

Descriptive data on childcare, schools and adult education in Sweden 2003

Summary: This report provides a general description of how childcare and education is organised in Sweden. It takes up child/pupil and staff strengths along with expenditure and results for the various types of childcare and schooling. Figures are based on statistical material supplied to the national monitoring system for the childcare and school sector.

Subject words: statistics, childcare, pre-school class, compulsory school, special school, education for pupils with learning disabilities, upper secondary school, adult education, schools abroad, pupils, teachers, expenditure, grades.

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Report no. 8: Beskrivande data om skolverksamheten 1993.

[Descriptive data on schools, in Swedish]

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Preface

This presentation of facts is intended to provide up-to-date information on the Swedish childcare and school system, the resources available and some aspects of the results achieved. The report describes conditions within the childcare facilities and schools that come under the National Agency for Education's areas of responsibility. It also covers the differences between the various principal organisers and course providers, the important changes that have taken place, and concludes with an international comparison of Swedish childcare, schools and adult education.

This report has been published annually since 1992 making this the 12th in a row. This year's report is being translated into English and is expected to be available on the National Agency for Education Website in PDF format during the latter half of 2003. The statistical information has been largely obtained from the Swedish national monitoring system and is based on information supplied to Statistics Sweden by the principle organisers.

Readers who require more detailed statistics on childcare and schools may consult the reports *Barnomsorg, skola och vuxenutbildning i siffror, 2003:del 1, 2 och 3* [Statistics for Childcare, schools and adult education in Swedish], which are included in the national cross-sector series *Sveriges officiella statistik* [Official Statistics of Sweden]. The corresponding reports from 2002 (part 1, 2 and 3) are available in English. Readers requiring information about performance indicators at municipal level may consult the reports "*Barnomsorg, skola och vuxenutbildning Jämförelsetal för huvudmän, del 1 och del 2, 2003* [Childcare, school and adult education Comparative figures for principals in Swedish]. All reports are available on the National Agency for Education Website: <http://www.skolverket.se>

The SIRIS database (the National Agency for Education Internet-based Result and Quality Information System) contains detailed information of school levels, grades and academic results of pupils who have completed compulsory and upper secondary levels. Access the database by clicking the SIRIS button on the National Agency for Education Website: <http://www.skolverket.se>

This report has been drawn up by a project group at the Research Department of the National Agency for Education.

Stockholm, September 2003

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A few basic facts...



Pupils

In October 2002, 730,000 children were enrolled in childcare, 371,000 in preschool activity and 359,000 in school childcare.

94 per cent of all six-year-olds were enrolled in pre-school class and three per cent were enrolled in compulsory school. The total number of pupils in pre-school class was 93,600.

The number of pupils at compulsory school fell by 2,000 compared with the previous year. A total of 1,057,000 pupils attended compulsory school during autumn 2002.

57,600 (5.5 %) of compulsory school pupils attended an independent school in autumn 2002, an increase of 6,600 compared with the previous year.

Of the 107,100 pupils who left compulsory school in spring 2002, 104,500 (97.8 %) continued in upper secondary school in autumn 2002. Upper secondary school had a total of 322,600 pupils in autumn 2002.

287,600 attended municipal adult education during the 2001/02 school year, a fall of 29,600 compared with the 2000/01 school year. Of the total number of pupils, 65 per cent were women and 26 per cent were born abroad.

Teachers

In the country as a whole there were 7.9 full-time teachers per 100 pupils in compulsory school in autumn 2002, an increase of 0.1 teacher compared with the previous year.

In autumn 2002, 81 per cent of the teachers at compulsory school and 78 per cent at upper secondary school had teaching qualifications. The proportion in both types of schools was considerably lower for independent schools (66 and 52 % respectively).

Expenditure

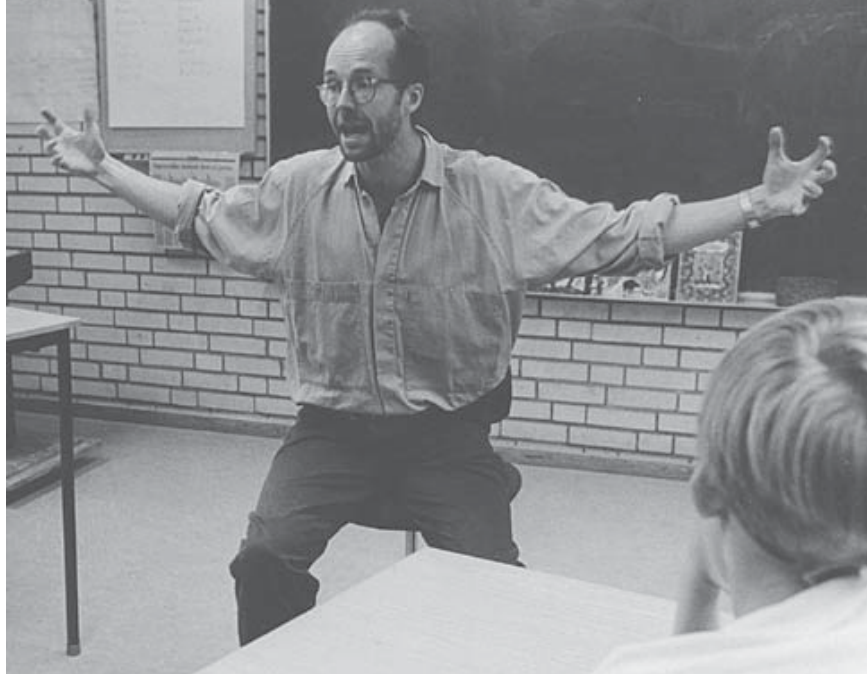
Expenditure on school education is estimated at SEK 110 billion in 2002. The equivalent expenditure for childcare was SEK 43.9 billion. Municipal expenditure on school and childcare together accounted for 45 per cent of the total expenditure of the municipal sector.

Expenditure on compulsory school was SEK 68.3 billion in 2002. Calculated per pupil this corresponds to SEK 64,300. Tuition accounts for just under half and premises for 19 per cent of the total expenditure.

Grades

In June 2002, compulsory school pupils were awarded leaving certificates for the fifth time according to the new knowledge-related grading system. The average grade for ninth year pupils was 204.6 merit points, which was somewhat higher than the previous year when the average merit point was 202.9. Girls had higher average merit points than boys and pupils in independent schools had higher average merit points than pupils in municipal schools.

In spring 2002, 25.4 per cent of the pupils who left compulsory school lacked grades in one or more subjects. Nine per cent did not achieve the objectives in one subject and 17 per cent did not achieve the objectives in two or more subjects.



Some areas affecting education as a whole

An intensive process of change has taken place in the Swedish school system throughout the 1990s. From July 1, 1991, municipalities have been responsible for school education. The Riksdag (Swedish Parliament) and government exercise control by setting objectives and by through the responsibility of the principal organisers and schools for the results achieved. This change of responsibility has led to changes in the design of curricula and syllabi. New grading systems, independent schools, a 3-year upper secondary programme for everybody, a new type of school – pre-school class and childcare integrated into the educational system, a curriculum for pre-school, the government Adult Education Initiative (Kunskapslyftet) and changes in adult education in general are other changes that took place during the 1990s.

Changes will continue into the new millennium. A maximum rate has been introduced for pre-school 4–5 year-olds and a new organisation for upper secondary school is under review. Within adult education, extensive work is underway to develop the municipal infrastructure to ensure that educational guidance, suitable learning environments, teaching, instruction and network-based education is provided to meet the needs and requirements of all adults.

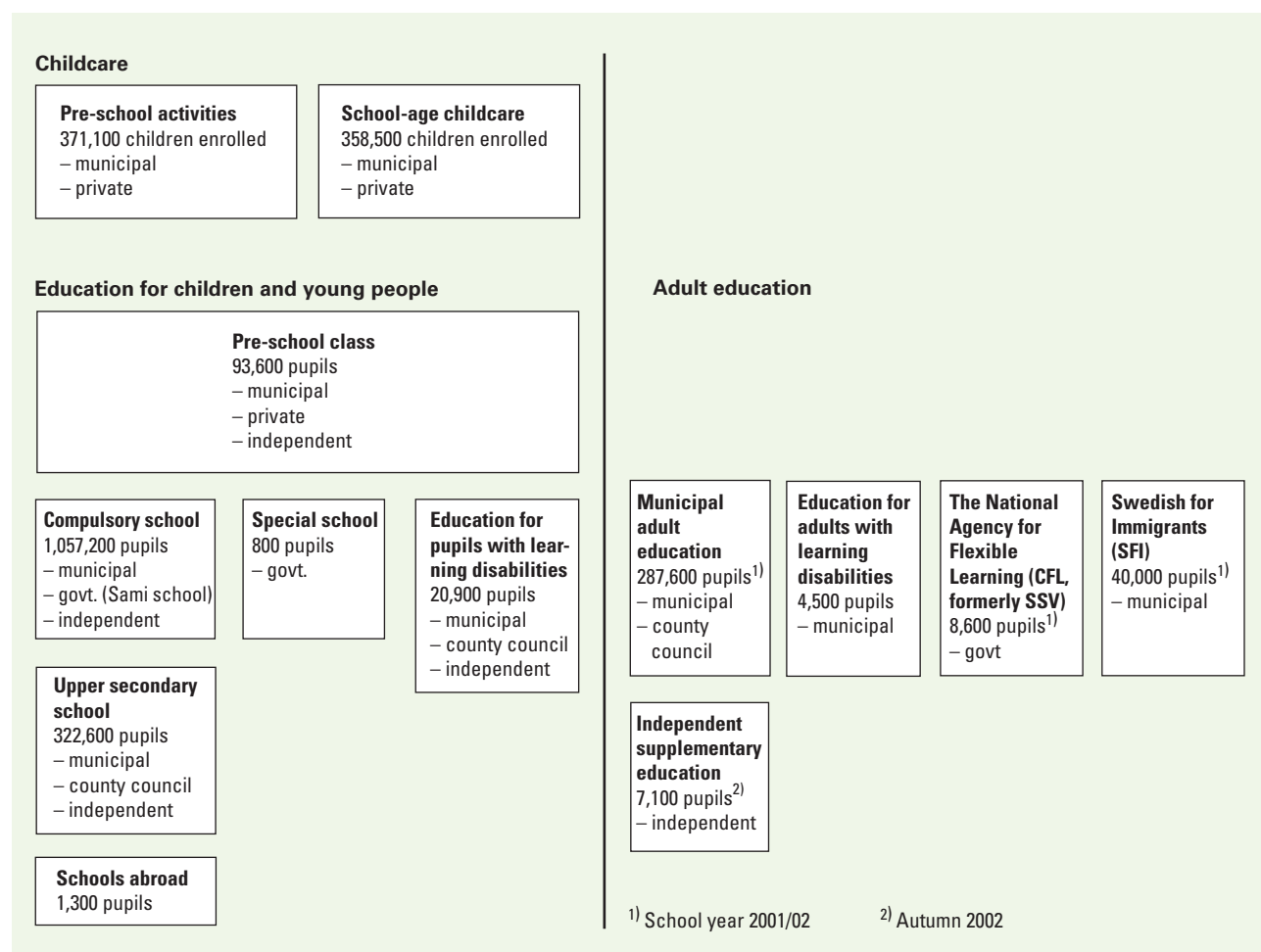
From April 1, 2003 the National Agency for Education is divided into two authorities: the National Agency for Education and the National Agency for School Improvement. The aim with this change is to clarify and strengthen the examination procedures of the National Agency for Education by moving development support activities to the new authority. The National Agency for Education is responsible for educational inspection, national

follow-up and evaluation, and reviewing curricula and grading criteria. The National Agency for School Improvement supports the principle organisers and local departments in developing local activities and also has nationwide responsibility for developing IT in schools.

The aim of this report is to provide a current update of childcare, school and adult education. The report describes conditions within the childcare facilities and schools that come under the areas of responsibility of the National Agency for Education. (see Diagram 1). This introductory chapter takes up some general topics such as local government organisation and management, quality reports and gender equality.

Diagram 1.

Types of childcare and schools under the areas of responsibility of the National Agency for Education – number of children/pupils and principal organisers on October 15, 2002



1.1 Organisation and management

Committee organisation

The Local Government and Education Acts give Sweden's 289 municipalities greater freedom to shape their own policy-making bodies. Chapter 2, section 1, of the Education Act provides that every municipality and county councils appoint one or more committees to govern public education.

The National Agency for Education has previously compiled information about the municipal bodies and administrative organisations on an annual basis. Last year's report presented figures from 2002. Due to a lack of resources, it has not been possible to carry out a new study for 2003. As the previous report tallies reasonably well from a time point of view with

the other statistics presented in this report, the previous year's results are summarised as follows:

A – 164 municipalities had a committee that was responsible for pre-school activities, school-age childcare, pre-school class, all compulsory types of schools (compulsory school, compulsory education for pupils with learning disabilities) and all voluntary school types (upper secondary school, upper secondary education for pupils with learning disabilities, municipal adult education, education for adults with learning disabilities and Swedish for immigrants).

B – Three municipalities had a committee that was responsible for pre-school activities and a committee responsible for school-age childcare, pre-school class, all compulsory and all voluntary school types.

C – 72 municipalities had a committee that was responsible for pre-school activities, school-age childcare, pre-school class and all compulsory school types and a committee responsible for all voluntary school types.

D – Two municipalities had a committee that was responsible for pre-school activities, school-age childcare, pre-school class, all compulsory school types and upper secondary education for pupils with learning disabilities and a committee responsible for all voluntary school types with the exception of upper secondary education for pupils with learning disabilities.

E – Three municipalities had a committee that was responsible for pre-school activities, school-age childcare, pre-school class, all compulsory school types, upper secondary school and upper secondary education for pupils with learning disabilities and a committee responsible for municipal adult education, education for adults with learning disabilities and Swedish for immigrants (SFI).

F – The remaining 45 municipalities each had their unique political management organisation which all differed from the above five categories.

16 municipalities (six municipalities in category C and 10 municipalities in category F) had an organisation consisting of neighbourhood or urban neighbourhood committees where the committee that was responsible for the whole or parts of childcare and the compulsory school types consisted of a number of neighbourhood or city neighbourhood committees.

26 municipalities (17 in category C and 9 in category F) collaborated in 9 upper secondary school associations which included all (category C) or some (category F) of the voluntary school types. Upper secondary associations means a municipal association that has taken over the principle responsibility of education from the municipalities involved. Other types of planning cooperation – that do not fulfil the requirements for an upper secondary association – exist.

Of all the 289 municipalities 114 had an organisation where committees responsible for pre-school activities, school-age childcare, and/or school were also responsible for other municipal activities such as culture and leisure, individual and family social services, care of the elderly and disabled and labour market issues.

19 municipalities changed their committee organisations for childcare, school and adult education between 2001 and 2002.

Administrative organisation

In June 2002, 254 municipalities had an administrative organisation that corresponded with the committee organisation, i.e. each committee had an equivalent administration with the same area of responsibility. The other 35 municipalities had an administrative organisation that differed in some respect from the committee organisation. The most common discrepancy was that there was a single administration with two committees for childcare and school but also the reverse, i.e. a number of administrations but one committee. Next most common was that the administration consisted of some form of a client/provider organisation. In some cases the administration was responsible for certain activities within the sphere of responsibility of another committee, e.g. culture and leisure or individual and family social services.

1.2 Quality reports

According to the Ordinance on Quality Reports in the Education System (SFS 1997:702, changed to SFS 2001:649), each municipality and school is to prepare written quality reports each year as part of the continuous follow-up and evaluation of the educational system. A quality report should contain an assessment of the extent to which the educational objectives have been achieved and the steps required to remedy objectives that have not been achieved. The municipality's quality report is based on the quality reports from the schools and must be drawn up by May 1 every year.

In October 2002, 279 of the country's 289 municipalities (97 %) had prepared quality reports for 2001¹. This was an increase of 72 municipalities compared with the previous year when the number was 207 (72 %). Municipalities with less than 10,000 inhabitants are still somewhat underrepresented (93 %) with regard the proportion that compiled quality reports in 2001, but all the municipalities with more than 50,000 inhabitants compiled quality reports.

Of the 279 quality reports drawn up at municipal level for 2001, 179 were regarded as having a content that complied with the requirements in the ordinance, or 64 per cent of the total number of reports drawn up. This is a reduction of three percentage points compared with the quality report assessment of 2000 (December 2001) when 138 of 207 quality reports (67 %) were regarded as complying with the criteria. Of the 289 municipalities, the proportion of quality reports that complied with the requirements of the ordinance did however greatly increase between 2000 and 2001, from 48 to 62 per cent.

The analysis shows that objectives, results, assessment of the fulfilment of objectives and development measures are the target areas that best correspond with the requirements of the ordinance. The most common target areas are the knowledge, responsibility and influence of the pupils along with norms, values and support measures. The most common failing of the quality reports is the lack of an assessment of the fulfilment of objectives and/or a description of the remedial measures required in order to achieve the objectives.

Of the 279 quality reports drawn up at municipal level, 276 deal with compulsory school, 211 the pre-school class, 188 upper secondary school, 133 municipal adult education and 131 compulsory education for pupils with learning disabilities. 131 municipal reports take up upper secondary

¹ *Quality reporting in the country's municipalities and the remedial measures taken by the National Agency for Education to support this work, the National Agency for Education report 2002-12-01, Ref.No. 77-2002:2192*

education for pupils with learning disabilities and 33 for education for adults with learning disabilities. Preschool activities and school childcare are not subject to the requirement to prepare quality reports. However, these activities are each included in 210 and 151 municipal reports respectively. There is also a school of music, but it is not as large as other school forms. Compared with the quality reports compiled for 2000, the quantitative elements between the school forms are more or less the same.

From 2002, the municipalities must send their quality reports for publication to the National Agency for Education database SIRIS. On July 1, 2003, 242 municipalities had sent in quality reports for 2002 and at the beginning of September the number had increased to 252. SIRIS can be accessed by clicking on the SIRIS button on the National Agency for Education Website or via a direct link <http://siris.skolverket.se>

1.3 Students are girls and boys – teachers are women and men

The Education Act and curricula both state that school has an important role to play in communicating and firmly establishing the fundamental values of our society. Gender equality between women and men is one of these values. Lpo-94 describes equal rights and opportunities of men and women as one of the cornerstones of a uniform education.

School must actively and deliberately promote equal opportunities for women and men. Moreover, school is responsible for counteracting traditional gender patterns and providing scope for students to develop their ability and interests regardless of gender. The way in which girls and boys are treated at school and the demands and expectations placed on them contribute to shaping gender awareness. Girls and boys also differ in their way of being, in their language, performance and study results and in what they want to work with, how they work and in their choice of subjects and specialist area. The gender perspective must be transparent in the content and methods of teaching and must also shape schools' organisation and planning. Equal opportunity at school is an educational issue as well as an area of knowledge.

All staff have an important task as adult role figures for girls and boys in childcare and school, which is why the proportion of women and men must be reasonably balanced. Unfortunately, gender distribution is not in balance. The proportion of men in childcare is always at a very low level and the teaching profession is becoming increasingly dominated by women in compulsory school. This report presents a great deal of statistical information relating to the imbalance between the sexes in Swedish schools. Here follows a brief selection:

- More girls than boys start compulsory school at six years of age.
- Girls have higher grades than boys at both compulsory and upper secondary levels.
- The traditional upper secondary choices remain; only three of 17 national programmes have a relatively even gender distribution, women made up less than eleven per cent on six programmes, and the number of men on other national programmes totalled less than 40 per cent.
- There are more women than men on adult education programmes.
- Well over 90 per cent of childcare employees are women and almost 75 per cent of compulsory school teachers are women.



Childcare

According to the Education Act, municipalities are obliged to provide child care in the form of pre-school activities and school-age childcare for children aged between 1 and 12 to the extent required for parents to be able to work or study, or if the child is in need of this activity. From July 1, 2001 this obligation also covers children aged between 1 and 5 whose parents are unemployed and from January 1, 2002 those on parental leave. Children whose parents are unemployed or on parental leave shall be offered a pre-school or family day-care place for a minimum 15 hours a week. The act states that a place shall be provided “without unreasonable delay”, i.e. normally within three to four months of the person who has custody of the child notifying that they need a place. A place shall be offered as close to the child’s home as possible and with reasonable consideration being given to the parents’ wishes.

From January 1, 2003 pre-school will be made available to all four and five-year-olds. Universal pre-school means that all children shall be offered a pre-school place for the autumn term of the year they become four years of age. Universal pre-school will comprise of a minimum 15 hours a week (525 hours a year).

Municipalities have responsibility for children in need of special support for their development. These children are to be offered a place at a pre-school or leisure-time centre unless their needs can be met in some other way.

Quality requirements are also detailed in the act. They describe the conditions that are required in order to meet childcare and educational needs. Requirements are made regarding group composition and size, premises and staff.

The act also stipulates that the municipalities can provide grants for private pre-school and school childcare provided that it meets the quality requirements of the act and that the fees are not unreasonably high.

Integration – life-long learning

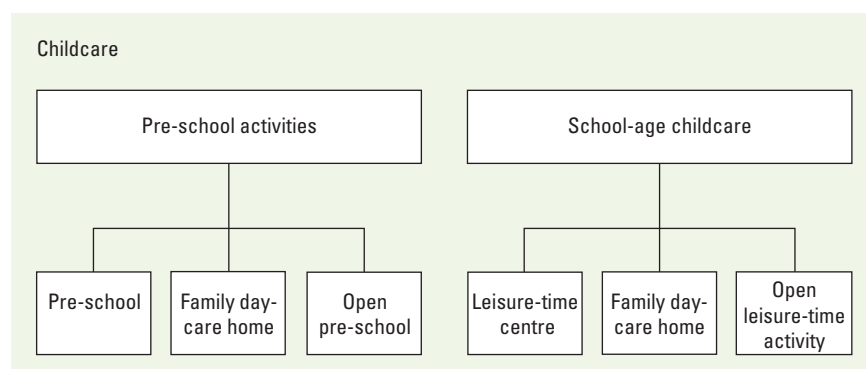
Childcare in Sweden has traditionally had a dual function: to enable parents to combine parenthood and work and to contribute to providing children with good conditions in which to grow up. Throughout its period of expansion, childcare has been an important component in social and family policy and an important element of educational policy.

In pace with the expansion of childcare to cover an increasing number of children, its significance for educational policy has increased and since 1996 childcare has been the responsibility of the Ministry of Education. The aim is for childcare and school to be integrated as components of life-long learning. A joint pedagogical approach to the development of children and young people and their learning will be developed and all pedagogical activity for children and young people will be viewed in its entirety. Pre-school is the first step in the education system.

