



Structures of Education and Training Systems in Europe

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STRUCTURES OF EDUCATION AND TRAINING SYSTEMS IN EUROPE

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If you wish to obtain more details on education systems in Europe, please consult the EURYBASE database (<http://www.eurydice.org>), the Cedefop database (http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/) and the website of the European Training Foundation (<http://www.etf.europa.eu/>)

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INTRODUCTION: GENERAL POLICY CONTEXT

Sweden covers a total area of 450 000 km², with a population of 9 million people. The national language is Swedish. For many years, Sweden was ethnically and linguistically very homogeneous with two exceptions – the Finnish-speaking population of the northeast and the Sami. Today, nearly one million of Sweden's total population are immigrants or have at least one immigrant parent, inclusive of those from other Nordic countries.

The country is a Constitutional Monarchy with a parliamentary form of government. The King has only ceremonial functions as Head of State and the formal power of governmental decision rests with the Government. The Parliament (*Riksdagen*) is the highest decision-making body. It consists of one chamber, whose 349 members are elected for four years by proportional representation. Apart from nine years (1976-82 and 1991-94) of non-socialist rule, the Social Democrats were in power between 1932 and 2006, either alone or in coalition with other parties. After the elections in September 2006, a coalition of centre-right parties formed a government. The Prime minister represents the Moderate Party and the Ministers for school and education represent the Liberal Party. Local government is exercised through the 18 county councils and 290 municipalities.

In 2005 around 77 percent of the population belonged to the Lutheran Church of Sweden (since 1 January 2000 separated from the State).

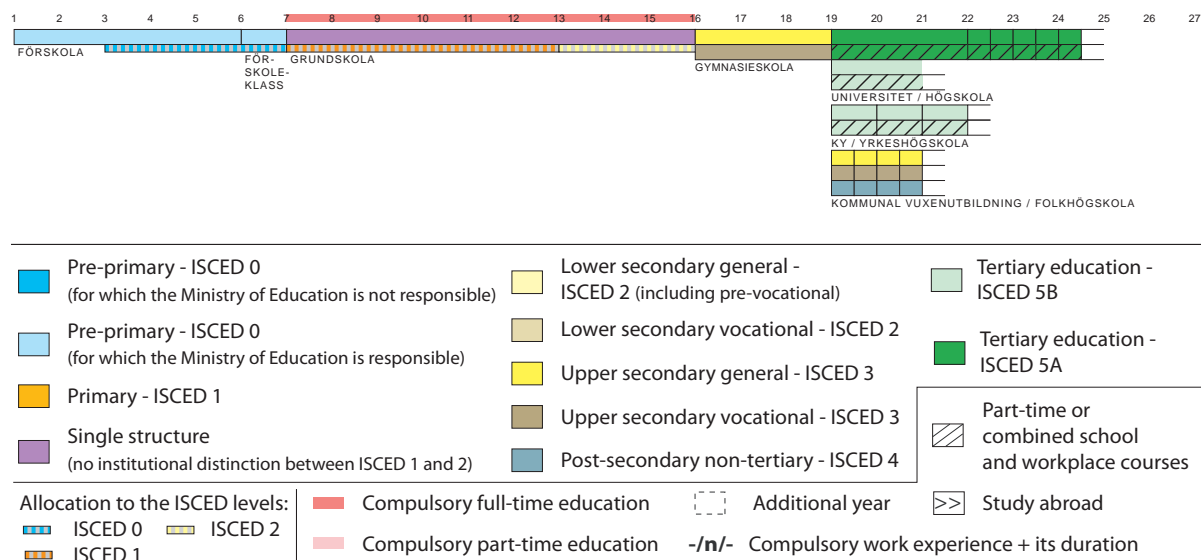
In September 2009 the unemployment rate was 8.3 per cent.

One fundamental principle of the Swedish education system is that everybody must have access to equivalent education, regardless of sex, ethnic and social background and of place of residence. Pre-school class, compulsory school and upper secondary school are all comprehensive – designed to accommodate all members of the young generation – and all schools are co-educational. The curricula for the various school forms are valid nation-wide. Higher education is mainly public and public education is always free of charge. There are institutions located all over the country, aiming to guarantee access to higher education for everybody, irrespective of place of residence. There are options for further and continuing education available in many different forms, and education for adults equivalent to the education provided by compulsory and upper secondary schools forms part of the public school system. The Swedish education system is thus marked by a uniform structure stretching from compulsory to upper secondary level through to adult education. In order to guarantee that no one should be excluded from education because of lack of personal financial resources, various funding schemes permit students in upper secondary, adult and higher education to finance their studies.

State regulations for the education system are set out in the Education Act, the Higher Education Act and in a number of ordinances. Legislation is passed by Parliament while ordinances are issued by the Government. In addition, there are regulations issued by the central authorities.

1. INITIAL EDUCATION AND TRAINING: ORGANISATION, FUNDING AND QUALITY ASSURANCE

1.1 Organisation of the initial education and training system



The municipalities have the obligation to provide pre-school activities for children aged 1 to 5 whose parents work or study or if the child has needs of their own. These activities are pre-school (*förskola*), pedagogical care (*pedagogisk omsorg*) and open pre-school (*öppen förskola*). Pre-schools activities, like childcare for schoolchildren are to provide an environment that stimulates children's development and learning and to enable parents to combine parenthood with work or studies.

From age 6 there is also pre-school class (*förskoleklass*) with the aim to stimulate the learning and development of each child and to provide a sound base for education in compulsory school. Pre-school classes are usually organised within compulsory schools and are part of the public school system.

From age 7-16, children undertake compulsory education. Included in compulsory schooling are the primary and lower secondary schools, the Sami schools, special schools for students with impaired sight, hearing or speech and special needs schools for students with learning disabilities. The compulsory school should take responsibility for ensuring that pupils develop the basic skills and knowledge that will be useful for their future studies and as member of society.

From age 16 - 20, pupils can opt to pursue an upper secondary school education. Upper secondary education is divided into 17 national programmes, as well as specially designed programmes which combine subjects from the various national programmes. The programmes last for three years and shall offer a broad general education and basic eligibility to continue studies at the post-secondary level. There are also individual programmes for pupils with special educational needs.

At age 18+ young people can choose to follow post secondary non-tertiary education. These so called higher vocational education courses last for at least six months and participant progress and outcomes are assessed and recognised by a certificate/diploma that validates their skills for employment. Higher vocational education is not a part of tertiary education. These post-upper secondary education courses are designed in consultation with employers to meet the manpower needs of the labour market, and are to lead to jobs. About a third of the training is workplace experience known as Learning in Work.

The Swedish higher education system is a unitary one comprising academic, vocational and longer and shorter professional programmes. Higher education in Sweden is divided into undergraduate studies and postgraduate studies and is undertaken at universities (*universitet*) and university colleges (*högskola*).

1.2 Distribution of responsibilities

The Swedish education system is very decentralised. The distribution of responsibilities is based on the main principle that Parliament and the Government should control educational activities by defining national goals, while central authorities, municipalities and the organisers of the different institutions are responsible for ensuring that educational activities are implemented in line with the legislative framework and that the national goals for the education are achieved.

Education is organised by the State, the county councils, the municipalities and independent education organisers. Most of the public education in Sweden below university level is operated by the municipalities and most higher education institutions are run by the government, however state universities and university colleges have a large degree of autonomy in several important areas.

Recruitment of teachers and other personnel is carried out locally within each institution. The teachers themselves decide what teaching methods and material to use.

Education in Sweden has traditionally been organised within the public sector. For many years control of activities within the education system was heavily centralised. During the last decades the education system has undergone fundamental reforms, which have changed the role of the State.

During the 1980s and the beginning of the 1990s public administration underwent a far-reaching decentralisation process when a goal- and result-oriented steering system was introduced. The detailed central regulation of the administration of the education system, for schools as well as institutions of higher education, has gradually been replaced by an approach based on goals/learning outcomes and results. Local authorities have been granted extensive autonomy in administering the schools within the framework set out by the Government. Responsibility in several important areas of higher education was devolved from the central to the institutional level.

Central administration

Nearly all education and vocational training falls under the responsibility of the Ministry of Education and Research, from pre-school to higher education and research. The most important institutions or sectors of education falling outside the purview of the Ministry of Education and Research are: the Swedish University of Agricultural Sciences, which comes under the Ministry of Agriculture, Food and Fisheries, the Police Academy, which comes under the Ministry of Justice, military training, which is the responsibility of the Ministry of Defence, and labour market training, which is the responsibility of the ministry of Employment.

The ministries are rather small units, consisting of 150 employees on average. They are mainly concerned with preparing the Government's bills for Parliament and issuing laws, regulations and general rules for the central administrative authorities. These relatively independent agencies are responsible for the enforcement of laws and government decisions. This division of tasks between ministries and central authorities, and the independent decision making of these authorities are characteristic features of the Swedish administrative system.

Legislation is passed by Parliament, which also decides on the general funding of government appropriations to the education system as a part of the overall budget process for all public funding. The Government issues the ordinances and general guidelines applying to the various types of education. The Government also lays down the curricula and syllabi for the compulsory school

system. For upper secondary and adult education level, the syllabi are laid down by the Swedish National Agency for Education (*Skolverket*).

The State is responsible for the central development and improvement of the education system and ensures that all educational activities are monitored and evaluated. The State is also responsible for providing financial assistance to students. These tasks are performed by central authorities, immediately subordinate to the Ministry of Education and Research. The employees of the central authorities are civil servants.

Responsibilities are shared between several central authorities, mainly the Swedish National Agency for Education, the Swedish Schools Inspectorate the National Agency for Special Needs Education and Schools and the Sami Education Board.

The Swedish National Agency for Education (*Skolverket*) is the central administrative authority for the Swedish public school system for children, young people and adults, as well as for preschool activities and child care for school children. The agency's foremost responsibilities include the nation-wide monitoring and evaluation of all school activities and central development work within the school sector. The authority organises the basic training for school heads and promotes competence development of teachers through a special national teacher competence development scheme initiated by the government. The authority is also responsible for ensuring that results of research on education is made known to professionals in the school system.

