schools as well as between study routes.

Most municipal funding comes from municipal taxes, although municipalities also receive funds from the State budget for various services. The Education Act requires that each municipality establish a local school plan (*skolplan*) describing the financing, organisation, development and assessment of activities at each school. The school plan should indicate how the municipality intends to fulfil the national goals established for the school. The school administrator at each school is required to establish a local work plan (*lokal arbetsplan*) based on national goals and the local school plan. The work plan should define issues not articulated in the national regulations and should be developed in consultation with teachers and other staff. The school, or teacher, decides what teaching material to use. Private schools that provide education equivalent to that provided in publicly-run schools are entitled to grants, paid according to the same criteria the municipality applies when distributing resources to the schools within its own organisation.

Today the Government defines national goals and guidelines while central and local education authorities together with education providers are responsible for ensuring that the system is implemented in accordance with national goals. Within the framework and guidelines established by the government and administered by the Swedish National Agency for Education (Skolverket) (13), education providers enjoy considerable freedom to determine how activities are to be implemented and resources utilised. Central and local authorities, as well as individual schools, need to follow up and evaluate educational activities systematically in relation to nationally established goals. General policy decisions on objectives, activities and financing of the education system are a responsibility shared between Parliament and the government. Legislation is passed by Parliament, which also decides on the funding of appropriations to the educational system. The Government issues ordinances, approves curricula for the school system and determines general guidelines on the distribution of appropriations.

(12) Municipalities are responsible for the administration of preschool, preschool class, compulsory school, upper secondary education and adult education under guidelines and using curricula established by the Swedish National Agency for Education. Higher vocational education is administered by VET providers under a framework established by the Agency for Higher Vocational Education. Folk high schools operate independently but belong to a National Council of Adult Associations. Apprenticeship-like training leading to certification is fully devolved to sectoral joint training boards.

(13) [www.regeringen.se/sb/d/1454](http://www.regeringen.se/sb/d/1454) [cited 9.7.2009].

## **NATIONAL LEVEL**

Central government agencies work independently from the Ministry of Education and Research and determine their priorities in accordance with guidelines established by the government. There are two central agencies under the Ministry of Education and Research with responsibility for VET: the Swedish National Agency for Education (Skolverket); and the Swedish School Inspectorate (*Skolinspektionen*) (14).

The National Agency for Education is responsible for monitoring that the national goals for pre-, compulsory and upper secondary schools as well as adult education are achieved. This covers upper secondary IVET and municipal IVET for adults. The agency also develops steering documents (such as syllabi, curricula and grading criteria), supports a training programme for school heads, and funds national competence development for teachers and school personnel.

The School Inspectorate's main task is to examine the quality and outcome of education in municipalities and private schools, as well as supervise their activities.

## **REGIONAL/MUNICIPAL LEVEL**

Municipalities (*kommuner*) have overall responsibility for educational activities within the school system. The 1991 Local Government Act (*Kommunallag*, SFS 1991:900) gives the municipalities and county councils (*landsting*) the option of designing their own organisational structures with different committees having different areas of responsibility. The school system is one of the largest, most important responsibilities of municipal governments. During the 2008/09 school year, municipal school systems included over 1.6 million children, students and adult learners. The majority of education below university level is provided by municipalities. Privately operated 'private schools' (*friskolor*) approved by the State may also provide education and are fully funded by municipalities (tuition/study fees may not be charged). Disaggregated by school form, municipalities are responsible for (number of students indicated in brackets):

- (a) preschool classes for six-year-olds (97 587);
- (b) nine-year compulsory comprehensive school for children typically aged 7-15 (906 189);
- (c) upper secondary school, attended by almost all older teenagers (over 98 % of the age cohort continue from compulsory school to upper secondary school), including IVET (396 336);
- (d) adult education, including VET for adults, as well as Swedish language instruction programmes for immigrants (174 159);
- (e) special education programmes for children and youth, as well as adult programmes for people with intellectual disabilities (28 023) (Swedish National Agency for Education, 2009) (15).

County councils (*landstingen*) operate a number of folk high schools; these are small, often residential adult schools (*folkhögskolor*) and are in charge of certain upper secondary school-level training programmes in healthcare professions as well as in agriculture and forestry. County councils can also cooperate with two or more municipalities to form a joint board to administer a given operation, such as upper secondary schools.

An objective of the education system so far has been to avoid a gap between vocational and general education. Consequently, there is an integrated system, which does not separate pupils attending different programmes and, even at the upper secondary level, pupils are obliged to study common core subjects.

The new government elected in 2006 stated its intention to reform upper secondary education. A government commission was formed to investigate and recommend how best to structure upper secondary school in the future and submitted its report (*Framtidsvägen – en reformerad gymnasieskola*; Future route – Reform of upper secondary school) on 31 March 2008. The new system, which is planned for 2011, will comprise:

- (a) general/academic programmes;

(b) vocationally-oriented programmes without the same mandatory academic requirements as under the current system;

(c) upper secondary apprenticeship programmes.

Social partners play a significant role in IVET via advisory committees for vocationally oriented programmes at upper secondary schools. Joint business-labour training boards also play a critical role in organising apprenticeship training outside the public school system and certifying many occupations at the sectoral level.

(14) [www.skolinspektionen.se](http://www.skolinspektionen.se) [cited 9.7.2009].

(15) Data for adult education as well as for Swedish language training for immigrants are for the 2007/08 school year.

#### **4.4 - LEGISLATIVE FRAMEWORK FOR CVET (VET FOR ADULTS)**

Much of the legislative and regulatory environment government section 4.2 apply to VET for adults. Upper secondary IVET through municipal adult education gives individuals 20 years of age or more the chance to take both theoretical/academic and vocationally-oriented courses. Municipal adult education is one of the main forms of education in Sweden and is regulated by the Ordinance on adult education, a supplement to the Education Act (*Förordning om kommunal vuxenutbildning*, SFS 2002:1012). It offers adults an opportunity to take upper secondary courses in a flexible form. Such courses may then allow the learner to either continue to post-secondary VET forms, higher education, apprenticeship-like training leading to certification at sectoral level or direct labour market entry. Steering documents and curricula are developed by the Swedish National Agency for Education.

In 2009, the government has channelled extra funding to adult IVET through vocationally-oriented adult education (*YrkesVux*). This initiative has been largely developed in response to the economic crisis. It earmarks an additional EUR 600 million to provide IVET places for an additional 21 000 adults under the municipal adult education framework between 2009-11 (*Förordning om statsbidrag för yrkesinriktad gymnasial vuxenutbildning*, SFS 2009:43).

#### **4.5 - INSTITUTIONAL FRAMEWORK FOR CVET AND ORGANIGRAM (VET FOR ADULTS)**

For the organigram, see 0403.

In Sweden, the main distinction is between upper secondary IVET, by far the largest VET form in Sweden with almost 178 000 students, and VET for adults, which can be either continuing or initial VET. There are several VET forms for adults including:

(a) upper secondary initial VET (IVET) through municipal adult education (*Yrkesinriktad gymnasial vuxenutbildning inom kommunal vuxenutbildning*);

(b) advanced vocational education (*Kvalificerad yrkesutbildning – KY*) (16);

(c) post-secondary training, often within the framework of municipal adult education (*påbyggnadsutbildning*) (17);

(d) supplementary education (*kompletterande utbildning*);

(e) apprenticeship-like training leading to sectoral vocational certification;

(f) VET programmes through folk high schools (*folkhögskolor*);

(g) labour market training funded through the National Labour Market Board (*Arbetsmarknadsstyrelsen*);

(h) in-company training or staff training.

(16) Responsibility for several of these VET for adult forms (the former advanced vocational education, postsecondary training and supplementary education) was transferred to the new Agency for Higher Vocational Education (*Yrkeshögskolan*) on 1 July 2009. The agency will establish a unified structure for post-secondary VET.

(17) Post-secondary training, a specific VET form for adults, should not be confused with the term post-secondary VET, which describes all VET forms for adults after upper secondary school.

**NATIONAL LEVEL**

A bill was presented to the Riksdag in 2009 on the creation of higher vocational education institutions. Vocational higher education brings together post-upper secondary school vocational programmes not found in the tertiary education system, including advanced vocational education which became the cornerstone of post-secondary VET in Sweden after passing the Law on Advanced Vocational Education in 2001 (*Lag om kvalificerad yrkesutbildning*: SFS 2001:239). The new Agency for Higher Vocational Education (*Myndigheten för Yrkeshögskolan*) (18), established on 1 July 2009, effectively gathers all publicly-financed post-secondary VET in the country under one administrative structure and will lead to more consistent funding mechanisms and norms for post-secondary VET. The agency superseded the Agency for Advanced Vocational Education and also assumed responsibility for two smaller VET forms for adults – supplementary education (*kompletterande utbildning*) and post-secondary training (*påbyggnadsutbildning*) – from the National Agency for Education, which retains national responsibility for IVET for adults through municipal adult upper secondary education. The Swedish Public Employment Service (PES) also provides short VET programmes for eligible unemployed persons. In recent years, however, there has been a tendency for more and more VET for adults to be provided through municipal adult education instead of through the PES.

**REGIONAL/MUNICIPAL LEVEL**

Regional governments played a limited role in VET for adults through county labour market boards (*länsarbetsnämnder*) until their tasks were incorporated into those of the Swedish public employment service (*Arbetsförmedlingen*), a major reform that took effect 1 January 2008. However, labour market training is actually delivered to individuals registered at local employment offices (*arbetsförmedlingar*).

Municipalities have administrative responsibility for IVET for adults through municipal adult upper secondary education, under the auspices of the Swedish National Agency for Education and the Swedish School Inspectorate.

**SOCIAL PARTNERS**

Social partners play a significant role in VET for adults in Sweden through, for example, joint business-labour occupation advisory committees (*yrkesråd*) or through the control by the joint business – labour training boards (*yrkesnämnd*) certification of many VET occupations at the sectoral level. Overall, while education as a whole has been developed as a result of government decisions, VET for adults has been more influenced by the social partners. Therefore, a significant proportion of VET for adults is not regulated by the government or parliament, but is subject to the negotiations and local solutions of social partners. This is particularly true of in-company training and various forms of workplace training, including the sector-specific apprenticeship-like training some enter after completing a vocationally-oriented upper secondary programme (IVET).