2.1 Organisation

The concept *childcare* does not appear in the Education Act but is usually used as a general term for pre-school and school-age childcare activities, which in turn include various types of activities as shown in Diagram 2.

Diagram 2.
Types of childcare



Pre-school activity is intended for children who do not attend school and is carried out in the form of *pre-school*, *family day-care home* and *open pre-school*.

- *Pre-school* provides pedagogical group activities for children whose parents are working, studying or on parental leave or if the child is in need of the activity. Opening hours vary depending on the needs of the family. Children are enrolled.
- In the *family day-care home*, children are normally looked after in the home of a childminder while their parents are working, studying or on parental leave. Opening hours are adapted to suit the needs of the family. Children are enrolled.
- The *open pre-school* is intended for parents at home with their children. Together with the staff, parents are given an opportunity to develop educational group activities for children. The children are not enrolled. In many places, the family day-care homes have access to the open pre-school.

Previously the terms *day-care centre* and *part-time group* were used in legislation to refer to two different organisational types of pre-school. The part-time groups were mainly attended by six-year-olds. When the pre-school class¹ was introduced in 1998, the terms day-care centre and part-time group were removed from the Education Act, leaving the uniform term pre-school.

School-age childcare is intended for children who attend school and is carried out in the form of a *leisure-time centre*, *family day-care home* and *open leisure-time activity*.

- The *leisure-time centre* is an pedagogical group activity during the school-free part of the day and year for schoolchildren up to twelve years of age. It can be run as a completely independent activity but is often integrated with school.
- The *family day-care home* also receives schoolchildren (see above).
- *Open leisure-time activity* is an alternative to leisure-time centres and family day-care homes primarily for children aged between 10 and 12. It also serves as a complement for schoolchildren in the family day-care homes. The children are not enrolled.

Several of the changes that have taken place in childcare make it more difficult to compare statistics from before and after 1998. The introduction of the pre-school class in 1998 means that pre-school nowadays receives children aged between 1 and 5, as opposed to 1–6 as before and that an increasing number of six-year olds attend leisure-time centres. From 1998, the pre-school figures are not therefore directly comparable with previous figures on day-care centres and part-time groups. Some caution should also be observed in making comparisons with previous years for leisure-time centres.

A further change is that the time point for compiling statistics has been changed. Childcare statistics have been integrated with school statistics, which means that the measuring point as from 1998 is October 15 as opposed to December 31. In addition, the compiling of statistics covering children and staff at leisure-time centres was changed in 1999. For leisure-time centres under the same management (joint school head) as a compulsory school or a compulsory school for children with learning disabilities, the statistics are fetched directly from the school. For leisure-time centres that are not under the same school head as a compulsory school or a compulsory school for children with learning disabilities, the statistics are fetched from the municipal council as before.

Expansion

Childcare has rapidly expanded in Sweden. Diagram 3 shows that the increase in the number of children enrolled in day-care centres, leisure-time centres and family day-care homes between 1975 and 1997 was nearly five-fold, from 154,000 to 723,000. After 1997 the number of children fell again for a few of years and rose again between 2001 and 2002. In 2002, a total of 729,600 children were enrolled in pre-school or school-age childcare, the highest ever figure. Of these, 350,700 were enrolled in leisure-time centres, 333,600 in pre-school and 45,300 in family day-care homes.

¹ *Pre-school class is described in chapter 3.*

Expansion was particularly great during the 1990s. In 1995, the municipalities were given the further responsibility of providing a place to children who need it. Together with the high birth rate, the amendment to the law led to a record number of new childcare places being created in the mid 1990s.

Diagram 3.

Number of children enrolled in day-care centres/pre-school, family day-care homes and leisure-time centres 1975–2002

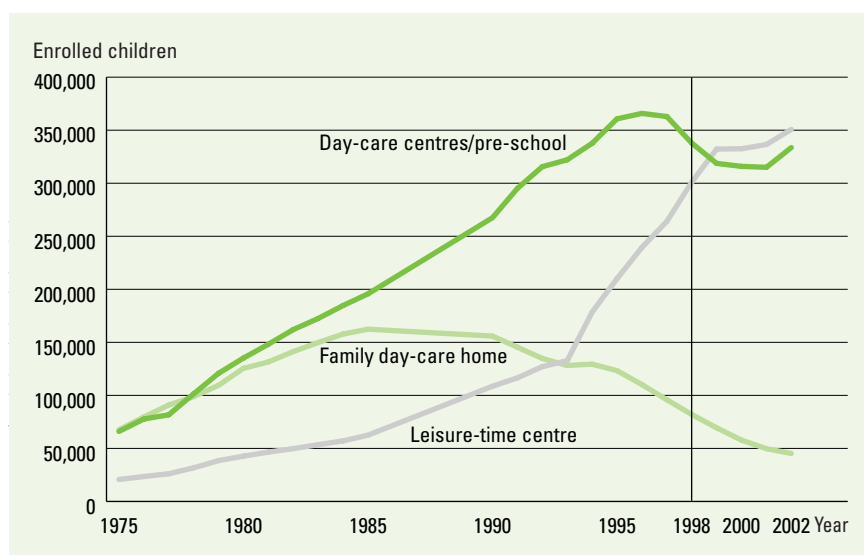


Table 1 shows the number of children enrolled in pre-school, family day-care home and leisure-time centres between 1998 and 2002. The number of children enrolled in pre-school fell for a number of years but has risen again during the past year. The number of children enrolled in leisure-time centres has steadily increased and shows a large increase during the past year. The number of children enrolled in family day-care homes has however rapidly declined over a longer period. Table 2 shows the number of children enrolled in some form of childcare and the proportion of children enrolled per population.

Table 1.

Number of children enrolled in pre-school, family day-care homes and leisure-time centres on October 15, 1998–2002

Year	Children enrolled in		
	Pre-school	Family day-care home	Leisure-time centre
1998 ¹⁾	338 002	81 987	301 065
1999	318 660	69 300	332 168
2000 ^{2,3)}	314 894	57 762	332 469
2001	314 987	49 724	336 508
2002	333 646	45 260	350 744

¹⁾ Figures for pre-school and leisure-time centres have been modified after publication of the National Agency for Education reports nos. 167 and 173.

²⁾ Figures for pre-school and family day-care home have been modified after publication of the National Agency for Education reports no. 196.

³⁾ When compiling figures for 2001 it became clear that the proportion of children enrolled in independent leisure-time centres had been overestimated. Compared with 2001, this figure for 2000 was 3,900 children.

Table 2.

Number of children enrolled in various forms of childcare and the number of children enrolled as a percentage of the child population, October 15, 2002

Year Activity Principle organiser	Enrolled children					Enrolled children of all in resp. age			
	No. younger than 1 year-old	No. 1–5 yrs	No. 6–9 yrs	No. 10–12 yrs or older	Total 0–12 yrs	Prop. (%) 1–5 yrs	Prop. (%) 6–9 yrs	Prop. (%) 10–12 yrs	Prop. (%) 1–12 yrs
2002									
Childcare, total	29	369 213	324 667	35 741	729 650	80.5	74.7	9.4	57.3
municipal	23	310 571	299 305	32 300	642 199	67.8	68.9	8.5	50.4
private	6	58 642	25 362	3 441	87 451	12.8	5.8	0.9	6.9
of which Pre-school activity	29	368 564	2 526	.	371 119	80.4	0.6	.	29.1
municipal	23	310 073	1 869	.	311 965	67.6	0.4	.	24.5
private	6	58 491	657	.	59 154	12.8	0.2	.	4.6
of which School-age childcare	.	649	322 141	35 741	358 531	0.1	74.2	9.4	28.1
municipal	.	498	297 436	32 300	330 234	0.1	68.5	8.5	25.9
private	.	151	24 705	3 441	28 297	0.0	5.7	0.9	2.2
Pre-school activities									
Pre-school	18	331 102	2 526	.	333 646	72.2	0.6	.	26.2
Family day-care home	11	37 462	.	.	37 473	8.2	.	.	2.9
School-age childcare									
Leisure-time centre	.	649	315 335	83 521	350 744	0.1	72.6	9.1	27.5
Family day-care home	.	.	6 806	1 757	7 787	.	1.6	0.3	0.6

Pre-school activities

A total of 368,600 children were enrolled in some form of pre-school activity in 2002 (all children in the pre-school and children aged up to five years old in family day-care homes). This can be compared with 354,900 children in 2001. We see an increase in the number of children enrolled despite the number of children in the 1–5 age group slightly falling from 460,200 to 458,400 between 2001 and 2002. This means that the proportion of children in the 1–5 age group enrolled in pre-school and family day-care homes increased from 76 to 81 per cent between 2001 and 2002. The proportion of enrolled children is higher among older children than younger. For instance, in 2002 around 90 per cent of all four and five-year-olds were enrolled in some form of pre-school activity while the corresponding figure for one-year-olds was 45 per cent.

Pre-school is the predominant form of pre-school activity. In October 2002, 333,600 children were enrolled in pre-school, compared with 315,000 the year before. The number of enrolled children has increased by six per cent (18,600 children). 72 per cent of all children aged between 1 and 5 attended pre-school in 2002 compared with 68 per cent in 2001. The proportion of children enrolled has increased in all age groups. The increase is around 4–7 percentage points with the exception of one-year-olds where the increase is two percentage points. In 2002, 40 per cent of all one-year olds attended pre-school, 75 and 80 per cent respectively of two and three year olds and 83 and 84 per cent of all four and five year olds.

The increase in the number of children attending pre-school is mainly due to children of unemployed parents and parents on parental leave being given the right to attend pre-school. The change is particularly large

among the children of parents on parental leave. According to the results of a National Agency for Education questionnaire for parents 2002², 47 per cent of 1–5 year-olds with one parent on parental leave had a place in pre-school. In 1999 the corresponding figure was 26 per cent. In actual figures this means that approximately 15,000 children to parents on parental leave have been added between 1999 and 2002. A large proportion of these children have probably begun pre-school during 2002. The proportion of pre-school children with an unemployed parent has increased from 58 to 76 per cent between 1999–2002 but because unemployment has fallen during the period the current number of pre-school children to unemployed parents remains the same.

76 municipalities had pre-schools open outside ordinary working hours (7pm–6.30am). The total number of places amounted to 2,300. The number of municipalities were more or less the same as the previous three years but the number of places has dropped somewhat compared with 2001.

The number of pre-school children in *family day-care homes* peaked in the late 1980s and has thereafter fallen practically every year. In 1994, 86,800 1–5 year-olds were enrolled compared with 37,500 in 2002. Between 2001 and 2002, the number of children enrolled fell by almost 2,400 or six per cent. The proportion of 1–5 year olds in family day-care homes of all children in the age group was 8 per cent in 2001, a fall of half a percentage point since 2001. The fall was about equally large in all age groups. Among all one-year-olds, 5 per cent were enrolled in family day-care homes in 2002. The corresponding proportion of 2–5 year-olds was 9 per cent.

The number of *open pre-schools* fell throughout the 1990s. At the beginning of the decade, there were over 1,600 open pre-schools but in 2002 there were less than half this number (708). Between 2001 and 2002 alone, the number fell by six per cent. Opening hours vary, in some municipalities all open pre-schools are open more than 16 hours a week while in other municipalities the open pre-schools are not open at all that long. In 2002, 307 open pre-schools (43 %) were open for more than 16 hours a week, as shown in Table 3. Since the children are not enrolled, no information is available on the number of children taking part.

Table 3.
Number of open pre-schools
on October 15, 1998–2002

	1998	1999	2000	2001	2002
Total number	928	869	805	752	708
Proportion (%) open more than 16 hrs a week	69.9	44.2	44.1	41.6	43.4

School-age childcare

A total of 358,600 children were enrolled in some form of school-age childcare in 2002 (all children in leisure-time centres and 6–12-year-olds in family day-care homes). This is an increase since 2001 when the number was 346,300. The proportion of enrolled 6–9-year olds has also risen from 68 per cent in 2001 to 74 per cent in 2002. Worth noting is that the proportion of enrolled 10–12 year-olds has increased two years in a row. The increase is approximately one percentage point a year and in 2002 amounted to nine per cent.

Leisure-time centres is the type of childcare that has increased most during the past ten years. The number of children enrolled in leisure-time centres has increased steadily since the 1970s. The number of children at leisure-

²⁾ *The follow up of the maximum rate, public pre-school reform etc. National Agency of Education 2003.*

time centres was however the same between 1999 and 2000. By 2001 the number had increased again and between 2001 and 2002 the increase was 14,200. More six year-olds attend leisure-time centres because since the introduction of pre-school in 1998, six-year-olds attend leisure-time centres instead of pre-school. In 1998, 53 per cent of six-year-olds were enrolled compared with 73 per cent in 2001 and 79 per cent in 2002. The proportion of enrolled children has increased in all age groups. Between 2001 and 2002 the proportion of seven-year-olds in leisure-time centres increased from 74 to 80 per cent, the proportion of eight-year-olds from 68 to 75 per cent and the proportion of nine-year-olds from 52 to 60 per cent. The proportion of enrolled 10–12-year olds in leisure-time centres has also continued to increase. In 2002, nine per cent of 10–12-year-olds were enrolled in leisure-time centres. The corresponding figure for 2001 was eight per cent and seven per cent between 1998 and 2000.

To a large degree, leisure-time centres share the same management as compulsory schools and compulsory schools for children with learning disabilities. Of all the children enrolled in leisure-time centres, 97 per cent attended a centre that had the same school head as a compulsory school or a compulsory school for children with learning disabilities.

The number of schoolchildren attending *family day-care homes* reached a peak at the end of the 1980s and has since continuously fallen. In 2001, there were 9,800 children between the ages of 6 and 12 in family day-care homes and in 2002 the number had fallen to 7,800 enrolled children. The majority are aged between 6 and 9.

According to the Education Act, school childcare for children between the ages of 10 and 12 can also be organised in the form of *open leisure-time activity*. This is an alternative to activity requiring enrolment (i.e. leisure-time centres and family day-care homes) for children in this age group. In 2002, 76 municipalities in Sweden (26 per cent) organised open leisure-time activity, three less than in 2001. In all, there were 617 departments, 10 less than 2001. Around 80 per cent of these were open more than 16 hours a week.

Privately run childcare

Privately run childcare became more common during the 1990s. Table 4 shows there were 87,300 children (12 %) in private pre-schools, family day-care homes and leisure-time centres in 2002, around 6,400 more compared with 2001. It was above all pre-schools that were under private management. In 2002, 17 per cent of the children enrolled in pre-school attended a private pre-school, the same figure as in 2001. Nearly 40 per cent of these children attended a parental cooperative and around 30 per cent attended a company run pre-school. Eight per cent of the leisure-time centre children attended a private leisure-time centre and five per cent of the children a family day-care home, an increase of 0.6 percentage points since 2001. Eight per cent of the children enrolled in family day-care homes attended a private family day-care home, an increase of 0.8 percentage points since 2001.

Table 4.

Children enrolled in private or sub-contracted pre-schools, leisure-time centres and family day-care homes October 15, 1998–2002

Year	Children enrolled in private					
	pre-schools		family day-care homes		leisure-time centres	
	No.	proportion (%) of all children enrolled in pre-schools	No.	proportion (%) of all children enrolled in family day-care homes	No.	proportion (%) of all children enrolled in leisure-time centres
1998 ¹⁾	44 876	13.3	2 844	3.5	13 701	4.6
1999	47 155	14.8	3 483	5.0	22 540	6.8
2000 ^{2,3)}	48 717	15.5	3 562	6.2	25 355	7.6
2001	52 304	16.6	3 622	7.3	24 995	7.4
2002	55 764	16.7	3 666	8.1	28 021	8.0

¹⁾ The figures for leisure-time centres have been modified after publication of the National Agency for Education reports nos. 167 and 173.

²⁾ The figures for pre-school and family day-care homes have been modified after publication of the National Agency for Education report no. 196.

³⁾ When compiling figures for 2001 it became clear that the number of children enrolled in private leisure-time centres had been overestimated. Compared with 2001, this figure for 2000 was 3,900 children.

As evident in Diagram 4, privately run childcare is most common in metropolitan areas and suburban municipalities and less common in industrial municipalities. Of Sweden's 289 municipalities, 65 had no private pre-schools at all in 2002.

Diagram 4.

Proportion (%) of all enrolled 0–12 year-olds in privately run activities per municipality on October 15, 2002



First language support

In 2002, 44,600 children aged between 1–5 years enrolled in pre-school or family day-care homes had a different first language than Swedish, see Table 5. Of these, 5,800 received first language support, which means that 13 per cent of children with another first language than Swedish receives first language support in pre-school or family day-care homes. This is the same proportion as in 2001 and a clear reduction compared with 1990. In that year, 57 per cent of children with another first language than Swedish received additional tuition in their first language. All in all, barely fifty municipalities provided first language support in pre-school in 2002. Children with another first language than Swedish are mainly concentrated in the big cities, certain suburban municipalities and some municipalities situated around the border with Finland. Of the municipalities with more than 30 per cent of children with another first language than Swedish, Pajala, Södertälje and Botkyrka provide the most first language support.

Table 5.

Number of enrolled children attending pre-school and family day-care homes with another first language than Swedish and the proportion (%) of enrolled children with another first language than Swedish receiving first language support on October 15, 1998–2002

Year	Number of enrolled children attending pre-school and family day-care homes with another first language than Swedish	Proportion of children with another first language than Swedish receiving first language support
1998	37 067	14.7
1999	39 658	13.0
2000	41 237	12.2
2001	40 009	12.8
2002	44 646	13.1

Regional differences

Childcare is not evenly spread throughout the country and the regional differences are relatively large. Big cities, suburban municipalities, and larger towns, i.e. municipalities with a high level of women in the labour force had the highest proportion of children receiving childcare, while sparsely-populated municipalities had the lowest as shown in Table 6.

The distribution of the various types of activities also differs between different types of municipalities. Family day-care homes are considerably more common in rural and other smaller municipalities than in big city regions while the opposite applies for pre-schools and leisure-time centres. The proportion of 1–5 year-olds in pre-school in 2002 was highest in the big cities, larger towns and suburban municipalities and lowest in rural municipalities, sparsely populated municipalities and other smaller municipalities. The same pattern exists for the proportion of 6–12 year-olds in leisure-time centres.

Table 6.

Proportion of 1–5 and 6–12 year-olds enrolled in pre-school, leisure-time centres and family day-care homes of the total number of children in the respective age group according to type of municipality on October 15, 2002

Type of municipality	Proportion of all 1–5 year-olds enrolled in			Proportion of all 6–12 year-olds enrolled in		
	pre-school	family day-care	total, pre-school activity	leisure-time centre	family day-care	total in school childcare
Big cities	76.3	4.1	80.4	48.9	0.2	49.1
Suburban municipalities	73.9	8.0	81.9	48.5	0.9	49.4
Larger towns	74.9	6.9	81.8	44.5	0.6	45.1
Medium-sized towns	71.3	8.8	80.1	39.8	1.4	41.2
Industrial municipalities	68.1	10.4	78.5	36.1	1.1	37.2
Rural municipalities	61.6	14.9	76.5	36.9	1.6	38.4
Sparsely populated municipalities	67.9	9.9	77.8	30.9	1.0	31.9
Other larger municipalities	67.6	11.5	79.1	39.6	1.7	41.4
Other smaller municipalities	62.8	14.2	77.0	35.7	2.0	37.7
All municipalities	72.2	8.2	80.4	42.9	1.0	43.9

More difficult to get a pre-school place in January

In May 2002, The National Agency for Education carried out a follow up survey into the extent to which municipalities could provide a childcare place “without unreasonable delay”, i.e. within three to four months of parents declaring a need.³ The follow up, which covered all the country’s municipalities, showed that 14 municipalities were unable to offer a place at pre-schools or family day-care homes in September if parents declared an interest in May, the same reply given by 10 municipalities the year before. Four municipalities replied that they were unable to provide a place in school-age childcare in September, twice as many as 2001.

The National Agency for Education is also aware that some municipalities solve the increased influx of children by arranging “temporary” solutions, which was verified in the 2002 follow up. Thirty or so municipal-

³ Places without reasonable delay. Follow up of availability of childcare places in May 2002. The National Agency for Education 2002.

ities stated in the follow up that they had special pre-schools or departments where children could be placed temporarily while waiting for a regular pre-school place.

Attendance

According to the results of the parent survey in 2002⁴, pre-school attendance has reduced compared with the 1999 survey. The average attendance has fallen by one period a week between 1999 and 2002, from 31 to 30 hours. This reduction is mainly due to the majority of children attending 1–15 hours a week. The number of “three hour children” in pre-school has increased as a result of unemployed parents and parents on parental leave being entitled to a place a minimum three hours a day or 15 hours a week. Children whose parents work or study have the same attendance as before, an average of 32 hours a week.

Table 7.

Average attendance (hrs/wk) at pre-school for 1–5 year-old according to parents' occupation 1999 and 2002

Parents' occupation	Attendance times, hrs/wk		
	1999	2002	Change
Employment/studies	32.0	31.9	-0.1
Unemployed	23.6	23.3	-0.3
On parental leave	23.9	20.8	-3.1
Other	26.6	26.8	0.2
Total	30.7	29.9	-0.8

Group sizes

In the autumn of 2002, the National Agency for Education carried out an intensive study of pre-school group sizes⁵, a follow up of a similar survey in 2001. A questionnaire was sent to 1,700 pre-schools, 740 leisure-time centres and 1,300 pre-school classes in 32 municipalities chosen at random. The results show no change in the size of pre-school groups during the past year. In the autumn of 2002, the average group size was 17.4 children compared with almost 17.5 the previous year. This is however an increase of one child per group since 1998 and nearly two children per group since the early 1990s.

The distribution has not changed more than marginally either between 2001 and 2002. Eight out of ten departments had between 12 and 22 children both years. Half of the departments had between 15 and 20. The variations in group size is much larger within municipalities than between municipalities.

The groups in leisure-time centres are already large and are still increasing. The average group size increased from 29.4 to 34.1 between 1998 and 2002 and has almost doubled since the early 1990s. Leisure-time centres also show a greater variation in group sizes. In autumn 2002, eight out of ten departments had between 17 and 57 children and half of the departments had between 23 and 42 children.

⁴ Follow up of the maximum rate and public pre-school reform etc. The National Agency for Education 2003

⁵ Group sizes and staffing levels in pre-school, pre-school class and leisure-time centres. The National Agency for Education 2003

2.2 Resources

Staff

In 2002, there were 108,500 supervisors and employees working with children at pre-schools and leisure-time centres and 8,500 childminders, an increase of 4,000 people compared with the previous year. There were 861 employees in the open pre-schools in 2002, 67 less than 2001.

The number of employees adjusted to annual employees amounted to 63,100 in pre-school and 19,100 in leisure-time centres in 2002 as shown in Table 8. This is comparable with the previous year when there were 58,700 annual employees in pre-school and 19,400 in leisure-time centres.