The Swedish Schools Inspectorate (*Skolinspektionen*) is the authority responsible for the supervision and quality evaluation of the school system. Through regular visits and the handling of individual complaints about the shortcomings in a particular school the Inspectorate's task is to make sure that those responsible for schools, i.e. primarily local authorities and those in charge of running independent schools, follow laws and regulations. Through quality evaluations the Inspectorate gains deeper knowledge about the quality of certain aspects of the delivery of education in a more limited field, such as the teaching of certain subjects or the schools efforts to limit early school leaving. Granting of licenses to operate independent schools is also an important task for the Swedish Schools Inspectorate.

The National Agency for Special Needs Education and Schools (*Specialpedagogiska skolmyndigheten*) is responsible for coordinating the governments support for special needs education.

The agency's task is to offer support to school managements in matters relating to special needs education, to promote access to teaching materials, to run special needs schools and to allocate government funding to pupils with disabilities and to education providers.

The Sami Education Board (*Sameskolstyrelsen*) is an administrative authority for the Swedish Sami schools and integrated Sami education in municipal compulsory schools. The Board is responsible for promoting Sami education and informing about it. On contract the Sami Education Board can fulfil the municipal tasks regarding pre-school class activities and pre-school and after school care for Sami children.

The central responsibility for monitoring and evaluating **higher education** activities at universities and university colleges lies with the Swedish National Agency for Higher Education (*Högskoleverket*). The authority has the following main tasks: follow-up and evaluation, quality assessment, surveillance and investigation, controlling that laws and regulations within the field of higher education are observed, information on and recognition of degrees from other countries, and organisation of the university aptitude test.

The National Admission Office to Higher Education (*Verket för högskoleservice*, VHS) is primarily funded by the universities and the university colleges themselves. It is responsible for co-ordinating

the admission of students and offers services such as purchase of expensive equipment and administrative development.

The Swedish Board of Study support (*Centrala studiestödsnämnden*, CSN) is responsible for the administration, observation and evaluation of **study support** to students for post-compulsory studies in Sweden and abroad.

The central authorities submit annual reports about their activities to the Government. By giving a comprehensive picture of the situation within their field of responsibility, the Swedish National Agency for Education, the Swedish Schools Inspectorate and the Swedish National Agency for Higher Education provide the Parliament and the Government with data for the long-term national development of the education sector.

Statistical data on educational activities are collected by Statistics Sweden (Statistiska Centralbyrån) at the request of the Swedish National Agency for Education and the Swedish National Agency for Higher Education.

Local administration

The **municipalities** are bound by law and regulations to provide a number of basic services, of which education is one. The organisation of administration within a municipality, such as the allocation of responsibilities and financing is not centrally regulated and varies between municipalities. Most of the public education in Sweden below university level is organised by the municipalities but there are an increasing number of independently run grant aided schools.

Each Municipal Council appoints one or more committees, which have the responsibility to ensure that educational activities are conducted in compliance with state regulations and guidelines and that the external conditions of education are as appropriate and favourable as possible. The committee or committees responsible for schools are obliged to ensure that schools are built and sufficient facilities are provided, that the activities of schools in the municipality are co-ordinated, that qualified teaching and non-teaching staff are hired and receive in-service training, that municipal funds are allocated for school activities, that school children and students achieve the goals laid down in the curricula and that the general guidelines are complied with. According to the Education Act, it is the responsibility of the municipalities to ensure that Swedish schools uphold equivalent standards.

On the basis of the Education Act, the curriculum and the syllabi every municipality is required to set out the general objectives for its schools in a **school plan**, adopted by the Municipal Council. It must clearly state the measures the municipality intends to take in order to attain the national goals for the education and is to be regularly evaluated and up-dated.

Two of the study programmes upper secondary education (the programme for Natural Resource Use and the Health and Care Programme) can also be provided by the **County councils**, which also appoint one or more committees responsible for ensuring that educational activities are conducted in compliance with state regulations and guidelines and that the external conditions of education are as appropriate and favourable as possible.

Institutional level

Each school is required to establish a **local work plan** based on the national goals and the municipal school plan. The work plan should define issues that are not determined in the national steering documents, i.e. course content, organisation and teaching methods.

Most of the **higher education institutions** are run by the Government. The Government lays down certain objectives and parameters – mainly financial – while course structure and content, the

application of available resources and the establishment of admissions procedures are decided by the universities and university colleges themselves.

1.3 Financing

School level education is funded by the municipal budget, which consists of state grants and local tax revenues. The state grant consist of a financial subsidy and a tax and structural equalisation payment determined by factors such as the number of inhabitants and structurally motivated cost differentials. Within its field of responsibility, each municipality has the right to decide on the allocation of resources and the organisation of activities.

State funding is not directly linked to school organisation; the municipalities are free to use the grant for educational services or other activities. In a growing number of municipalities the committee(s) entrust each school with an overall budget covering salaries, the costs of teaching material, equipment and rents. Income, for example from letting school premises, is used to offset expenses. If a municipality seriously neglects its obligations under the Education Act, or under regulations issued on the basis of this Act, the Government has a right to intervene. Government intervention has so far never been necessary.

A grant-aided independent school is entitled to financial support once approved by the Swedish Schools Inspectorate. The municipalities pay an amount for each pupil attending such a school, on basis of the same principles that the municipality applies when allocating resources to its own compulsory schools, i.e. the schools' commitments and pupils' needs. If the establishment of a grant-aided independent school creates severe problems for the municipal schools in the municipality, the Swedish National Agency for Education can deny its right to financial support.

There are special state grants for research and development and prioritised in-service training for school staff.

Teaching materials and school meals are free of charge in all compulsory schools and most upper secondary schools. The municipalities are obliged to provide free school transport for compulsory school pupils, as long as they attend the school proposed by the municipality.

Higher education is financed directly from the State. Appropriations for universities and university colleges are based on proposals by the Government and made out as lump sums from the Parliament to each institution. The basic principle of the allocation system for undergraduate education is that appropriations are made as remuneration for results achieved. Results refer to the number of credits earned by students and the number of full-time equivalent students taught at the institution.

1.4 Quality assurance

The State and local authorities as well as individual schools and institutions of higher education, are required to systematically monitor and evaluate educational activities in relation to the goals set on the national level. The Swedish National Agency for Education and the Swedish National Agency for Higher Education monitor and evaluate the system at national level. Evaluations of subjects and programmes are conducted by the Swedish National Agency for Higher Education every six years.

Each municipality is obliged to present an annual quality report and to provide the State with information relevant to the evaluation of educational activities and for quality audits. In addition, each school is also obliged to present annual quality reports. Grant-aided independent schools present their quality report both to the Swedish National Agency for Education and the municipality where the school is situated.

There is a supervisory committee employing state education inspectors, appointed for one year periods by the Swedish National Agency for Education, to study different aspects of schooling.

Within the **school system**, teachers' organisations and other employee organisations are entitled, under the Co-determination Act, to receive information on and to influence impending decisions. Pupils' rights to influence the design and content of their education are enshrined in the Education Act. How pupils' influence should be organised is not centrally regulated, however almost all compulsory and upper secondary schools have a pupils' council [*elevråd*] consisting of pupils and with the aim of safeguarding pupils' interests. In the compulsory school, it is the school head's duty, (usually performed by the teachers) to provide information to and consult pupils and parents on matters, which are of importance to the pupils and concern the entire school. Parents are organised in parents' or parent-teacher associations and are able to influence schoolwork.

The governing boards of the universities and university colleges have a majority of external members (i.e. representatives from trade and industry, municipalities and County councils) and the chairman of the governing board shall be a person whose main responsibilities lie outside the university or university college concerned. This way, experience from different parts of society may enrich and influence the management of higher education institutions. According to the Higher Education Act and the Higher Education Ordinance each council or governing board shall comprise at least three students' representatives.

Students at Swedish universities and university colleges are required to join one of the student unions based at each institution of higher education. They represent students' interests and, among other things, nominate the student representatives to the various governing bodies at universities and university colleges. They are largely responsible for student welfare services and social activities. As from 1 July 2010 it will be up to the individual student to decide if she or he wants to join the student union.

2. PRE-PRIMARY EDUCATION

Pre-school activities are operated in the form of pre-school (*förskola*), pedagogical care (*pedagogisk omsorg*) and open pre-school (*öppen förskola*). Pre-schools activities, like childcare for schoolchildren, have twin tasks. They are to help provide an environment that stimulates children's development and learning, and enable parents to combine parenthood with work or studies. Pre-school is a pedagogical group activity for children from 1 year until they start preschool class or compulsory school. Children start pre-school at different ages and attend for varying numbers of hours a week. In pedagogical care e.g., a family childminder receives children into his or her own home. This form of pedagogical care are for pre-school children and school aged children. The open pre-school is for children between 1 and 5 years accompanied by a parent or another adult. Open pre-school can also function as a supplement to pedagogical care. There is also a pre-school class (*förskoleklass*) intended for 6 year olds with the aim to stimulate every child's development and to provide a sound base for education in compulsory school. Classes are always co-educational.

The municipalities are required to provide pre-school activities for children aged 1 to 5 whose parents work or study. The municipalities are also required to provide pre-school classes for 6-year-olds, 525 hours a year. These are usually organised within compulsory schools and are part of the public school system. Attendance is voluntary but nearly all six year olds (95 percent in 2008/09) are enrolled. The remaining six-year-olds are normally enrolled in either pre-schools or compulsory education.

The number of children per teacher or group is not centrally regulated.