(18) [www.yhmyndigheten.se](http://www.yhmyndigheten.se) [cited 9.7.2009].

| TABLE 3: SUMMARY OF ROLES AND RESPONSIBILITIES OF SOCIAL PARTNERS |                                     |  |
|---|-------------------------------------|--|
|   | RESPONSIBILITIES OF SOCIAL PARTNERS | TYPE OF ROLE (ADVISORY/DECISION-MAKING, DIRECT/INDIRECT) |
| NATIONAL  | Policy input                        | Advisory   |

|                         |   |                              |
|-------------------------|---|------------------------------|
| <b>LEVEL</b>            |   |                              |
| <b>REGIONAL LEVEL</b>   | Policy input and labour market training                     | Advisory and decision-making |
| <b>SECTORAL LEVEL</b>   | Training delivery, content and certification of occupations | Decision-making              |
| <b>ENTERPRISE LEVEL</b> | In-firm training  | Decision-making              |

## THEME 5 - INITIAL VOCATIONAL EDUCATION AND TRAINING

### 5.1 - BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

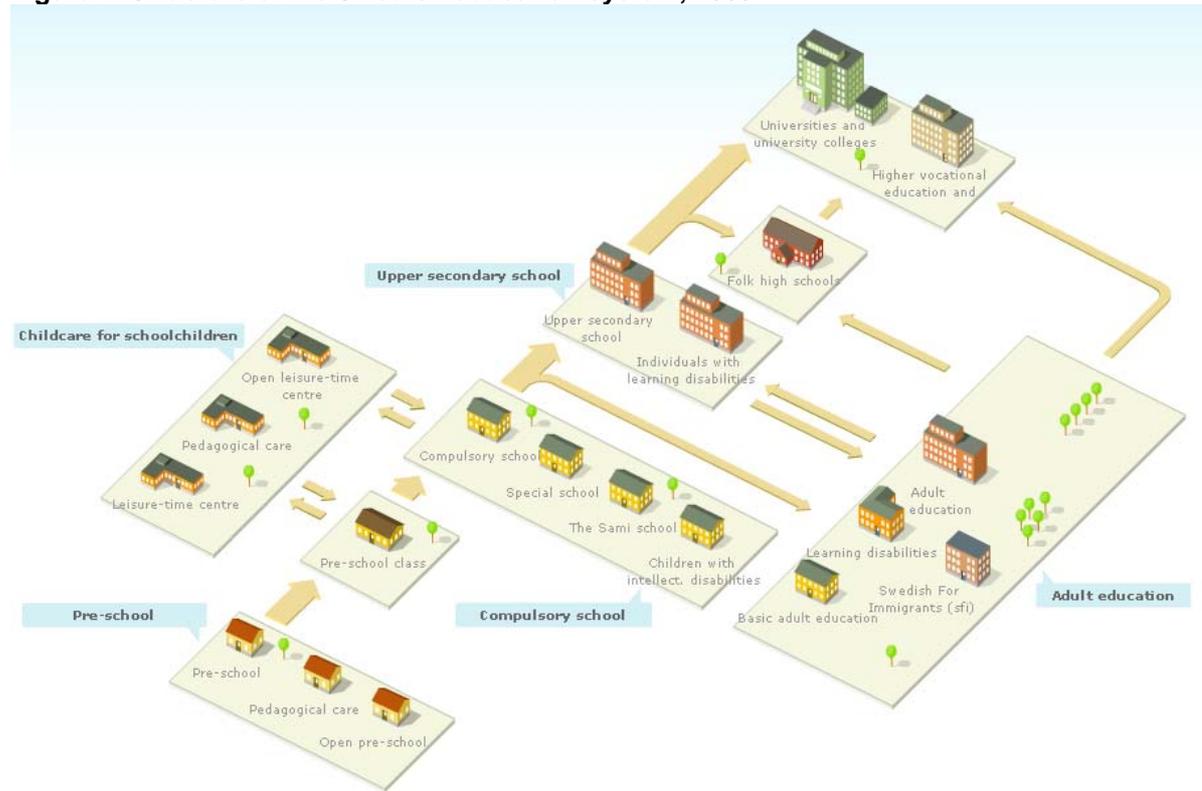
Lifelong learning is the key principle for learning in Sweden, including formal, non-formal and informal approaches. Sweden has a highly developed system of adult education and training, which not only offers continuing training but also qualifications that young people can acquire through initial VET. Consequently, the usual distinctions between IVET (initial vocational education and training) and CVET (continuing vocational education and training) are difficult to apply in the Swedish context. Instead, it is usual in Sweden to distinguish between IVET (*grundläggande yrkesutbildning*), for those up to 19 years of age, and VET for adults (*yrkesutbildning för vuxna*), for those 19 years of age and older. This simple dichotomy is complicated somewhat by the well-developed system of adult education, which aids the entrance of many adults into VET through municipal adult upper secondary IVET. Compulsory school in Sweden covers nine years; it typically starts in the autumn of the year a child turns seven and ends in the spring of the year a child reaches the age of 15. Prior to this, most children have the right to attend preschool between the ages of one and five.

Over 98 % of compulsory school leavers proceed to the three-year upper secondary school, which offers both vocationally-oriented (IVET) and academic programmes. Municipalities are obliged under the Education Act to offer young people (typically between the ages of 15 and 20) who have completed compulsory school, upper secondary school education. To be admitted to a national or specially designed programme students must have passed Swedish, English and Mathematics at compulsory school or demonstrate equivalent knowledge. The municipality must provide a broad range of education and try to match the number of places in different programmes with student choice. If the programme of choice is not available in a student's home municipality they have the right to apply to another municipality. If the number of applicants in a programme is higher than the number of places available, selection is on the basis of final grades from compulsory school. Completion of both theoretical/academic and vocationally-oriented programmes includes common core curricula that provide adequate credits to aid entrance to university. Moreover, academic and IVET programmes share several common core courses and are both categorised as ISCED 3A. In this regard, the system is flexible, with IVET completers having options ranging from direct labour market entry to post-secondary VET to higher education.

Upper secondary programmes that are primarily vocationally-oriented must give broad basic education within the vocational field, as well as providing the foundation for further studies (all upper secondary programmes can lead to higher education). Vocationally oriented programmes must offer at least 15 weeks of work-based training during the three years of upper secondary school.

One of the main quality assurance mechanisms for upper secondary IVET and IVET offered through municipal adult education is inspection carried out by the Swedish National Schools Inspectorate (*Skolinspektionen*). Municipalities, which administer the delivery of IVET through upper secondary schools and municipal adult education also play a role in quality assurance as do schools and adult learning centres themselves. National exams are a feature of upper secondary school and provide a level of quality assurance in terms of assessment and grading. Finally, the Swedish National Agency for Education (*Skolverket*) gathers a wide range of statistics and quality indicators and publishes them on its website.

**Figure 1. Structure of the Swedish education system, 2009**



Like compulsory schools, upper secondary schools can be regional, municipal or independent. In 2008/09, approximately 79.5 % of upper secondary students in Sweden attended municipal schools, 19.5 % attended private schools and 1 % attended schools administered at county level (Swedish National Agency for Education, 2009). A growing number attend private schools, which are also fully funded and may not charge tuition fees. Studies in agriculture, forestry, horticulture and certain caring occupations take place in schools run by county councils in cooperation with two or more municipalities. The syllabi state the aims and goals of the course as well as the knowledge and skills that all students shall achieve on completion of the course. The government has issued syllabi for all core subjects; syllabi for other subjects are determined by the Swedish National Agency for Education (Skolverket). The Education Act (19) also extends the right of education to adults. This can be provided through municipal adult education (*Komvux*) or in adult education for adults with learning disabilities (*Särvux*).

(19) Education Act (*Skollagen*), SFS 1985:1100 (Government law): 19.12.1985, 1985:1100. The Education Act applies to the entire public education system, including compulsory school, upper secondary school, schools for mentally handicapped pupils, schools for pupils with impaired hearing/vision and physical disabilities.

## 5.2 - IVET AT LOWER SECONDARY LEVEL

Although there is a degree of introduction to practical skills at compulsory school level in Sweden, there is no IVET at lower secondary level. IVET commences at the upper secondary level for those who enter one of the vocationally oriented programmes.

### 5.3 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

In 2008/09, there were 177 935 students enrolled in IVET at upper secondary schools in Sweden, representing 49.5 % of the upper secondary student population enrolled in national programmes (20). Under the current system, which is based on the 1994 reform, IVET programmes are designed to confer wider and deeper knowledge compared to previous times. Successful completion of an upper secondary programme, whether theoretical/academic or vocationally oriented, fulfils the requirements to enter higher education. However, the majority of higher education students come from one of the four academic programmes. Under the current system, students are also given significant choice with respect to the content of their own education and can choose from a variety of both common core and courses specific to their programme.

Currently, there are 17 national programmes, 13 of which are vocationally-oriented, and all cover three years. The VET programmes are typically 85 % school-based. Every programme comprises 2 500 credits and all national programmes include eight core subjects: English, the arts, physical education and health, mathematics, general science, social studies, Swedish (or Swedish as a second language) and religion. Together, the core subjects add up to 750 credits. Under the current system there is no upper secondary certificate issued but, instead, students receive a transcript of courses and grades.

The programme-specific subjects, determined by the Government, entail a total of 1 450 credits. The remaining 300 credits may be chosen freely by the individual. The vocationally-oriented programmes (13 of the 17 upper secondary programmes) contain at least 15 weeks at a workplace outside the school, so-called workplace training (*APU – Arbetsplatsförlagd utbildning*). Four programmes – arts, natural science, social science and technology – have an optional rather than compulsory workplace training component.

Education providers (organisers of schooling such as municipalities, private schools, etc.) are responsible for finding workplace training opportunities and for supervising students; many schools see this as requiring major effort. Opportunities for arranging workplace learning vary as schools are dependent on the links they have established with private and public organisations and the local business community. It can be difficult to secure sufficient high quality placements, which underscores the importance of the network schools build with social partners in their community. Another challenge regarding the work-based training component of upper secondary education is ensuring that supervisors (those supervising students on work-based training placements) have sufficient knowledge of education and training to ensure a positive learning experience in the workplace.

(20) This differs from Eurostat data indicating that approximately 58 % of the Swedish upper secondary population is enrolled in IVET because Eurostat defines the arts programme (art and design, dance, music and theatre, the *Estetiska programmet*) as vocational while Sweden defines it as non-vocational as it does not require at least 15 weeks of work-based training.

Most Swedish programmes are divided into different specialisations (e.g. in 2009 there were 36 different specialisations) offered in years two and three. The Swedish National Agency for Education determines which courses are compulsory for national specialisations.

By combining specific subjects from different programmes, a municipality can put together specially designed programmes (*specialutformade program*) to meet local and regional needs. They must include the eight core subjects and project work, and correspond to a national programme in terms of level of difficulty and number of hours. Over 42 000 students (10.6 % of the upper secondary student population) were enrolled in specially designed programmes in the 2008/09 study year (National Agency for Education, 2009a). Individual programmes (*individuellt program*) can vary in length and content and are organised by each upper secondary school to meet the needs of students unable to participate in a national or specially designed programme, often because of insufficient learning outcomes in Swedish, English and Mathematics. The aim is for students to transfer later into a national or specially designed programme. Otherwise, students receive a final grade (learning certificate), when they have completed the set programme syllabus. In the 2008/09 study year, 31 532 (8 %) upper secondary students participated in the individual

programme, and 7 142 (23 %) of them were also attached to a national programme. There were also approximately 2 803 students in international baccalaureate (IB) programmes, accounting for only 0.7 % of the total upper secondary student enrolment of 396 336 students in Sweden in the 2008/09 school year.

A student who has completed vocationally oriented education at an upper secondary school is more of a generalist than a specialist and the acquisition of more specialised skills is often the responsibility of the employer. Upper secondary completers do not receive specific qualifications (21), partly because the majority of jobs do not require qualifications or certification in Sweden. For the few occupations that do require occupational certification (such as electrician, plumber) a learner must complete an apprenticeship-like programme administered by joint business-labour training boards at the sectoral level (see 4.3.2). These joint training boards issue journey person certificates (*Yrkesbevis*) for many trades though healthcare occupations are certified by the National Board of Health and Welfare (Socialstyrelsen).

Overall, it is felt that upper secondary school should not be a dead end but, instead, the first step in a process of lifelong learning. Indeed, the transition rate from upper secondary to tertiary education has increased significantly during the past decade with almost 45 % of upper secondary students continuing to higher education within three years of upper secondary completion. In principle, all IVET is provided at upper secondary school level and is almost entirely (over 99 %) financed by public funds.

Several enterprise-based upper secondary schools have also been started during recent years. This type of school provides more company-based education and training, often with education adapted to the enterprise's own needs. This type of upper secondary school receives the same funding formula as other schools, follow the core upper secondary curricula and students receive the same upper secondary leaving certificate.