Table 8.

Number of annual employees in pre-schools, leisure-time centres and the number of childminders on October 15, 1998–2002

Year	Annual employees			
	in pre-school	in leisure-time centres	in open pre-school ¹⁾	family childminders ²⁾
1998	59 808	18 998	.	14 638
1999	59 258	18 656	652	12 497
2000 ³⁾	58 139	19 017	626	10 545
2001	58 689	19 379	595	9 323
2002	63 104	19 107	554	8 493

¹⁾ Figures for annual employees in open pre-school have only been available since 1999.

²⁾ Figures for family childminders regard the number of people employed in the family care home.

³⁾ When compiling figures for 2001 it became clear that the number of people employed in private leisure-time centres had been overestimated. Compared with 2001, this figure for 2000 was around 150 employees.

Childcare staff are generally well-educated. In pre-school, only around five per cent of the employees have no training for working with children, see Table 9. In both pre-school and leisure-time centres, the proportion of annual employees with higher education has increased through the 1990s, but shows a downward trend during recent years. At pre-school, the proportion was 51 per cent in 2002, a percentage point lower than 2001 and three percentage points lower than 2000 and 1999. At the leisure-time centres, the proportion of annual employees with higher education was 56 per cent, a reduction of one percentage point since 2001 and a reduction of five percentage points since 2000.

The educational level of family childminders also increased during the 1990s to fall somewhat during recent years. In 2002, and 2001, 70 per cent were trained to work with children compared with 41 per cent in 1990. Family childminders normally have some form of childcare training (34 %) or childminder training (34 %).

Table 9.

Number of employees in pre-school and leisure-time centres, adjusted to annual employees, by education on October 15, 2002

Education	Pre-school		Leisure-time centre	
	No.	proportion (%)	No.	proportion (%)
Pre-school teacher	31 284	49.6	4 512	23.6
Leisure-time instructor	426	0.7	5 705	29.9
Teacher training	240	0.4	417	2.2
Childminder ¹⁾	27 071	42.9	.	.
Youth recreation leader training	87	0.1	614	3.2
Other training for working with children ¹⁾	1 151	1.8	.	.
No childcare training ¹⁾	2 844	4.5	.	.
No information available ¹⁾			7 860	41.1
Total	63 104	100	19 107	100

¹⁾ Due to new procedures for compiling information about employees in leisure-time centres, information on education is collected almost solely from the Higher Education register. Childminders and childcare courses largely take place at upper secondary school level and are not included in this register so there is no information regarding education for these people.

Gender distribution among employees is very uneven. Only six per cent in pre-schools and leisure-time centres are men, the same proportion as throughout 1980s and 1990s. The highest proportion of men is at leisure-time centres (16 %) and among supervisors (20 %).

Staffing levels

One of the municipal savings strategies has been to reduce staffing levels. The number of pre-school children per annual employee increased from 4.4 to 5.7 children between 1990 and 1998. Since then the number of children per annual employee has levelled out and in 2002 was 5.3 children, more or less the same figure as in 2000 and 2001.

The 1990s saw a dramatic drop in staffing levels at leisure-time centres. This levelled out during 2000 and 2001 only to fall again in 2002. In 2002, there were on average 18.4 children per annual employee compared with 17.4 the previous year. Since 1990, the number of children per annual employee has more than doubled (8.3 children in 1990).

Staffing levels in family day-care homes are unchanged compared with the previous year when the number of children per childminder was 5.3. In the mid 1990s, the number was 5.8.

Expenditure

Gross municipal expenditure on childcare in 2002 amounted to SEK 44 billion, an increase of five per cent compared with 2001 (fixed prices). Pre-school accounts for 68 per cent of the expenditure, leisure-time centres for 23 per cent and family day-care homes for eight per cent. Open activities – open pre-school and open leisure-time activity for 10–12-year-olds – together account for one per cent of the total expenditure.

Expenditure was relatively stable between 1997 and 2001 but during 2002 the costs rose by nearly eight per cent to SEK 30.1 billion. The number of children enrolled fell between 1997 and 2001 causing the cost per child to increase during this period. In 2002, the number of children enrolled in pre-school increased by 3.6 per cent as a result of the maximum rate reform. In the meantime, costs have increased more than the numbers of children, causing the cost of each enrolled child to increase by 3.8 per cent

during 2002. This is a large increase considering the many part-time children who enrolled during 2002 (children to unemployed people and people on parental leave).

Of the total pre-school expenditure, staff costs made up 74 per cent, an increase of one percentage point since 2001. Staff costs per enrolled child increased by three per cent while staffing levels in pre-school remained unchanged at 5.3 enrolled children per annual employee. Costs for premises made up 14 per cent of the total cost for 2002, a reduction of a half percentage point from the previous year.

The cost of family day-care homes continues to fall and amounted to SEK 3.4 billion in 2002, a fall of seven per cent since the previous year and 28 per cent since 1998. At the same time, the number of children attending family day-care homes is also falling, 12 per cent since 2001 and nearly half since 1998. Because the number of children has fallen at a higher rate than the total cost, the cost per enrolled child has risen by nearly six per cent since 2001. Staff costs made up 84 per cent of the total expenditure of family day care, the same as in 2001.

The cost of leisure-time centres has increased during the past five years and the total expenditure for 2002 was SEK 10.1 billion, an increase of around three per cent. Meanwhile, the number of children has also greatly increased. In 2002, 339,700 children were enrolled in leisure-time centres, nearly three times as many as ten years ago. Part of this increase is due to the fact that leisure-time centres have been admitting six-year-old pre-school children since 1998. The increase in the number of children has also continued into the new millennium. In 2002, the number of children rose by two per cent. The cost per enrolled child was SEK 29,800, an increase of two per cent since 2001.

Of the total expenditure for leisure-time centres, staff costs made up 73 per cent, unchanged since the previous year. Staff cost per child rose by one per cent during 2002, but despite this, the staffing levels have fallen from 17.4 children per annual employee 2001 to 18.4 in 2002. The number of children per annual employee has more than doubled since the early 1990s and the 2002 level is the highest ever recorded. Cost of premises made up 14 per cent of the total cost for 2002, unchanged from the previous year.

The open activities only answer for a small part of childcare costs. Resources to the open pre-school in 2002 amounted to SEK 290 million, a fall of four per cent since 2001. The open leisure-time centres for 10–12 year-olds cost SEK 160 million, an increase of 2.5 per cent from the previous year.

Table 10.

Expenditure on childcare 2000, 2001
and 2002 by activities, providers and
type of expenditure (current prices)

All childcare and its component activities	Total cost ³⁾			of which municipal of which			Municipal expenditure for privately run activities ⁴⁾
	2000	2001	2002	Total	staff	premises	
Childcare Total, MSEK	39 833	40 897	43 991	38 313	.	.	.
Expenditure per child enrolled ^{1, 2)} SEK	56 000	57 800	61 300	60 500	45 000	.	62 300
of which							
Pre-school Total, MSEK	26 392	27 345	30 064	25 800	19 000	3 500	4 100
cost per child enrolled ¹⁾ , SEK	83 000	85 800	91 000	93 700	69 200	12 700	73 800
Family day-care home Total, MSEK	3 989	3 530	3 358	3 100	2 600	.	200
cost per child enrolled ¹⁾ , SEK	62 600	65 600	70 700	70 900	59 300	.	65 400
Leisure-time centre Total, MSEK	9 015	9 572	10 119	9 400	6 900	1 400	600
cost per child enrolled ¹⁾ , SEK	27 300	28 600	29 800	30 000	21 900	4 300	24 900
Open pre-school, MSEK	301	297	291	.	.	.	.
Open leisure-time activity for 10–12 year olds, MSEK	136	153	160	.	.	.	.

¹⁾ Average number of children enrolled at the time of measurement for the year in question and the preceding year.

²⁾ This calculation does not include expenditure and children in open activities.

³⁾ Total cost refers to costs for municipally run activities and local government grants to private providers.

⁴⁾ Note that only the municipal share of the cost is shown here.

Expenditure on childcare varies greatly from municipality to municipality. Expenditure per enrolled child in municipal pre-school varies for 80 per cent of the municipalities from SEK 80,300 to SEK 106,700. In 80 per cent of the municipalities the expenditure per enrolled child in family day-care varies from 54,000 to 85,800.

The variation in expenditure is greatest for the leisure-time centres, which could depend on the problem of separately accounting for the leisure-time centres in integrated activities but can also be partly explained by the size of the groups varying much more in leisure-time centres than pre-school. For 80 per cent of the municipalities, the expenditure per enrolled child in municipal leisure-time centres varies between SEK 22,200 and 39,000.

There are several reasons for the large differences in expenditure. It could be due to economic, social, demographic or other structural conditions. The high cost in large cities could be attributed to high rents for premises and a large number of children requiring special support, but could also be attributable to the difference in priorities.

In 2002, there was an influx of children into pre-school with an attendance time limited to 15 hours a week (children whose parents are unemployed or on parental leave). This shift towards more part-time children makes it more difficult to compare the expenditure per enrolled child. It could therefore be of greater interest to account for the *expenditure per full-time child*. Expenditure per full-time child has been calculated from the National Agency for Education parent questionnaire for 2002. Full-time children are defined the same way as in pre-school, family day-care and leisure-time centres (40 hours a week), which makes it possible to compare the various activities. Leisure-time centres are in a class of their own with regard low expenditure per full-time child, SEK 84,400. This corres-

ponds to 69 per cent of the cost of a full-time child in pre-school (126,300) and 78 per cent of the cost of a full-time child in a family day-care home (108,400).

Private pre-school activities and school daycare have become more common during recent years. In 2002, 12 per cent of all enrolled children attended a private activity. Private organisers finance their activities with municipal grants and parents' fees, sometimes even through the unpaid efforts of the parents. Since the introduction of the maximum fee in 2002 receipts from fees have fallen and the private organisers have been compensated with a higher municipal grant. Municipal grants to private pre-schools in 2002 amounted to SEK 73,800 per enrolled child. The corresponding sum for private leisure-time centres was 24,900 per enrolled child.

Fees

Municipalities finance their pre-school activities and school childcare from their own funds, parents' fees and during recent years through a special government grant. The amount financed by fees doubled during the 1990s and was more than 18 per cent between 1999 and 2001. The higher fees and the great differences in fees between the different municipalities was claimed to have been the reason for introducing the maximum rate. When the maximum rate was introduced in 2002, the amount financed by fees fell to 11 per cent, which corresponds to a loss of revenue of SEK 2.8 billion for the municipalities. This amount was covered by a good margin through the government grant the municipalities received as compensation for the maximum rate and the pre-school reform etc., a total sum of SEK 4.4 billion a year.

Despite this, municipal expenditure (i.e. the part that is not financed by fees or government grant) for pre-school activities and school childcare rose by approximately SEK 800 million in 2002, an increase of two per cent since the previous year. The reasons for this comparatively large increase will be studied by the National Agency for Education during 2003 and 2004 to determine whether the increase is permanent or just a temporary cost while the reform is at its structural phase.

The amount financed by fees is highest for the leisure-time centres where parents' fees answer for 15 per cent of the costs compared with nine per cent in pre-school and 11 per cent in family day-care homes.



Pre-school class

The curriculum for compulsory education (Lpo 94) also covers the pre-school class. Pre-school education must therewith be regarded as the initial step towards achieving the objectives of the curriculum. One important aim is for pre-school, compulsory school and leisure-time centres to be closely interwoven so that activities can be developed in the meeting between the different educational traditions. Municipalities are obliged to offer all six-year-olds a place in a pre-school class for at least 525 hours. For children, participation is voluntary.

3.1 Organisation

In the 2002/03 school year, 285 Swedish municipalities arranged pre-school classes. Four municipalities do not have pre-school classes. These reported that all six year-olds or the majority of them attended compulsory school or independent school. In all other municipalities the majority of six-year-olds were enrolled in a pre-school class.

A total of 93,613 pupils were enrolled in pre-school classes, a continued fall in the number of children. Compared with the previous year the reduction was 6,000 pupils. Since the number of children in the age group was also lower the previous year, the proportion of the age group in the pre-school class, 94 per cent, was somewhat higher than the previous year. A smaller number of the total number of six-year-olds, 3.1 per cent, were enrolled in compulsory school, a fall of 3.5 per cent compared with the previous year.

As in previous years, 98 per cent of pupils in the pre-school class were six-year-olds. One per cent of the pupils in pre-school class were five-year-olds and one per cent were seven-year-olds.

Table 11.

Number of children in pre-school classes on October 15, 1998–2002

School year Principle organiser	Number of municipalities with a pre-school class	Enrolled in a pre-school class			
		Total Number	5 year-olds Number	6 year-olds Number	7 year-olds Number
1998/99	282	113 910	2 189	110 823	898
1999/00	285	112 251	1 534	109 561	1 156
2000/01	284	107 505	1 111	105 023	1 371
2001/02	285	99 615	1 003	97 424	1 188
2002/03	285	93 613	1 003	91 452	1 158
of which					
Municipal	283	87 624	623	85 906	1 095
Private ¹⁾	33	426	17	392	17
Independent	123	5 347	187	5 115	45
International	3	216	176	39	1

¹⁾ Includes activities at special schools and Sami schools.

Of all pupils in pre-school class during autumn 2002, 6.4 per cent attended a privately run activity (i.e. activities carried out on contract to the municipality), or an independent or an international school, a slight increase compared to the previous year when the proportion was 5.8 per cent. Despite the drop in the total number of children, the number attending independent schools is on the increase. The number of children attending independent schools varied from one municipality to the next. At certain suburban municipalities up to 28 per cent of the pupils attended privately run or independent schools while more than half of the municipalities had no such activity at all.

The proportion of pupils enrolled in the pre-school class in autumn 2002 with another first language than Swedish was 12.5 per cent but the proportion who received extra first language support was significantly lower at 5.5 per cent. Over a period of time we see an increase in the proportion receiving support, see Table 12. Of those with another first language than Swedish, 42.7 per cent received support in their first language, an increase from the previous year when the proportion was 37.5 per cent.

Table 12.

Pupils with another first language than Swedish in pre-school classes on October 15, 2000–2002

School year Principle organiser	total	Number of pupils of which					
		with another first language than Swedish		receiving support in first language		receiving support in Swedish as a second language ¹⁾	
		number	proportion (%)	number	proportion (%)	number	proportion (%)
2000/01	107 505	11 892	11	4 584	4	2 918	3
2001/02	99 615	12 421	13	4 657	5	3 155	3
2002/03	93 613	11 993	13	5 117	6	3 391	4
of which							
Municipal	87 624	10 658	12	4 609	5	2 999	3
Private ²⁾	426	66	15	23	5	.	.
Independent	5 347	1 145	21	483	9	392	7
International	216	124	57	2	1	.	.
Boys	47 893	6 160	13	2 642	6	1 760	4
Girls	45 720	5 833	13	2 475	5	1 631	4

¹⁾ Information has not been compiled for pupils who receive support in Swedish as a second language in privately run pre-school classes.

²⁾ Includes activities at special schools and Sami schools.

As from autumn 1999 the compilation of statistics for the pre-school class have been changed to better highlight the integration between the pre-school class and other activities. From having previously reported this cooperation from a premises-based perspective, the perspective is now more organisational. This year figures show that 98.8 per cent of all pupils throughout the country have the same educational management (i.e. the same school head) as a compulsory school or a compulsory school for pupils with learning disabilities.

Table 13.
Educational management of
pre-school class, October 15, 2002

School year Principle organiser Educational management	Pupils in pre-school class	
	Number	Proportion (%)
2002/03	93 613	100.0
Municipal	87 624	93.6
of which		
with the same school head as compulsory school	86 670	92.6
with the same school head as compulsory school for pupils with learning disabilities	256	0.3
not part of compulsory school and compulsory school for pupils with learning disabilities	698	0.7
Private/independent	5 773	6.2
of which		
privately run pre-school class ¹⁾	426	0.5
at independent compulsory school	5 325	5.7
at independent school for pupils with learning disabilities	22	0.0
International	216	0.2

¹⁾ Includes activities at special schools and Sami schools.

3.2 Resources

Staff

In the 2002/03 school year, a total of 7,500 annual employees (i.e. employees adjusted as full-year posts) were working with pre-school class pupils. This means a continued fall in the number of employed, now by eight per cent compared with the previous year. Seven per cent of annual employees were at privately run or independent pre-school or at an international school. The proportion of employees engaged in such schools has increased during recent years.

Compared with the previous school year, the number of pupils and the number of employees in education work has fallen. Unlike the previous year, staffing levels have also fallen, from 8.2 to 8.0 annual employees per 100 pupils. A comparison between the various principle organisers shows that staffing levels were lower in municipal pre-school class than other organisers, more or less the same difference as the previous school year but one should bear in mind that the number of employees at other organisers is significantly lower, which means that small changes in the number of teachers can give a relatively large deviation in the staffing levels.

The proportion of annual employees in pre-school classes with higher education teaching qualifications autumn 2002 was 82.4 per cent, a continued reduction in the number of trained staff. In autumn 1999, the proportion was 85.6 per cent. At municipal organisers the proportion of employees with higher education teaching qualifications was 83.7 per cent and 63.9 per cent at independent organisers.

Of the annual employees, 71.4 per cent were trained pre-school teachers, 6.9 per cent trained leisure-time teachers and four per cent teachers. The composition of staff with higher education differs between the various organisers. In municipal activities the proportion of staff with pre-school teacher training was 73 per cent while the corresponding figure for independent schools was 47 per cent. In independent schools the proportion of trained teachers was significantly higher, 10.4 per cent, compared with 3.6 per cent in municipal schools.

There was also a large difference between the municipal principal organisers with regard staff with higher education. The proportion with pre-school teacher training varies between 15 and 100 per cent and the proportion of teachers between 0 and 55 per cent.

Table 14.
Staff in pre-school classes
adjusted to annual employees,
October 15, 2000–2002¹⁾

School year Principle organiser	No. of annual employees, total	No. of annual employees per 100 pupils		Proportion (%) annual employees with of which				
		Total	With higher education	Higher education, total	Pre-school teacher training	Leisure-time teacher training	Teacher training	Youth recre- ation leader training
2000/01	8 419	7.8	6.6	83.9	72.2	7.3	4.2	0.7
2001/02	8 136	8.2	6.8	83.3	71.8	7.0	4.1	0.7
2002/03	7 526	8.0	6.6	82.4	71.4	6.9	4.0	0.7
of which								
Municipal	7 006	8.0	6.7	83.7	73.0	6.9	3.6	0.6
Private ²⁾	38	8.8	7.1	80.6	70.7	5.2	4.7	2.4
Independent	464	8.7	5.5	63.9	47.0	6.5	10.4	1.8
International	18	8.4	.	.	.	.	.	.

¹⁾ Refers to the week of October 15.

²⁾ Includes activities at special schools and Sami schools.

Expenditure

Expenditure on pre-school classes in 2002 totalled SEK 3.7 billion, which corresponds to three per cent of the total expenditure on education. Total resources have fallen by five per cent since the previous year. Pre-school class is often integrated with the compulsory school and leisure-time centres with regard both premises and staff. This means that those providing information have sometimes had to make estimates and standardised distributions of costs for staff and premises. The results should therefore be interpreted with caution.

Expenditure per pre-school class pupil is SEK 39,200. Municipal organisers account for 94 per cent of the total expenditure. The average cost for a pupil there is SEK 39,000. This corresponds to 61 per cent of the expenditure on a pupil at compulsory school and 43 per cent of the expenditure for a child at municipal pre-school. Pupils at compulsory school and children in pre-school spend more hours in these activities, which, of course, partly explains the difference in expenditure. The problem of differentiating expenditure for pre-school classes from other collaborating activities could explain part of the difference. Eight of ten municipalities have an expenditure cost per child of SEK 25,500–58,800.

The greatest part of the expenditure, on average 70 per cent, is staff costs. The cost of premises accounted on average for 19 per cent of the total expenditure. This expenditure is probably underestimated due to the problems in separately accounting for the expenditure on pre-school classes mentioned above. A quarter of the municipalities report a premises cost of just 11 per cent of the total expenditure, which confirms this. For seven municipalities, the expenditure on premises for compulsory schools amounted to less than 11 per cent of the total expenditure.

Just over five per cent of all pre-school class pupils attended activities arranged by another provider than the municipality, i.e. private school or pre-school activities in an independent school. Expenditure on pupils in independent pre-school classes totalled SEK 43,000 per pupil, four per cent higher than the previous year. 63 per cent of this expenditure was for staff and 24 per cent premises. Independent schools report an average municipal grant of SEK 39,700 per pupil, which is 90 per cent of the total expenditure per pupil in independent pre-school class. Grants differ greatly from one municipality to the next. Expenditure per pupil in international pre-school classes was SEK 51,000, which is higher than the cost in 2001 when it was SEK 38,300 per pupil.

Table 15.

Expenditure for pre-school classes 2000, 2001 and 2002 by provider and type of expenditure (current prices)

	All principle organisers ¹⁾		Municipal organisers		Independent pre-school class ²⁾	
	Expenditure total MSEK	Expenditure per pupil ^{3,4)}	Expenditure total MSEK	Expenditure per pupil ³⁾	Expenditure total MSEK	Expenditure per pupil ^{3,4)}
2000 Total	3 719	34 700	3 552	34 600	128	36 800
2001 Total ⁵⁾	3 855	37 200	3 662	37 000	185	40 300
2002 Total⁵⁾	3 731	39 200	3 504	39 000	217	43 000
of which Staff	2 589	27 300	2 453	27 300	131	27 300
Premises	680	7 200	629	7 000	50	10 300
Other	462	4 700	422	4 700	36	5 400

¹⁾ Includes expenditure for international schools.

²⁾ Does not include expenditure for international schools. From 2002 the total costs also include the expenditure for schools that have had no activities all year (SEK 10.8 million for 2002).

³⁾ Average value of the number of pupils for the two school years comprised in the calendar year.

⁴⁾ Only the expenditure for independent schools that have held activities throughout the entire year.

⁵⁾ Expenditure does not include the cost of private activities.

4



Compulsory school

According to the Education Act, all 7–16 year-olds in Sweden must attend school. In 1991, parents were given the right to request that their children should start school at the age of six. From July 1, 1997, municipalities are obliged to provide six-year-olds with a place at compulsory school if the custodians of the child so request.

There is a general endeavour to view children's education in a longer perspective – as part of life-long learning. All educational activity for children and young people must be viewed as a whole and a common approach developed for children and young people. Childcare, i.e. pre-school activity and school-age childcare, is therefore being integrated in various ways with the compulsory school. In order to stimulate this development, the Swedish Parliament decided on certain changes. In 1998, the statutory provisions on childcare were transferred from the Social Services Act to the Education Act. At the same time, the pre-school class was introduced as a new type of schooling for six-year-olds. The National Agency for Education took over the national responsibility for matters relating to childcare from the National Board of Health and Welfare.