The aims and goals of pre-school activities and pre-school classes are decided upon by Parliament, whereas the Ministry of Education and Research is responsible for the preparation of laws and proposals related to pre-school activities and pre-school class. The responsibility for supervision of pre-school activities, out of school services, pre-school classes and schools lies within the Swedish Schools Inspectorate. Pre-school activities, out of school services and pre-school classes are regulated in the Education Act and in their respective curriculum, Curriculum for the Preschool, (Lpfö98) and Curriculum for the Compulsory School System, the Preschool Class and the Leisure-time Centre, (Lpo94).

The municipality approves grants to independently run pre-schools and out of school services. These are under supervision of the municipality, which has the right to issue special instructions and to withdraw approval.

Most **pre-schools** (*förskolor*) are run by municipalities. However, the number of independent pre-schools, run by an independent organiser with municipal funding support, has increased steadily over the last years. 18 percent of all children in pre-school in 2008 attended a grant-aided independent institution. Parental co-operatives are the most common independent organisers of pre-schools.

Pre-school activities are jointly financed by the municipal budget (consisting of state grants and local tax revenues) and parental fees. The maximum fee system regulates families cost for pre-school activities and out of school services by taking into account the family income and the number of children from the family that attend pre-school activities or school-age childcare.

2.1 Admission

Universal pre-school gives all four- and five-year olds the right to pre-schooling for 525 hours a year. This service is free of charge. Unemployed parents or those on parental leave from work have the right of a place for their children at least three hours a day or 15 hours a week. Those parents pay a fee.

2.2 Organisation of time, groups and venue

Pre-schools (*förskolor*) are usually open Monday to Friday, all year round and for most of the day. All pre-schools are co-educational and mixed age groups are predominant.

In **pedagogical care** (*pedagogisk omsorg*) a child minder takes care of registered children in the child minder's own home.

Open pre-school activities (*öppen förskola*) is a drop-in form of activity that children and their parents can attend for social and educational stimulus. Open pre-school is primarily designed for children who do not attend any other form of pre-schooling.

Most **pre-school classes** (*förskoleklass*) are organised in a school, a few are held in a pre-schools. Pre-school classes are taught for at least 525 hours a year. This is normally three hours a day 5 days a week, mostly in the morning. How the hours are distributed over the year is not centrally regulated but generally follows the school year of compulsory school. The majority of children combine pre-school class with attendance in out of school services.

2.3 Curriculum

The curricula determined by the Government lay down the national goals for the different forms of education, however the specific means by which these goals are to be attained are determined by those working in the institutions.

The pre-school got its first curriculum in 1998. Other forms of pre-school activities work by guidelines issued by the Swedish National Agency of Education. The educational principles of the pre-school curriculum are characterised by a pedagogical approach, where care, nurturing and learning form a coherent whole. Play is underlined as a key factor in learning.

There are no syllabi nor are there any regulations regarding the allocation of time to the various activities in pre-school.

The pre-school class share curriculum with the compulsory school and the out of school centres but there are no syllabi or timetables for the pre-school class. According to the curriculum the education in the pre-school class should stimulate each child's development and learning and provide a basis for further schooling.

2.4 Assessment

Children in pre-school are not assessed. In pre-school and pre-school class a regular dialogue is carried out between the child's parents and the teaching staff on the well-being, development and educational progress of the child. Transfer to pre-school class or compulsory school is automatic.

2.5 Teachers

Pre-schools are staffed by pre-school teachers and childcare attendants. The staff works in teams where the particular knowledge and competence of each member of staff can be utilised to fulfil the objectives of the curriculum. Teaching in pre-school classes is mainly carried out by pre-school teachers, but could also be carried out by compulsory schoolteachers and leisure-time pedagogues.

Initial training for pre-school teachers and leisure time pedagogues takes place at universities and university colleges. The training lasts for three and a half years (140 credits, equivalent to ECTS). To provide in-service training is the responsibility of the employer and this can be organised by a number of institutions.

Staff in municipal institutions are municipal employees; staff in independent institutions are employed by that institution. Teachers may be employed full or part-time.

2.6 Statistics

Number of institutions

There were 9949 pre-schools and 476 open pre-schools in Sweden in 2008.

Number of children enrolled in pre-school activities/pre-school class 2008/09

| | |
|----------------------|---------|
| Pre-school | 432 621 |
| Family day care home | 24 703 |
| Pre-school class | 97 587 |

| Share of all children in the age group enrolled (%) | | | | |
|---|------|------|---|--|
| Age (years) | 1-3 | 4-5 | | |
| Pre-school activities | 78.1 | 97.6 | | |
| - pre-school | 73.9 | 92.9 | | |
| - pedagogical care | 4.2 | 4.4 | - | |

Teachers

82 086 full-time equivalent staff members were employed in pre-schools in 2008. The number of children per staff member was 5.3 and average group consisted of 16.9 children. In family day care homes there were 4.8 children per staff member. During the school year 2007/08, 6 327 full-time equivalent staff members worked with pupils in the pre-school class, with 15.4 children per full-time equivalent staff member.

Sources: Swedish National Agency for Education: 2009 Statistical data on compulsory education, upper secondary education, special education and adult education.

Statistics from the Swedish National Agency for Education 2008 and 2009.

3. SINGLE STRUCTURE EDUCATION

Primary and lower secondary education in Sweden takes the form of a 9-year compulsory comprehensive school (*grundskola*) for children aged 7 to 16. If parents so wish children may start school when they are 6, in which case they finish at the age of 15.

Education in Compulsory Comprehensive School shall be aimed at giving the pupils the knowledge and skills and other schooling that they need in order to take part in community life. It shall form the basis for further education in Upper Secondary School. Special support shall be given to pupils with special educational needs.

The basic regulations for the compulsory school are set out in the Education Act (1985:1100) and the Compulsory School Ordinance (1994:1194). Through the curriculum the Government and the Parliament lay down the fundamental values that are to permeate the school's activities and the goals and guidelines that are to be applied. Apart from these regulations governing the activity of the school, there are also the syllabuses. These are binding regulations containing the requirements the state imposes on education in different subjects.

The single structure education system comprises compulsory schools (*grundskola*), Sami schools (*sameskola*) special schools for pupils with impaired hearing (*specialskola*) and schools for children with severe learning disabilities (*särskola*).

Sami children can receive education in Sami School that covers years 1 - 6. This schooling corresponds to the first 6 years of compulsory school. Special schools offer a 10-year programme for pupils who have intellectual disabilities and whose first language is sign language. Pupils with intellectual disabilities can attend compulsory school or special programmes.

For children who need further care before or after the activities in pre-school classes or compulsory school and during school holidays, there is out of school hours provision. This consists of leisure-time centre (*fritidshem*), pedagogical care (*pedagogisk omsorg*) and open leisure-time centre (*öppen fritidsverksamhet*). Most children who are enrolled in leisure-time centres are 6 to 12 years old, while open leisure-time activities are intended for children 10 to 12 years of age. Nearly 80 percent of the pupils aged 6 to 9 years are enrolled in leisure-time centres. Activities in leisure-time centres are often an integrated part of school. It is increasingly common that leisure-time centres and schools share the same premises and the leisure time centre staff often participate in school activities during school hours.

The municipalities are obliged to provide pupils with all the materials necessary for schoolwork. School meals, health care and school transports are also free of charge.

The curriculum states that schools are obliged to cooperate with other schools and with working life. This is done in order to give the students concrete experiences to help them in their choices of future education and professional life.

All compulsory schooling is co-educational and provided free of charge. The size of schools varies greatly. Most pupils in compulsory education attend schools run by the municipalities, usually in their local area, but an increasing number of pupils (10 per cent in 2008/09) attend grant aided independent schools.

3.1 Admission

The Education Act states that parents and pupils should be able to choose school and municipalities should as far as possible make this choice possible. There are no entrance requirements for compulsory education.

The 9-year compulsory school addresses all children between the ages of 7-16 years. Upon the request of the parents, a child may begin school at the age of 6 or at the age of 8, but at vast majority starts at 7.

3.2 Organisation of time, groups and venue

Schools are free to make their own decisions about the organisation of the school year, the teaching arrangements and organisation of pupils into groups. Pupils may be taught in groups of the same age or in mixed age groups. Groups with pupils of the same age are the most common.

The school year is divided into two terms and should comprise between 178 and 190 school days (Monday-Friday) and 12 days of holiday. The autumn term lasts from the end of August to the end of December, the spring term from the beginning of January to the beginning of June. The exact dates vary from year to year and from one municipality to another.

Attendance is compulsory for a maximum of eight hours per day (six hours in the two first years of school). It is common that school days are shorter, especially for the younger children.

3.3 Curriculum

The aim of the curriculum (Curriculum for the Compulsory School System, the Preschool Class and the Leisure-time Centre, Lpo94) is to support the integration of activities to reach the goals of the compulsory school. It sets out the underlying values and basic goals and guidelines for the following areas: knowledge, norms and values, responsibility and influence of pupils, choice of education – work and civic life, assessment and marks, responsibility of the school head.

The objectives are of two kinds, a) goal to aim for and b) goals to be attained. The goals to aim for indicate the orientation of the school's activities, whilst the goals to be attained set the minimum level of skills pupils should attain. In addition, there is a nationally defined syllabus for each individual subject, stating the goals that are to be achieved by the end of years 5 and 9. This provides an opportunity for a nation-wide evaluation of the school's performance after the fifth year and at the end of compulsory education.