(21) The proposed new system of upper secondary education in Sweden, to be launched in the autumn of 2011, has provisions for awarding an upper secondary diploma to those who successfully complete all the requirements.

| <b>TABLE 12: STUDENTS ENROLLED IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007</b> |                     |                        |                      |                       |                    |                        |                       |  |
|--|---------------------|------------------------|----------------------|-----------------------|--------------------|------------------------|-----------------------|--|
| <b>GEO</b>   | <b>TOTAL ISCED3</b> | <b>ISCED3GEN (NUM)</b> | <b>ISCE3 GEN (%)</b> | <b>ISCED3PV (NUM)</b> | <b>ISCE3PV (%)</b> | <b>ISCED3VOC (NUM)</b> | <b>ISCED3 VOC (%)</b> |  |
| <b>EU 27</b>   | <b>22085482</b>     | <b>10719847</b>        | <b>48.5</b>          | <b>1130868</b>        | <b>5.1</b>         | <b>10234767</b>        | <b>46.3</b>           |  |
| <b>SE</b>  | <b>546706</b>       | <b>234355</b>          | <b>42.9</b>          | <b>5195</b>           | <b>1.0</b>         | <b>307156</b>          | <b>56.2</b>           |  |

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 3 by programme orientation (values and share of the total)

Eurostat original label: educ\_enr1ad-Students by ISCED level, study intensity (full-time, part-time) and sex

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_enr1ad&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr1ad&lang=en)

**TABLE 4: NATIONAL UPPER SECONDARY SCHOOL PROGRAMMES AND PARTICIPATION, 2008/2009**

**NATIONAL UPPER SECONDARY PROGRAMMES PROPORTION/TOTAL STUDENTS**

| National upper secondary programmes are:<br>Upper secondary schools typically offer a range of both theoretical and vocationally-oriented programmes | Proportion total students |
|--|---------------------------|
| Arts/art and design, dance, music and theatre<br>( <i>Estetiska programmet</i> )   | 6.5%                      |
| Business and administration/commerce and service, tourism and travel ( <i>Handels- och Administrationsprogrammet</i> )                               | 5.3%                      |
| Child and recreation/recreational, pedagogical and social activities ( <i>Barn- och Fritidsprogrammet</i> )  | 4,4%                      |
| Construction/building, house construction, painting, platework ( <i>Byggprogrammet</i> )   | 4,7%                      |
| Electrical engineering/automation, electronics, electrical engineering and computer technology<br>( <i>Elprogrammet</i> )                            | 6,6%                      |
| Energy/operations and maintenance, marine technology, heating, ventilation and sanitation and refrigeration ( <i>Energiprogrammet</i> )              | 1,1%                      |
| Food/Local specialisations, countrywide recruiting<br>( <i>Livsmedelsprogrammet</i> )  | 0.5%                      |
| Handicraft/various trades and crafts<br>( <i>Hantverksprogrammet</i> )   | 2.7%                      |
| Health and nursing/no national specialisations<br>( <i>Omvårdnadsprogrammet</i> )  | 3,9%                      |
| Hotel, restaurant and Catering/hotels, restaurant and meal Services ( <i>Hotell- och Restaurangprogrammet</i> )                                      | 4,3%                      |
| Industry/local specialisations, countrywide recruiting<br>( <i>Industriprogrammet</i> )  | 2.9%                      |
| Media/media production,printing Technology<br>( <i>Medieprogrammet</i> )   | 4.9%                      |
| Natural resource use/local specialisations<br>( <i>Naturbruksprogrammet</i> )  | 3.1%                      |

|  |       |
|--|-------|
| Natural sciences, environmental sciences,<br>( <i>Naturvetenskapsprogrammet</i> )                            | 12,5% |
| Social science/economics, culture, social sciences,<br>languages ( <i>Samhällvetenskapsprogrammet</i> )      | 25,7% |
| Technology/local specialisations ( <i>Teknikprogrammet</i> )   | 5,7%  |
| Vehicle engineering/aircraft, coach work, machine<br>and lorry, cars, transport ( <i>Fordonsprogrammet</i> ) | 4.7%  |

|  |                 |
|--|-----------------|
| Specially Designed Programmes (pupils 2008/2009) | 42 000<br>10,6% |
|--|-----------------|

|  |              |
|--|--------------|
| Individual programmes (pupils 2008/2009) | 31 532<br>8% |
|--|--------------|

Source: National Agency for Education, 2009a.

#### 5.4 - APPRENTICESHIP TRAINING

There is broad agreement among observers that there is a need for a better match between education and training output and labour market needs. Many also argue that there has been too little emphasis on VET in Sweden in recent decades. Therefore, the new upper secondary school system from 2011 will also include a new apprenticeship programme. Pilots were launched in the second half of 2008.

The 'modern' upper secondary apprenticeship training will entail at least 50 % workbased training and apprentices may or may not earn a wage. As with the new vocational programmes at upper secondary school from 2011, learners in upper secondary apprenticeship will receive a vocational upper secondary diploma on completion of their studies/training. Those who participate in upper secondary apprenticeship training will take the same amount of core courses in Swedish/Swedish as a second language, English, mathematics, social sciences, history, religion and physical education as other school-based VET programmes.

The school-based training takes place at upper secondary schools. Upper secondary apprentices receive their grades from the responsible teachers at upper secondary school but are supervised in the workplace by a designated supervisor (*handledare*). Enterprises are not certified but quality assurance of the work-based training component of upper secondary apprenticeship is carried out by the school.

To meet the entry requirements to higher education, upper secondary apprentices may take additional core courses during their time at upper secondary school or can, at a later date, supplement their education through municipal adult education (*Komvux*). Employers that hire and supervise apprentices will receive approximately SEK 25 000 per apprentice per year to cover the cost of employing the apprentice and for training supervisors. In total, the government will set aside SEK 500 million over three years with SEK 400 million assigned to cover the costs for employing an apprentice and SEK 100 million earmarked for training apprentice supervisors. Thus, funding is in place to cover the costs for 18 000 apprentices over the first three years.

Those municipalities that introduce upper secondary apprenticeship training must establish an apprenticeship council (*lärlingsråd*) with representatives from schools, industry and trade unions to reflect current labour market skill needs. There is a great degree of

flexibility to design programmes to meet local and regional needs, but, ultimately, upper secondary apprenticeship training must meet nationally established goals. The admission requirements will be the same as for a student entering a school based pathway.

### **5.5 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS**

The main programme in Sweden designed to retain young people in education and training is the "individual programme" (*Individuella program*) in upper secondary education. It helps students who are not eligible, due to shortcomings in the three core subjects English, Mathematics and Swedish/Swedish as a second language, to apply to national or specially designed programmes. The programme is based on student needs and each student has an individual study plan which can vary both in terms of length and content. The main point of the individual programme is to give the students a chance to enter/re-enter one of the regular national or specially designed upper secondary programmes. Many of the students have barriers to learning such as difficulties in the home and other social problems.

Municipalities also have the right to establish individual programmes to which students may apply (PRIV). The aim of this alternative is that a student should be able to start education in national courses in a national programme at the same time as having the opportunity to study one or more of the subjects from compulsory school if necessary. Having done this a student can then be admitted to a national or a specially designed programme. The student is then credited with the courses completed in the individual programme. Upon completion of such a programme, the learner receives an upper secondary leaving certificate, which can lead to higher education, post-secondary VET or labour market entry.

The individual programme can also be customised to incorporate different contents for young persons who have recently arrived in Sweden (e.g. special introductory courses in Swedish as a second language and social studies). A student in the individual programme can also combine employment, as part of a vocational education with studies of certain subjects in upper secondary school. Other courses of study that may be accommodated within the framework of the individual programme are those that cater for students with special needs, such as those with learning disabilities.

Those who are 20 years of age or older can enrol in municipal adult education (*Komvux*) in order to complete or supplement their upper secondary education.

As from 2011 the individual programmes will be replaced by five introduction programmes with a similar content to the individual programme.

### **5.6 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL**

The new Swedish Agency for Higher Vocational Education (Myndigheten för yrkeshögskolan) was established on 1 July 2009 and is developing a logical framework for post-secondary, non-tertiary VET in Sweden. VET programmes under the Agency are post-secondary and are typically one-to two-years in length.

**TABLE 13: STUDENTS ENROLLED IN POST SECONDARY NON TERTIARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007**

| GEO   | TOTAL ISCED4 | ISCED4GEN (NUM) | ISCE4 GEN (%) | ISCED4VOC (NUM) | ISCED4 (%) |
|-------|--------------|-----------------|---------------|-----------------|------------|
| EU 27 | 1516312      | 174028          | 11.5          | 1342284 (s)     | 88.5       |
| SE    | 11803        | 2544            | 21.6          | 9259            | 78.4       |

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010;

Description: Students at ISCED level 4 by programme orientation (values and share of the total)

Eurostat original label: educ\_enrl1ad-Students by ISCED level, study intensity (full-time, part-time) and sex

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_enrl1ad&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enrl1ad&lang=en)

### 5.7 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

In Sweden, education and training at the tertiary level is not considered to be vocational education and training except for VET at ISCED level 5B offered under the Swedish Agency for Higher Vocational Education. Professional higher education programmes are ISCED levels 5A and 6 are not considered to be VET in Sweden.

**TABLE 14: STUDENTS AT ISCED LEVEL 5 BY PROGRAMME DESTINATION (VALUES AND SHARE OF THE TOTAL) AND AT ISCED LEVEL 6 (VALUES), 2007**

| GEO   | TOTAL ISCED5 | ISCED5A (NUM) | ISCED 5A (%) | ISCED5B (NUM) | ISCED 5B (%) | TOTAL ISCED 6 |
|-------|--------------|---------------|--------------|---------------|--------------|---------------|
| EU 27 | 18359029     | 15893156      | 86.6         | 2465873       | 13.4         | 525809        |
| SE    | 392915       | 371307        | 94.5         | 21608         | 5.5          | 20795         |

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 5 by programme destination (values and share of the total) and at ISCED level 6

Additional note: Totals and percentage are Cedefop's calculation

Eurostat original label: educ\_enrl1ad-Students by ISCED level, study intensity (full-time, part-time) and sex

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_enrl1ad&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enrl1ad&lang=en)

## THEME 06 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

### 6.1 – FORMAL EDUCATION

#### 6.1.1 GENERAL BACKGROUND (ADMINISTRATIVE AND FINANCING)

Between 1997 and 2002, a major programme, the adult education initiative (*Kunskapslyftet*), was established to stimulate lifelong learning by earmarking extra funding for municipalities to offer hundreds of thousands of additional municipal adult education places, primarily for those without a complete upper secondary education. Following this major investment in adult education, the policy emphasis shifted to the need to reform upper secondary education, including upper secondary IVET upon which municipal adult IVET is based. In the meantime, in 2009, the government has channelled extra funding to adult IVET through vocationally-oriented adult education (*YrkesVux*). This initiative has been largely developed in response to the economic crisis. It earmarks an additional SEK 1.1 billion to provide IVET places for an additional 21 000 adults under the municipal adult education framework between 2009-11 (*Förordning om statsbidrag för yrkesinriktad gymnasial vuxenutbildning*, SFS 2009:43).

#### 6.1.2 - MAJOR CHARACTERISTICS OF FORMAL CVET

Sweden has a long tradition of VET for adults, provided in many different forms including IVET for adults, higher vocational education, labour market training and competence development in the workplace.

VET for adults (*yrkesutbildning för vuxna*) can be targeted at both upper secondary completers and non-completers. Many participants are in their mid-20s but individuals in all adult age groups can participate. The main objective of this type of training is usually to assist labour force entry but it can also lead directly to higher vocational education and training (ISCED 4B and 5B) or to higher education (ISCED 5A and 6).

Adult VET programmes in Sweden include individual courses, apprenticeship-like training leading to certification to three-year diploma programmes. VET for adults is characterised by flexible and demand-driven curricula but does not always offer the same clear learning pathways featured in upper secondary IVET programmes (i.e. Municipal upper secondary IVET for adults) (22). The few VET forms that result in occupational certification are usually administered by business-labour joint training boards (*Yrkesnämnd*) at sector level. Sweden does not have individual training accounts, which is perhaps not surprising given the combination of fee-free VET for adults, the right to unpaid education leave and the comprehensive system of student financial assistance, as articulated in the Act on Study Support (*Studiestödslagen*, 1996:605) (28).