The integration between childcare and school can be facilitated if they are under the same educational management. Statistics on leisure-time centres and the pre-school class shows that these activities are generally coordinated under the same management as compulsory school. The school heads responsible for compulsory school are generally also responsible for the leisure-time centre and pre-school class.

4.1 Organisation

Compulsory school attendance means that the number of pupils generally follows the population trend for school age children. Because the number

of children fell for several years in the 1980s, the total number of pupils in compulsory school for the 1991/92 school year reached its lowest level since the 1960s, around 875,000 pupils. The trend was broken the following school year when the number of pupils rose again and continued to rise up to and including the 2000/01 school year. In the 2002/03 school year the number began falling again but not by much, a total of less than 2,000 pupils. So the number of pupils in compulsory school for the 2002/03 school year was therewith 1,057,000. The number of pupils will fall sharply to 870,000 pupils by the 2009/10 school year.

Diagram 5.

Number of pupils in compulsory school years 1980/81–2002/03 and a prediction for the 2009/10 school year

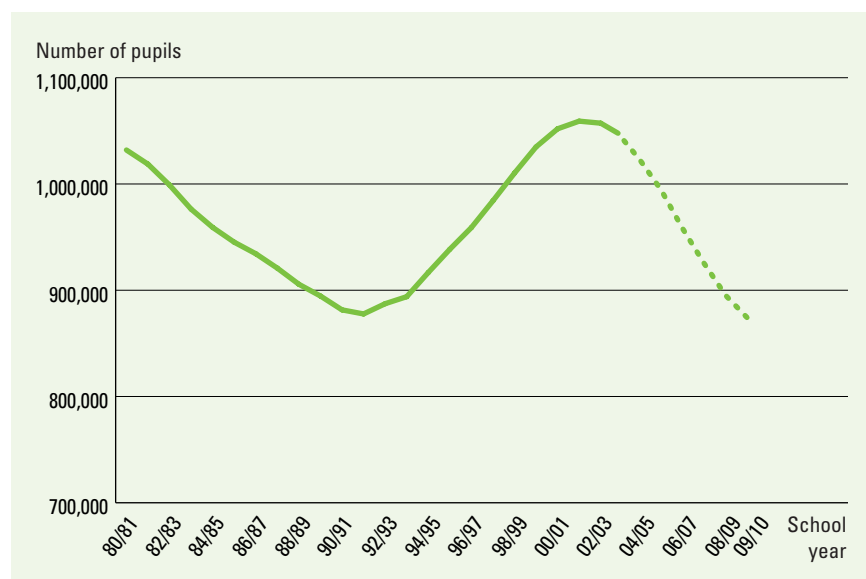


Table 16.

Number of pupils in compulsory school, October 15 1998–2002 by principle organiser

	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
Compulsory school total	1 010 227	1 034 881	1 051 929	1 059 122	1 057 225
of which					
Municipal schools	979 374	999 551	1 008 694	1 006 173	997 037
Sami schools	171	155	163	153	143
Independent schools	29 130	33 619	41 501	51 081	57 637
International schools	1 402	1 382	1 394	1 468	2 129
National boarding schools	150	174	177	247	279

Compulsory school education takes place at municipal compulsory schools, government-run Sami schools, independent schools, international schools and national boarding schools. The total number of compulsory schools in autumn 2002 was 5,109, which means the number is increasing again after a temporary decline the previous year. The increase is just over 30 schools compared with the previous year. The increase continues for independent school at the same rate as the previous year. From 475 in autumn 2001 the number increased to 528 in autumn 2002, an increase of 53 schools. In the 1991/92 school year, there were only 66 independent schools. During the 1990s, the number of municipal schools showed only small yearly increases or falls but during recent years the number has steadily fallen. Compared with the previous year the reduction was almost 20 schools.

Of compulsory school pupils in the 2002/03 school year, the greatest majority, close on 95 per cent, attended municipal compulsory schools. At the same time, the number of pupils attending alternative school forms was the highest ever at around 60,000.

All the municipalities in the country provided compulsory school education for the 2002/03 school year. The number of pupils varied greatly between the municipalities, from 300 to 60,000, which reflects the large variation in the number of residents in the various municipalities. There was also a large variation between the municipalities with regard the average number of pupils per school, from 60 to 441. The municipal schools had on average significantly more pupils per school than the independent schools, 218 compared with 109, as shown in Table 17. It is also evident that the trend towards more 1–9 schools continues. There were more than twice as many during the 2002/03 school year than there were in 1994/95. The previous year they made up 18.3 per cent of all compulsory schools and took 31.9 per cent of the total number of pupils. There has also been a trend towards more 6–9 schools and less 7–9.

Table 17.
Number of municipalities, school management districts, schools and pupils in compulsory schools, October 15, 1998–2002

School year Principle organiser	Number of school municipalities	Number of school management districts	Number of schools	Number of pupils per		Pupils resident in another municipality ¹⁾	
				Municipality	School	Number	Proportion (%)
1998/99	288	3 340	4 992	3 508	202	7 766	0.8
1999/00	289	3 389	5 048	3 581	205	8 495	0.8
2000/01	289	3 473	5 090	3 640	207	9 438	0.9
2001/02	289	3 563	5 075	3 665	209	9 812	0.9
2002/03	289	3 624	5 109	3 658	207	.	.
of which							
Municipal	289	3 091	4 565	3 450	218	10 575	1.0
Sami school	6	1	6	24	24	.	.
Independent	146	522	528	362	109	.	.
International	4	7	7	532	304	.	.
National boarding school	3	3	3	93	93	.	.

¹⁾ Only refers to pupils in municipal compulsory schools.

There were many small units among both municipal and independent schools, calculated from the number of pupils. Almost a third of the municipal compulsory schools (31.9 %) had fewer than 100 pupils while just over two-thirds (61.9 %) of the independent compulsory schools had fewer than 100 pupils. There were however large compulsory schools including 76 compulsory schools (1.5 %) with over 700 pupils all of which were municipal.

Table 18 shows the total number of pupils in compulsory school by year, principal and gender. The total number of first year pupils 2002/03 was approximately 105,000 while ninth year had approximately 110,000 pupils. The largest number of pupils were in fifth year, almost 127,000.

Table 18.

Number of pupils in compulsory schools, October 15, 1998–2002 by school year and principle organiser

School year	Number of pupils									All
Principle organiser	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Years 1–9
Sex										
1998/99	126 014	126 617	120 156	116 397	109 782	107 947	105 338	100 536	97 440	1 010 227
1999/00	122 934	124 670	126 800	119 575	116 446	110 353	107 755	105 758	100 590	1 034 881
2000/01	118 692	122 621	125 094	126 160	119 766	116 539	109 876	107 828	105 353	1 051 929
2001/02	113 227	117 510	122 726	124 676	126 352	119 993	116 395	110 265	107 978	1 059 122
2002/03	105 405	112 503	117 626	122 814	125 075	126 717	119 958	116 934	110 193	1 057 225
boys (%)	51.4	51.1	51.3	51.2	51.6	51.1	51.2	51.3	50.8	51.2
girls (%)	48.6	48.9	48.7	48.8	48.4	48.9	48.8	48.7	49.2	48.8
of which										
Municipal	98 842	106 105	111 376	116 592	118 910	118 963	112 314	109 833	104 102	997 037
boys (%)	51.5	51.2	51.4	51.4	51.7	51.3	51.4	51.5	50.9	51.4
girls (%)	48.5	48.8	48.6	48.6	48.3	48.7	48.6	48.5	49.1	48.6
Sami school	24	21	31	24	21	22	.	.	.	143
boys (%)	56.0	48.5	57.1	56.0	42.3	39.1	.	.	.	49.7
girls (%)	44.0	51.5	42.9	44.0	57.7	60.9	.	.	.	50.3
Independent	6 380	6 206	6 031	5 902	5 856	7 444	7 323	6 757	5 738	57 637
boys (%)	50.4	48.7	49.5	47.8	49.0	48.9	49.1	47.9	50.5	49.1
girls (%)	49.6	51.3	50.5	52.2	51.0	51.1	50.9	52.1	49.5	50.9
International	159	171	188	296	288	288	250	263	226	2 129
boys (%)	47.2	46.2	47.9	45.9	44.1	46.9	40.8	40.7	37.2	43.9
girls (%)	52.8	53.8	52.1	54.1	55.9	53.1	59.2	59.3	62.8	56.1
National boarding school	.	.	.	.	.	.	71	81	127	279
boys (%)	.	.	.	.	.	.	52.1	59.3	55.9	55.9
girls (%)	.	.	.	.	.	.	47.9	40.7	44.1	44.1

Early school start

As previously mentioned, six-year-olds have the right to attend compulsory school if their parents so wish. In autumn 2002, approximately 105,000 pupils began first year. Of them nearly 3,000 were six years old at the most, 3.1 per cent of all first year pupils. This means that the proportion of six-year-olds continues to decline, as shown in Table 19. This reduction is explained by the new pre-school class being introduced as from the 1998/99 school year. In most municipalities, only a few per cent of the pupils in the first year are six years old. But there are however municipalities where a large proportion – between 50 and 98 per cent – of the first year pupils are six years old.

In independent schools, the proportion of first year six-year-olds was twice as large as in municipal schools for the 2002/03 school year. This represents a reduction from the previous year when the proportion of six-year-olds in first year in independent schools was three times greater than municipal schools.

Table 19.

The number of pupils in first year
on October 15, 1998–2002 by age

School year	Sex	No. of pupils in year 1	of which			
			6 years old or younger		7 years old or older	
Principle organiser			number	proportion	number	proportion
1998/99		126 014	7 287	5.8	118 727	94.2
1999/00		122 934	5 005	4.1	117 929	95.9
2000/01		118 692	4 730	4.0	113 962	96.0
2001/02		113 227	4 011	3.5	109 216	96.5
2002/03		105 405	3 249	3.1	102 156	96.9
of which Boys		54 216	1 495	2.8	52 721	97.2
Girls		51 189	1 754	3.4	49 435	96.6
Municipal		98 842	2 725	2.8	96 117	97.2
Sami school		24	1	4.2	23	95.8
Independent		6 380	421	6.6	5 959	93.4
International		159	129	64.2	57	35.8

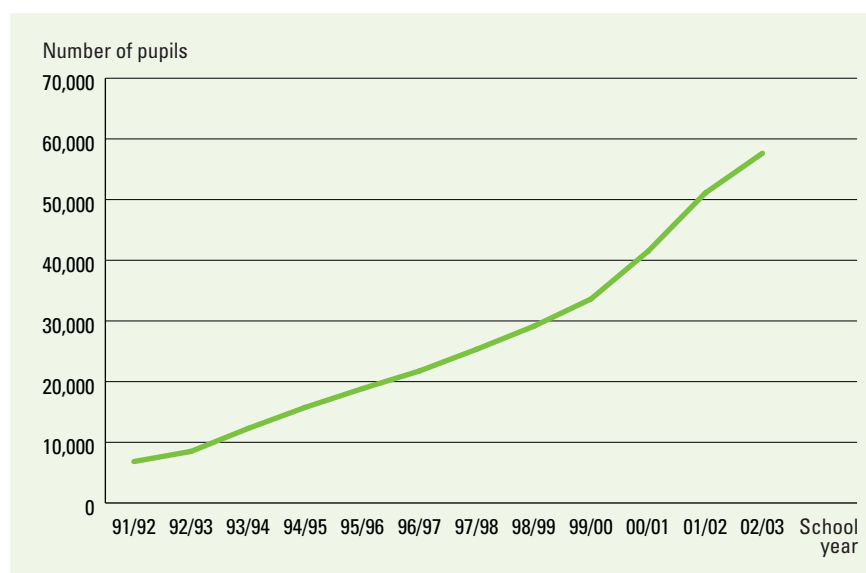
Independent, international and national boarding schools

According to the Education Act, school attendance may take place in independent, international or national boarding schools provided that the school is approved for this purpose. As previously mentioned there were 528 independent schools at compulsory school level for the 2002/03 school year and in addition there were seven international schools and three national boarding schools.

In the 2002/03 school year, 57,600 compulsory school pupils were taught in independent schools, an increase of 6,500 pupils compared with the previous year. This means that the increase in pupils continues but the pace is no longer accelerating and is less than the previous three years. 5.5 per cent of all compulsory school pupils in the 2002/03 school year attended independent schools. Diagram 6 shows the rise in the number of pupils in independent schools since the early 1990s.

Diagram 6.

Number of pupils in independent
schools for the 1991/92–2002/03
school years



The number of compulsory school pupils in international schools has greatly increased since the 2001/02 school year, from around 1,500 to 2,100. National boarding schools also show a clear increase, but not quite as substantial. For the 2001/02 school year the number of pupils was 247 compared with 279 for 2002/03.

In statistics, independent schools are normally divided into five specialist profiles. Table 20 shows that there were 200 independent schools with a general profile and nearly as many (175) with a special educational method, e.g. Montessori and Waldorf. This means that the number of schools with a general profile continued to rise and for the second year in a row was the largest category with regard the number of schools and the number of pupils. The third largest category is schools with a denominational profile. Four of five pupils attending independent schools at compulsory level are taught in schools with one of these three profiles.

Table 20.
The number of school municipalities, schools and pupils in independent, international and national boarding schools on October 15, 1998–2002

Independent schools			
International schools			
National boarding schools			
School year	Number of school municipalities	Number of schools	Number of pupils
Profile			
1998/99 ¹⁾	124	331	30 682
1999/00 ¹⁾	131	371	35 175
2000/01 ¹⁾	138	428	43 072
2001/02 ¹⁾	146	485	52 796
2002/03¹⁾	159	538	60 045
Independent schools	159	528	57 637
of which profile			
General	106	200	25 374
Special educational method	83	175	18 102
Denominational	43	68	6 372
Language/ethnic	15	26	3 408
Special subject profile	23	28	4 002
Other	23	31	379
International schools	4	7	2 129
National boarding schools	3	3	279

¹⁾ Includes international schools and national boarding schools.

As in the 2001/02 school year, around 65 per cent of the independent schools and 73 per cent of the pupils in independent schools were in the three big city counties, Stockholm, Västra Götaland and Skåne. However, independent schools had been established in every county in Sweden and increasingly more municipalities. There were independent schools in 159 of the country's 289 municipalities (autumn 2002), an increase of 15 municipalities compared with the previous year. The highest proportion of compulsory school pupils in independent schools was in Täby municipality (22.2 %).

Most independent schools are small and the average size has only marginally increased since the 2001/02 school year. The schools had on average 109 pupils. Gender division was more evenly distributed for the 2002/03 school year than before. Girls totalled 50.9 per cent and boys 49.1.

Tuition in English

Principal organisers – and in practice the schools themselves – have the possibility of deciding the year in which tuition in English is to start. As in the previous year, a third (33.3 %) of the pupils in compulsory school first year studied English in autumn 2002. The proportion who began English studies in the second year was 14.3 per cent. The third year was the most common year to begin studying English, 39.3 per cent of compulsory

school pupils, 0.9 per cent more than the previous year. Most of the other pupils (12.5 %) began English in the fourth year.

There are variations between independent schools and municipal schools with regard the start of English tuition. In autumn 2002, just under a third (31.9 %) of first year pupils in municipal compulsory schools began studying English. The proportion of first year pupils in independent schools who received instruction in English was much higher, 56.4 per cent. Common for both school forms however was that no pupils began studying English later than in fourth year.

Language option

Modern languages (previously B and C languages) can be studied both within language choice and as the pupil's option. According to the Compulsory School Ordinance, municipalities are obliged to offer at least of two of the languages French, Spanish and German. A municipality is obliged to arrange tuition if at least five pupils wish to study the language and if the pupils are considered capable of continuing their studies at upper secondary school. Tuition in Finnish and Sami is also offered as pupil's option. If the pupil or their custodians so wish, and as an option to modern languages, tuition in their first language, Swedish as a second language, English or sign language may be offered as a language option.

Language option was rare for pupils up to fifth year and for the 2002/03 school year amounted to only around 0.5 per cent in each class. Pupils did not generally choose a language option until sixth year when approximately 79 per cent chose a language, a small reduction of 0.3 per cent compared with the previous school year. The proportion in seventh, eight and ninth years was between 97 and 98 per cent, the same as in recent years.

The highest proportion of pupils who studied modern languages within language option was, as in previous years, in seventh year where 79 per cent of pupils chose a language. For ninth year, the proportion was significantly lower, only 64 per cent. As in previous years, the choice of modern languages was more common among girls. The differences between the sexes was largest in ninth year where the proportion of girls studying modern languages was almost 14 percentage points larger than the proportion of boys. German still dominates but Spanish still shows a significant increase. The proportion choosing Spanish in sixth year has increased from six per cent in the 1996/97 school year to around 22 per cent 2002/03. There is also a significant increase in the proportion of pupils studying Spanish in the latter school years.

The proportion of pupils who choose alternatives to modern languages increases in later years. In sixth year, around 10 per cent of the pupils chose alternatives to modern languages and in ninth year the total was around 34 per cent (see Table 21). This signifies a large defection from language studies, which is serious considering the great need for language proficiency. There was a clear gender difference among those who continued to study modern languages.

Table 21.

Pupils in sixth, seventh, eighth
and ninth year by language option,
October 15, 2002

Type of language option	6th year			7th year			8th year			9th year		
	Proportion of pupils (%) of			Proportion of pupils (%) of			Proportion of pupils (%) of			Proportion of pupils (%) of		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Modern languages	69.5	67.8	71.4	79.0	74.9	83.2	71.5	65.9	77.3	63.6	56.8	70.6
German	22.2	24.1	20.1	31.5	33.9	29.1	30.9	32.5	29.3	30.1	30.5	29.7
French	15.7	13.1	18.3	19.9	15.7	24.4	19.8	14.9	25.0	18.2	13.1	23.5
Spanish	22.3	21.1	23.5	27.1	24.9	29.4	20.3	18.1	22.8	14.8	12.7	17.0
Other	9.4	9.4	9.4	0.3	0.4	0.2	0.4	0.5	0.3	0.5	0.6	0.4
Alternative to modern languages	9.8	11.1	8.4	18.9	22.5	15.1	26.1	31.2	20.6	33.5	39.7	27.0
First language	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Swedish as second language	0.2	0.2	0.1	0.4	0.5	0.4	0.5	0.5	0.4	0.6	0.6	0.6
Swedish	0.4	0.5	0.3	0.9	1.1	0.6	1.2	1.6	0.9	1.8	2.3	1.2
English	3.9	4.3	3.3	6.1	7.1	5.1	7.6	8.9	6.2	10.0	11.8	8.2
Sign language	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.3	0.1	0.1	0.2
Swedish/English	4.8	5.5	4.0	10.9	13.2	8.5	16.0	19.4	12.4	20.2	24.0	16.3
Other combination	0.4	0.5	0.4	0.3	0.4	0.3	0.5	0.6	0.4	0.7	0.9	0.5
Total language option	79.3	78.9	79.8	97.9	97.4	98.3	97.6	97.1	97.9	97.1	96.5	97.6
Number of pupils	126 717	64 802	61 915	119 958	61 419	58 539	116 934	59 968	56 966	110 193	56 012	54 181

Among the alternatives to modern languages, most pupils chose English or a combination of Swedish/English. In ninth year, 20.2 per cent chose the Swedish/English combination as an alternative. This means that this alternative continues to increase its proportion compared with the previous year. The corresponding proportion for the 1998/99 school year was 15.1 per cent. Alternative English was chosen by 10 per cent of ninth year pupils.

First language tuition and Swedish as a second language

For the 2002/03 school year it was reported that 136,000 compulsory school pupils were entitled to additional first language tuition, which is equivalent to 12.9 per cent of all pupils, an increase of one percentage point in the two years since the 2000/01 school year. The proportion of entitled pupils in the 2002/03 year who took part in first language tuition increased even more from 51.6 per cent in the 2001/02 school year to 54.1 per cent (see Table 22).

As in previous years, the largest municipalities had a considerably larger proportion of pupils who were entitled to first language tuition than the smallest municipalities. In the three big city municipalities, Stockholm, Gothenburg and Malmö, on average over 32 per cent of the pupils in the compulsory school in the 2002/03 school year were entitled to first language tuition while the corresponding figure for rural municipalities was three per cent. In the municipalities that have a large proportion of compulsory school pupils entitled to first language tuition, a larger proportion also took part in tuition. The same also applies for Swedish as a second language. In independent schools, the proportion of compulsory school pupils entitled to first language tuition was larger than in municipal schools, 18 per cent compared with 13 per cent. In the independent schools, a larger proportion of the eligible pupils also take part in first language tuition, 64 per cent compared with 53 per cent, an increase from the previous year.

There has been a slight increase in the proportion of pupils receiving first language tuition outside the normal timetable. For a number of years the proportion stayed at around 60 per cent but fell in the 2001/02 school year to 52.8 per cent, the same level as for the 1995/96 school year. The proportion increased to 54.2 per cent in the 2002/03 school year.

The proportion of pupils who received tuition in Swedish as a second language in the 2002/03 school year was 6.1 per cent, which indicates an upward trend after falling for a few years. For independent schools the proportion was 7.7 per cent, which as previously was higher than municipal schools. The proportion of pupils entitled to first language tuition who took part in Swedish as a second language in the 2002/03 school year was 47 per cent, still lower than the 1992/93 school year when the proportion was 59 per cent but nearly two percentage points higher than the 2001/02 school year.

Table 22.

First language and Swedish as a foreign language (Sw2) in compulsory school, October 15, 1998–2002

School year Principle organiser	Number of pupils entitled to first language tuition	Proportion (%) of all entitled pupils	Participants in first language tuition				Participants in Sw2		
			Number	Proportion (%) of		Proportion (%) outside the normal timetable	Number	Proportion (%) of	
				all pupils	entitled pupils			all pupils	entitled pupils
1998/99	119 352	11.8	62 671	6.2	52.5	59.6	58 210	5.8	48.8
1999/00	123 057	11.9	63 986	6.2	52.0	63.5	59 188	5.7	48.1
2000/01	125 253	11.9	65 322	6.2	52.2	61.2	60 218	5.7	48.1
2001/02	127 929	12.1	66 006	6.2	51.6	52.8	58 151	5.5	45.5
2002/03	135 945	12.9	73 572	7.0	54.1	54.2	64 125	6.1	47.2
of which									
Municipal	124 820	12.5	66 461	6.7	53.2	54.2	59 519	6.0	47.7
Sami school	143	100.0	143	100.0	100.0	0.0	1	0.7	0.7
Independent	10 320	17.9	6 638	11.5	64.3	57.1	4 434	7.7	43.0
International	660	31.0	330	15.5	50.0	18.5	169	7.9	25.6
National boarding school	2	0.7	0	0.0	0.0	.	2	0.7	100.0

The distribution of the number of pupils according to different first languages has not changed significantly during the past three years. The largest group for the 2002/03 school year was in Arabic, the same as in recent years. The second largest was the Bosnian/Croatian/Serbian group. The proportion of those entitled who participated in first language tuition was 54.1 per cent, but this varied between the various languages. Participation in first language tuition is still slightly lower for the smaller languages and also for Bosnian/Croatian/Serbian. The highest participation in first language tuition, more than 60 per cent, is among pupils with Albanian, Arabic and Persian as their first languages (Table 23). The variation in participation is even greater as regards Swedish as a second language. The highest participation in Swedish as a second language is among pupils with Kurdish and Turkish as their first language while pupils with English, Finnish and Polish as their first language have the smallest proportion of pupils participating. This is more or less the same as the previous year.