The **timetable**, which forms part of the Education Act and as such has been adopted by Parliament, guarantees each pupil a minimum of 6 665 hours of teaching in compulsory school. The timetable also gives the number of hours for each subject. The municipalities and the schools themselves decide on the distribution of teaching time across the nine years of compulsory education. Timetable stipulating the number of teaching hours for each subject or group of subjects over the 9 years of compulsory school:

TIMETABLE

| Subject | Hours as of 1 January 2009 |
|---|-------------------------------|
| | Min. hours |
| Swedish | 1 490 |
| English | 480 |
| Mathematics | 900 |
| Geography, History, Religion, Civics | 885 |
| Biology, Physics, Chemistry, Technology | 800 |
| Art | 230 |
| Home and consumer studies | 118 |

| | |
|--|--------------|
| Physical education and health | 500 |
| Music | 230 |
| Crafts | 330 |
| Modern languages (except English) | 320 |
| Pupils' option | 382 |
| Total | 6 665 |
| - Choice of the school (decided locally) | 600 |

Swedish, English and mathematics occupy a prominent position in compulsory school. Passing marks in these subjects are required to be admitted to a national programme in upper secondary education (*gymnasieskolan*). All pupils have the right to choose a second foreign language in addition to English. 'The pupils' option' gives pupils the possibility to in-depth studies in one or more subjects. Within certain limits schools may develop a distinctive profile by allocating more hours to specific subjects, such as music, physical education and health or foreign languages.

Teaching methods and material are not subject to central regulation. The individual teacher decides on the appropriate teaching methods, the selection of topics to be covered in lessons (within the framework of the syllabus, the local school plan and the school's work plan) and the choice of teaching material. Under the terms of the Education Act and the curriculum, pupils should have an influence over the organisation of teaching and, as they get older and more mature, are given increasing responsibility for their own work at school.

3.4 Assessment, progression and certification

Pupils are continuously assessed throughout the education. Grades are awarded from the eighth year of compulsory school. The grades relate the pupils' achievements and the national goals stated in the syllabus for the subject and are given on a three mark scale: Pass, Pass with Distinction and Pass with Special Distinction. The levels are related to national criteria established by the Swedish National Agency for Education.

A pupil who does not achieve the goals set out in the syllabus does not receive a mark in that subject, but instead obtains a written assessment. Pupils and their parents get regular progress reports and meet with the teachers to discuss the pupil's development, usually once every term.

Pupils automatically move to a higher class each year. After consulting a pupil's parents, the school head may decide not to move a pupil to the next class, however this is an unusual option.

The Government has proposed a new marking scale for compulsory school, upper secondary school and municipal adult education. The new marking scale will contain six levels and a seventh to indicate that a mark cannot be awarded.

Compulsory national tests in Swedish, English and mathematics at the end of year nine ensure that the marking is comparable. There are also optional national tests in these subjects for year five. The Government plans to introduce goals and national test in Swedish and mathematics for school year three. The tests are expected to be introduced in spring term 2009.

Pupils that complete their compulsory schooling obtain a leaving certificate, signed by the school head.

3.5 Guidance and counselling

Educational and vocational guidance is provided throughout compulsory school and many schools have special staff for this task.

3.6 Teachers

To qualify as a teacher the requirement is a complete Swedish teacher-training programme or the equivalent certification from another Member State of the European Union or an EFTA country. Teachers from other countries that hold a certificate of qualification (*behörighetsbevis*) issued by the Swedish National Agency for Higher Education are also considered as qualified teachers in Sweden. Teachers without appropriate qualifications may be employed for a maximum of 12 months if qualified staff is not available. This temporary contract may be renewed if qualified staff is still not available when the contract finishes.

Teachers are generally municipal employees however teachers in independent schools are employed by the schools. Teachers can work full- or part-time.

Primary and secondary education teachers are trained at universities and university colleges. Teachers of junior (school year 1 - 3) and intermediate (school year 4 - 6) level already in service may have completed separate integrated training programmes lasting 2 ½ and 3 years respectively. Teachers specialised in a certain subject for school years 7 to 9 can have a higher education degree in their subject(s), plus a diploma awarded on completion of a one-year course in the theory and practice of teaching.

An integrated study programme for the compulsory school was introduced in 1988, with two branches of study – one for teachers of years 1 to 7 and one for teachers of years 4 to 9.

Since June 2001 there is one integrated teaching degree, which means all teachers have a common basic competence combined with a specialisation for particular subjects/subject areas and/or age groups. The length of studies varies from three to five and a half years depending on the chosen subject area and age level. It is also possible to obtain a teaching degree through combining education and experience in subjects relevant to school with a special one and a half-year teacher-training course. The degree in Education for the Compulsory School was thereby replaced by a teaching degree (*Lärarexamen*) with a specialisation in 'teaching in the first years of the compulsory school' or 'teaching in the higher levels of the compulsory school'.

Special needs education teachers follow an extended study programme of one and a half year after their basic training as compulsory schoolteachers which includes a basic course in special needs education. Teachers of practical and artistic subjects are often, but not always, trained at special university colleges. They can specialise in one area or combine their main subject with one or two other subjects.

All teacher training contains supervised teaching practice, equivalent to one term's full-time study.

Those who employ teachers, i.e. municipalities and independent schools, are responsible for their in-service training. The extent of in-service training is decided locally. Universities and colleges arrange in-service training courses of varying length for in-post teachers. The municipalities and grant-aided independent schools decides which teachers should attend such courses.

3.7 Statistics

123 322 pupils left compulsory school in 2007/08.

Average number of pupils per school 2008/09

| Type of compulsory school | Number of pupils | Number of institutions | Number of pupils per school |
|---------------------------|------------------|------------------------|-----------------------------|
| Municipal schools | 816 606 | 4073 | 200 |
| Sami schools | 139 | 5 | 28 |
| Independent schools | 89 444 | 677 | 132 |
| International schools | 2030 | 7 | 290 |

| | | | |
|---------------------------|----------------|-------------|------------|
| National boarding schools | 238 | 3 | 79 |
| Total | 908 457 | 4765 | 729 |

Certification rates, knowledge goal fulfilment and eligibility for upper secondary education 2007/08

| | |
|--|--------|
| Share without school-leaving certificate | 1.1 % |
| Share not meeting one or more goals of knowledge | 23.2 % |
| Share eligible for upper secondary education | 88.9 % |
| - girls | 90.0 % |
| - boys | 88.0 % |

Teachers and pupil/teacher ratios

There were 88 800 teachers (77 387 as full-time equivalents) in compulsory school in school year 2008/09, which is 1716 less than the year before. There were 8.4 teachers per 100 pupils. In municipal schools there were 8.5 teachers per 100 pupils, whereas in grant-aided independent schools there were 7.7 teachers per 100 pupils.

Source: National Swedish Agency for Education: 2009 Statistical data on compulsory education, upper secondary education, special education and adult education.

4. UPPER SECONDARY EDUCATION

The basic regulations for the Upper Secondary School are set out in the Education Act (1985:1100) and the Upper Secondary School Ordinance (1992:394). The national curriculum is adopted by the Government. The curriculum sets out the tasks and overall objectives of Upper Secondary School as well as the values that are to form the basis of the teaching. The Parliament (*Riksdag*) decides on programmes and core subjects. The Government sets out the programme goals of each national programme at upper secondary level. The programme goals describe the purpose and objectives of the course. The National Agency for Education adopts syllabi. The syllabi set out the goals of the teaching of each individual subject and course.

All municipalities are obliged by law to provide upper secondary education for all pupils leaving compulsory school and must offer a comprehensive selection of national programmes. In principle, students are entitled to study their first choice programmes. The main goal for the Swedish upper secondary school is to provide basic knowledge for professional life, for future studies and for students to become active citizens. General and vocational education are integrated and all national and specially designed programmes give general eligibility for entrance to higher education, provided that the student has at least 2 250 of the total of 2 500 credits.

Upper Secondary School education is voluntary and shall be free of charge to pupils. They shall without payment have access to books, tools and other aids that are needed for a modern education. The entity responsible for the education may decide that pupils have to cover negligible expenses.

Upper Secondary School (*gymnasieskola*) is open to pupils between 16 and 20 and is co-educational. After the age of 20 pupils can take part in adult upper secondary education (*gymnasial vuxenutbildning*). Almost all compulsory school leavers continue straight to Upper Secondary School after finishing school year 9 in Compulsory School (98.4 per cent in 2007/08).

A small majority of upper secondary schools are municipal (54 %) and 44 % are grant-aided independent schools (2008/09). Most of the grant-aided independent upper secondary schools are found in urban areas and there are great variations between them in terms of programmes on offer.

Contact with working life is an integral part of education. Co-operation between schools and the world of work takes place in the joint committees for the programmes of local upper secondary schools. Some municipalities also have joint planning committees. All programmes may include workplace training, i.e. part of the course of studies can take place outside the school.

National programmes

There are 17 national programmes aiming to provide a broad-based general education. 14 of the 17 programmes have a vocational orientation.

Within the national programmes pupils can choose various specialisations; most programmes are divided into branches for the second and third year. In addition, municipalities may choose to set up local branches adapted to local needs and conditions. The **credit plan** for national programmes is attached to the Education Act. The entity responsible or the school decides when different subjects are to be studied, how long the lessons should be and how much time should be allocated to each course.

The following national programmes are available:

- **The Arts Programme** – Broad basic training for work in the arts.

- **The Business and Administration Programme** – For work in retailing and in the service sector such as commerce, travel and tourism.
- **The Child Recreation Programme** – For work taking care of people in all ages in pedagogical and social vocational areas as well as in the culture and the leisure sectors, for example, child care, leisure activities, health care, sports and librarianship.
- **The Construction Programme** – For work in building and renovating houses and non-residential constructions.
- **The Electricity Programme** – For work in electrical production, installation, service and maintenance as well as with automation, electronics and computer technology.
- **The Energy Programme** – For work in repair and maintenance of energy technology plants, technical systems in the power industry, property and shipping as well as the installations and service of VVS (heating, ventilation and sanitation), refrigeration and heat pump systems.
- **The Food Programme** – For work in the food industry, retailing and closely related areas such as processing and sales of foodstuff.
- **The Handicraft Programme** – For work in various handicraft areas.
- **The Health Care Programme** – For work with people, in health and medical care as well as care of the young or elderly.
- **The Hotel and Restaurant Programme** – For work in hotels and restaurants as e.g. a receptionist, conference organiser, waiter or chef.
- **The Industrial Programme** – For work in industrial manufacturing and other areas where competencies in manufacturing, maintenance and service is required.
- **The Media Programme** – For work in the communications area, e.g. advertising, various forms of design as well as the production of print media.
- **The Natural Resource Use Programme** – For work in agriculture, forestry, horticulture and horticultural complexes with horses, veterinary care, fishing, aqua culture, hunting, wildlife conservation, tourism as well as environmental and nature preservation.
- **The Natural Science Programme** – Orientation mainly for further studies in i.a. mathematics, natural science and technology.
- **The Social Science Programme** – Oriented mainly on further studies in social sciences, humanities, economics and languages.
- **The Technology Programme** – For developing and stimulating interest in technology and technological development in a broad sense and to develop basic knowledge of technologies.
- **The Vehicle Programme** – For work in the repair and maintenance of vehicles and aircraft and transport using various types of vehicles.