#### TYPES OF EDUCATION AND TRAINING FOR ADULTS

The two largest forms of VET for adults in Sweden are:

- higher vocational education, the majority of which was called advanced vocational education (*Kvalificerad yrkesutbildning*) until 1 July 2009;
- upper secondary initial VET (IVET) through municipal adult education (*Yrkesinriktad gymnasial vuxenutbildning*). Upper secondary IVET through municipal adult education is the largest form of VET for adults in Sweden (23). It follows guidelines established by the Swedish National Agency for Education (*Skolverket*). Over 170 000 participants enrol in approximately 700 000 courses per year. Municipalities are required to offer adult education free of fees to residents 20 years of age or older.

There are, however, several smaller VET forms for adults including programmes through supplementary education (*kompletterande utbildning*), post-secondary training (*påbyggnadsutbildning*) and folk high schools (*folkhögskolor*).

There is also VET for adults through joint training boards at the sector level. These are apprenticeship-like programmes leading to certification in trades such as electrician,

automotive mechanic, and plumber and are administered exclusively by the social partners (see section 5.2 for more information).

(22) Municipal upper secondary IVET for adults is designed in much the same way as upper secondary education and therefore offers a clear pathway to higher education for those who wish to pursue that path. Other adult VET forms are more linked to the labour market and, in some cases, occupational certification, than to transition to higher education.

(23) There were approximately 70 000 students enrolled in upper secondary IVET through municipal adult education in Sweden in 2008 but many studied part-time. Adjusted to a full-time basis, it is estimated that there were 40 000 students in this VET form in 2008.

### **UPPER SECONDARY IVET**

Upper secondary IVET through municipal adult education gives individuals 20 years of age or more the chance to take both theoretical/academic and vocationally-oriented courses (25). Such courses may then allow the learner to either continue to post-secondary VET forms, higher education, apprenticeship-like training leading to certification at sectoral level or direct labour market entry. Steering documents and curricula are developed by the Swedish National Agency for Education.

(24) The new agency also assumed responsibility for much of supplementary education and post-secondary training in July 2009 and will establish guidelines and quality assurance procedures to ensure the quality of teaching and training.

(25) Municipal adult education is one of the main forms of education in Sweden and is regulated by the Ordinance on adult education, a supplement to the Education Act (*Förordning om kommunal vuxenutbildning*, SFS 2002:1012). It offers adults an opportunity to take upper secondary courses in a flexible form.

### **HIGHER VOCATIONAL EDUCATION (REPLACING ADVANCED VOCATIONAL EDUCATION)**

Higher vocational education is the largest form of purely vocational post-secondary training in Sweden with approximately 35 000 students in 2008. This type of training was first piloted in 1996 and made permanent in 2002. It is designed to provide training to meet labour market demand for specialist know-how in various sectors. Programmes are designed in consultation with employers and delivered by various education and training providers (26). Programmes can vary between one and three years. At least one third of this training should be workplace-based but the new Agency for Higher Vocational Education is establishing new guidelines to ensure that higher vocational education meets quality measures and better reflects actual labour market skill needs.

### **SUPPLEMENTARY EDUCATION**

Supplementary education is provided outside the public education system and lasts from 200 hours to two years or more. Some of these programmes receive government funding. In others, participants may apply for student financial assistance. The third category covers programmes with government approval without funding or financial assistance (27). There are currently about 150 different education providers offering courses in, for example, fine arts, music, design, handicrafts and pilot training. Supplementary education programmes do not provide any formal eligibility for further study, but can be seen as vocational training that prepares for higher educational courses or labour market entry. Administration of this form of VET for adults moved from the Swedish National Agency for Education to the Agency for Higher Vocational Education on 1 July 2009.

### **POST-SECONDARY TRAINING**

Post-secondary training programmes provide further training in a profession. Most of them last for one-and-a-half years and are funded under the municipal adult education framework. The goal of post-secondary training is to lead to a new level within an occupation or to a new occupation. The Agency for Higher Vocational Education assumed responsibility for many post-secondary training programmes on 1 July 2009.

### **VET AT FOLK HIGH SCHOOLS**

VET at folk high schools – independent adult education colleges – varies widely as each school decides independently what courses it provides and teaching methods to be used. Programmes can vary in length but year-long courses are common. Examples are specialised handicrafts, recreation leadership, sign language interpretation, etc. Folk high schools receive significant State funding following guidelines established in the Ordinance on State subsidies for popular education (SFS 1991:977).

### APPRENTICESHIP

Apprenticeship-like training for adults is provided outside the public education and training system and governed solely by joint training boards (the social partners at sectoral level). This apprenticeship-like training or in some cases validation of prior learning or of education and training acquired abroad, leads to certification in some trades.

### INSTITUTIONAL REFORM

Until 1 July 2009, the administrative structure of VET for adults changed significantly. Upper secondary IVET for adults (*yrkesinriktad gymnasial vuxenutbildning inom kommunal vuxenutbildning*) and the former advanced vocational education (*kvalificerad yrkesutbildning*) were under the Swedish National Agency for Education and the Agency for Advanced Vocational Education respectively. On 1 July 2009 the new Agency for Higher Vocational Education (Yrkeshögskolan) replaced the Agency for Advanced Vocational Education and took over responsibility for post-secondary VET (see 0506). The Agency is developing and implementing a unified structure for higher vocational education and training in Sweden (*Lag om yrkeshögskolan*, SFS 2009:128).

Until 2009 quality had mainly been assured through follow-up studies on, for example, the destination of higher vocational completers, but the new Agency has a mandate to develop more robust quality assurance and improvement procedures (24).

### PARTICIPATION IN EDUCATION AND TRAINING

It is difficult to specify an exact number of learners in VET for adult programmes in Sweden because of the decentralised system as well as problems defining whether or not a student is in a VET programme. It is estimated that just over half the participants in municipal adult education pursue vocationally-oriented studies, which means approximately 70 000 actual learners or an estimated 40 000 on a full-time basis in 2008 (National Agency for Education, 2009)

| TABLE 15 A: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007 |     |     |      |       |
|--|-----|-----|------|-------|
| ISCED97/<br>GEO  | 0-2 | 3-4 | 5-6  | TOTAL |
| EU 27  | 2.5 | 5.7 | 12.2 | 6.3   |
| SE   | 6.3 | 8.8 | 24.8 | 12.7  |

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represents the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by highest level of education attained

Eurostat original label: trng\_aes\_102-Participation rate in education and training by highest level of education attained

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_102&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_102&lang=en)

**TABLE 15 B: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007**

| WSTATUS / GEO | EMPLOYMENT | INACTIVE POPULATION | TOTAL | UNEMPLOYMENT |
|---------------|------------|---------------------|-------|--------------|
| EU 27         | 6,2        | 6,4                 | 6,3   | 6,3          |
| SE            | 8,5        | 29,2                | 12,7  | 20           |

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represent the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by labour status

Eurostat original label: trng\_aes\_103-Participation rate in education and training by labour status

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_103&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_103&lang=en)

(26) There are a wide range of training providers for higher vocational education including public institutions, private training companies, craft-related organisations, etc.

(27) Until July 2009, supplementary education was the only VET form operating according to public guidelines (provided after receiving approval from a government authority, in this case the Swedish National Agency for Education) where some of the programmes required students to pay tuition fees. During the same year there were approximately 35 000 students enrolled in advanced vocational education programmes, 5 100 in supplementary education and 2 800 in post-secondary training. However, there are no national data on the number of individuals enrolled in VET programmes at folk high schools or on those active in apprenticeship-like training leading to certification at sector level.

## 6.2 - NON-FORMAL EDUCATION

### VET FOR ADULTS AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

Two-thirds of this training is organised in the company or at the workplace. Teachers or trainers are internal or external. It can, however, also be arranged by external providers such as higher education institutions, educational associations or private training companies. There are no government regulations that require enterprises or social partners to provide CVET to employees and members. Instead, these matters are often negotiated between social partners at either sector or enterprise levels. Moreover, since the mid-1970s, all employees have the right to unpaid leave for studies of any kind, without any restriction on the duration of the studies (*Lagen om arbetstagares rätt till ledighet för utbildning*, SFS 1974:981). Paid education and training leave can be negotiated on a case-by-case basis at either firm level or, more commonly, individual level.

Employees are also entitled to attend training arranged by trade unions. Since 1982, there has been an agreement on development and on-the-job training in the private sector between the Employers' Confederation (Svenskt Näringsliv), the Trade Union Confederation (Landsorganisationen i Sverige, LO) and the Council for Negotiation and Cooperation (Privattjänstemannakartellen, PTK) representing 26 trade unions of salaried employees. This is a general agreement on in-service training and information to employees about work organisation, technology and finance. These agreements contain provisions on the responsibility of local partners to contribute together to improve conditions for employees to cope with new demands for knowledge and qualifications. Several trade unions have agreements with their employers' organisations on education and in-service training (such as between the Electricians' Association and the Building Workers' Union). Others have signed development agreements. In other cases, the conditions for in-service training are negotiated under the Act on Employee Participation in Decision-Making (*Lag om medbestämmande i arbetslivet* – MBL, SFS 1976:580).

Several projects have been carried out, both at the initiative of the employers and of the trade unions. The Swedish Trade Union Confederation (LO) supports a large number of study circles through its partner organisation, the Workers' Educational Association, and this allows unions to provide training opportunities to tens of thousands of workers annually. A very ambitious project carried out by LO and ABF in 2003 (*KUL-projektet*, competence development and learning in working life) provides many good examples of national and local agreements between trade unions and employers' organisations concerning staff training. Staff training is fairly evenly distributed among those aged 25-54 but younger people (20-24) and older workers (55-64) are less likely to participate (29). On average, a higher proportion of women than men participate. The likelihood of participating in enterprise initiated

(28) Those with relatively little previous education (such as those over 25 without a complete compulsory or upper secondary education) can receive special grants instead of the usual 70 % loan, 30 % grant ratio that most adult learners receive via student financial assistance (*Förordning om rekryteringsbidrag för vuxenstuderande*, SFS 2002:744).

training increases with the size of the enterprise. In-service training in small and medium-sized enterprises (SMEs) is occasionally funded through European programmes such as the European Social Fund (ESF) and structural Funds. Between 2001 and 2003, 350 000 Swedish employees, largely employed by SMEs, participated in in-service training partially funded with ESF support.

A range of competence development and informal learning takes place in Swedish workplaces. Enterprise-initiated CVET is often a response to job rotation or restructured work organisation. In other cases, employers supply employees with literature or study materials for independent learning. In many workplaces, employees learn from one another but these types of informal learning are usually not included in statistics. Many employees also participate in study circles through one of the large associations such as the Workers' Educational Association or ABF (Arbetarnas bildningsförbund) (29) or through others linked to the Swedish National Federation of Study Associations (Folkbildningsförbundet) (30).

Staff training has increased over the past two decades as new technologies – above all computers – have been introduced and the organisation of work transformed. In many workplaces, management became more decentralised, involving new tasks and new responsibilities for employees. In 2001, more than 2.5 million employees aged 20 to 64 participated in staff training (58 % of the workforce).

Recent data collected for the third continuing vocational training survey (CVTS) indicate that Swedish enterprises are among the most training intensive in Europe, trailing only the UK, Norway, Denmark and Austria, with 78 % of enterprises listed as training enterprises in 2005. Professionals are most likely to receive in-service training, followed by white-collar employees and, last of all, blue-collar workers. See also section 6.1.

## **VET FOR ADULTS AT THE INITIATIVE OF THE INDIVIDUAL**

As in many other countries, the focus in Sweden has shifted in recent years from education and training to individual learning, in line with the concept of lifelong and lifewide learning.

Within the framework of municipal adult education (*Komvux*), many municipalities have established special learning centres in community centres or in libraries. Here learning is provided and supported in various subject areas at the initiative of the individual. However, there are no data indicating the proportion of formal, non-formal and informal learning pursued by adults that is CVET.

A 2002 survey of informal learning at the initiative of the individual during the academic year 2001/02 (Shapiro, 2004) (31) covered the adult population and four types of informal learning:

- (a) reading professional, technical or scientific literature;
- (b) visits to exhibitions and fairs;
- (c) learning through computers and the internet;
- (d) learning through educational radio and television.