Table 23.

The ten largest first languages in compulsory school, October 15, 2002

First language	No. of pupils entitled to first language tuition	Proportion (%) entitled of all pupils	Participants in first language tuition				Participants in Sw2		
			Number	Proportion (%) of		Proportion (%) outside the normal timetable	Number	Proportion (%) of	
				all pupils	entitled pupils			all pupils	entitled pupils
Albanian	7 704	0.7	5 075	0.5	65.9	53.7	4 368	0.4	56.7
Arabic	21 073	2.0	13 858	1.3	65.8	56.6	13 107	1.2	62.2
Bosnian/Croatian/Serbian	14 829	1.4	7 324	0.7	49.4	57.3	6 572	0.6	44.3
English	6 335	0.6	3 273	0.3	51.7	52.6	1 640	0.2	25.9
Finnish	11 384	1.1	4 839	0.5	42.5	32.7	2 968	0.3	26.1
Kurdish	4 832	0.5	2 559	0.2	53.0	51.8	3 060	0.3	63.3
Persian	6 574	0.6	4 128	0.4	62.8	53.4	2 890	0.3	44.0
Polish	4 262	0.4	2 223	0.2	52.2	63.5	1 227	0.1	28.8
Spanish	10 207	1.0	5 541	0.5	54.3	59.1	4 294	0.4	42.1
Turkish	5 102	0.5	2 957	0.3	58.0	57.0	3 379	0.3	66.2
Other (124)	43 227	4.1	21 669	2.0	50.1	54.7	20 371	1.9	47.1
Unspecified	416	0.0	126	0.0	30.3	23.8	249	0.0	59.9
Total all languages	135 945	12.9	73 572	7.0	54.1	54.2	64 125	6.1	47.2

4.2 Resources

Teachers

A total of 94,660 teachers were employed (not included short-term employees) in the compulsory school according to measurements in October 2002, an increase for the sixth year in a row. The increase compared with the previous year was around 1,800 teachers. The average level of duty was 88.1 per cent. This means almost 83,400 full-time posts, 1,000 more than the previous autumn. The proportion of teachers who are on full leave of absence has also increased. During the past seven years, the increase has been 3.5 percentage points from 5.5 per cent in autumn 1995/96 to nine per cent in the 2002/03 school year.

The proportion of the annual workforce (i.e. after adjusting to full-time posts) with teaching qualifications totalled 81.1 per cent. Somewhat fewer than the previous year and a continued downward trend since the 1997/98 school year. Female teachers had teacher training to a greater extent than male teachers.

In the independent schools, the proportion of teachers (adjusted to full-time posts) with teaching qualifications was 66.1 per cent. The proportion of qualified teachers was considerably lower than in the municipal schools where the figure was 82 per cent. Among the municipalities, the proportion of qualified annual employees varied from 56 to 98 per cent. In around 50 municipalities, more than 25 per cent of all teachers lacked a qualification. In the national boarding school the proportion of qualified teachers was on average of 85.9 per cent.

Teacher staffing levels, calculated as the number of teachers (adjusted to full-time posts) per 100 pupils, amounted to 7.9 in autumn 2002, a higher level than the six previous years. Diagram 7 shows the trends of teacher levels (full-time posts) per 100 pupils in compulsory school during the period 1991/92–2002/03.

Teacher staffing levels were lower in the independent schools (7.6) than in municipal schools (7.9). The past two years teacher staffing levels have been higher in the independent schools than in the municipal. Teacher staffing levels among municipals varied from 6.8 to 10.8 per 100 pupils. Teacher staffing levels were generally higher in sparsely populated municipalities.

The fact that teacher staffing levels are still low compared with 1991/92 does not necessarily mean that there are fewer adults in schools. The pre-school class, compulsory school and leisure-time centres are namely being integrated to an increasing extent. This means that more categories of staff are coming into the schools. In order to reflect this, the figures for the teachers' register was supplemented in autumn 1999 to include information on pre-school teachers and leisure-time centre staff for the first time.

The new method of measuring staffing levels shows that in the 2002/03 school year there were 8.3 full-time posts per 100 children, an increase of 0.2 full-time posts compared with the previous year. This includes teachers (and pre-school teachers), leisure-time teachers and youth recreation leaders. The new method shows a value of 0.4 full-time posts higher than the staffing ratio, which was 7.9. It should therefore be pointed out that the additional staff brought about by the integration of activities undoubtedly applies mainly to the lowest years.

Diagram 7.

Number of teachers (full-time posts) per 100 pupils in compulsory school 1991/92–2002/03

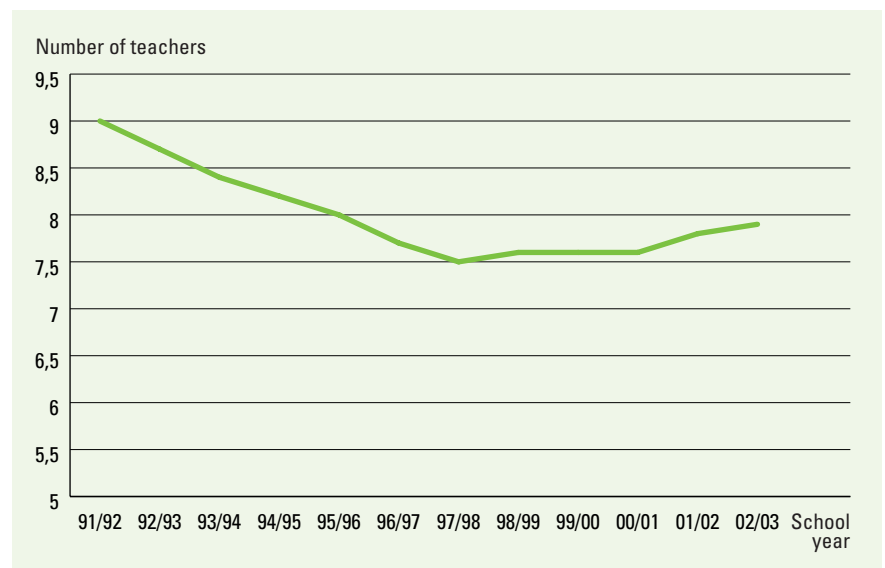


Table 24.

Teachers in compulsory schools
on October 15, 2000–2002¹⁾

School year Teacher training Principal organiser	No. of active teachers of which			Average extent of duty in per cent	No. of teachers adjusted to full-time posts of which		No. of teachers (full-time posts) per 100 pupils	
	Total	Men	Women		Total	permanent posts	Total	Excl. first language and Sw2
2000/01 All teachers	89 814	23 983	65 831	89.3	80 206	65 816	7.6	7.3
of which								
No. with teacher training	74 370	18 036	56 334	90.5	67 329	61 499	.	.
Prop. (%) with teacher training	82.8	75.2	85.6	.	83.9	93.4	.	.
2001/02 All teachers	92 883	24 866	68 017	88.6	82 330	67 405	7.8	7.4
of which								
No. with teacher training	74 842	18 029	56 813	90.0	67 356	61 997	.	.
Prop. (%) with teacher training	80.6	72.5	83.5	.	81.8	92.0	.	.
2002/03 All teachers	94 660	25 256	69 404	88.1	83 379	68 632	7.9	7.6
of which								
No. with teacher training	75 590	17 944	57 646	89.5	67 645	62 324	.	.
Prop. (%) with teacher training	79.9	71.0	83.1	.	81.1	90.8	.	.
Per principal 2002/03								
Municipal (all teachers)	88 818	23 611	65 207	88.7	78 767	64 854	7.9	7.6
of which								
Prop. (%) with teacher training	80.9	72.4	84.1	.	82.0	91.8	.	.
Sami school (all teachers)	31	7	24	71.7	22	17	15.5	6.6
of which								
Prop. (%) with teacher training	64.5	57.1	66.7	.	70.4	74.8	.	.
Independent (all teachers)	5 734	1 608	4 126	76.6	4 390	3 604	7.6	7.4
of which								
Prop. (%) with teacher training	63.2	51.6	67.8	.	66.1	71.8	.	.
International (all teachers)	210	..	..	84.7	178	..	8.4	..
of which								
Prop. with teacher training	..	..	..	.	..	..	.	.
National boarding school (all teachers)	54	29	25	40.0	22	18	7.7	7.7
of which								
Prop. with teacher training	87.0	79.3	96.0	.	85.9	85.8	.	.

¹⁾ Refers to the week of October 15.

The uneven gender division among compulsory schoolteachers has been noticeable for some time, an imbalance that is on the increase. For the 2002/03 school year, the proportion of women was 73 per cent, the same as the previous year while ten years earlier – the 1992/93 school year – it was 70 per cent. The proportion of women was also increasing among school heads and deputy heads. In the 2002/03 school year the proportion of women school heads was 64 per cent compared with 53 per cent in 1993/94.

Expenditure

Total expenditure for all schools at compulsory school level in 2002 was SEK 68.3 billion, including the home municipality's costs for school transport and newly started independent compulsory schools. Compared with the previous year, this represents an increase of four per cent (fixed prices consumer price index (CPI) increase = 2.2 %). Of the total expenditure,

95 per cent of was on municipal compulsory schools and just under five per cent was for independent schools. The remaining 0.3 per cent was for national boarding schools, international schools and the Sami school.

Expenditure for the municipal compulsory school in 2002 was SEK 64.8 billion, including the expenditure of the home municipality for school transport. Calculated per student, this corresponds to SEK 64,300, an increase of three per cent compared with 2001.

In a comparison over a longer period, between 1991 and 2002, the expenditure per pupil has risen by over five per cent or approximately SEK 2,900 per pupil. This is mainly due to substantial savings on tuition. This expenditure fell by almost 20 per cent between 1991 and 1996. This was mainly due to the reduction in staffing levels in compulsory schools. In 1991 the number of teachers per 100 pupils was 9.4, compared with 7.9 teachers per 100 pupils in 1996.

Since 1997 expenditure on tuition has increased by 24 per cent. This increase has not however resulted in any great rise in staffing levels but is mainly due to higher salary levels within the sector. Tuition expenditure for 2002 was SEK 32,200 per pupil.

Expenditure on textbooks, equipment and school libraries increased between 1996 and 1998 by approximately 30 per cent. This increased cost can be partly explained in the investment made by the KK foundation (Stiftelsen för kunskaps- och kompetensutveckling) between 1996 and 1998 to develop the use of IT in the schools. In 1999, expenditure fell considerably and has since been at a stable level. Expenditure on teaching materials/equipment/school libraries for 2002 was SEK 2,500 per pupil.

Expenditure on pupil welfare was 1,300 for 2002, an increase of nine per cent compared with the previous year. Expenditure on school meals reported an increase of two per cent since last year to SEK 3,800 per pupil. The cost of premises was SEK 12,000 per pupil, an increase of five per cent compared with 2001. Expenditure per pupil varied among the municipalities. For 80 per cent of the municipalities, expenditure per pupil varied between SEK 54,700 and SEK 69,300.

Expenditure for independent schools at compulsory school level in 2002 was SEK 3.3 billion (including new schools that did not have any activity in 2002). Expenditure per pupil for the schools that engaged in activities throughout the year was SEK 62,600, an increase of two per cent compared with 2001. As in 2001 expenditure per pupil is higher in the independent schools than in the municipal, a difference of approximately SEK 200 per pupil (when the cost of school transport has been discounted). The independent schools have on average somewhat higher expenditure for tuition, school meals and teaching materials/equipment/school libraries than the municipal schools but lower expenditure for pupil welfare.

The total expenditure for the international schools in 2002 was SEK 136.5 million. The expenditure per pupil in the international schools was SEK 62,300, a reduction of two per cent compared with 2001. The national boarding school's expenditure totalled SEK 23.1 million, an average of SEK 88,300 per pupil.

Table 25.

Expenditure for the compulsory school in 2000, 2001 and 2002, by principle organiser and type of expenditure (current prices)

The Sami school expenditure totalled SEK 32.5 million in 2002 (incl. school transport, pupil trips and outings, travelling expenses and pupil accommodation). Calculated per pupil (including pupils in integrated teaching), this corresponds to SEK 95,500. One of the main reasons why Sami schools cost more than municipal schools is school transport and pupil accommodation which cost considerably more for the Sami school than the municipal schools, SEK 5,300 compared with SEK 1,800 per pupil.

	All principle organisers ¹⁾			Municipal principle organisers ²⁾			Independent schools ³⁾		
	Expenditure total MSEK	Prop. (%)	Expenditure per pupil ^{4, 5)} , SEK	Expenditure total MSEK	Prop. (%)	Expenditure per pupil ⁴⁾ , SEK	Expenditure total MSEK	Prop. (%)	Expenditure per pupil ^{4, 5)} , SEK
2000 Total	59 663	100	57 000	57 402	100	57 000	2 136	100	56 400
2001 Total	64 414	100	60 900	61 528	100	60 900	2 746	100	60 100
2002 Total	68 294	100	64 300	64 779	100	64 300	3 323	100	62 600
of which Tuition	34 078	50	32 200	32 258	50	32 100	1 724	52	33 800
Premises	12 727	19	12 000	12 079	19	12 000	610	18	11 900
School meals	3 988	6	3 800	3 745	6	3 700	230	7	4 500
Teaching material, equipment, library	2 675	4	2 500	2 478	4	2 500	186	6	3 600
School transport	1 928	3	1 800	1 928	3	1 800	.	.	.
Pupil welfare	1 383	2	1 300	1 332	2	1 300	49	1	1 000
Other	11 515	17	10 700	10 959	17	10 900	524	16	7 800

¹⁾ Expenditure for national boarding schools, international schools and the Sami school (incl. the Sami school's expenditure for pupil accommodation), is included in total expenditure.

²⁾ Expenditure by school municipalities for tuition including home municipality's expenditure on school transport.

³⁾ Independent schools with municipal or central government grants. Expenditure for national boarding schools and international is not included in the expenditure for independent schools. Expenditure per pupil relates to independent schools that have carried out activity throughout the year. The expenditure also includes expenditure for schools that have not engaged in activity during the year (SEK 155.2 million in 2000, SEK 185.7 million in 2001 and SEK 125.4 million in 2002).

⁴⁾ The average number of pupils the two school years included in the calendar year.

⁵⁾ Expenditure for independent schools that have only engaged in activities for part of the year are not included.

4.3 Results

Grades

The pupils who finished ninth year of compulsory school in spring 1998 were the first pupils who received leaving certificates according to the new goal and knowledge-related grading system. The final grades are set on the basis of the goals achieved by the pupils according to the syllabi drawn up for the subjects at the end of the ninth school year and with the aid of set grade criteria. The curriculum, syllabi and grade systems ensure that the performance, unlike previously, is visible in relation to goals.

For selection to upper secondary school, a merit rating is calculated for the students. This merit rating is based on the pupil's 16 best grades. The highest possible merit rating is 320. This merit rating cannot be compared with the previous relative average grades.

The average merit rating for the 100,000 pupils who finished ninth year in spring 2002 was 204.6, an increase compared with the previous year when the average value was 202.9. The merit rating for pupils with a foreign background was higher than the previous year, 188.0 compared with 185.7 in spring 2001. This group of pupils is very heterogeneous however. A pupil with a foreign background can either have two foreign parents and be born in Sweden or have come as an immigrant to Sweden

before or during their schooling. In spring 1999, girls with a foreign background achieved a somewhat higher average merit rating than boys with a Swedish background for the first time. The same applies for spring 2002.

Pupils at independent compulsory schools have a higher average merit rating (227.9) than pupils in municipal schools (203.8). The difference between the merit ratings of the municipal and independent schools is less this year compared with the previous year. The average merit rating for the municipal schools however varied between the country's municipalities from 173.6 to 247.5. A somewhat larger distribution than the previous school year.

For a great many years, girls had considerably higher average grades with the old relative grade system than boys. This pattern continues with the new knowledge-related grading system. Girls and boys both increased their merit ratings between spring 2001 and spring 2002. Boys increased their average merit rating the most from 191.8 to 194.0. The average merit rating for girls increased from 214.8 to 215.6.

Girls achieved the goals in all subjects to a greater extent than boys with the exception of Physical Education and Health. In Technology boys have always achieved better results than girls but 2002 is the second year in a row that the proportion of girls who achieved the goals is higher than the proportion of boys. The difference in average merit ratings between girls and boys (i.e. for their 16 best subjects) varied between the municipalities. Boys have a higher merit rating than girls in only five of the country's municipalities.

Eligibility to the national and special programmes at upper secondary school requires at least the grade Pass in Swedish/Swedish as a second language, English and Mathematics. The individual programme is available for pupils who lack this eligibility. Since the eligibility was introduced in 1998, the proportion of eligible pupils has fallen from 91.4 per cent spring 1998 to 89.2 per cent in 2001. This negative trend could now be broken, in 2002, 89.5 per cent of pupils were eligible to study at upper secondary school. With regard gender differences, 91 per cent of girls were eligible compared to 88 per cent boys. Among pupils with a foreign background, fewer were eligible, 78.9 per cent. Of the subjects required for eligibility, Mathematics was the most common subject in which pupils lacked a grade.

More than every fourth pupil (25.4 %) of those who left compulsory school in spring 2002 did not achieve the goals in one or more compulsory subjects, (Table 26). This is five percentage points lower since the first pupils received goals and knowledge-related grades in spring 1998. Of all pupils, just under 8.8 per cent did not achieve the knowledge objectives in one subject, 15.4 per cent did not achieve the objectives in two or more subjects and 1.2 per cent lack a grade in all subjects. This means that almost 27,000 pupils have failed in one or more subjects. The proportion of pupils who failed in one or more subjects varied between the municipalities from four to 46 per cent. Among the pupils who failed two or more subjects, pupils with a foreign background are over-represented. There are also differences between the various subjects. Natural science had the highest proportion of pupils who failed to achieve the goals, approximately 10 per cent.

Table 26.
Final grades in 9th year
1997/98–2001/02

School year Principle organiser Sex Foreign background	No. of leavers	Average merit rating ¹⁾	Proportion eligible for upper secondary	Pupils who did not achieve the objectives of those who did or should have achieved the goal and knowledge-related grades							
				Total		In one subject		In two or more subjects		In all subjects (no final grade)	
				Number	Prop. (%)	Number	Prop. (%)	Number	Prop. (%)	Number	Prop. (%)
1997/98	97 258	201.2	91.4	19 753	20.4	7 018	7.2	11 737	12.1	998	1.0
1998/99	96 559	202.1	90.3	21 833	22.7	7 483	7.8	13 306	13.8	1 044	1.1
1999/00	99 957	202.9	89.4	24 127	24.3	8 049	8.1	14 909	15.0	1 169	1.2
2000/01	104 792	202.9	89.2	26 825	25.7	8 919	8.6	16 642	16.0	1 264	1.2
2001/02	107 134	204.6	89.5	27 020	25.4	9 365	8.8	16 414	15.4	1 241	1.2
of which											
Municipality	102 953	203.8	89.4	26 265	25.5	9 044	8.8	15 999	15.5	1 222	1.2
Independent ²⁾	4 181	227.9	92.5	755	21.0	321	8.9	415	11.5	19	0.5
Boys	54 792	194.0	88.0	15 793	29.0	5 508	10.1	9 608	17.6	677	1.2
Girls	52 342	215.6	91.0	11 227	21.6	3 857	7.4	6 806	13.1	564	1.1
Pupils with Swedish background	91 612	207.4	91.3	21 025	23.1	7 721	8.5	12 443	13.7	861	0.0
Pupils with foreign background	15 522	188.0	78.9	5 995	38.9	1 644	10.7	3 971	25.7	380	2.5

¹⁾ The merit rating has been calculated for pupils who have obtained grades in at least one subject.

²⁾ Including international schools and national boarding schools.

National tests

The results of the national tests in Swedish/Swedish as a language, English and Mathematics in ninth year is another measure of pupil performance. The compulsory tests were held for the first time in spring term 1998. The overall result of the test is estimated based on a nationally representative sample of schools. The national tests in Swedish/Swedish as a second language and English are in three parts. After a decision by The National Agency for Education the results are no longer added together but individually assessed. The test in Swedish/Swedish as a foreign language has three parts, 97 per cent achieved the goals in the oral test, 93 per cent in the written test and 87 per cent in the reading test. In English, 97 per cent achieved the goals in the oral test, 96 per cent in the written test and 92 per cent in the reading and listening test. In Mathematics, 86 per cent achieved the goals of the test as a whole.

In Swedish and English there is a greater conformity between goal fulfilment in the national tests and final grades than in Mathematics. Final grades in Mathematics show a higher degree of goal fulfilment than the tests.

On all the parts of the tests, a greater proportion of boys than girls did not achieve the goals. This mainly concerns reading and writing proficiency in Swedish/Swedish as a foreign language and written proficiency in English. The difference between boys and girls in the national test and final grade was not so large in Mathematics, and grades Pass, Pass with Distinction and Pass with Special Distinction were more evenly distributed between the sexes in mathematics than in Swedish and English.

From compulsory to upper secondary school

In autumn 2002, almost 98 per cent of the pupils who left compulsory school in spring term 2002 carried on in upper secondary school. This is substantially the same proportion as during the past five years. If the individual programme is discounted, the transfer frequency was 89 per cent.

There are no gender differences as regards application and transfer frequency to the upper secondary school. However, pupils with a foreign background apply and start to a somewhat smaller extent, which can be related to pupils with a foreign background more often having an incomplete compulsory school education.

Table 27.