Other programmes

Pupils with interests other than those covered by the national programmes can opt to follow a **specially designed programme**. It corresponds to a national programme in terms of the level of

education and length of study, but combines courses from different national programmes and/or locally devised courses. Pupils who leave compulsory school without the necessary qualification to enter one of the national programmes can follow an **individual programme** aiming to help pupils to transfer to a national or specially designed programme. Individual programmes vary in length and content in accordance with the pupil's needs and interests.

There is also a pilot scheme for **apprenticeship training** in Upper Secondary School, where at least 50 % of the education takes place in a work place. The content of the training is regulated by a contract between the pupil, the school, and a workplace. The programme must meet the same goals as other national programmes (the pupils study the eight core subjects) and leads to basic eligibility for higher education studies (provided that the student has at least 2 250 of the total 2 500 credits).

The Government proposed in May 2009 a new structure for the Upper Secondary School, meant to be implemented as from 2011. One aim of the reform is to better prepare the pupils for further studies and for working life, with more teaching time for programme specific subjects.

4.1 Admission

The compulsory school-leaving certificate qualifies pupils to apply for Upper Secondary School. To pursue a national or specially designed programme the student must have passing grades in Swedish, English and mathematics.

The governing board for the upper secondary education is responsible for admission to the various programmes. There may be a joint admissions organisation with another municipality as well as a joint admissions organisation for Upper Secondary School and Adult Upper Secondary Education. If there are more applicants than places at a programme, the selection of pupils is normally based on the marks from Compulsory School, where pupils with higher merit rate has precedence. If a programme within the aesthetic field requires special skills, for instance in music, the selection can also be based on an ability test, to be taken into consideration together with the marks.

A person who has been admitted to a national programme in Upper Secondary School and who has started this, is entitled to complete his education. This also applies if the circumstances forming the basis for admission change during the period of study.

4.2 Organisation of time, groups and venue

Most pupils attend a school located in the municipality where they live. The number of pupils in a school normally varies between 300 and 1 500. In many places upper secondary pupils and students in Adult Upper Secondary Education share the same premises. Adult Upper Secondary Education often provides evening courses.

The school year is divided into two terms and should comprise at least 178 school days (Monday-Friday) and at least 12 days of holiday. The autumn term lasts from the end of August to the end of December, the spring term from the beginning of January to the beginning of June. The exact dates vary from year to year and from one municipality to another, and also between schools.

Teaching in terms of classes and teaching hours is decided locally at each school as long as they follow the national scheme for number of credits to be given for each subject. The Education Act also stipulates the total guaranteed teaching time – the minimum amount of teaching hours – a pupil have the right to get in Upper Secondary School. The teachers are free to choose teaching materials and methods.

4.3 Curriculum

The **curriculum** for non-compulsory education sets out the basic values for the whole of the non-compulsory educational system and the goals and guidelines specified for knowledge, norms and values, responsibility and influence of pupils, choice of education – work and civic life, assessment and grades, responsibility of the school head. The goals specify the educational orientation of the school and are of two kinds: goals to aim for and goals to be attained.

Programme goals and **syllabi** supplement the curriculum. There are programme goals for all national programmes and syllabi for all subjects, stating the aims and goals of the course as well as the minimum knowledge to be attained by pupils on completion of the course.

All national programmes contain eight core subjects: Swedish/Swedish as a second language, Social studies, English, Mathematics, Physical education and health, the Arts, Natural Science and Religion. These account for approximately one third of the total teaching time of upper secondary education. In addition pupils take subjects specific to their programme and all pupils carry out a project work during their course of studies. In all programmes time is allocated for local supplements and individual choice to allow pupils to choose additional subjects and courses within the national programmes.

In the national programmes with vocational orientation at least 15 weeks should be spent at a workplace. The school is responsible for procuring such training opportunities and for supervision of pupils under such training. Teaching methods are not centrally regulated.

4.4 Assessment, progression and certification

Assessment in upper secondary education is a continuous process, i.e. marks are awarded on the completion of every course and not for individual subjects or for each term. A mark is also given for the independent project work.

Marks are awarded on a four-category scale: Not Passed, Pass, Pass with Distinction and Pass with Special Distinction. Pupils are assessed in relation to the goals for the course; the criteria for each mark are specified in the syllabi. In certain subjects there are national tests to ensure the comparability of the grading across the schools.

The Government has proposed a new grading scale for Compulsory School, Upper Secondary School and Municipal Adult Education. The new grading scale will contain six levels and a seventh to indicate that a grade cannot be awarded.

There are no criteria for a pupil to proceed to the next level. If a student might fail to reach the knowledge goals of the education, extra support is provided. If a student does not reach the Pass level he/she has the right to retake the course once. It is also possible to retake a whole year if the school head, the student and the parent/custodian so agrees.

At the end of upper secondary education students receive a leaving certificate that summarises the marks they have achieved in all courses studied.

All three-year programmes meet the general eligibility requirements for higher education. The three programmes which focus on university entrance also meet most of the specific entrance requirements that the Higher Education Institutions apply.

4.5 Guidance and counselling

The school head must ensure that the pupils obtain guidance on the educational choices available at the school as well as guidance to further studies or vocational training. Cooperation with universities and university colleges, labour exchange offices and the actors on the labour market is important in

order to provide the students with information to support them in deciding on their future studies and professional orientation. They receive information on the conditions of working life, options for education, trainee positions etc.

4.6 Teachers and trainers

All upper secondary school teachers are specialised in two or three subjects. Most teachers of general subjects now employed have university degrees in their subjects and one year's training in the theory and practice of teaching. Teachers in municipal schools are municipal employees while teachers in grant-aided independent schools are employed by the school. Teachers may work full- or part-time and their employment may be permanent or temporary. An integrated teaching degree was introduced in 2001 whereby the degree in Education at Upper Secondary School was replaced by a teaching degree for, teaching in the higher levels of the Compulsory School and Upper Secondary School.

Vocational teaching in upper secondary schools is provided by specialist teachers with advanced economic or technical qualifications or by vocational teachers who have completed vocational training and studies of vocational theory. These teachers should have long professional experience and teacher training from a university or university college.

Upper Secondary Schools also should strive to employ specialist teachers with a doctoral degree or similar qualification. The municipalities, or in the case of independent institutions the schools, are responsible for the in-service training of teachers. The amount of in-service training is not centrally regulated.

4.7 Statistics

Number and type of institutions and the average number of pupils per school 2008/09

| Type of school | Number of institutions | Average number of pupils per school |
|---|------------------------|-------------------------------------|
| Municipal schools | 509 | 618 |
| County council schools | 22 | 189 |
| Grant-aided independent schools (including International schools and National boarding schools) | 414 | 187 |
| Total | 945 | 994 |

Teachers and pupil/teacher ratios

There were 38 392 teachers (32 283 as full time equivalents) in Upper Secondary Schools in 2008/09. There were on average 8.1 (full time) teachers per 100 pupils. In municipal schools there were 8.4 teachers per 100 pupils and in county council schools 11.1 teachers per 100 pupils. In grant-aided independent schools the average was 7.1 teachers per 100 pupils, whereas the number of teachers in relation to pupils were much higher in international schools and national boarding schools.

Percentage of students per type of programme 2008/09

Data for school year

| | |
|---|--------|
| National programmes (incl. programmes at grant-aided independent schools) | 80.3 % |
| whereof | |
| Arts | 5.5 % |
| Natural sciences | 9.8 % |

| | |
|-------------------------------------|--------|
| Social sciences | 23.3 % |
| Technology | 4.8 % |
| 14 Vocationally oriented programmes | 46.0 % |
| Specially designed programmes | 10.6 % |
| Individual programmes | 8.1 % |

Certification

75.5 % of the pupils who had started upper secondary education in 2004 had completed an upper secondary program within the next four years.

Pupils continuing to higher education

40.6 % of the pupils who completed Upper Secondary School in the spring of 2005 began higher education studies within three years.

Sources: *Swedish National Agency for Education: 2008 Statistical data on compulsory education, upper secondary education, special education and adult education.*

5. POST-SECONDARY NON-TERTIARY EDUCATION

Advanced vocational education and training has been a part of the regular Swedish education system since 2002. The objective is that advanced vocational training courses are to meet real needs in the labour market. This means that courses can be available for shorter or longer periods, depending on the needs of the labour market.

Post-secondary vocational education and training (requiring completed upper secondary education or equivalent) encompassing:

- higher vocational education (*yrkeshögskoleutbildningar*);
- some supplementary education programmes (*kompletterande utbildningar*);
- some vocational education and training within the liberal adult education (*folkbildning*);
- former post secondary training programmes (*påbyggnadsutbildningar*);
- apprenticeship training for adults to some handicraft trades;
- advanced vocational education and training (*kvalificerad yrkesutbildning*).

Higher vocational education is a new form of education at post secondary level from 1st of July 2009. *Post secondary training programmes* (*påbyggnadsutbildningar*), *apprenticeship training for adults to some handicraft trades* (*lärlingsutbildning för vuxna till vissa hantverksyrken*) and *advanced vocational education and training* (*kvalificerad yrkesutbildning*) are incorporated into *Higher vocational education*. *Higher vocational education* intends to serve the needs of job seekers and industries where such competences are in demand.