The survey showed that a large proportion of the adult population (77 %) participated in informal learning of these kinds. The most frequent type of informal learning was reading professional literature and the least frequent type was learning through radio and television. The survey also showed that those who took part in formal or non-formal learning (such as courses and study circles) were more inclined to take part in informal learning (91 %) than those who have not taken part in formal or non-formal learning (65 %). Participation in informal learning follows a similar pattern to participation in all other kinds of education and training (persons with a high level of education are more inclined to take part in informal learning than those with only a compulsory education).

A more recent study on adult participation in education (*Vuxnas deltagande i utbildning*) by Statistics Sweden was published in 2007 and found that 73 % of 5 000 adults surveyed aged 25-64 participated in formal or non-formal learning during the autumn of 2005 and spring of 2006 (Statistics Sweden, 2007). Participation was quite similar between men and women (78 % and 74 %, respectively) and was higher among those with higher levels of education and among those employed. Participation in adult learning decreased with age. Finally, information on the percentage of adults participating in lifelong learning in Member States was presented in Table 12 **Lifelong learning – adult participation in education and training, in 2002 and 2007 NB**: Percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey.

(b) break in series; (p) provisional value; (e) estimated value.

Source: Eurostat, February 2009.

The data indicate that participation in lifelong learning is higher in Sweden than in any other Member State. Indeed, the participation rate of adults in lifelong learning in Sweden (32.4 %) is more than triple the aggregated participation rate of EU-27 (9.5 %). It is interesting to note that females are approximately 50 % more likely to participate in lifelong learning than males, with 39.3 % participating according to the survey's definition in 2007 compared with only 25.8 % of males. This is not entirely surprising given that females in Sweden have a higher completion rate of upper secondary school and significantly higher rate of participation in higher education, accounting for over 60 % of incoming student cohorts in recent years.

(31) The survey is cited in Shapiro's country report on Sweden: *Achieving the Lisbon goal: the contribution of vocational education and training systems* (Shapiro, 2004)..

### **6.3 - MEASURES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET**

The main authorities involved with training for the unemployed and others vulnerable to exclusion in the labour market are the Swedish Public Employment Service (Arbetsförmedlingen), the Swedish National Agency for Education (Skolverket) and the new Agency for Higher Vocational Education (Myndigheten för Yrkeshögskolan).

The Public Employment Service is responsible for developing, administering and evaluating labour market policy and funding active policy measures such as labour market training and skills upgrading for the unemployed, as articulated in the Ordinance on Labour Market Training (*Förordningen (2000:634) om arbetsmarknadspolitiska program*):

29/06/2000). However, much skills upgrading occurs through the framework of municipal adult education (30).

Until the mid-1980s, training for the unemployed was provided almost entirely by public training institutions but there is now a wide range of providers including public schools, social partners, non-profit organisations and private training enterprises. Labour market training is arranged in all municipalities through both regular and specially procured provision. The Public Employment Service purchases and funds training for the unemployed and offers targeted support for vulnerable groups such as new Swedes/immigrants, people with disabilities, and those with low skills levels. There has been a trend towards shorter, more targeted training to support as rapid an entrance, or return, to the labour market as possible. Longer-term training, not considered to be directly tied to the labour market, is mainly supported through public VET for adults.

(29) [www.abf.se](http://www.abf.se) .

(30) Learners in municipal adult education do not choose a programme as at upper secondary school but instead take individual courses, or even parts of courses. Consequently, it is difficult for the Swedish National Agency for Education to determine exactly how many participants in municipal adult education are pursuing general/academic versus vocationally-oriented studies. The estimate above reflects a review of national course data analysed by National Agency for Education staff on 2 July 2009.

## THEME 07 - TRAINING VET TEACHERS AND TRAINERS

### 7.1 - TYPES OF TEACHERS AND TRAINER OCCUPATIONS IN VET

Teacher education is currently regulated by the Higher Education Act (*Högskolelag*, SFS 1434). Fully qualified teachers are trained at university level and receive a teaching degree after a combination of study at higher education institutions and work-based learning in schools. During the 2008/09 school year, approximately 72 % of upper secondary teachers held teaching degrees. In upper secondary IVET, only 62 % held a teaching degree. Media (42.1 %) and vehicle engineering (47.8 %) programmes were the programmes with the lowest proportion of teachers with a teaching degree. The highest proportion of fully qualified teachers was found in the child and recreation (89.2 %) and health and nursing (82.4 %) programmes (Swedish National Agency for Education, 2009a).

Both the current and previous governments have expressed concerns about the relatively high number of teachers without a teaching degree. In response, three government commissions were appointed to investigate teacher training and qualification issues between 2006 and 2008.

The first commission, investigating teacher eligibility and certification (*Lärarytredningen – om behörighet och auktorisation*, U 2006:07), recommended the establishment of a teacher certification, which would be issued by the Swedish National Agency for Education. Teacher certification would follow a probationary year of employment after completion of studies, during which new teachers would work with an experienced teacher mentor. It is suggested that teacher certification be disaggregated by school form and field and that no teacher will be able to attain a permanent position without first being certified.

To stimulate professional development, 'specially qualified teachers' will be recognised and be able to assume responsibility for fields of study, quality assurance, and to serve as advisors for teacher students and as mentors for newly-educated teachers. The new system of teacher certification is scheduled to come into effect in two stages starting in 2010 (Swedish Ministry of Education and Research – SOU 2008:52).

The second commission, investigating teacher education (*Utredningen om en ny lärutbildning*, U 2007:10), released a final report entitled *A sustainable teacher education (En hållbar lärutbildning)*. The commission recommended the introduction of two new teacher degrees, one geared to general teaching and the other more rooted in in-depth knowledge of a field/subject. It proposed that universities and university colleges be required to seek approval to deliver teacher education. Despite the fact that teacher education programmes have the highest number of participants among all programmes at higher education institutions in Sweden, many reports have pointed to weaknesses in teacher education, including an underdeveloped culture of academic research and lower than average levels of internationalisation. The commission's recommendations aim to raise the status of the teaching profession, partly by increasing research funding by SEK 175 million per year as well as ensuring that more of those engaged in teacher education continue to postgraduate studies. The commission concludes that teacher education should be characterised by a critical and scientific approach, knowledge of history, an international perspective, and the use of information and communication technology as an education resource. The commission's conclusions note that too few young people apply to enter teacher education today and that a more clear structure, higher quality and higher requirements will raise the attractiveness of the teaching profession (Swedish Ministry of Education and Research – SOU, 2008:109).

The third commission, investigating vocational teacher training (*Utbildning till yrkeslärare*, U 2008:5), issued a final report entitled *New paths to VET teacher education (Nya vägar till yrkeslärarutbildning)* at the end of 2008. The goal is to help recruitment for VET teacher training and develop a system for assessing and recognising individuals' VET knowledge and skills, which could have been attained through higher education, work or a combination of both.

At present, to work as an upper secondary IVET teacher, 180 ECTS (European credit transfer and accumulation system) credits (three years of full-time study) are the minimum. Several initiatives have attempted to address the need to ensure that vocational skills are validated by awarding advanced standing for vocational knowledge and experience. The commission concludes that knowledge and skills acquired outside formal education should have the same legitimacy as knowledge and skills acquired through traditional courses at higher education institutions.

The VET teacher commission recommends the introduction of a one-and-a-half year (90 ECTS credits) programme for skilled vocational work comprising one year (60 credits) of course-based study and one semester (30 credits) of work-based training in upper secondary schools. The commission recommends three variations of IVET teacher education pathways:

- (a) completion of 90 ECTS credits in a relevant field combined with relevant vocational experience in the workplace;
- (b) completion of at least 60 credits of other post-secondary education in a relevant vocational field combined with relevant vocational experience;
- (c) a certificate issued by the Swedish National Agency for Education (Skolverket) confirming knowledge and competencies that meet the qualifications required in the selected field of teaching.

The commission concludes that the National Agency for Education, in cooperation with its national programme councils, comprising VET programme stakeholders, develop criteria of required competences as well as validation procedures to support IVET teacher education and certification. It is also concluded that the Swedish National Agency for Education be the body that assesses and certifies the knowledge and skills that serve as the basis for upper secondary IVET teacher qualification and certification (Swedish Ministry of Education and Research – SOU, 2008:112).

In response to teacher training and certification concerns, a Government Bill (*Bäst i klassen – Best in the Class*) on teacher education was introduced in February 2010 and suggests a new structure for teacher training. The highlight of the Bill is a suggestion that the current single teacher degree be disaggregated into four teacher degrees: pre-school teacher; compulsory school teacher; subject teacher (for junior and upper secondary); and vocational teachers. The new vocational teacher degree follows most of the aforementioned Commission's recommendations and would make it easier for competent people with vocational skills to become vocational teachers. The vocational teacher degree would be characterised by flexibility and would require a total of 90 ECTS credits.

In 2007, the government launched a major initiative – the teacher knowledge lift (*Lärarlyftet*) – to invest in the further education of teachers and raise the status of teaching. In total, SEK 2.8 billion are available, enough to fund the participation of 30 000 teachers. The National Agency for Education is responsible for administering the initiative and the aim is to improve teacher competence, thereby increasing the proportion of students reaching national knowledge goals. Upper secondary teachers can study between 20 and 45 ECTS credits from either higher education institutions or education commissioned by the National Agency for Education, which are more tailored to the specific needs of active teachers. During 2008, the first full year of the programme, 5 700 teachers participated in further education with support from the initiative.

## **7.2 – TYPES OF TEACHERS AND TRAINERS**

The types of teachers and trainers in Swedish vocational education and training vary widely by VET type. VET teachers typically work at schools/educational institutions while trainers work in a more mentor-like role, supervising trainees in a workplace. In general, the regulation of VET teachers at the upper secondary level has followed similar guidelines to non-VET teachers in upper secondary education. However, the situation with teachers involved with VET for adults is much more diverse, with a wide range of teaching and training staffing procedures and norms used by a variety of education and training providers.

Types of IVET and CVET teachers and trainers are summarised in the table below.

| EDUCATIONAL INSTITUTION & LEVEL:               | UPPER SECONDARY SCHOOL | MUNICIPAL ADULT EDUCATION | ADVANCED VOCATIONAL EDUCATION (CURRENT HIGHER VOCATIONAL EDUCATION) |                    |                    |       | SUPPLEMENTARY EDUCATION AND POST-SECONDARY TRAINING FOR ADULTS |            |
|--|------------------------|---------------------------|---|--------------------|--------------------|-------|--|------------|
|  |                        |                           | COLLEGE   | MUNIC. ADULT EDUC. | OTHER              | IVET  | CVET (AVE)   |            |
| TYPE OF TEACHERS:                              | IVET                   | IVET                      | CVET  | COLLEGE            | MUNIC. ADULT EDUC. | OTHER | IVET   | CVET (AVE) |
| VOCATIONAL TEACHERS                            | X                      | X                         | X   | (X)                | X                  | (X)   | (X)  | (X)        |
| GENERAL TEACHERS                               | X                      | (X)                       | (X)   | X                  | X                  | X     | X  | X          |
| TRAINERS, APPROVED BY EMPLOYER                 | X                      | X                         | X   | X                  | X                  | X     | -  | -          |
| TRAINER, APPROVED BY PROFESSIONAL ORGANISATION | (X)                    | -                         | -   | -                  | -                  | -     | X  | X          |
| ASSISTANT MASTERS (SEE 7.3.2)                  | -                      | -                         | -   | X                  | -                  | -     | -  | -          |

(X) indicates that this category of teachers may be found within some, but not all programmes.

## **7.2 - TYPES OF TEACHERS AND TRAINERS IN IVET**

### **7.2.1 - TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET**

In the largest VET form, upper secondary IVET, there are approximately 11 000 vocational teachers dedicated to purely vocational subjects (32) (Swedish National Agency for Education, 2009).

VET teachers, therefore, account for approximately 30 % of upper secondary teaching staff. The situation is similar in municipal adult IVET, as it is governed by the same curriculum as upper secondary IVET.