Applicant and transfer frequency to upper secondary school in autumn 1998–2002 for pupils who have completed ninth year of compulsory school in the spring of the same year

Pupils No. of grades lacking Eligibility to upper secondary school		Applicants to upper secondary school from ninth year		Accepted at upper secondary school from ninth year	
Sex	Number of pupils who have completed ninth year	Proportion (%) of pupils who have completed ninth year ¹⁾		Proportion (%) of pupils who have completed ninth year ¹⁾	
Foreign background		Number		Number	
Principle organiser					
1998	97 258	93 820	96.5	94 504	97.2
1999	96 647	94 936	98.2	94 329	97.6
2000	99 957	96 997	97.3	97 199	97.5
2001	104 792	102 408	98.0	101 843	97.5
2002	107 134	104 304	97.6	104 462	97.8
of which					
Pupils who achieved the goals in all subjects	79 536	78 273	98.5	78 859	99.2
Pupils who did not achieve the goals					
in one subject	9 365	9 187	98.3	9 162	98.0
in two or more subjects	16 414	15 628	96.0	15 067	92.6
Pupils lacking final grades	1 241	801	69.6	836	72.6
Boys	54 792	53 270	97.5	53 388	97.7
Girls	52 342	51 034	97.8	51 074	97.9
Pupils with a Swedish background	91 612	89 333	97.5	89 586	97.8
Pupils with a foreign background	15 522	14 971	96.5	14 876	95.8
Municipal	102 953	100 438	97.8	100 461	97.8
Independent ²⁾	4 181	3 866	93.1	4 001	96.4

¹⁾ Based on pupils with complete and correct civic registration numbers in the register of pupils who have completed ninth year.

²⁾ Including international and national boarding schools.

5



Special school

5.1 Organisation

Education at special schools is provided to children and young people with deafness or a hearing impairment who cannot attend compulsory school. Education corresponds to that provided in compulsory school as far as possible but is tailored to the needs of each individual pupil (Education Act, Chapter 7, Special schools).

Most children and young people of school age who have impaired speech and/or hearing receive their education through special tuition in the normal compulsory school. The pupils with severely impaired hearing and/or speech who attend special schools make up a very small group in the Swedish educational system. Table 28 shows the changes in the number of pupils during the past five years.

Table 28.
Number of pupils at special
schools on October 15, 1998–2002

	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
Special schools, total	809	808	807	777	757
of which					
Regional schools for the deaf and those with impaired hearing	602	606	599	579	579
National schools					
Åsbackaskolan ¹⁾ , Gnesta	49	50	53	59	58
Ekeskolan ²⁾ , Örebro (until 2000/01)	33	32	36	.	.
Hällsboskolan ³⁾ , Sigtuna (until 2000/01)	125	120	119	.	.
Resource centres					
Resource centre for sight, Örebro ⁴⁾ (from 2001/02)	.	.	.	44	34
Resource centre for speech and language, Sigtuna ⁵⁾ (from 2001/02)	.	.	.	95	86

¹⁾ National school for pupils who are deaf or have impaired hearing and who are also learning disabled.

²⁾ National school for pupils with impaired vision who are also deaf, have impaired hearing or are learning disabled.

³⁾ National school for pupils with a speech impediment, are deaf or have a hearing impairment who cannot attend a regional school due to emotional or behavioural difficulties or for other special reasons than blindness or learning disability.

⁴⁾ Resource centre that still provides special school activities for pupils with impaired vision, who are also deaf, have a hearing impairment or are learning disabled.

⁵⁾ Resource centre that still provides special school activities for pupils with grave language disorders. Special schools have admissions stop July 1, 2002.

Teaching at special school is organised in ten grades (ten years). Deaf pupils and those with impaired hearing are taught at five schools with regional catchment areas and at Åsbackaskolan, a school that takes pupils from all over Sweden with a special focus on children and young people with multiple handicaps. Pupils with multiple handicaps are temporarily taught at the sight resource centre in Örebro previously Ekeskolan and those with grave language disorders at the speech and language resource centre in Sigtuna, previously Hällsboskolan.

On July 1, 2000, the individual special schools ceased to be separate authorities. The five regional school units and Åsbackaskolan were brought together under the Special School Authority (SPM). On July 1, 2000 Hällsboskolan and Ekeskolan were transformed into resource centres and are now under the Swedish Institute for Special Needs Education (SIT). During the transition period, the sight resource centre in Örebro and the speech and language resource centre in Sigtuna will carry out special school activities for those pupils who began their education at Ekeskolan and Hällsboskolan. There has however been an admissions stop in force since July 1, 2001 and July 1, 2002 respectively.

Table 29.

Number of pupils attending special schools on October 15, 2002 by school, gender and disability

Type of school School Sex	No. of pupils, total	No. of pupils ¹⁾				Number of pupils who participate in first language tuition
		with impaired sight	deaf/with impaired hearing	with speech impediment	with additional functional disabilities	
All special school	757	34	636	87	166	7
of which Boys	418	22	326	70	99	5
Girls	339	12	310	17	67	2
Regional schools for the deaf and people with impaired hearing	579	0	579	0	74	6
of which						
Birgittaskolan, Örebro	200	0	200	0	34	6
Kristinaskolan, Härnösand	71	0	71	0	12	0
Manillaskolan, Stockholm	141	0	141	0	17	0
Vänerskolan, Vänersborg	80	0	80	0	7	0
Östervångsskolan, Lund	87	0	87	0	4	0
of which Boys	294	0	294	0	44	4
Girls	285	0	285	0	30	2
National school						
Åsbackaskolan, Gnesta	58	0	57	1	58	0
of which Boys	33	0	32	1	33	0
Girls	25	0	25	0	25	0
Resource centres	120	34	0	86	34	1
Sight resource centre, Örebro	34	34	0	0	34	0
Speech and language resource centre, Sigtuna	86	0	0	86	0	1

¹⁾ A pupil can be recorded in one or more column.

In autumn 2002, 757 pupils were enrolled at special schools, a reduction of around three per cent compared with the previous year. Between 1991 and 2002 the number of pupils enrolled in special schools increased by nearly 11 per cent. During the 2002/03 school year pupils came from 167 municipalities and 452 pupils (60 %) came from another municipality than that in which the school was located. Of the total number of pupils, 556 (73 %) lived with their parents while at school and 195 pupils (26 %) lived in various types of student accommodation or close to the schools.

Of the total number of pupils enrolled in special schools for the 2002/03 school year, 34 (4.5 %) had impaired sight, 636 (84 %) had impaired hearing and 87 (11.5 %) had a speech impediment. 166 (22 %) had multiple functional disabilities. Only seven (1 %) of the pupils took part in first language tuition.

5.2 Resources

Teachers

The number of teaching posts (not including short-term employees) in special school was 348 according to survey in October 2002. The average level of duty was 88 per cent. Adjusted to full-time posts, the special school had access to 307 teachers, making 40.6 full-time teachers per 100 pupils. In the previous school year, the number of full-time teachers per 100 pupils was 39.3.

The proportion of teachers without teacher training has greatly increased during recent years. For the 2002/03 school year more than 26 per cent had no teacher training. The corresponding figure for 1996/97 was nine per cent. The proportion of teachers with special needs training has also shown a significant fall, from 64.2 per cent for the 1996/97 school year to 41.1 per cent for the 2002/03 school year.

Table 30.
Teachers in special school
on October 15, 2000–2002¹⁾

School year Teacher training	Number of active teachers of which			Average extent of duty (%)	Number of teachers adjusted to full-time posts of which		Number of full-time teachers per 100 pupils
	Total	Men	Women		Total	permanent posts	
2000/01 All teachers	341	78	263	88.6	302	226	37.4
of which							
No. with teacher training	272	59	213	87.7	239	206	.
Prop. (%) with teacher training	79.8	75.6	81.0	.	78.9	91.1	.
No. with special needs training	172	35	137	89.8	155	149	.
Prop. (%) with special needs training	50.4	44.9	52.1	.	51.1	66.0	.
2001/02 All teachers	350	77	273	87.3	305	227	39.3
of which							
No. with teacher training	262	51	211	87.2	229	202	.
Prop. (%) with teacher training	74.9	66.2	77.3	.	74.8	89.0	.
No. with special needs training	165	30	135	89.1	147	140	.
Prop. (%) with special needs training	47.1	39.0	49.5	.	48.1	61.6	.
2002/03 All teachers	348	80	268	88.3	307	225	40.6
of which							
No. with teacher training	256	53	203	87.9	225	198	.
Prop. (%) with teacher training	73.6	66.3	75.7	.	73.3	87.9	.
No. with special needs training	143	29	114	89.5	128	124	.
Prop. (%) with special needs training	41.1	36.3	42.5	.	41.6	55.0	.

¹⁾ Refers to the week of October 15.

Expenditure

Expenditure for special school amounted to SEK 444 million¹⁾ in 2002, which in fixed prices is a fall of two per cent since 2001. This fall in expenditure for special schools is mainly due to reduced costs for the largest items tuition and pupil accommodation, which fell by around two and five per cent respectively. With the exception of costs for premises (+3 %) and school transport (+6.6 %) other expenditure has also fallen.

¹⁾ Not including the expenditure for special needs resource centre.

Expenditure per pupil totalled SEK 579,300. This is approximately SEK 7,900 (fixed prices), or one per cent more compared with 2001. Tuition expenditure, which was SEK 198,900 per pupil in 2002, only makes up around 30 per cent of the total expenditure for special schools. Compared with compulsory school and upper secondary school where tuition expenditure amounts to between 45 and 50 per cent of the total expenditure, this is a relatively low proportion. Expenditure per pupil for tuition increased by around one per cent.

After tuition, pupil accommodation is the second largest expenditure item. In 2002, this amounted to SEK 108,200 per pupil, around 19 per cent of the total expenditure for special schools. The expenditure for pupil accommodation fell by nearly SEK 2,000 per pupil (in fixed prices) or two per cent compared with 2001.

The expenditure on teaching material and equipment totalled SEK 7,900 per pupil and has fallen by nearly 24 per cent compared with 2001. Expenditure on school transport, which makes up eight per cent of the total expenditure for special schools, totalled SEK 47,700 per pupil 2002, an increase of ten per cent compared with the previous year. Other expenditure, i.e. administration, school management, study and vocational guidance, skills enhancement and development work totalled SEK 97,900 per pupil, basically unchanged since the previous year.

The expenditure on the special needs resource centres totalled SEK 22.7 million in 2002, a fall of 13 per cent compared with 2001.

Table 31.
Expenditure for special school
2000, 2001 and 2002 (current prices)

All special schools and resource centres	Expenditure, total SEK million	Proportion (%)	Expenditure per pupil ²⁾ , SEK
2000 Total ¹⁾	488 ³⁾	.	.
Special school	415	100	512 700
2001 Total ¹⁾	469	.	.
Special school	443	100	559 300
2002 Total¹⁾	467		
Special school	444	100	579 300
of which tuition	153	34	198 900
premises	63	14	82 500
school meals,	15	3	19 000
teaching materials/equipment/ school library	6	1	7 900
school transport/travelling expenses	37	8	47 700
pupil welfare	13	3	17 200
pupil accommodation	83	19	108 200
other	75	17	97 900
Special needs resource centres	23	.	.

¹⁾ Including special needs resource centres.

²⁾ Average number of pupils for the two school years included in the calendar year.

³⁾ Up until 2000, expenditure for the special needs resource centre included the expenditure for Tomtebodaskolan's resource centre. As from the 2001 expenditure report, reports will only include expenditure for the resource centres at regional schools for pupils who are deaf or have a hearing impairment, the national school in Gnesta and the resource centres in Örebro and Sigtuna. The expenditure for 2001 and 2002 can therefore not be compared with previous years' reports.

6



Education for pupils with learning disabilities

6.1 Organisation

The aim of education for pupils with learning disabilities is to provide children and young people with education adapted to their individual situations and abilities and which, as far as possible, corresponds with the education provided at compulsory school and upper secondary school.

Compulsory education for pupils with learning disabilities consists of compulsory school for pupils with learning disabilities and training school. This consists of nine years of school for all children and young people aged between 7 and 16. In addition, pupils are entitled to a tenth voluntary school year to supplement their education. Pupils with mild learning disabilities attend compulsory education for pupils with learning disabilities. These pupils are taught the same subjects as other compulsory school pupils. The content and extent of the subjects is however adapted to the ability and situation of each pupil. Pupils at training school have disabilities that mean that they are unable to benefit from teaching at compulsory school for pupils with learning disabilities. The school board decides who attends compulsory education for pupils with learning disabilities or training school.

Through a pilot activity (SFS 1995:1249 see Chapter 3, Education Act), parents of learning disabled children are given a greater influence over their child's schooling, which means that a child may not be enrolled in compulsory education for pupils with learning disabilities without the consent of their custodian. This trial activity has recently been extended (SFS 2000:446) and will continue until June 2005. The act entitles parents to determine where compulsory education is to take place. It does not however give the custodian the right to choose the type of school within education for pupils with learning disabilities, compulsory school for pupils with learning dis-

abilities or training school. The National Agency for Education has in various contexts found that it is becoming increasingly common for municipalities to introduce the procedure that pupils/custodians must apply for education for pupils with learning disabilities before enrolment takes place.

All pupils who have completed their compulsory schooling in compulsory education for pupils with learning disabilities are to be offered a four-year course at upper secondary education for pupils with learning disabilities. Upper secondary education for pupils with learning disabilities offers vocational education and training in the same way as the upper secondary school in national, specially designed or individual programmes. The school board decides who to offer vocational education on a national or specially designed programme or whether to offer vocational training or activity training in an individual programme. The individual programmes in upper secondary education for pupils with learning disabilities are primarily intended for pupils who cannot participate in education on a national or specially designed programme.

20,941 pupils took part in education for pupils with learning disabilities in autumn 2002. Of these, 14,761 pupils attended compulsory education for pupils with learning disabilities and 6,180 upper secondary education for pupils with learning disabilities. The number of pupils increased throughout the 1990s and has continued to rise during the past three years, see Diagrams 8 and 9. In compulsory education for pupils with learning disabilities, the number of pupils has increased by 79 per cent in the ten-year period 1992/93–2002/03. This can be compared with the increase in the number of compulsory school pupils of 19 per cent during the same period. In upper secondary education for pupils with learning disabilities, the increase in the number of pupils during the same period was 69 per cent while the number of pupils at upper secondary school rose by 4 per cent. The cause of this sudden rise in pupils has been investigated in several evaluation reports compiled by The National Agency for Education. A report from 1998 claimed that this type of school had become more accepted¹. Municipalisation with its closer proximity to schools has made placement easier for pupils and parents. In the report “How Special is Special” from 2000, the lack of know-how and resources in compulsory school is seen as an explanation to the increase in the number of pupils in compulsory school for pupils with learning disabilities. Increased eagerness to test and diagnose pupils also creates a pressure to enrol.

Diagram 8.

Indexed increase in the number of pupils in compulsory school for pupils with learning disabilities 1992–2002

¹ Follow up and evaluation of pilot scheme for more parental influence over the choice of school for learning disabled children. The National Agency for Education 1999

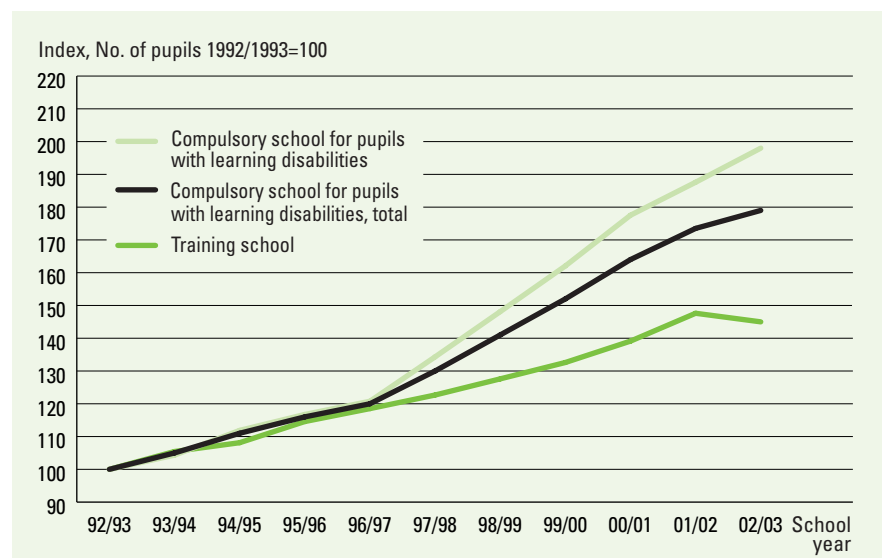
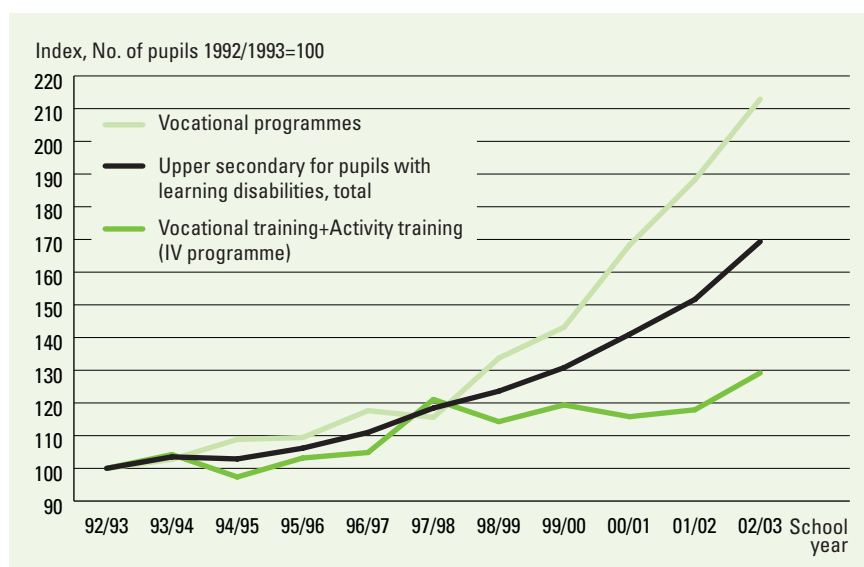


Diagram 9.

Indexed increase in the number of pupils attending upper secondary school for pupils with learning disabilities 1992–2002



Figures on the increase in pupils in compulsory education for pupils with learning disabilities show that the size of increase differs in different areas of Sweden. In some counties, the number of pupils has more than doubled since the 1992/93 school year. The proportion of pupils in compulsory school for pupils of all compulsory school pupils varies from county to county. In Örebro county the proportion is lowest at less than one per cent of all pupils in compulsory school age. In Värmland county the corresponding proportion is around two per cent. The rate of increase also differs between the counties. From 1992/93 until 2001/02 the proportion of pupils in compulsory school for pupils of all compulsory pupils increased by about 0.8 percentage points in Uppsala and Värmland counties while the increase was around 0.2 percentage points in Jönköping and Kronoberg counties. The transition to compulsory education for pupils with learning disabilities thus takes place throughout the entire compulsory school period. Approximately half of the pupils in the ninth year of compulsory education for pupils with learning disabilities have previously attended one or more years of regular compulsory school.

In autumn 2001, the National Agency for Education presented an evaluation to the government regarding the quality of compulsory school for people with learning disabilities. The evaluation showed that the pupils are happy and satisfied but their knowledge development is not good. Among the reasons suggested is the lack of teaching and organisation strategies. The demands are too low and they are not given credit for their ability to make choices, for example the choice of school².

Table 32.

Number of pupils in schools for pupils with learning disabilities on October 15, 1998–2002

	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
School for learning disabilities total	16 095	17 242	18 623	19 795	20 941
of which					
Compulsory school for pupils with learning disabilities	11 585	12 469	13 479	14 261	14 761
Upper secondary for pupils with learning disabilities	4 510	4 773	5 144	5 534	6 180

² *Quality in schools for pupils with learning disabilities – a question of values. Government commission October 2001. The National Agency for Education 2001.*

Responsibility for pupils with learning disabilities was transferred from the county councils to the municipalities during the first half of the 1990s. The exception is one (1) school that is still run by the county council according to a special decision. In addition, compulsory education for pupils with learning disabilities took place at 29 independent schools and upper secondary education for pupils with learning disabilities at 18 independent schools in the 2002/03 school year. Table 33 shows that the majority of pupils in both compulsory education for pupils with learning disabilities (97 %) and in upper secondary education for pupils with learning disabilities (92 %) attended schools run by the municipalities. The number of pupils who attend independent schools is still a small part of the total number of pupils in education for pupils with learning disabilities. The proportion of pupils who received their tuition at an independent compulsory school for the pupils with learning disabilities was three per cent while the proportion of pupils in independent upper secondary education for pupils with learning disabilities was five per cent. The corresponding proportion of pupils in independent schools in the regular compulsory and upper secondary school was five and eight per cent respectively.

In the 2002/03 school year, compulsory education for pupils with learning disabilities took place at 729 schools (compulsory schools with only integrated pupils not included) in 280 municipalities and upper secondary education for pupils with learning disabilities at 248 schools in 182 municipalities. The average number of pupils per school was 20 in compulsory education for pupils with learning disabilities and 25 in upper secondary education for pupils with learning disabilities. Of the pupils in compulsory education for pupils with learning disabilities, seven per cent lived in another municipality than where the school was located. In upper secondary education for pupils with learning disabilities, 41 per cent of the pupils lived in another municipality.

The proportion of pupils who received their education integrated in a regular compulsory school class in the 2001/02 school year, i.e. they spent at least half the time together with a normal compulsory school class, was 16 per cent. The proportion of integrated pupils with learning disabilities in upper secondary school classes was six per cent. The National Agency for Education's evaluation for 2002 showed that municipalities and counties apply different approaches or ideologies when managing pupils with special needs³. This is most evident in the view of integrating pupils with learning disabilities with compulsory school pupils. The proportion of integrated pupils varies between 0–100 per cent for the various municipalities. Integration is most common in sparsely populated and rural municipalities for practical reasons. The integrated pupils who are placed according to the "close proximity" principle, have the opportunity of attending the same school as pupils of the same age in the area.

40 per cent of pupils (2,452) in upper secondary education took part in vocational training or activity training within the framework of an individual programme (IV programme) and 60 per cent (3,728) took part in vocational training according to a national or specially designed programme. The most common national programmes were the hotel and restaurant programme (628 pupils), the business and administration programme (477 pupils) and the industry programme (433 pupils). Of the pupils in compulsory and upper secondary education for pupils with learning disabilities, 2.4 and one per cent of the pupils respectively took part in first language tuition.

³ *How special is Special? An analysis of the increase of pupils in schools for pupils with learning disabilities. The National Agency for Education, 2000.*

Table 33.