Higher vocational education (*yrkeshögskoleutbildning*)/Advanced vocational education and training (*kvalificerad yrkesutbildning*), prepares learners for jobs which are related to a specific trade or vocation. The aim is to offer education which leads directly to employment and which correspond to the needs of the labour market. The subject areas range, for example, from manufacturing industry to health care and media and design. This form of education comprises both theoretical and hand-on approach and problem-solving activities in an overall educational context. Upper secondary schools, municipal adult education institutions, higher education institutions and educational enterprises are involved in organising the education. The aim is to satisfy the needs of the labour market for skilled labour with appropriate competence. Completed Upper Secondary Education or equivalent knowledge is required for eligibility. A course consisting of at least 40 weeks' full-time study or more will lead to an Advanced Vocational Education and Training Diploma (*Kvalificerad yrkesexamen*).

Post secondary training programmes (*påbyggnadsutbildningar*) provide initial or further training in a particular occupation. Most of these programmes are between six months and a year and focus on for example economics, information processing or tourism. The eligibility requirements are the same as for upper secondary adult education.

A number of independent institutions – of which many are schools of art and design and schools for crafts – provide so-called *supplementary education programmes* (*kompletterande utbildningar*) at upper secondary or post-secondary level. Supplementary education programmes aim to provide adults with training that will lead to job advancement or a new occupation. The programmes often require a completed upper secondary education and/or job experience. Admission decisions are often based on an evaluation of samples of previous works, portfolios, auditions etc. The type of certificate awarded at completion of the education varies depending on programme. Supplementary education programmes do not provide any formal eligibility for further study, but can be seen as vocational

courses or as courses that prepare for higher educational courses requiring skills in one or more of the above artistic fields.

Apprenticeship training for adults to some handicraft trade aims to give the students basic vocational education, increased job experience and a possibility to get thorough knowledge within the job area on the workplace under guidance of a tutor. Apprenticeship training is an alternative way to Advanced Vocational Education and Training Diploma within the post-secondary handicraft programme.

5.1 Admission

Post-secondary vocational education and training requires completed upper secondary education or equivalent.

All those who are eligible to apply for higher education can apply for advanced vocational training. Some courses have special eligibility requirements, over and above basic eligibility.

There are about 400 different advanced vocational training courses. They are arranged throughout practically the whole country and in most sectors. The courses are run by various providers. These are responsible for the design of their courses as well as providing information about them, admission to them and diplomas/degrees for them.

Each course has a management group that is responsible for admission to and examination from the course. The management group includes the provider, representatives of the labour market, the students and the university college.

5.2 Organisation of time, groups and venue

Higher vocational education lasts as a minimum for half-a-year but can be longer than that.

Post secondary training programmes (påbyggnadsutbildningar) are between six months and a year and focus on for example economics, information processing or tourism. The eligibility requirements are the same as for upper secondary adult education.

Supplementary education programmes (kompletterande utbildning) are vocational courses lasting from 200 hours up to 2-3 years, for young people and adults.

5.3 Curriculum

There is no curriculum for Higher Vocational Education and AVET but there is an educational plan. The plan contains the goals for each course and regulations on eligibility requirements for students.

5.4 Assessment, progression and certification

Five points awarded within *the Higher Vocational Education* correspond to 1 week of full-time studies: an education which lasts for 1 year corresponds to 200 points, a 2-year education corresponds to 400 points etc.

The course provider can award these grades in advanced vocational education and training: Fail and Pass or Fail, Pass and Pass with Distinction.

Students who have completed the requirements for all stages of the course receive a diploma in advanced vocational training. The courses in an advanced vocational training course do not generally count as credits in higher education but may be validated by higher education institutions.

HVECs last for at least six months and participant progress and outcomes are assessed and recognised by a certificate/diploma that validates their skills for employment.

5.5 Guidance and counselling

HVECs intend to serve the needs of job seekers and industries where competence and labour are in demand. For this reason companies and the business sector are partners right from the very start. Content is jointly determined. HVECS provide opportunities to gain firsthand experience and contacts in working life, it allows participants to get an insight into their chosen professions early on in their training. And future employers can become familiar with the competence and skills of their potential co-workers.

5.6 Teachers and trainers

Higher Vocational Education (*yrkeshögskoleutbildning*) providers are obliged to have teachers and who have the appropriate competences. These competences can be acquired through education or working life experience.

The educational providers shall ensure that further training is arranged for personnel responsible for teaching and training.

As a result of the close collaboration with enterprises in combination with teaching and training such as supervised placement, a large number of the teachers and trainers will be recruited from the industry and working life. In addition, teachers with formal education can work with the theoretical courses in for example economy.

6. TERTIARY EDUCATION

The Swedish higher education system is unitary and comprises academic, vocational and longer and shorter professional programmes. During the last 15 years higher education has expanded considerably and new institutions have been founded throughout Sweden. In 1993, a major reform introduced a system of governance by goals and results. The reform gave higher education institutions a relatively high degree of freedom to decide on the organisation of programmes, their educational offerings, institutional organisation, and internal resource allocation. The reform also changed the funding, which is based on the institutions' performance in terms of the number of full-time equivalent students and their attainment, instead of on an earlier system of funding based on expenditure. Institutions have significant freedom to allocate the funds internally.

At the moment the Government is preparing to increase the autonomy for the higher education institutions even further.

Higher education in Sweden is divided into undergraduate studies and postgraduate studies and is undertaken at **universities** (*universitet*) and **university colleges** (*högskola*). Undergraduate studies at university colleges are equivalent to those at university. The difference between these types of institutions regards the postgraduate studies. From 2010, all higher education institutions may be given degree-awarding powers in limited profile areas regarding doctoral studies.

In addition to the 14 state universities and 22 state university colleges, there are some independent institutions within tertiary education, some of them receiving state subsidies. Three of these institutions have the right to award postgraduate qualifications. A further twelve educational organisers have been granted permission to award different qualifications at the undergraduate level, such as – among others – Bachelor of Science in Nursing, Diploma in Theology or Bachelor of Theology and Graduate Diploma in Psycho-therapy.

All undergraduate studies is given in the form of courses that can be combined to form a programme. The single-subject courses normally vary in length from 5 weeks to 1 year. Universities and university colleges may link courses into a study programme with varying scope for individual choice on the part of students. Students may also combine separate courses into a degree programme. A basic programme will generally take between 2 and 5 ½ years to complete.

Studies vary from a couple of weeks to several years and are measured in credit points where one credit point corresponds to one week of studies. Mainly as a result of the Bologna process, legislation for a three-cycle structure of higher education has been adopted and applied. The former degree system has been reformed and structured to fit the new system. For information on the number of credit points needed for various degrees see 6.4.

6.1 Admission

Each university or university college determines the number of study places to be provided in different subjects. Indirectly, the Government determines the number of study places by setting a ceiling on the total allocation of state funds based on the number of students. A selection procedure exists at national and institutional level. Admission to programmes for new entrants to higher education is regulated nationally while higher education institutions themselves determine what selection criteria be used for education not intended for new entrants.

To be admitted to a course or a study programme, the applicant must fulfil the basic eligibility requirements as well as any specific qualifications prescribed by the higher education institution. Those with a school-leaving certificate from a national programme in Upper Secondary Education and at least 2 250 of the 2 500 upper secondary credit points required for a complete programme, or

equivalent knowledge, have basic eligibility to higher education (from 1 January 2010 the requirements include passing grades in upper secondary courses in Swedish, Mathematics and English). The same requirements apply for mature students.

Specific eligibility requirements for programmes leading to a professional degree are set out by the Swedish National Agency for Higher Education (*Högskoleverket*). Such requirements can include courses from national programmes in upper secondary education.

When a selection is necessary (the number of applicants exceeds the number of study places available) it is mainly based on upper secondary education grades and university aptitude test (common for all Swedish universities and university colleges). In education programmes for new students at least one third of the places are to be distributed on the basis of grades and at least one third on results from the university aptitude test. In addition universities and university colleges have the right to decide on selection criteria for up to one third of the places in education programmes for new students.

There are no specific admission arrangements for students older than 'traditional' tertiary education students, the same eligibility requirements and selection arrangements apply to all applicants.

Applicants from Denmark, Finland, Iceland or Norway who are eligible for higher education in their respective country are eligible for higher education in Sweden. Applicants whose native language is not Swedish, Danish, Faeroes, Icelandic or Norwegian should have an education corresponding to Swedish upper secondary education as well as adequate command of Swedish and English. Evaluation and recognition of foreign upper secondary education are carried out by The Swedish Agency for Higher Education Services (*Verket för Högskoleservice*) and in some cases the Higher Education institutions.

6.2 Students' contributions and financial support

All students who fulfil certain basic conditions and are studying on a course that give eligibility for study support are entitled to support. In Sweden most courses that give eligibility for study support are organised by the state and local authorities. Such courses are generally free of charge. The forms of study support available therefore relate to financial aid for the student's living costs. However, it is also possible to obtain support for tuition fees, for example.

Study support for studies in Sweden includes both grants and loans. It is up to the student whether he/she wants to take a loan to be paid back later. The length of time for which the student may receive study support is limited. For higher education study support may be granted for a maximum of 240 weeks (6 years). Study support may be awarded /granted for both full-time and part-time studies.

The basic conditions that the student must fulfil to be eligible to study support states that the student:

- must be no more than 54 years old.
- must be attending a school/higher education institution or course that qualifies him or her for study support.
- must be studying at least half-time.
- must study for at least three weeks.

The student also has to meet other requirements with respect to finances, scope of studies, results, etc.

The level of study support in 2009 is SEK 1955 per week of full-time studies of which the grant is SEK 671. A student may have a certain income beside the study support. However, if the income exceeds a certain limit the loan and grant is reduced proportionally.