Recruitment procedures for teachers in upper secondary education are open and unregulated. The responsibility for recruitment is decentralised to the municipalities or schools. According to a central agreement, fully qualified teachers (those with a teaching degree) are employed on a 12-month probationary basis before they receive a permanent position; the purpose is to give newly-qualified teachers a year of introduction under the guidance of an experienced teacher. An applicant without full qualifications may be employed on a temporary basis but this may be extended year after year.

Upper secondary IVET is typically 85 % school-based and the school-based components are taught by specific subject teachers (*karaktärsämneslärare*) and core subject teachers (*kärnämneslärare*), for general subjects common for all programmes. The 15 % work-based training (*arbetsplatsförlagd utbildning*) component is overseen by trainers for whom there are no formal or general requirements. For the apprenticeship training under the pilot projects the school-based component is the same as for regular IVET as described above. Supervision during the work-based component of apprenticeship is carried out by supervisors who may receive training from either earmarked state funds for the training of apprentice supervisors and/or from the municipality and/or the enterprise.

### **IVET TEACHER SHORTAGES**

A report in 2006 concluded that Sweden would need to educate almost 4 000 vocational teachers between 2006 and 2011 (almost 800 teachers per year until 2011) but in 2006 only 200 vocational teachers graduated from teacher training (National Agency for Education, 2007a). Given the current and future shortage of vocational teachers in upper secondary IVET, several initiatives have been developed to attract more people into the VET teaching profession. Between 2002 and 2006, an initiative (*Särskild lärarutbildning – SÄL II*) supported over 4 000 IVET teachers to become fully qualified teachers by combining teaching with studies to gain a teaching degree. This was followed in 2005 by an initiative for IVET

(32) It is important to note that all upper secondary students in Sweden take common core courses, which account for one third of the upper secondary curriculum and are not taught by vocational teachers but general subject teachers. Therefore, although almost 50 % of upper secondary students are in IVET programmes, the actual proportion of teaching that is VET-related is closer to 35 %.

teachers at upper secondary school (*SÄL III – Särskild lärarutbildning för lärare i yrkesämnen på gymnasiet*) involving eight teacher education institutions and geared to IVET teachers without teaching degrees. SÄL III was offered through distance and open education and the last students (the final intake was in 2007) completed the programme at the end of 2009. Another initiative called special teacher education (VAL) was in effect until 2009 and allows non fully-qualified teachers to gain a teaching degree through a combination of work and study on either a full- or part-time basis or through Internet-based distance education. Several government commissions have examined these issues in recent years.

### **7.2.2 - PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS**

For information on pre-service training see 7.2.1. Every municipality and county council is obliged to facilitate in-service training for its teachers. Due to the decentralisation of the educational system, in-service training for IVET teachers lacks organisation. Instead, it is an open market, with enterprises or organisations offering specific in-service courses related either to each of the vocational programmes of upper secondary school or to specific areas within one or a few vocational programmes.

## 7.3 - TYPES OF TEACHERS AND TRAINERS IN CVET

### 7.3.1 - TYPES OF TEACHERS AND TRAINERS IN CVET

The two main forms of VET for adults in Sweden, upper secondary IVET for adults and higher vocational education, had approximately 40 000 and 35 000 students respectively in 2008. Teachers in municipal adult education follow the same requirements as IVET teachers (specific subject teachers within vocational programmes or core subject teachers) within upper secondary school. Teachers with other qualifications may also be hired when necessary. When the training is organised by an independent training provider rather than a municipality, they use both specific subject teachers and other employees with relevant experience for the school-based part of the programme and employees from the respective company as trainers. Although IVET organisation within municipal adult education is separated from upper secondary school, they often share the same buildings (workshops, classrooms, etc.) and many teachers teach in both institutions.

Higher vocational education, known as advanced vocational education (*kvalificerad yrkesutbildning, KY*) until 1 July 2009, had a variety of different types of teachers and trainers, depending on the type of programme and on the training provider/institution (see 5.2). The only broad requirements are that teachers and trainers are to be competent for the teaching they provide, either through education or vocational experience. The trainers (*handledare*) in the work-based training component, around 30 % of the total time in higher vocational education programmes, are typically employees with significant vocational experience, but not working strictly in training roles in their companies.

There are also teachers for those enrolled in VET programmes at folk high schools (33) and trainers for those active in apprenticeship-like training leading to certification at joint training boards at the sector level in 2008. However, these training forms are not subject to consistent national guidelines. In summary, issues concerning VET for adult teachers, except for municipal adult education, tend to be managed by individual training providers rather than any regulatory regime.

(33) There are no national data on the number of individuals enrolled in VET programmes at folk high schools or on those active in apprenticeship-like training leading.

The different types of CVET teachers and trainers are highlighted in the table below.

| EDUCATIONAL INSTITUTION & LEVEL: | MUNICIPAL ADULT EDUCATION (CONTINUATION COURSES) | HIGHER VOC. EDUC. & TRAINING | ADVANCED VOCATIONAL EDUCATION (CURRENTLY HIGHER VOCATIONAL EDUCATION) |                   |       | SUPPLEMENTARY EDUCATION AND POST-SECONDARY TRAINING FOR ADULTS |
|----------------------------------|--|------------------------------|---|-------------------|-------|--|
|                                  |  |                              | COLLEGE   | MUNIC ADULT EDUC. | OTHER |  |
| TYPE OF TEACHER:                 | CVET   | CVET                         | COLLEGE   | MUNIC ADULT EDUC. | OTHER | CVET   |
| VOCATIONAL TEACHER               | X  | X                            | (X)   | X                 | X     | (X)  |
| GENERAL                          | (X)  | X                            | X   | X                 | X     | X  |

|  |                |     |     |   |   |   |   |
|--|----------------|-----|-----|---|---|---|---|
| <b>TEACHER</b>   |                |     |     |   |   |   |   |
| <b>TRAINER,<br/>APPROVED<br/>EMPLOYER</b>                      | BY             | (X) | (X) | X | X | X | - |
| <b>TRAINER,<br/>APPROVED<br/>PROFESSIONAL<br/>ORGANISATION</b> | BY             | -   | (X) | - | - | - | X |
| <b>ASSISTANT<br/>MASTER (SEE<br/>7.3.2)</b>                    | (SEE<br>7.3.2) | -   | X   | X | - | - | - |

An (X) indicates that this category of teachers may be found within some but not all programmes.

### 7.3.2 - PRE-SERVICE AND IN-SERVICE TRAINING FOR CVET TEACHERS AND TRAINERS

#### INITIAL TRAINING FOR CVET TEACHERS

The initial pre-service training for CVET teachers varies. For all teachers within advanced vocational education programmes (currently higher vocational education), the following formulation is the only guidance regarding formal qualifications: "Teachers and trainers are to be competent for the teaching they are to provide, either by education or by experience." The various facilitators have interpreted this sentence differently. E.g. For teachers employed by municipalities (municipal adult education or continuation courses, and advanced vocational education programmes), the pre-service training is the same as for IVET teachers (specific subject teachers within vocational programmes or core subject teachers) within upper secondary school. Others may, however, also be used when considered necessary with regards to the competence needed.

In cases when universities/university colleges are the facilitators of higher vocational education programmes, the formal qualifications primarily concern the teachers' subject knowledge as specified by the Higher Education Ordinance (SFS 2002:761) for a position as an *adjunkt* (assistant master).

For CVET-trainers working within advanced vocational education programmes organised as apprenticeship, the vocational competence of each trainer is assessed by the respective vocational/branch organisation. No general qualifications are specified and no teacher education is required.

General subject teachers require a teacher education relevant for upper secondary school.

When an advanced vocational education programme is organised by an enterprise, the employer is responsible for the interpretation, as there are no further guidelines. To date, there is no general description of the qualifications of these teachers.

#### IN-SERVICE, CONTINUING TRAINING AND DEVELOPMENT FOR CVET TEACHERS

For CVET-teachers employed within municipal adult education, the same applies as for teachers within IVET. Every municipality and county council is obliged to facilitate in-service training for its teachers. Due to the decentralisation of the educational system, in-service training for IVET teachers lacks organisation. Instead, it is an open market, with enterprises or organisations offering specific in-service courses related either to each of the vocational

programmes of upper secondary school or to specific areas within one or a few vocational programmes. The examples found regarding in-service and continuing training all relate to IVET.

## THEME 8 – MATCHING VET PROVISION (SKILLS) WITH LABOUR MARKET NEEDS (JOBS)

### 8.1 - SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILLS NEEDS

Although there is a wealth of high quality labour market and education data in Sweden, there has been limited coordination between Statistics Sweden and bodies responsible for education and training. Instead, the main agency working on this issue (anticipation of future skills) has been the Public Employment Service. Work on this by agencies responsible for VET in Sweden has been more characterised by one-off studies than regular, institutionalised cooperation between responsible agencies for statistics, labour market policy and education and training. However, since July 1, 2009 the new Swedish Agency for Higher Vocational Education has had a mandate to map and forecast the country's needs for post-secondary vocational skills. This is accomplished by a combination of in-house forecasting capacity, a labour market skills council (*Arbetsmarknadsråd*) composed mainly of social partners and inter-agency cooperation.

Overall, the links between labour market skill needs and VET programmes can vary according to the type of VET. For example, the provision of upper secondary IVET, the largest VET form, is largely driven by student choice of programme, while post-secondary VET for adults is often driven by industry skills needs motivated by training providers. As stated above the Agency for Higher Vocational Education has a mandate to conduct labour market skill needs analyses to ensure that post-secondary vocational education and training delivery reflects industry skill needs.

#### BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

Curricula state that activities in school should be combined with contact with the labour market as well as with other activities outside school. Teachers have a responsibility to contribute to developing contacts with organisations, companies and other bodies. Compulsory and upper secondary schools should also cooperate closely with working life, higher education institutions and society in general. This helps ensure quality and provides a basis for choosing courses and continuing to further studies or vocational activity. To increase cooperation between different parts of the education system, students may take courses at the upper secondary level while at compulsory school, and those in upper secondary school may take higher education courses, if they have attained the knowledge goals.

Post-secondary level VET often has very close links with the labour market and with social partners but links are not as well developed with higher education institutions (such as with universities and university colleges). It is hoped that vocational higher education will assist transfer of credits in case the student wishes to pursue a degree programme (ISCED 5A) at a higher education institution.

#### RENEWAL OF CURRICULA

The students enrolled in vocational and/or apprenticeship paths will not have to take all the core/academic courses required to meet higher education admittance requirements. They will, however, be able to take the required courses for higher education admittance if they wish.

National, regional, local and sectoral stakeholders are currently working on renewing all upper secondary curricula and other quality improvement issues with researchers, teachers/trainers, education authorities, social partners and learners.

To strengthen interest in mathematics and the natural sciences, a mathematics taskforce (34) was appointed to put in place a national plan from preschool to higher education, including both upper secondary IVET and various VET for adult forms. The task force has a mission to improve attitudes towards mathematics, increase people's interest in them and develop innovative mathematics teaching material. Target groups for the taskforce are students, teachers, researchers and parents.

(34) More information (in Swedish) available at: <http://www.math.kth.se/~laksov/sms/Matematikdelegationen.html>

[cited 9.7.2009].

The government started a pilot project on distance learning in upper secondary schools. By means of distance learning, pupils can combine studies in their home municipality with other courses, not provided in their home municipality, at an upper secondary school elsewhere. The Swedish National Agency for Education assumed responsibility for this pilot project from the former Agency for School Development in October 2008. The pilot aims to support new forms of learning where ICT is an important means of support and also provides better opportunities for cooperation between municipalities.