The number of pupils in education for pupils with learning disabilities
on October 15 1998–2002 by principal organiser

School year Integration Principal organiser Sex		Number of pupils in					All pupils
		Compulsory education for pupils with learning disabilities		Upper secondary education for pupils with learning disabilities			
		of which		of which			
		Compulsory school level	Training school	Vocational programmes	Individual programmes Vocational training	Activity training	
1998/99		7 831	3 754	2 341	1 482	687	16 095
of which	Integrated	1 623	0	132	66	18	1 839
	Municipalities	7 706	3 572	2 153	1 334	625	15 390
	County council	13	1	106	39	12	171
	Independent	112	181	82	109	50	534
1999/00		8 568	3 901	2 507	1 484	782	17 242
of which	Integrated	1 729	0	139	36	8	1 912
	Municipalities	8 403	3 739	2 282	1 374	683	16 481
	County council	12	2	123	31	13	181
	Independent	153	160	102	79	86	580
2000/01		9 386	4 093	2 946	1 343	855	18 623
of which	Integrated	2 111	0	221	42	10	2 384
	Municipalities	9 197	3 950	2 709	1 290	715	17 861
	County council	12	2	122	41	13	190
	Independent	177	141	115	12	127	572
2001/02		9 918	4 343	3 296	1 398	840	19 795
of which	Integrated	2 197	0	179	43	9	2 428
	Municipalities	9 678	4 156	3 040	1 260	756	18 890
	County council	11	2	140	37	13	203
	Independent	229	185	116	101	71	702
	Boys	5 902	2 613	1 960	833	484	11 792
	Girls	4 016	1 730	1 336	565	356	8 003
2002/03		10 482	4 279	3 278	1 521	931	20 491
of which	Integrated	2 352	0	289	59	20	2 720
	Municipalities	10 187	4 119	3 480	1 375	850	20 011
	County council	13	4	117	37	9	180
	Independent	282	156	131	109	72	750
	Boys	6 233	2 622	2 165	903	537	12 460
	Girls	4 249	1 657	1 563	618	394	8 481

6.2 Resources

Teachers

Table 34 shows that in October 2002, there were 4,500 teachers in compulsory education for pupils with learning disabilities with a municipal principle organiser. The average level of duty was 67 per cent and adjusted to full-time posts the number of teachers was 3,000, an increase of 84 full-time posts compared with the previous year. 1,800 teachers served in upper secondary school for pupils with learning disabilities with a municipal principle organiser with an average level of duty of 72 per cent. Adjusted to full-time posts the number of teachers was 1,300, an increase of 88 full-time posts compared with the previous year.

In independent schools the number of teachers in the compulsory school for pupils with learning disabilities totalled 180 and 149 in the upper secondary school. The average level of duty was 60 per cent and 70 per cent respectively. Adjusted to full-time posts, the number of teachers totalled 107 in the compulsory school and 105 in the upper secondary. Since the municipalisation of education for pupils with learning disabilities, practic-

ally all teachers for pupils with learning disabilities work for the municipalities or independent schools.

Counting all principle organisers there were 25.2 teachers per 100 pupils in the compulsory school for pupils with learning disabilities compared with 26.4 in the 1997/98 school year. This does not include integrated pupils. The upper secondary had 24.2 teachers per pupil compared with 25.5 for the 1997/98 school year. In independent schools there were 28.5 teachers per 100 pupils at compulsory school level for pupils with learning disabilities and 37.3 at upper secondary.

The proportion of full-time teachers with teacher training at compulsory school for pupils with learning disabilities (all principle organisers) has fallen from 92 per cent for the 1999/00 school year to 86 per cent in 2002/03. The proportion of full-time teachers with teacher training at upper secondary schools for pupils with learning disabilities has fallen from 89 per cent to 82 per cent for the same period. In independent schools for pupils with learning disabilities the proportion of teachers with a teacher training was much lower than schools with a municipal principle organiser. This concerned both compulsory level (62 %) and upper secondary schools (55 %).

Table 34.

Teachers in compulsory and upper secondary education for pupils with learning disabilities 2000–2002¹⁾

School year Teacher training Principal organiser	No. of teachers			Average extent of duty in per cent	No. of teachers adjusted to full-time posts of which with permanent posts		No. of full- time teachers per 100 pupils
	Total	Men	Women		Total		
2000/01 All teachers in compulsory education	4 198	831	3 367	68.7	2 884	2 327	25.4
of which							
No. with teacher training	3 639	653	2 986	70.3	2 557	2 190	.
Prop. (%) with teacher training	87	79	89	.	89	94	.
2000/01 All teachers in upper secondary education	1 717	625	1 092	70.7	1 214	1 001	24.9
of which							
No. with teacher training	1 417	494	923	72.0	1 020	915	.
Prop. (%) with teacher training	83	79	85	.	84	91	.
2001/02 All teachers in compulsory education	4 482	888	3 594	67.9	3 044	2 469	25.3
of which							
No. with teacher training	3 814	674	3 140	70.0	2 669	2 312	.
Prop. (%) with teacher training	85	76	87	.	88	94	.
2001/02 All teachers in upper secondary education	1 851	676	1 175	72.1	1 334	1 105	25.2
of which							
No. with teacher training	1 485	514	971	73.0	1 084	991	.
Prop. (%) with teacher training	80	76	83	.	81	90	.
2002/03 All teachers in compulsory education	4 660	937	3 723	67.0	3 124	2 502	25.2
of which							
No. with teacher training	3 862	678	3 184	69.7	2 692	2 308	.
Prop. (%) with teacher training	83	72	86	.	86	92	.
2002/03 All teachers in upper secondary education	1 973	735	1 238	71.4	1 409	1 145	24.2
of which							
No. with teacher training	1 580	544	1 036	72.8	1 150	1 035	.
Prop. (%) with teacher training	80	74	84	.	82	90	.
Per principal organiser 2002/03							
Compulsory education	4 660	937	3 723	67.0	3 124	2 502	25.2
Municipal (all teachers)	4 468	892	3 576	67.3	3 009	2 401	25.0
County council (all teachers)	13	5	8	60.8	8	6	52.7
Independent (all teachers)	180	41	139	59.6	107	95	28.5
Upper secondary education	1 973	735	1 238	71.4	1 409	1 145	24.2
Municipality (all teachers)	1 766	646	1 120	71.8	1 267	1 025	23.6
County council (all teachers)	58	32	26	64.7	38	27	24.2
Independent (all teachers)	149	57	92	70.2	105	92	37.3

¹⁾ Refers to the week of October 15.

Expenditure

Total municipal expenditure for education for pupils with learning disabilities was SEK 4.5 billion in 2002. The municipalities also paid SEK 202.7 million to independent schools for pupils with learning disabilities and SEK 37.1 million to county councils. There were schools for pupils with learning disabilities in two county councils that enrolled pupils from all over Sweden with government grants. The central government grant was SEK 9.3 million in 2002.

Expenditure per pupil is somewhat higher in compulsory education for pupils with learning disabilities than in upper secondary education for pupils with learning disabilities, SEK 239,200 compared with SEK 222,900 (not including school transport). Total expenditure not including school transport has been divided here by the number of pupils with learning disabilities who are not integrated in compulsory school or upper secondary school respectively. It is difficult to separate expenditure for integrated pupils in compulsory school and upper secondary school so it is therefore included in compulsory school and upper secondary school accounts. Expenditure on school transport – and perhaps certain other expenditure as well – can also have benefited integrated pupils. In this case, the expenditure per pupil reported here has been slightly overestimated. In table 35, school transport costs are distributed over all pupils with learning disabilities, integrated as well as non-integrated. School transport normally covers the pupils of all schools for pupils with learning disabilities as a whole.

Expenditure per pupil in the compulsory education for pupils with learning disabilities has risen by 2.6 per cent (fixed prices) since 2001. In upper secondary the expenditure per pupil has fallen by one per cent.

Tuition costs is the largest cost item. This amounts to SEK 123,600 per pupil in compulsory education for pupils with learning disabilities and is SEK 18,000 lower in upper secondary education for pupils with learning disabilities. Expenditure on premises is considerably higher in upper secondary education for pupils with learning disabilities, SEK 36,300 per pupil compared with SEK 24,300. Expenditure on teaching material/equipment is considerably higher in upper secondary for pupils with learning disabilities than in compulsory education for pupils with learning disabilities, but in compulsory education for pupils with learning disabilities, expenditure on school transport and other expenditure, e.g. personal assistants is higher.

Expenditure per pupil varies greatly between municipalities. In many municipalities, the number of pupils is very low. It is particularly in these municipalities that expenditure is extremely high or low.

Table 35.

Expenditure for compulsory and upper secondary education for pupils with learning disabilities 2000/02 (current prices)

	Total expenditure SEK million ¹⁾	Proportion (%)	Expenditure per pupil ²⁾ , SEK
2000 Total ³⁾	3 657	100	238 800
2001 Total ³⁾	4 086	100	251 900
2002 Total³⁾	4 504	100	261 400
Compulsory education	3 252	100	270 000
of which tuition	1 487	46	123 600
premises	292	9	24 300
school meals	53	2	4 400
teaching materials/equipment/ school library	59	2	4 900
school transport/ travelling expenses	374	11	30 800
pupil welfare	53	2	4 400
other	934	29	77 600
Upper secondary education	1 252	100	241 300
of which tuition	548	44	105 600
premises	188	15	36 300
school meals	21	2	4 000
teaching materials/equipment/ school library	47	4	9 200
school transport/ travelling expenses	95	7	18 400
pupil welfare	21	2	4 000
other	331	26	63 900

¹⁾ Not including expenditure for pupils integrated in compulsory or upper secondary school.

²⁾ Average of no. of pupils in the two school years included in the calendar year.

³⁾ Not including expenditure for county councils with a national catchment area. Central government grant of SEK 9.3 million in 2002. Expenditure for independent schools and for the education purchased by the municipalities from the county councils is not included either. The municipalities paid SEK 202.7 million to independent schools, SEK 37.1 million to the county councils in 2002.



Upper secondary school

The recruitment base for upper secondary school largely consists of pupils who completed ninth year of compulsory school the previous school year. Of the 129,700 pupils who started first year of upper secondary school in autumn 2002 a total of 81 per cent (104,500 pupils) came straight from compulsory school. These represented 97.8 per cent of the 107,100 or more pupils who completed ninth year of compulsory school in the spring of 2002. Around 109,100 pupils were first-time pupils at upper secondary school, i.e. they had not previously taken part in any upper secondary education. All of the 114,000 who applied were enrolled on a course by October. The number of pupils who will finish compulsory school is expected to increase to around 126,000 by, after which the number will decline and with it the recruitment base for upper secondary school.

Of the pupils who started national programmes in the first year, a total of 86 per cent came straight from compulsory school. The corresponding proportion for specially designed programmes was 85 per cent, for individual programmes 48 per cent and for special courses and International Baccalaureate (IB) 75 per cent. The IB course leads to an international exam, which in many countries qualifies for university studies.

7.1 Organisation

Upper secondary education is provided by municipalities, county councils and independent schools. It consists of 17 national programmes plus specially designed and individual programmes. The national programmes are usually divided into specialisations¹ from which pupils can choose once they are in their second year.

Upper secondary education is based on various courses, some of which (the core subjects) are compulsory for all pupils on national and specially de-

¹ Introduced from autumn term 2000. For pupils who began upper secondary school before July 1, 2000 the programmes were divided into specialist branches.

signed programmes. The national programmes also include compulsory so-called “programme specific subjects” that are specific to the various programmes. In addition to the core-subject courses and programme specific subject courses for the pupil’s particular programme, they are also expected to choose a number of courses according to personal preference, and may also opt to increase their studies with courses over and above those required by the programme plan. This allows the students to tailor their education according to personal requirements. The hourly plan is expressed as target values for the extent of the course and as a total for the various programmes.

Municipalities are obliged to offer all its young people up to and including the first calendar half-year of the year they reach age 20 the opportunity to start a programme of study either in their own municipality or by agreement in another. Young people who have not been enrolled on a national programme are to be offered education via a specially designed or individual programme. Pupils not offered a place on a national programme must be offered a place on a specially designed or individual programme. Pupil figures in upper secondary school during the last five school years are recorded in table 36.

Table 36.
Number of pupils in upper
secondary school, 15 October
1998–2002, by principal organiser

	1998	1999	2000	2001	2002
Upper secondary total	309 143	305 579	305 270	311 121	322 587
of which					
Municipal schools	284 989	286 629	283 361	287 093	291 316
County council schools	13 238	5 017	4 856	5 163	4 859
Independent schools	8 647	11 379	14 251	17 887	25 365
International schools	175	184	165	173	218
National boarding schools	919	936	902	805	829
Supplementary schools	1 175	1 434	1 735	– ¹⁾	– ¹⁾

¹⁾ From 2001, supplementary schools are not regarded as independent upper secondary schools and are therefore no longer included in the figures for upper secondary school.

In autumn 2002, 322,600 pupils were enrolled in upper secondary schools, around 11,500 more than autumn 2001 (+3.7 %) and around 19,000 more than autumn 2000 (+6.3 %). Around 90 per cent of all pupils in upper secondary school in autumn 2002 received their education in municipal schools while 1.5 per cent took part in courses arranged by the county councils (the Health Care and Natural Resource Use programmes), 7.9 per cent attended independent schools and 0.3 per cent to other schools. The number of pupils in the county councils’ upper secondary schools fell by 11,900 (-71 %) compared with autumn 1997. This is mostly due to the fact that the municipalities have taken over the responsibility for what was once county council education, in particular the Health Care programme. The number of pupils in independent schools has increased by around 7,500 from the previous year. Compared with autumn 1997, the number of pupils in independent schools has increased from 6,800 to close on 25,400.

The independent schools above compulsory school level with municipal or government grants can be divided into independent upper secondary schools (194 schools, 25,365 pupils), international schools (3 schools, 218 pupils) and national boarding schools (3 schools, 829 pupils)². The independent upper secondary schools and national boarding schools offer education equivalent to that provided in municipal upper secondary schools. There are also a number of schools that receive no state subsidy but have

² From 2001, supplementary schools are not regarded as independent upper secondary schools and are therefore no longer included in the figures for upper secondary school. These schools are presented along with other supplementary courses, see Chapter 12 Independent supplementary education.

requested and been placed under government supervision, which is one of the preconditions for the pupils to be entitled to study support. These schools have no obligation to provide information for the follow-up system and are therefore not included in the independent school statistics.

Autumn 2002, 274 of the country's 289 municipalities provided municipal upper secondary education. Twenty-eight municipalities are affiliated in eleven upper secondary associations. The range of national programmes offered varied from one municipality to the next; 111 municipalities had at least 10 programmes while 50 had five programmes or fewer. 35 municipalities only provided individual programmes.

Of the total number of pupils in upper secondary school just over 26 per cent attended school in a municipality other than the one in which they were registered. For the school municipalities the proportion of pupils from other municipalities varied between no pupils (19 municipalities) and 89 per cent of the pupils. In 19 municipalities more than half of the pupils came from another municipality.

Table 37.
Number of municipalities, schools
and pupils in upper secondary
schools, 15 October 1998–2002

School year Principal organiser	No. of school municipalities	No. of schools	No. of pupils ¹⁾	No. of pupils per		Pupils living in another municipality	
				Municipality	School	Number	Proportion (%)
1998/99	279	624	309 143	1 108	495	76 391	24.7
1999/00	277	595	305 579	1 103	514	76 447	25.0
2000/01	277	654	305 270	1 102	467	77 050	25.2
2001/02	275	654	311 121	1 131	476	79 896	25.7
2002/03	274	717	322 587	1 177	450	85 174	26.4
of which							
Municipality	272	487	291 316	1 071	598	67 444	23.2
County council	29	30	4 859	168	162	3 991	82.1
Independent schools	69	194	25 365	368	131	13 116	51.7
International schools	1	3	218	218	73	107	49.1
National boarding schools	3	3	829	276	276	516	62.2

¹⁾ Pupils in supplementary schools only included in the figures up until the 2000/01 school year.

For municipalities with their own upper secondary school the proportion of pupils attending upper secondary school in another municipality varied between 1.9 and 99.2 per cent. In general, small municipalities and a number of suburban municipalities had large proportions of pupils attending upper secondary school in another municipality while larger municipalities and large cities had a small proportion.

In October 2002 the number of schools (including schools with only individual programmes) was 717, which is 63 more than the previous year. The number of municipal schools increased by 15 and independent schools by 52. The average number of pupils per school was 450, considerably more in municipal schools (598) than in county council schools (162) and independent schools (131). Upper secondary school education often takes place at several different locations and frequently involves local collaboration with municipal adult education. This means that the measure of school size is of organisational significance and unlike the compulsory school does not reflect the number of pupils being educated in the same school building. In the independent schools the average number of pupils has increased despite the increase in the number of schools, which can be explained by the large influx of new pupils.

Table 38.

Number of pupils in upper
secondary school, 15 October 2002,
by course of study

Programme of which specialisation	No. of school municipalities	No. of schools	No. of first year pupils		Change for first year between 2001 & 2002		No. of second year pupils	No. of third year pupils	All pupils	
			Total	of which women	Number	Prop. (%)			Total	of which women
Child and recreation programme	165	172	4 766	3 466	145	3.1	4 028	3 521	12 315	9 238
specialisation recreation	.	120	.	.	.	.	968	879	1 847	972
educational and social activities	.	163	.	.	.	.	3 034	2 637	5 671	4 775
local	.	3	.	.	.	.	26	5	31	25
Construction programme	115	118	3 569	110	312	10	3 041	2 557	9 167	225
specialisation plant	.	30	.	.	.	.	227	139	366	6
building and construction	.	112	.	.	.	.	2 239	1 874	4 113	31
painting	.	50	.	.	.	.	442	382	824	74
sheet metalwork	.	23	.	.	.	.	82	111	193	1
local	.	6	.	.	.	.	51	51	102	3
Electrical Engineering programme	158	170	5 109	115	156	3	4 348	4 060	13 517	244
specialisation automation	.	76	.	.	.	.	553	470	1 023	14
computer technology	.	128	.	.	.	.	1 376	1 349	2 725	38
electronics	.	96	.	.	.	.	601	635	1 236	23
electrical engineering	.	135	.	.	.	.	1 762	1 575	3 337	52
local	.	6	.	.	.	.	56	31	87	2
Energy programme	45	46	793	22	102	15	622	556	1 971	72
specialisation operation & maintenance	.	13	.	.	.	.	81	87	168	15
maritime technology	.	7	.	.	.	.	118	114	232	18
heating, ventilation & sanitation	.	39	.	.	.	.	409	337	746	13
local	.	2	.	.	.	.	14	18	32	4
Arts programme	131	153	6 373	4 537	406	7	5 469	4 489	16 331	11 679
specialisation art and design	.	103	.	.	.	.	1 742	1 455	3 197	2 543
dance	.	50	.	.	.	.	625	440	1 065	1 003
music	.	100	.	.	.	.	1 903	1 597	3 500	1 859
theatre	.	73	.	.	.	.	958	779	1 737	1 413
local	.	14	.	.	.	.	241	218	459	324
Vehicle programme	142	153	4 218	281	155	4	3 529	3 103	10 850	572
specialisation aircraft	.	5	.	.	.	.	146	157	303	7
coachwork	.	27	.	.	.	.	217	145	362	14
machines and lorries	.	57	.	.	.	.	341	280	621	11
cars	.	126	.	.	.	.	1 338	1 116	2 454	87
transport	.	65	.	.	.	.	1 391	1 311	2 702	169
local	.	11	.	.	.	.	96	94	190	3
Business and Administration programme	149	164	4 883	3 112	-170	-3.4	4 478	3 813	13 174	8 015
specialisation commerce and service	.	152	.	.	.	.	3 418	2 917	6 335	3 461
tourism & travel	.	97	.	.	.	.	893	755	1 648	1 266
local	.	11	.	.	.	.	167	141	308	176
Handicraft programme	75	89	2 139	1 794	246	13	1 701	1 390	5 230	4 438
specialisation local	.	12	.	.	.	.	345	289	634	540
Hotel and Restaurant programme	139	146	5 690	3 311	205	4	4 758	4 181	14 629	8 384
specialisation hotel	.	48	.	.	.	.	587	510	1 097	902
restaurant mass catering	.	133	.	.	.	.	3 953	3 433	7 386	3 894
local	.	12	.	.	.	.	218	238	456	277
Industry programme	133	135	1 623	108	-124	-7.1	1 616	1 293	4 532	276
specialisation local	.	31	.	.	.	.	417	334	751	70

Programme of which specialisation	No. of school municipalities	No. of schools	No. of first year pupils		Change for first year between 2001 & 2002		No. of second year pupils	No. of third year pupils	All pupils	
			Total	of which women	Number	Prop. (%)			Total	of which women
Food programme	30	30	598	419	98	20	465	427	1 490	999
specialisation local	.	9	.	.	.	.	136	104	240	165
Media programme	86	99	4 667	2 673	-20	0	4 218	3 816	12 701	7 162
specialisation media production	.	95	.	.	.	.	3 973	3 568	7 541	4 213
printing	.	6	.	.	.	.	57	46	103	29
local	.	3	.	.	.	.	188	202	390	247
Natural Resource Use programme	53	56	3 047	2 034	297	11	2 419	2 068	7 534	4 901
specialisation animal nursing	.	25	.	.	.	.	529	442	971	856
horses	.	30	.	.	.	.	523	443	966	945
earth	.	31	.	.	.	.	366	396	762	234
environment & nature
conservation	.	6	.	.	.	.	35	15	50	37
forestry	.	18	.	.	.	.	245	177	422	31
gardening	.	15	.	.	.	.	126	132	258	165
local	.	17	.	.	.	.	435	323	758	435
Natural Science programme	199	289	13 872	6 268	-527	-4	13 244	13 910	41 026	18 506
specialisation mathematics –	.	210	.	.	.	.	2 888	3 518	6 406	1 329
computer science
environmental studies	.	116	.	.	.	.	496	705	1 201	880
natural science	.	270	.	.	.	.	9 139	9 036	18 175	9 339
local	.	19	.	.	.	.	546	472	1 018	490
Health Care programme	138	146	3 573	3 094	321	10	2 840	2 912	9 325	8 207
specialisation local	.	5	.	.	.	.	85	54	139	112
Social Science programme	207	328	25 100	15 462	71	0	23 730	22 690	71 520	44 805
specialisation economic	.	247	.	.	.	.	8 096	8 536	16 632	8 915
humanities	.	150	.	.	.	.	1 541	1 307	2 848	2 148
social science	.	297	.	.	.	.	10 782	9 813	20 595	13 279
languages	.	186	.	.	.	.	1 707	1 744	3 451	3 077
local	.	39	.	.	.	.	1 388	1 079	2 467	1 635
Technology programme	187	215	6 710	794	-631	-9	6 423	6 005	19 138	2 082
specialisation computer technology	.	83	.	.	.	.	1 644	1 595	3 239	190
technology, environment
and social structures	.	9	.	.	.	.	87	110	197	27
people & technology	.	16	.	.	.	.	251	223	474	98
technology & business
enterprise	.	61	.	.	.	.	665	678	1 343	110
virtual design	.	30	.	.	.	.	276	296	572	136
local	.	38	.	.	.	.	995	784	1 779	300
All national programmes	237	540	96 730	47 600	1 042	1	86 929	80 791	264 450	129 805
Specialisation local	.	150	.	.	.	.	5 404	4 437	9 841	4 808
Specially designed programmes	152	330	12 111	5 402	2 636	28	9 598	8 658	30 367	14 165
national recruitment ³⁾	.	24	438	283	.	.	381	344	1 163	670
without a programme connection	.	1	10	0	.	.	0	0	10	0
with a programme connected to:
Child & Recreation (BF)	.	19	275	216	.	.	149	181	605	460
Construction (BP)	.	12	251	21	.	.	149	106	506	60
Electrical Engineering (EC)	.	34	1 631	144	.	.	882	544	3 057	265
Energy (EN)	.	4	18	3	.	.	12	11	41	3
The Arts (ES)	.	52	650	459	.	.	442	365	1 457	979
Vehicle (FP)	.	12	120	2	.	.	50	33	203	4
Business & Admin. (HP)	.	31	280	124	.	.	159	162	601	320
Handicrafts (HV)	.	10	133	115	.	.	127	128	388	330
Hotel & Restaurant (HR)	.	10	130	73	.	.	118	88	336	226
Industry (IP)	.	35	756	115	.	.	640	583	1 979	337
Food (LP)	.	0	.	.	.	.	.	.	.	.
Media (MP)	.	35	810	331	.	.	566	375	1 751	805
Natural Resource Use (NP)	.	7	212	145	.	.	68	73	353	270
Natural Sciences (NV)	.	103	781	417	.	.	890	1 012	2 683	1 398
Health Care (OP)	.	17	278	225	.	.	170	151	599	488
Social Sciencies (SP)	.	169	3 680	2 128	.	.	3 780	3 671	11 131	6 474
Technology (TE)	.	51	678	107	.	.	651	630	1 959	260