Under certain circumstances the student can be eligible to an extra loan (*tilläggs lån*). For students with children there is also a possibility to receive an extra grant (*tilläggsbidrag*). The extra grant varies between 512/836/1004 per 4 weeks depending on the number of children.

Foreign nationals can be entitled to Swedish study support if they hold a permanent residence permit or have a right of residence and permanent ties with Sweden and have moved to Sweden for a purpose other than to study.

Exceptions from these rules can be made if there are specific reasons for doing so. Such a reason can be if the person has refugee status according to the Swedish Migration Board.

Under the terms of EC law, EU, EEA and Swiss nationals may be treated as Swedish citizens and be entitled to study support if they fulfil the following conditions

- they are working or running their own business in Sweden
- they are a close relative of someone working or running his/her own business in Sweden
- they enjoy a status as a permanent resident of Sweden

Third-country nationals also enjoy the right to study support in Sweden if they have a status as a long-term resident in Sweden or in another EU Member State according to the Swedish Migration Board. The latter must also have a residence permit in Sweden.

6.3 Organisation of the academic year

The higher education institutions are responsible to decide on when to begin and end the academic year. The Higher Education Ordinance only states that a normal academic year comprises 40 weeks. It is divided into two terms, each comprising 30 higher education credits. The autumn term usually runs from the middle or end of August to mid-January and the spring term from mid-January to the beginning of June. There is usually a two-week teaching break at Christmas. The examinations are carried out during the terms according to the structure of each program or course. In many programmes a large part of the final term is devoted to a degree project or paper carried out individually or in small groups.

Study time is measured in credit points; one term's full-time study corresponds to 30 credit points, equal to ECTS.

6.4 Assessment, progression and certification

In undergraduate education there are **general degrees** (*generella examina*) and **professional degrees** (*yrkesexamina*). There are also **artistic degrees**. For each degree, the scope and goals are set out in the Degree Ordinance. The general degrees are:

- **Higher education Diploma** (*högskoleexamen*) requiring 120 credit points (2 years of study) with a specialisation decided by the university or university college.
- **Bachelor degree** (*kandidatexamen*) requiring 180 credits (3 years of study), including a paper of 15 credits in the major subject of 60 credits.

- **Master's degree** (*magisterexamen*) requiring 240 credit points (equivalent to 4 years of full-time studies) including a paper of 15 credits in the major subject. A bachelor degree or a professional degree has to be completed before the master's degree.
- **New Master's degree** (*masterexamen*) awarded to students with a previous degree of at least 300 credit points (equivalent to 5 years of full-time studies) including a paper of 15 credits in the major subject. A bachelor degree or a professional degree has to be completed before the master's degree.
- There are more than 40 different programmes leading to **professional degrees** (*yrkesexamen*). These are awarded upon completion of 2 to 5½ year long programmes, normally including a degree project, and lead to specific professions, e.g. University Diploma in Medicine or in Education.

Students in all courses are subject to continuous examination, written and/or oral. Marks are awarded for each completed course, generally on a three-level scale: Fail, Pass and Pass with Distinction. Some courses are only graded Fail and Pass, and some faculties, e.g. Engineering and Law, award grades on a scale from one to five where five is the highest grade. Furthermore, there are universities which use a scale from Fx to A, where A is the highest grade. There is no final examination; all grades attained for the different courses are included in the final degree certificate.

6.5 Guidance and counselling

According to the Higher Education Ordinance, students must have access to course counsellors and careers guidance. Universities and university colleges must ensure that prospective students are able to obtain the information they need about the university or university college. Information on admission, rules for application, eligibility and selection must be available.

The universities and university colleges are obliged to plan and dimension the education according to the demands of the labour market.

In addition, the Swedish National Agency for Higher Education (*Högskoleverket*) is responsible for stimulating the interest for higher education and for providing information regarding the higher education sector, including the education programmes offered by universities and university colleges.

6.6 Academic staff

Each higher education institution decides on the establishment of chairs and the appointment of staff. The academic staff is grouped into four main categories: professors, lecturers, junior lecturers and research assistants. There are also part-time teachers and visiting lecturers. Teaching, research (or artistic development) and administration are part of the work of all categories of posts. The distribution of tasks is decided locally by the university or university college.

Lecturers and research assistants must normally have a doctorate, while there is no such requirement for junior lecturers. In order to promote pedagogical renewal applicants seeking permanent lecturer posts must have teacher training for tertiary education or equivalent skills. Training in tertiary education teaching methods is required for post-graduate students in teaching posts. The length and content of such training is locally decided upon by the institutions.

State-run universities and university colleges are central state authorities and their staff are state employees employed by the institution.

6.7 Statistics

The number of employees with teaching or research tasks was 24 000 in 2008 which constitutes 63 % of the total number of employees within the institutions for higher education. In 2008 there were 12 full-time students per teacher or researcher, however the ratio varies between subjects and institutions.

Number of undergraduate students per educational area

| 2008 | Number of students | Percentage of full-time students |
|---|---------------------------|---|
| Undergraduate students | 385 000 | |
| - Social sciences including law (%) | | 29 |
| - Technology (%) | | 19 |
| - Humanities including theology (%) | | 13 |
| - Health care including medicine, odontology and pharmacy (%) | | 15 |
| - Nature sciences (%) | | 11 |
| - Teaching (%) | | 8 |
| - Arts including sports, design and media (%) | | 3 |
| - Other (%) | | 2 |

Number of postgraduate students per research area

| 2008 | Number of postgraduate students |
|---|--|
| Pharmacy | 105 |
| Humanities/Religion | 1 268 |
| Mathematics | 332 |
| Medicine | 4 740 |
| Nature sciences | 2 440 |
| Odontology | 161 |
| Law | 181 |
| Social sciences | 2 658 |
| Forestry, agriculture, landscape planning | 281 |
| Technology | 4 119 |
| Animal health | 127 |
| Other | 527 |

Source: The Swedish National Agency for Higher Education

7. CONTINUING EDUCATION AND TRAINING

Adult education in Sweden has a long tradition. It is provided in many different forms and under many different auspices, ranging from municipal adult education to labour market training programmes and competence development at work.

Adult education: This field encompasses municipal adult education (*Komvux*) which comprises of basic adult education, upper secondary adult education, post secondary training programmes (*påbyggnadsutbildningar*), replaced in 2009 by higher vocational education, municipal education for adults with intellectual impairment (*särvux*), Swedish tuition for immigrants (*Sfi*), as well as general courses (*allmänna kurser*) offered by folk high schools and some courses provided by study associations. Basic municipal adult education corresponds to the nine year compulsory school.

Liberal adult education and some supplementary education: This field includes folk high schools (*folkhögskolor*), study circles (*studiecirklar*), cultural activities organised by study associations (*studieförbund*) and certain supplementary education programmes (*kompletterande utbildningar*).

Higher vocational education belongs to post-secondary non-tertiary education (see chapter 5).

7.1 Policy and legislative framework

The right to basic education for adults who have not achieved the compulsory school-leaving certificate and the right for immigrants to obtain Swedish tuition for immigrants are stipulated by law. Since 1975 all employees by law are entitled to educational leave. The choice of study rests entirely with the individual. There are no restrictions on the duration of studies.

The public school system for adults (municipal adult education, municipal education for adults with intellectual impairment, Swedish tuition for immigrants) is regulated in the Education Act and in a number of ordinances as regards their organisation funding etc. Supplementary education programmes (*kompletterande utbildningar*) are regulated in the ordinance on supplementary education and Labour market training (*arbetsmarknadsutbildning*) in the Employment training ordinance.

Some of the conditions for state grants to folk high schools are regulated in a law that also states the aims of the liberal adult education. However there are no rules regarding the organisation and content of the liberal adult education.

Neither is there any legislation governing on-the-job training. Decisions related to competence development are made by the employer – with various degrees of influence exerted by the trade unions. However, the conditions under which companies and organisations may purchase education and training services from municipalities and county councils are stipulated by law.

7.2 Distribution of responsibilities

The central and local authorities together with the different organisers of education are responsible for ensuring that activities are organised in line with national goals and guidelines, defined by the Parliament and Government. The **Ministries** directly involved in education issues are the Ministry of Education and Research, Ministry of Agriculture, Food and Fisheries and Ministry of Employment.

The Swedish National Agency for Education (*Skolverket*) is responsible for monitoring, evaluation, follow-up and supervision of adult education. **The Schools Inspectorate** (*Skolinspektionen*) supports local development of work quality and improvement of learning environments, stimulates the development of professional competence among educators, supports the widened use of ICT in education and is responsible for the national programme for school leader education. **The Swedish National Council of Adult Education** (*Folkbildningsrådet*) is a non-governmental organisation

responsible for the co-ordination, distribution of state grants and evaluation of educational activities in folk high schools and study associations.

7.3 Financing

Municipal adult education, municipal education for adults with severe learning disabilities and Swedish tuition for immigrants are all parts of the public school system and are wholly funded by the municipal budget, which consists of state grants and local tax revenues.

Slightly more than half of all supplementary education programmes (*kompletterande utbildningar*) receive governmental grants and/or give students eligibility for study assistance. The rest of the supplementary education programmes are under state supervision but do neither receive governmental grants nor give eligibility for study assistance. Most of these schools charge tuition fees.

Study associations and folk high schools are largely financed by funds from the State, county councils and municipalities. In addition, they have incomes from educational activities organised on a commission basis. The state support is allocated by the Swedish National Council of Adult Education (*Folkbildningsrådet*). Tuition is free of charge but students pay for their own board and lodging. Study assistance may be granted to cover part of the cost.

As regards labour market training, funds are allocated to the National Labour Market Board, which in turn distributes funding to county labour boards and employment offices. These bodies are responsible for purchasing various training packages. People taking part in labour market training receive grants corresponding to their level of unemployment benefit (based on their previous income when being employed).