## **8.2 – PRACTICES TO MATCH VET PROVISION (SKILLS) WITH SKILLS NEEDS (JOBS)**

### **ADMISSION REQUIREMENTS AND CHOICE OF SCHOOLS**

All municipalities are obliged under the Education Act to offer young people, until age 20, who have completed compulsory school, or the equivalent, upper secondary school education. To be admitted to a national programme or a specially designed programme, pupils must have passed Swedish, English and Mathematics at compulsory school or demonstrate equivalent knowledge. The municipality must provide a broad range of education and try to match the number of places in different programmes with student choice. If the programme of choice is not available in a student's home municipality, they have the right to apply to another municipality. If accepted, their municipality must pay the cost of the education. If the number of applicants is higher than the number of places available, selection is on the basis of final grades from compulsory school. A limited number of places at upper secondary school are set aside for pupils who should be given preferential access.

### **COURSE-BASED SYSTEM**

The course-based system together with the absence of a nationally decided timetable gives upper secondary schools freedom to organise education. Courses may be studied intensively by taking several subjects at once or, instead, spreading them out over their entire upper secondary education. Courses may be integrated with other subjects, grouped into modules or studied by themes. Students studying a course may be grouped together from different classes and programmes. Subjects are divided into one or more courses.

Students may choose to specialise within the block of options and have greater freedom of choice within their individual options or take part in one or more courses outside the complete programme, referred to as an expanded programme. Those experiencing significant study-related difficulties may be allowed to opt out of one or more courses in what is called a reduced programme. The normal period of study is three years, but under the system of courses and credits, pupils can complete upper secondary schooling over a shorter or longer period.

### **BRIDGING POST-SECONDARY VET PATHWAYS**

VET forms at the post secondary level (i.e. advanced vocational education, post secondary training and supplementary education) often have very close links with the labour market and with social partners but have not achieved satisfactory bridging mechanisms with higher education. In future, it is hoped that advanced vocational education will provide transfer credit in case the student wishes to pursue a degree programme at a higher education institution.

### **MODERNISATION OF UPPER SECONDARY EDUCATION**

A major reform of upper secondary education was planned for the autumn of 2007 but the new government, elected in September 2006, stated its intention to develop a new system, based on new priorities. The new upper secondary school system from the autumn of 2011 will feature three distinct components consisting of: 1) general/academic programmes; 2) vocationally-oriented programmes without the same mandatory academic requirements as under the current system; and 3) upper secondary apprenticeship programmes. Under the new system, those enrolled in the vocational and/or apprenticeship paths will not be required to take all the theoretical courses required to meet higher education admittance requirements. They will, however, be able to take the required courses for higher education admittance if they wish.

National, regional, local and sectoral stakeholders are currently working on renewing the curricula as well as other quality improvement issues with researchers, teachers/trainers, education authorities, social partners and learners.

## THEME 9 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

### 9.1 - STRATEGY AND PROVISION

There are no formal special institutions for guidance. All educational and vocational guidance (*studie- och yrkesvägledning*) is given in schools or municipalities. In all types of schools, it is the responsibility of the principal/headmaster to ensure that all students receive educational and vocational guidance before choosing from the range of options that the school has to offer and before deciding how best to continue an educational route. Most schools and municipal adult education centres have specially trained counsellors that provide learners with education and vocational guidance. However, there are no nationally determined guidelines regulating the types and number of guidance staff in schools.

The earliest education and career guidance typically occurs in the latter stages of compulsory school, where practical working life orientation (*praktisk arbetslivsorientering*) is usually arranged for students around the age of 15. During these placements, students spend one to two weeks gaining practical experience at a workplace mutually agreed between the student and school. Study visits and information about the labour market, different professions and career options are also often included in many subjects at compulsory school.

Schools cooperate locally with industry, the social partners and universities and colleges to provide students with guidance. This is not regulated centrally. Educational and career guidance are also provided by the Swedish Public Employment Service, trade unions and private employment service.

The Public Employment Service offers several types of support for those seeking employment. Support can be anything from recruitment meetings to tips about the way to write a job application, to reconfiguring a workplace for people with special needs. This all depends on the jobseeker's situation and background.

Jobseekers can register their CV at [www.arbetsformedlingen.se](http://www.arbetsformedlingen.se), search through available vacancies, subscribe to job advertisements, etc. There are employment counsellors at the PES customer service desk who answer questions via telephone and e-mail, and offer help and support for writing a CV or preparing for an employment interview. About 490,000 people who were registered were able to obtain some kind of employment during 2009. The PES has a clear mandate to give special support to people with a weak status in the labour market, such as newly arrived immigrants, young people, people on longterm sick leave and people with reduced mobility that leads to reduced work capacity.

Several national websites offer information and guidance to young people and adults including [Utbildningsinfo.se](http://Utbildningsinfo.se) (35), a national portal for education and career guidance, geared to students, parents and education professionals (education and career counsellors as well as teachers). The website features a search tool for education pathways in Sweden, primarily at the upper secondary and municipal adult education levels, and is financed and administered by the Swedish National Agency for Education. It also offers a web-based career guidance tool, a description of the Swedish school system, a personal folder and a special section for guidance practitioners, which supports them in their daily work. Although Swedish guidance counsellors represent the main target group, practitioners from abroad are also welcome to register and take part in the discussions and information sharing. Although some information is provided in English, most of the content is in Swedish. There is also a national website primarily geared to inform about higher education, including a searchable database containing descriptions of courses and education programmes available (36).

(35) [www.utbildningsinfo.se](http://www.utbildningsinfo.se) [cited 13.7.2009].

(36) [www.studera.nu](http://www.studera.nu)

## 9.2 - TARGET GROUPS AND DELIVERY

The main target groups of guidance and counselling services are those in education and training as well as those seeking employment. There are a wide range of targeted measures for at risks groups including immigrants and those with learning difficulties. Lifelong learning is strongly supported through guidance and counselling via municipal adult education and through liberal adult (education *folkbildning*) including folk high schools and thousands of study circles.

More specifically, Sweden supports several measures to strengthen access to independent guidance and counselling such as the website [www.utbildningsinfo.se](http://www.utbildningsinfo.se). Euroguidance Sweden (the National Resource Centre for Vocational Guidance) (37) is a resource for vocational and career guidance counsellors and professionals abroad. It offers information and documentation for counsellors who require information on studying and training opportunities in Europe.

As stated in section 9.1, the Public Employment Service provides services such as the job bank, job-seeker bank, temporary worker bank, image and artist bank, information on occupations and training programmes, plus general information on the labour market, forecasts and analyses of current labour market dynamics. The Public Employment Service is also Sweden's partner in the EURES network (38).

Counselling for adults is mainly delivered via municipal adult education and the Public Employment Service but also through liberal adult education. According to the Education Act (1985:1100, see Annex 4), each municipality must try to reach all who have the right to adult education and motivate them to participate. Adult education has expanded rapidly in recent decades. The number of adult counsellors has increased, and new forms of organisation have been fostered through initiatives such as the adult education initiative (*Kunskapslyftet*) (see 5.1).

Several initiatives have been developed to reach groups traditionally without access to education and career counselling, such as adults outside the school system. One approach is to provide guidance and counselling in the workplace, in cooperation with trade unions, to try and reach those who did not attend, or complete, upper secondary school and/or have had negative experiences at school. Some employers also offer career counselling as part of in-company training and/or personal development.

Another approach has been information in shops and special market stalls in municipalities, which complement initiatives such as 'open houses' at the different training centres. In certain municipalities, brochures with education and career information have been distributed to all households. National and regional advertising in newspapers, on the radio and via other means is also common, partly because of the increasing number of independent upper secondary schools and higher vocational education providers competing for students.

The Public Employment Service also offers an online education and career guidance portal, the occupation compass (*Yrkeskompassen*). This portal provides information on approximately 200 occupations in Sweden and employment prospects by occupation over the next year as well as five- and 10-year periods. The one-year occupational forecast is available for the national and regional levels while the five- and ten-year forecasts are only at the national level (39). Finally, from December 1, 2010 the PES coordinates a new initiative targeted to recent immigrants (establishment support -- *etableringsstöd*) offering a wide range of information, guidance and counselling, assessment, validation, coaching and employment introduction services for recent immigrants. This strong support package can be utilised by recent immigrants over a period of up to 24 months.

(37) <http://www.programkontoret.se/sv/Program-Stipendier/Euroguidance/Euroguidance---In-English/Guidance-in-Sweden/> .

(38) <http://ec.europa.eu/eures/home.jsp?lang=en> .

(39) More information on *Yrkeskompassen* is available in Swedish at:

### **9.3 - GUIDANCE AND COUNSELLING PERSONNEL**

There are approximately 5 000 guidance specialists in Sweden, 2 000 of whom work in schools and the remainder at the Public Employment Service. However, education and career guidance offered by the Public Employment Service has, in recent years, become increasingly intertwined with job placement and other functions designed to get unemployed people into employment as quickly as possible.

Municipalities are responsible for guidance and counselling staff in schools while the Public Employment Service (Arbetsförmedlingen) is responsible for most labour market counselling. Most counselling staff in schools have either teacher training (an education degree) or other specialist competence usually associated with a social sciences university degree (40).

A university degree for education and career counsellors in Sweden takes the form of a three-year course leading to a bachelor's degree. Counsellors with a degree normally seek employment at schools or with the Public Employment Service but a limited number seek employment in the private sector. An increasing number of counsellors have been employed at the Swedish Social Insurance Agency (Försäkringskassan) or within projects aimed at people who are difficult to place in the job market.

Schools and the Public Employment Service provide further in-service training to improve counselling skills and keep skills and information up-to-date.

(40) Guidance counsellors typically must have at least one year of work experience before entering a three-year university programme leading to the education and career guidance counsellor degree (*studie- och yrkesledareexamen*).

## THEME 10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

### PRINCIPLES AND POLICY PRIORITIES

The majority of VET in Sweden is publicly funded. Funding of schools (including initial vocational education and training through upper secondary schools or via municipal adult IVET) is shared between the State and municipalities. State funds are paid through general State grants to municipalities which may also receive revenues from municipal taxes, and then allocate resources to individual schools.

Higher vocational education is financed directly from the State budget.

Most in-company training is paid by companies rather than through State subsidies or via training levies or funds.

Training for the unemployed and other groups excluded from the labour market is publicly financed as stipulated in the Ordinance on labour market training (*Förordning om arbetsmarknadsutbildning*, SFS 1987:406).

Various forms of financial assistance are available to students: study assistance (grants and loans) and special educational grants. The system for study assistance covers all students in adult education, as well as higher education and other post-secondary education. Adults in municipal adult education can apply for study assistance or special education grants. This funding is administered by the National Board of Student Aid (CSN) (41). Priority has recently been given to investment in teacher competence. The government has decided to provide municipalities with additional resources for an in-service training initiative (*Lärarlyftet*) totalling over SEK 2.5 billion between 2007 and 2010.

### 10.1 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

The largest share of VET funding goes to upper secondary IVET, which received approximately SEK 19 billion in 2007 (Swedish National Agency for Education, 2009a). Upper secondary level IVET is fully funded by municipalities through State funds and municipal taxes. Calculation of State grants is determined by several underlying factors such as the size of the population in the municipality, its age structure, population density, social structure and number of immigrants. Tax revenues and State grants thus provide the majority of resources for compulsory and non-compulsory education in the municipalities. Each municipality determines how it will allocate resources and organise its activities. However, municipalities are obliged to provide their inhabitants with a certain level of services and schooling as determined by the government and central State agencies. In education, municipalities must fulfil obligations such as activities and quality in accordance with the Education Act.

There are no collective funds or training levies allocated to IVET but the new system of upper secondary apprenticeship will include funding to support the incremental costs of apprenticeship, to both municipalities and companies. SEK 25 000 per apprentice has been allocated for upper secondary apprenticeship pilot projects.

(41) [www.csn.se](http://www.csn.se) [cited 9.7.2009].