7.4 Programmes and providers

Municipal adult education (*kommunal vuxenutbildning*)

Studies within **municipal adult education** lead to formal qualifications in individual subjects or to the equivalent of a leaving certificate from Compulsory or Upper Secondary school. Education is organised in the form of separate courses, which should be arranged in such a way that students can study full-time, part-time or in their spare time and thus combine studies with work. Students are free to choose their own study programme and can combine studies at basic and upper secondary level. Assessment can be oral or written and is carried out continuously. Pupil progress is measured qualitatively. Municipal adult education is regulated in the curriculum for non compulsory education (*läroplan för de frivilliga skolformerna*, Curriculum for the non-compulsory School System, (Lpf94).

Basic adult education

Basic adult education corresponds to the nine-year compulsory school and is provided in accordance with the compulsory education syllabi. The right to basic municipal adult education is stated by law and it is mandatory for the municipalities to provide this education. The education is intended to provide a basis for community participation, work and further study. The level at which a student enters basic education depends on their initial qualifications. Students decide their own rate of progress and the studies are concluded when the individual education targets have been achieved.

An overall grade for a course is awarded when a student has received a grade for all sub-units included in the course. Testing and diagnostic materials used in basic adult education are the same as those used in compulsory school. Students with passing grades in Swedish/Swedish as a second language, English, mathematics and social studies are entitled to a final certificate.

Upper secondary adult education

Upper secondary adult education share syllabi with and is equivalent to Upper Secondary Education for young people. The education consists of courses and the students themselves decide the number and combinations of subjects and the rate of progress. Many students take only one or two courses.

To be eligible to upper secondary adult education applicants should 1) have limited education, 2) need the course for a planned or current occupation, to supplement an incomplete programme from the upper secondary school or to supplement their qualifications and 3) be able to complete the studies in accordance with the agreed study plan.

Grades are awarded after each completed course. It is recommended that teacher's use centrally approved examinations to aid them in their assessment. Those completing a full programme obtain a three-year Upper Secondary School leaving certificate.

Education for adults with intellectual impairment (*särvux*)

Municipal education for adults with intellectual impairment is a type of school in its own right. It aims at providing individually adopted education in accordance with the widely varying aptitude for learning and has the same curriculum as general municipal adult education. Those who are 20 years old or have finished upper secondary education for pupils with severe learning disabilities are eligible for the education. Applicants apply to the board of the school. The programmes offered can lead to skills in individual subjects as well as equivalence to compulsory school or Upper Secondary Vocational Training for young people with learning disabilities. Certificates are awarded upon completion of the education.

Swedish tuition for immigrants (*sfi*)

According to the Education Act all municipalities are obliged to provide basic Swedish tuition for immigrants who are entitled to it. The education is regulated in the curriculum for non compulsory education (Lpf94) and aims to provide adult immigrants with basic knowledge and proficiency in the Swedish language as well as knowledge about Swedish society. The studies are usually part-time.

Grades are awarded on a two-point scale: Pass and Pass with Distinction. If a student does not attain a pass grade, the teacher shall in a certificate state the level of knowledge attained by the student in relation to the goals of the course. A certificate is awarded upon completion of the education.

Liberal adult education (*folkbildning*)

Liberal adult education is available to everyone and aims at reaching groups who often remain outside other educational systems i.e. those who only have elementary education, people with disabilities, immigrants and unemployed. The goal is to reduce the education gaps among people and to strengthen and develop democracy by stimulating the individual citizen's participation in society. Interest in culture is to be broadened and the individual's own creativity furthered. Upon completion the students are usually awarded a certificate.

Folk high schools (*folkhögskolor*), many of them residential, provide long-term and short-term courses. The folk high schools are not tied to a national curriculum; each school determines its own activities on the basis of their ideology and preferences for particular spheres of knowledge. Some courses qualify students for university studies.

The study associations' (*studieförbund*) activities consist mainly of study circles (day and evening classes), but they also organise education corresponding to that offered by the school system and within higher education. The liberal adult education institutions work in close co-operation with a variety of non-governmental organisations.

Labour market training

Labour market training (*arbetsmarknadsutbildning*) is an instrument of labour market policy primarily intended as basic or further vocational training for unemployed. Labour market training consists of specially designed training courses and of training provided within the regular education system. County labour boards or employment offices purchase various training packages from e.g. municipalities and commercial education companies.

There is no formal system for recognition of further skills and competencies acquired through labour market training. Normally a document describing the content of the programme is obtained at the end of the training.

On-the-job training and competence development

Many workplaces have extensive programmes for employees at all levels. In-house training of this kind may involve anything from practical vocational training to extensive theoretical studies. There are also various forms of training through e.g. supervision, job rotation, instruction and study visits.

It is estimated that approximately 70 percent of the on-the-job training is carried out within the individual companies concerned. The second most important category of in-house training and training courses are organised by suppliers in connection with the delivery of new equipment. Private companies and public employers also purchase education from the public education system or other organisers e.g. universities and university colleges, municipalities or commercial education companies.

In-company training does sometimes result in a diploma or course certificate, however diplomas are not widely used.

7.5 Quality assurance

Teaching methods are not regulated at central level but vary with the form and field of education.

The Swedish National Agency for Education is responsible for assuring that quality standards are withheld in the public education system. **The Swedish Schools inspectorate** controls whether the municipalities and the schools fulfil their responsibilities in relation to the regulations set out in the Education Act. The inspection also has to evaluate how well educational activities and schools are functioning in relation to the national objectives and the national curriculum. Above all the inspection controls if the municipalities and schools have systems for self-evaluation and strategies for self-improvement efforts. The inspection areas are chosen with respect to local responsibilities and the autonomies of the schools. **The Swedish National Council of Adult Education** is responsible for the evaluation of educational activities in folk high schools and study associations.

The curriculum (*Läroplan för de frivilliga skolformerna*, Curriculum for the non-compulsory School System, (Lpf 94) for municipal adult education is laid down by the Government. The Swedish National Agency for Education puts together proposals for amendments after consultation with all concerned parties.

7.6 Guidance and counselling

Information and guidance are vital at all levels of education to enable the individuals to make informed choices. All municipalities in Sweden, therefore, offer a study and guidance service. The school head is responsible.

7.7 Teachers and trainers

The same regulations for education and competence apply to teachers in adult education as in the rest of the public school system.

To be eligible for an appointment (without time limit) as teacher one must have a Swedish teaching qualification, or a certificate of eligibility granted by the National Agency for Higher Education. The certificate is granted for a person who has a foreign teacher training alone, or together with work experience, that corresponds to the Swedish teacher training, and has the required knowledge of Swedish.

Furthermore, the teachers and instructors must have training appropriate to the teaching that they will mainly be undertaking.

The educational providers shall ensure that further training is arranged for personnel responsible for teaching. Municipalities and county councils shall endeavour to plan the further training of personnel.

7.8 Statistics

Number of institutions in 2008/09

| Type of institution | Number of institutions |
|---|------------------------|
| Schools for municipal basic and upper secondary adult education | 325 |
| Organisers of Swedish tuition for immigrants (2007/08) | 299 |
| Schools for supplementary education | 102 |
| Schools for Advanced Vocational Education and Training | 220 |
| Folk high schools | 148 |
| Adult education associations | 9 |
| Municipal education for adults with intellectual impairment | - |
| Total | 1 103 |

Total number of students

Number and gender of participants in different types of adult education in 2007/08

| Type of education | Number of participants (2007/08) | Percentage men/women | |
|--|-------------------------------------|----------------------|-------|
| | | men | women |
| Municipal adult education | 170 318 | 33.1 | 66.9 |
| - basic education | 31 744 | 34.5 | 65.5 |
| - upper secondary education | 135 676 | 32.5 | 67.5 |
| - post secondary training programmes | 2 898 | 46.1 | 53.9 |
| Swedish tuition for immigrants | 73 955 | 42 | 58 |
| Supplementary programmes (2008/09) | 5 175 | 36 | 66 |
| Advanced Vocational Education and Training | 38 468 | 54 | 46 |
| Folk high schools | 104 900 | 42 | 58 |

| | | | |
|---|----------------|----|----|
| Municipal education for adults with intellectual impairment (2008/09) | 4 907 | 51 | 49 |
| Total | 568 041 | | |
| Study circles arranged through adult education associations | 1 900 000 000 | 42 | 58 |

Participants with tertiary qualifications

The proportion of pupils in various forms of education with tertiary qualifications 2007/08

| Level of education | Proportion with tertiary qual. (%) |
|---|------------------------------------|
| Municipal basic adult education | 31.1 |
| Municipal upper secondary adult education | 17.4 |
| - post secondary training programmes | 13.4 |
| Total | 19.9 |
| - women | 20.6 |
| - men | 18.6 |
| - born in Sweden | 11.3 |
| - not born in Sweden | 32.8 |

Sources: National Swedish Agency for Education: 2008 Statistical data on compulsory education, upper secondary education, special education and adult education.

Swedish National Council of Adult Education: Facts about education 2008.

Folk high schools spring and autumn term 2009: Statistics from the Swedish National Agency for Education.

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Sweden's Official Statistics on pre-school activities, school-age child-care, schools and adult education.

Education Act (1985:1100)

Upper Secondary Ordinance (1992:394)

Compulsory School Ordinance (1994:1194)

Curriculum for the Preschool, (Lpfö98)

Curriculum for non compulsory education (*Läroplan för de frivilliga skolformerna*, Curriculum for the non-compulsory School System), (Lpf94).

Useful websites

The Ministry of Education and Research

<http://www.sweden.gov.se/sb/d/2063>

<http://www.sweden.gov.se/sb/d/11317/a/129198>

The Swedish National Agency for Education

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

Statistics Sweden

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

The National Agency for Higher Vocational Education

<http://www.yhmyndigheten.se/>

The Swedish National Council of Adult Education

<http://www.folkbildning.se/page/491/page.htm>

The Swedish Schools Inspectorate

<http://www.skolinspektionen.se/>