### 10.2 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING AND ADULT LEARNING

#### 10.2.1 - FUNDING FOR PUBLICLY PROVIDED CVET FOR ADULTS

In contrast to upper secondary IVET, which receives SEK 19 billion per year, the largest adult VET forms – upper secondary IVET through municipal adult education and higher vocational education – received SEK 2 billion and SEK 1.5 billion respectively in 2007 (see 5.2) (42). Most VET for adults provided outside firms is free of charge and funded by municipalities (such as municipal adult IVET) and State grants (such as higher vocational

education). Institutional and funding patterns vary, however. IVET through municipal adult education and the bulk of higher vocational education are fully funded (43).

### **10.2.2 – FUNDING FOR CVET IN ENTERPRISES**

Sweden has one of the most intensive in-company CVET regimes in Europe along with Denmark, the Netherlands and the UK. This form of training in Sweden is primarily determined by collective agreements rather than by any State regulatory framework. However, State subsidies can be paid to companies to assist with labour market training (*Förordning om bidrag till arbetsmarknadsutbildning i företag*; Ordinance on subsidies to labour market training in companies, SFS 1984:518). In-company training has expanded faster than any other form of continuing vocational training in recent decades and every year, about 40 % of employees participate. In-company training is financed by employers. Most staff training (about two-thirds) is given inside enterprises or organisations but it is unevenly spread within the workforce, with employees with higher education receiving more in-service training than their lower education counterparts (see 5.5).

### **10.3 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET**

Training for the unemployed and other groups excluded from the labour market in Sweden is totally publicly financed and integrated into the country's labour market policies and programmes. The government (cabinet) and parliament decide on the objectives, rule systems and financial framework of labour market policy. The Public Employment Service (Arbetsförmedlingen) was recently created by merging the previous labour market boards at

(42) The figure of SEK 1.5 billion for higher vocational education is an estimate derived by combining the 2007 budgets for advanced vocational education, supplementary education and post-secondary training. Funding for higher vocational education is growing rapidly and may exceed SEK 2 billion in 2010. Disaggregated estimates (by vocational versus academic studies) are not available for municipal adult education. However, the total budget for municipal adult education in 2007 exceeded SEK 3.8 billion and it is reasonable to assume that at least SEK 2 billion was allocated to support upper secondary IVET for adults.

(43) Until 1 July 2009 several forms of higher vocational education were administered separately. The core of higher VET – advanced vocational education – was fully funded by a national agency. Post-secondary training was also fully funded but was administered by municipalities under guidelines developed by the National Agency for Education. Finally, supplementary education programmes had irregular funding models ranging from full funding by the State to tuition-funded programmes. Almost all publicly funded postsecondary VET is now under the Agency for Higher Vocational Education. This will result in more harmonised funding guidelines and procedures.

national and county level with the Labour Market Administration and Work Life Services. It is divided into 68 labour market regions based on commuting patterns and on the regional preferences of companies in staff recruitment. In total, the Public Employment Service has a staff of 10 000 and reports to the Ministry of Employment.

Employment training is primarily intended to help unemployed people and hard-to-place job seekers lacking occupational skills. Training programmes are primarily vocational but can also include introductory and general theoretical instruction as a necessary adjunct of training. Employment training is conditional on current and imminent unemployment. In addition, the applicant must be at least 20 years old and registered as a job-seeker. Services provided include various job banks, information on occupations and training programmes as well as general information on the labour market, forecasts and analyses of the job market situation, all accessible via the agency's offices or the Internet. Funding this training is an important part of active labour market policy. Employment training primarily takes the form of courses purchased by regional employment offices in response to the needs of the labour market and based on their knowledge of which jobseekers have difficulty finding work. Training lasts on average for about 20 weeks and the main goal is to prepare individuals, to make it easier for people wishing to work to enter the employment sector and find the right job. In 2007, almost 25 000 unemployed individuals participated in training to meet employer skill needs and eliminate bottlenecks in the labour market. Expenditure totalled SEK 17.5 billion in 2007.

#### **10.4 - GENERAL FUNDING ARRANGEMENTS AND MECHANISMS**

Given Sweden's political traditions, the majority of both IVET and non-enterprise CVET will remain publicly funded.

The most significant change, in terms of funding, was the creation of the new Agency for Higher Vocational Education (Yrkeshögskolan) on 1 July 2009, which will result in more consistent funding mechanisms and norms for CVET. However, there is growing awareness by all parties that VET, and the quality of its provision, has been underemphasised in recent decades and it is likely that more resources will be devoted to it in the coming years.

## THEME 11 NATIONAL VET STATISTICS – ALLOCATION OF PROGRAMMES

### 11.1 CLASSIFICATION OF NATIONAL VET PROGRAMMES

#### 11.1.1 MAIN CRITERIA USED TO ALLOCATE VET PROGRAMS

IVET: ISCED 3, IVET FOR ADULTS : ISCED 3, ADVANCED VOCATIONAL EDUCATION/HIGHER VOCATIONAL EDUCATION: ISCED 4B/5B.

#### 11.1.2 VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

| LEVEL                   | EQUIVALENT IN ISCED | MINIMUM DURATION | MAXIMUM DURATION | AVERAGE DURATION | TYPICAL STARTING AGE OF PUPILS |
|-------------------------|---------------------|------------------|------------------|------------------|--------------------------------|
| <i>LOWER SECONDARY</i>  | 0                   | 0                | 0                | 0                | 0                              |
| <i>UPPER SECONDARY</i>  | 3                   | 3 years          | 3 years          | 3 years          | 15-16                          |
| <i>POST SECONDARY</i>   | 4                   | 6 months         | 24 months        | -                | -                              |
| <i>HIGHER EDUCATION</i> | 5b                  | 3 years          | No limit         | -                | -                              |

### 11.2 FIELDS OF EDUCATION AND TRAINING

| LEVEL                                 | FIELDS OF EDUCATION/STUDY   |
|---------------------------------------|---|
| <i>UPPER SECONDARY</i><br><i>IVET</i> | <p>Business and administration/commerce and service, tourism and travel (Handels- och Administrationsprogrammet)</p> <p>Child and recreation/recreational, pedagogical and social activities (Barn- och Fritidsprogrammet)</p> <p>Construction/building, house construction, painting, platework (Byggprogrammet)</p> <p>Electrical engineering/automation, electronics, electrical engineering and computer technology (Elprogrammet)</p> <p>Energy/operations and maintenance, marine technology, heating, ventilation and sanitation and refrigeration (Energiprogrammet)</p> <p>Food/Local specialisations, countrywide recruiting (Livsmedelsprogrammet)</p> <p>Handicraft/various trades and crafts (Hantverksprogrammet)</p> |

|   |  |
|---|--|
|   | <p>Health and nursing/no national specialisations (Omvårdnadsprogrammet)</p> <p>Hotel, restaurant and Cctering/hotels, restaurant and meal Ssrvices (Hotell- och Restaurangprogrammet)</p> <p>Industry/local specialisations, countrywide recruiting (Industriprogrammet)</p> <p>Media/media production,printing Technology (Medieprogrammet)</p> <p>Natural resource use/local specialisations (Naturbruksprogrammet)</p> <p>Vehicle engineering/aircraft, coach work, machine and lorry, cars, transport (Fordonsprogrammet)</p>   |
| <p><b>UPPER SECONDARY<br/>IVET FOR ADULTS<br/>VIA MUNICIPAL<br/>ADULT EDUCATION</b></p> | <p>Business and administration/commerce and service, tourism and travel (Handels- och Administrationsprogrammet)</p> <p>Child and recreation/recreational, pedagogical and social activities (Barn- och Fritidsprogrammet)</p> <p>Construction/building, house construction, painting, platework (Byggprogrammet)</p> <p>Electrical engineering/automation, electronics, electrical engineering and computer technology (Elprogrammet)</p> <p>Energy/operations and maintenance, marine technology, heating, ventilation and sanitation and refrigeration (Energiprogrammet)</p> <p>Food/Local specialisations, countrywide recruiting (Livsmedelsprogrammet)</p> <p>Handicraft/various trades and crafts (Hantverksprogrammet)</p> <p>Health and nursing/no national specialisations (Omvårdnadsprogrammet)</p> <p>Hotel, restaurant and Cctering/hotels, restaurant and meal Ssrvices (Hotell- och Restaurangprogrammet)</p> <p>Industry/local specialisations, countrywide recruiting (Industriprogrammet)</p> <p>Media/media production,printing Technology (Medieprogrammet)</p> <p>Natural resource use/local specialisations (Naturbruksprogrammet)</p> <p>Vehicle engineering/aircraft, coach work, machine and lorry, cars, transport (Fordonsprogrammet)</p> |
| <p><b>HIGHER<br/>VOCATIONAL<br/>EDUCATION AND<br/>TRAINING</b></p>                      | <p>These are specially designed programmes constructed by local committees in local municipalities which are decided by the Agency for Higher Vocational Education according to the local/regional needs on the labour market.</p>   |

### **11.3 LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS**

SWEDEN IS WORKING ON INTRODUCING THE NQF AND EQF. A PROPOSAL HAS BEEN PUT FORWARD FOR THE NQF BY THE NATIONAL AGENCY FOR HIGHER VOCATIONAL EDUCATION AND TRAINING. THE PROPOSAL IS YET TO BE DECIDED.

## THEME 12 AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS

### 12.1 - AUTHORS

Margaretha Allen on behalf of the  
Swedish National Agency for Education

### 12.2 - SOURCES, REFERENCES AND WEBSITES

#### BIBLIOGRAPHY

OECD (2007) *Education at a Glance*, Paris: Organisation for Economic Co-operation and Development.

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Vocational Education and Training in Sweden, Short description, Cedefop Panorama series; 180, Luxembourg: Publications Office of the European Union, 2009

#### WEBSITES

*Arbetsförmedlingen* (The Swedish Public Employment Service)  
Website: <http://www.arbetsformedlingen.se>

*Centrala studiestödsnämnden* (The National Board of Student Aid)  
Website: <http://www.csn.se>

*Folkbildningsförbundet* (The Swedish National Federation of Study Associations)  
Website: <http://www.studieforbunden.se>

*Folkbildningsrådet* (Swedish National Council of Adult Associations)  
Website: <http://www.folkbildning.se>

*Folkhögskolornas informationstjänst* (The Folk High School's Information Service)  
Website: <http://www.folkhogskola.nu>

*Högskoleverket* (The Swedish National Agency for Higher Education)  
Website: <http://www.hsv.se>

*Internationella programkontoret för utbildningsområdet* (The International Programme Office for Education and Training)

Website: [www.programkontoret.se](http://www.programkontoret.se)

*Landsorganisationen i Sverige* (The Swedish Trade Union Confederation)  
Website: <http://www.lo.se>

*Myndigheten för kvalificerad yrkesutbildning* (The National Agency of Advanced Vocational Education)  
Website: <http://www.ky.se>

*Myndigheten för nätverk och samarbete inom högre utbildning* (Swedish Agency for Network and Cooperation in Higher Education) Website: <http://www.netuniversity.se>

*Myndigheten för skolutveckling* (Swedish National Agency for school Improvement)  
Website: <http://www.skolutveckling.se>

*Nationellt Centrum för flexibelt lärande* (Swedish Agency for Flexible learning)  
Website: <http://www.cfl.se>

*Regeringen* (The Swedish Government)

Website: <http://www.regeringen.se>

*Skolverket* (The Swedish National Agency for Education)

Website: <http://www.skolverket.se>

*Specialpedagogiska institutet* (The Swedish Institute for Special Needs Education)

Website: <http://www.sit.se>

*Specialskolemyndigheten, SPM* (The National Agency for Special School's of the Deaf and Hard of Hearing)

Website: <http://www.spm.se>

*Statistiska centralbyrån* (Statistics Sweden)

Website: <http://www.scb.se>

*Utbildningsdepartementet* (The Ministry of Education and Research)

Website: <http://www.regeringen.se>

*Utbildningsinfo.se* (A portal for education information and guidance)

Website: <http://www.utbildningsinfo.se>

*Vägledarföreningen* (The Swedish Association of Guidance Counsellors)

Website: <http://www.vagledarforeningen.org/>

*Valideringsdelegationen* (The Validation Delegation)

Website: <http://www.valideringsdelegationen.se>