Programme of which specialisation	No. of school municipalities	No. of schools	No. of first year pupils		Change for first year between 2001 & 2002		No. of second year pupils	No. of third year pupils	All pupils	
			Total	of which women	Number	Prop. (%)			Total	of which women
Individual programmes	271	399	18 682	7 978	297	2	2 888	1 719	23 289	9 786
connected to:										
Child & Recreation (BF)	64	67	410	305	.	.	113	67	590	448
Construction (BP)	31	32	173	3	.	.	73	51	297	6
Electrical Engineering (EC)	24	24	74	0	.	.	16	10	100	2
Energy (EN)	8	8	19	0	.	.	3	0	22	0
The Arts (ES)	31	38	169	124	.	.	51	45	265	194
Vehicle (FP)	47	51	360	8	.	.	145	132	637	14
Business & Admin. (HP)	52	60	357	197	.	.	103	105	565	316
Handicrafts (HV)	14	15	52	14	.	.	26	10	88	35
Hotel & Restaurant (HR)	42	43	216	114	.	.	82	90	388	179
Industry (IP)	45	45	138	9	.	.	91	75	304	10
Food (LP)	4	4	47	19	.	.	10	12	69	25
Media (MP)	16	18	40	21	.	.	24	13	77	32
Natural Resource Use (NP)	15	15	68	22	.	.	53	37	158	61
Natural Sciences (NV)	24	33	58	29	.	.	32	36	126	57
Health Care (OP)	49	50	229	200	.	.	55	47	331	295
Social Sciences (SP)	42	58	195	98	.	.	105	103	403	207
Technology (TE)	14	17	378	129	.	.	12	12	402	132
Apprenticeship (IVLL)	7	8	46	7	.	.	29	27	102	12
Immigrant introduction (IVIK)	45	64	2 688	1 266	.	.	201	1	2 890	1 347
All programmes	274	685	127 523	60 980	3 975	3.2	99 415	91 168	318 106	153 756
International baccalaureate	24	29	995	625	171	20.8	825	572	2 392	
Education at independent school¹⁾	21	33	1 224	611	969	380.0	444	421	2 089	1 098
without a programme connection	1	2	62	26	.	.	37	65	164	83
with a programme connected to:										
Child & Recreation (BF)	0	0	.	.	.	.	.	.	.	.
Construction (BP)	0	0	.	.	.	.	.	.	.	.
Electrical Engineering (EC)	1	1	23	16	.	.	0	0	23	16
Energy (EN)	0	0	.	.	.	.	.	.	.	.
The Arts (ES)	1	2	96	76	.	.	62	55	213	161
Vehicle (FP)	3	3	63	2	.	.	20	17	100	3
Business & Admin. (HP)	3	3	50	30	.	.	0	0	50	30
Handicrafts (HV)	0	0	.	.	.	.	0	0	0	0
Hotel & Restaurant (HR)	0	0	.	.	.	.	0	0	0	0
Industry (IP)	2	2	59	16	.	.	0	0	59	16
Food (LP)	0	0	.	.	.	.	.	.	.	.
Media (MP)	2	2	48	14	.	.	0	0	48	14
Natural Resource Use (NP)	1	1	61	55	.	.	0	0	61	55
Natural Science (NV)	3	3	123	46	.	.	45	23	191	71
Health Care (OP)	2	2	74	64	.	.	27	0	101	90
Social Sciences (SP)	16	19	565	266	.	.	253	261	1 079	559
Technology (TE)	0	0	.	.	.	.	.	.	.	.
Upper secondary school total	274	717	129 742	62 216	5 115	4.1	100 684	92 161	322 587	154 854

Note: the Total column for the various programmes shows the total number of pupils on the programme. This number could differ from the total number of pupils presented on the various specialisations within the programmes – national and local – in case there are pupils on the programme for whom there is no information.

¹⁾ From the 2002/03 school year pupils at independent upper secondary schools are presented in a separate group, education at independent schools (including international schools and national boarding schools), at the national programmes on which the courses are run. All the courses approved before 2003 have not yet been recorded. Pupils on these courses are presented in this table in the national courses that have so far been registered. Among those that have so far been transferred are: Waldorf, the German school, and Lycée Français, along with certain other courses previously registered as specially designed programmes. From the 2003/04 school year, all pupils at independent upper secondary school will be presented within one group: Independent school courses.

In Autumn 2002, 92 per cent of all pupils took part in one of the 17 national programmes or a specially designed programme. Seven per cent took part in an individual programme and one per cent took part in upper secondary education not connected to a programme. Of the 129,742 pupils who took part in a programme in first year, 75 per cent took part in a

national programme, 10 per cent in a specially designed programme³ and 14 per cent in an individual programme. Over and above these, around one per cent of the pupils took part in International Baccalaureate.

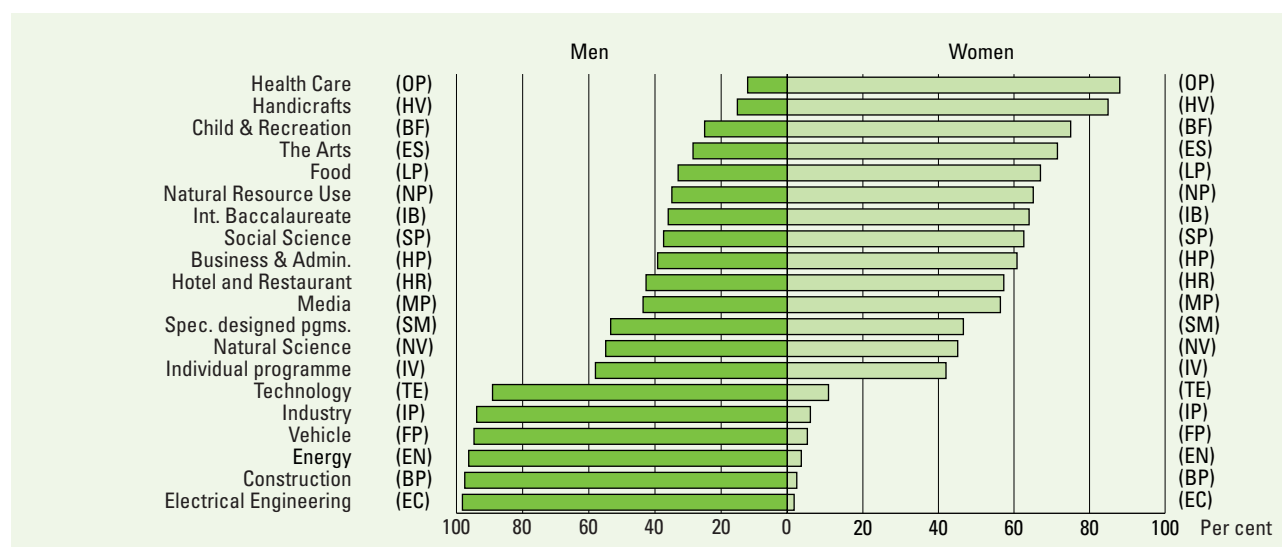
Between 2001 and 2002 the number of pupils in the first year of the upper secondary programme rose by 4.1 per cent. The proportion of pupils increased most on the specially designed programmes, Food programme and Energy programme by 28, 20 and 15 per cent respectively. Five programmes had a reduction in pupils, mainly on the Technology and Industry programmes by nine and 7 per cent respectively.

In autumn 2002 a total of 51.5 per cent of all pupils in upper secondary school were men and 48.5 per cent women, but as in previous years there was greater gender division on the various programmes. On the national programmes the proportion of women varied between 88 per cent on the Health Care programme to only two per cent on the Electrical Engineering. The proportion of women on the Construction, Electrical Engineering, Energy, Vehicle and Industry programmes was less than ten per cent. Gender division was only relatively even on the Hotel & Restaurant, Media, Natural Science and specially designed and individual programmes (maximum 60 per cent of each sex).

When the upper secondary school programme was introduced in 1993/94, several programmes were divided into branches. When the upper secondary school was reformed in 2000/01, the programmes were divided into specialisations. As previously, pupils first choose a specialisation in the second year. This means that all second and third year pupils in upper secondary school for the 2002/03 school year can be found in specialisations.

Diagram 10.

Proportion of men and women per upper secondary programme/IB on October 15, 2002



³ The figures for specially designed programmes include pupils at certain independent schools, including Waldorf schools, the German school and Lycée Français. The total number of pupils at these schools on October 15, 2002 was 1,224.

Local specialisations

Upper secondary school provides municipalities with the opportunity of arranging local specialisations linked to the national programmes and in this way meet any local or regional educational needs that were not being catered for by the nationally established specialisations (see Chap 2, section 9 of the Upper Secondary education ordinance). In autumn 2002 local specialisations were set up at 150 schools in 103 municipalities. The number of pupils at local specialisations totalled 9,841, a fall of 14 per cent compared with autumn 2001. 49 per cent of the total number of pupils at local specialisations in autumn 2002 were women.

Specially designed programmes

Specially designed programmes are intended to give an educational direction that is not provided by the national programmes but is of equal value. The education board draws up a plan for each specially designed programme and if the programme is intended for a group of pupils, the board also has to set programme targets (see Chap 5, section 4a, of the Education Act). All core subject courses must be included. Courses in vocational and other subjects and locally established courses may also be included.

In autumn 2002 specially designed programmes were run at 330 schools in 152 municipalities compared with 324 schools the previous year and 290 schools in autumn 1997. The number of pupils was 30,367, which is a continued increase in the number of pupils following specially designed programmes. The proportion of women was 47 per cent. Of all pupils at specially designed programmes, 37 per cent were on programmes close to the social science programme. Another common national programme with which specially designed programme were comparable was the Electrical Engineering programme (10 %) and the Natural Science programme (9 % of the pupils).

Individual programmes

The municipalities are obliged to offer education via individual programmes to those pupils who have not been accepted on national or specially designed programmes or who have started and then discontinued their education. The obligation extends to young people up to the first calendar half-year of the year in which they reach age 20. The programmes may be of varying length and greatly varying content. The needs and requirements of the individual pupil determine the nature of an individual programme. The main objective is to enable the young people to move on after a period of time to a national programme (see Chap 5, section 4b, of the Education Act). The programme also provides an immigrant introduction course for newly arrived immigrants including Swedish as a foreign language.

When measurements were taken in autumn 2002, there were just over 23,289 pupils on individual programmes, an increase of 500 pupils from 2001. These represented seven per cent of the total number of pupils in upper secondary school. 42 per cent of the pupils were women and 37 per cent were of foreign background, which may be compared with 15 per cent for all the programmes. "Foreign background" in this context means that the pupil was born abroad or in Sweden but both parents were born

abroad. Of the total number of first year pupils on individual programmes, just over 4,822 attended programme-related individual programmes (PRIV), where courses within the respective national programmes are included in the individual programme. The most common national programmes within PRIV were the Vehicle, Child and Recreation and Business and Administration programmes. 2,890 pupils attended the immigrant introduction course.

One of the objectives of the individual programme is to stimulate interest in further study on a national programme. To some extent this has been successful. 29 per cent of the 18,400 pupils who in autumn 2001 started the first year on an individual programme went on to follow a national programme in autumn 2002.

Apprenticeship training

In autumn 2002 apprenticeship training was organised within the framework of the individual programmes for 102 pupils, 46 of whom were first year pupils. This apprenticeship training means that a pupil, over and above the school and workplace training required to complete a programme, receives over a substantial period of time guided practical help at a workplace. By taking an active part in the work under the guidance of a supervisor, pupils receive training and an enhancement of their skills and knowledge in the professional area concerned.

Applications and enrolments

In total 114,131 people applied to upper secondary schools in autumn 2002 and 129,742 pupils were enrolled in the first year by October 2002. Of the latter around 15,600 pupils either had not applied to upper secondary school or had applied so late that their applications could not be registered. Also included in the numbers are pupils who applied to take a course other than the one in which they finally enrolled, which makes interpretation of the results more difficult.

As shown in Table 39, a total of 78,7 per cent of the applicants had been accepted for their first-choice course by July 1.

Of the national programmes, the Technology programme had the highest proportion (89 per cent) of enrolments of those wishing to take the subject as their first choice. In the Health Care, Social Science and Natural Science programmes the proportion was over 85 per cent. Of those who first applied for an individual programme, 81 per cent were accepted. As with previous years, the lowest proportion was for the Handicraft (47 per cent) programme. There are substantial differences between the municipalities. 18 municipalities met the pupil's first choice in under 75 per cent of cases while 22 municipalities enrolled more than 90 per cent of the pupils in their first-choice subjects.

Of the total number of first year pupils at upper secondary school in October 2002, a total of 77.2 per cent were enrolled in their first-choice subjects (66 per cent the previous year). The corresponding proportion for the national programmes was just over 85.5 per cent compared with 79 per cent in October 2001. A large proportion of the pupils who took part in specially designed or individual programmes were enrolled outside of the normal application process and were therefore classified as

Table 39.

Entitled applicants and enrolments to first year in the 2002/03 school year

“non-applicants”. This group also includes certain pupils who applied or changed courses so late that it was not possible to register their applications.

Programme	Number of pupils who applied first hand			No. of pupils in year 1 on October 15, 2002				
	No. of pupils by first choice	of which admitted 1/7 of first choice		of which beginners		of which admitted to first choice		Not applied ¹⁾
		Total	Proportion (%)	Number	Total	Total	Proportion (%)	
Int. Baccalaureate (IB)								
National programme	98 346	78 718	80.0	96 730	84 646	82 718	85.5	4 610
of which								
Child & Recreation (BF)	4 373	3 638	83.2	4 766	3 569	3 671	77.0	310
Construction (BP)	4 241	2 958	69.7	3 569	2 807	3 159	88.5	138
Electrical Engineering (EC)	5 418	4 180	77.2	5 109	4 311	4 342	85.0	234
Energy (EN)	737	554	75.2	793	660	622	78.4	54
The Arts (ES)	6 920	5 225	75.5	6 373	5 460	5 634	88.4	261
Vehicle (FP)	4 592	3 428	74.7	4 218	3 276	3 592	85.2	189
Business & Admin. (HP)	4 552	3 654	80.3	4 883	3 787	3 700	75.8	360
Handicraft (HV)	3 324	1 578	47.5	2 139	1 609	1 852	86.6	108
Hotel and Rest. (HR)	6 204	4 585	73.9	5 690	4 676	4 862	85.4	240
Industry (IP)	1 276	1 082	84.8	1 623	1 206	1 080	66.5	139
Food (LP)	508	423	83.3	598	443	415	69.4	38
Media (MP)	5 168	3 664	70.9	4 667	3 917	3 934	84.3	274
Natural Resource Use (NP)	3 425	2 460	71.8	3 047	2 598	2 659	87.3	173
Natural Science (NV)	13 794	12 101	87.7	13 872	13 452	12 643	91.1	505
Health Care (OP)	3 267	2 865	87.7	3 573	2 858	2 849	79.7	245
Social Science (SP)	23 797	20 308	85.3	25 100	23 622	21 780	86.8	1 097
Technology (TE)	6 750	6 015	89.1	6 710	6 395	5 924	88.3	245
Spec. designed pgms. (SM)	13 216	9 208	69.7	13 335	11 565	11 311	84.8	837
Individual programme (IV)	1 551	1 253	80.8	18 682	11 991	5 445	29.1	9 184
All programmes	113 113	89 179	78.8	128 747	108 202	99 474	77.3	14 631
Int baccalaureate (IB)	1 018	698	68.6	995	897	710	71.4	193
Upper secondary school, total	114 131	89 877	78.7	129 742	109 099	100 184	77.2	14 824

¹⁾ No. of pupils who had not applied to the course of study they were on, October 15 in the first year.

7.2 Resources

Teachers

According to the calculations in October 2002 there were 32,001 active teachers (not including temporary staff) in upper secondary schools. The average level of duty was 82.2 per cent. Converted to full-time posts this means that there were 26,317 teachers in upper secondary schools. Of these, just under two per cent were in county council upper secondary schools and seven per cent in independent upper secondary schools. Compared with the previous year this is an increase in the number of teachers (adjusted to full-time posts) of more than 1,000 teachers (4.1 %), see Table 40.

77.5 per cent of teachers (adjusted to full-time posts) had higher education in pedagogies, which is fewer than the previous year. As with the previous year, the proportion of teachers without teacher training qualifications varied considerably between the municipalities. The rural districts had the greatest proportion of teachers without teacher training qualifications (31.8 %). At the independent schools 47.8 per cent of the teachers (adjusted to full-time posts) lacked teacher training qualifications, which is a higher proportion than the previous year.

The number of teachers (adjusted to full-time posts) per 100 pupils in upper secondary schools was 8.2 autumn 2002, an increase in teacher density of 0.1 teachers compared the previous year. In municipal upper secondary schools the staffing numbers increased from 7.9 autumn 2000 and 8.1 autumn 2001 to 8.2 teachers per 100 pupils this year and in the county council schools the staffing levels have fallen from 12.2 autumn 2000 and 11.8 autumn 2001 to 10.7 autumn 2002. The staffing levels in the independent schools fell from 7.6 autumn 2001 to 7.3 while it was significantly higher in international schools and national boarding schools.

Diagram 11 shows the number of full-time teachers per 100 pupils in upper secondary school between 1991/92–2002/03. The diagram shows that staffing levels fell up to the 1996/97 school year and rose again afterwards. The fall was however much less than at compulsory school.

Table 40.
Teachers in upper secondary
school on October 15, 2000–2002¹⁾

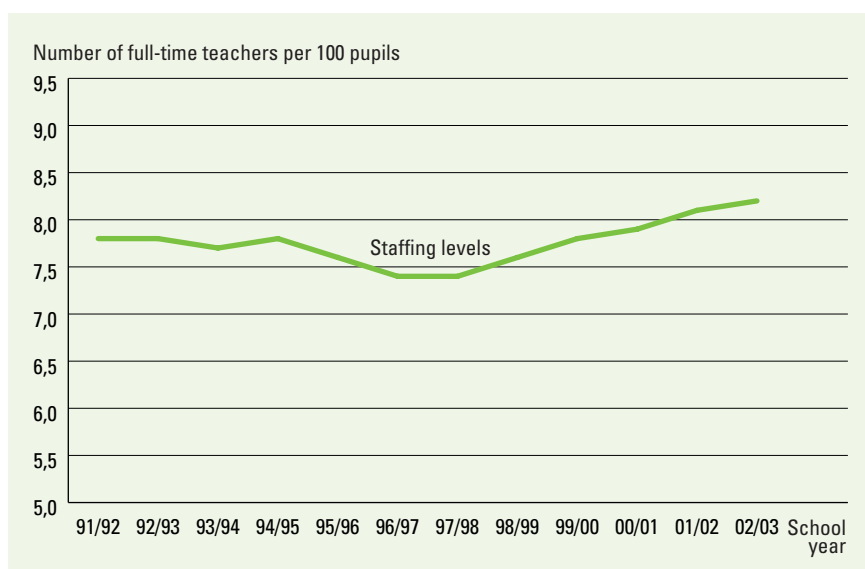
School year Teacher training Principle organiser	Number of active teachers of which			Average extent of duty (%)	Number of teachers adjusted to full-time posts with permanent employment		Number of full-time teachers per 100 pupils
	Total	Men	Women		Total		
2000/01 All teachers²⁾	29 662	15 451	14 211	81.5	24 179	19 971	7.9
of which							
No. with teacher training	23 370	11 858	11 512	84.1	19 652	18 032	.
Prop. (%) with teacher training	78.8	76.7	81.0	.	81.3	90.3	.
2001/02 All teachers²⁾	30 773	15 983	14 790	82.1	25 271	20 935	8.1
of which							
No. with teacher training	23 700	11 975	11 725	84.5	20 022	18 490	.
Prop. (%) with teacher training	77.0	74.9	79.3	.	79.2	88.3	.
2002/03 All teachers²⁾	32 001	16 661	15 340	82.2	26 317	21 686	8.2
of which							
No. with teacher training	24 090	12 051	12 039	84.7	20 403	18 832	.
Prop. (%) with teacher training	75.3	72.3	78.5	.	77.5	86.8	.
Per principal 2002/03							
Municipality (all teachers)	28 555	14 809	13 746	83.5	23 841	19 788	8.2
of which							
Prop. (%) with teacher training	77.8	74.8	80.9	.	79.7	88.9	.
County council (all teachers)	692	414	278	75.5	522	424	10.7
of which							
Prop. (%) with teacher training	67.9	72.9	60.4	.	70.0	81.3	.
Independent schools	2 763	1 439	1 324	67.0	1 850	1 381	7.3
of which							
Prop. (%) with teacher training	51.3	46.0	57.0	.	52.2	57.3	.
International schools	39	..	..	62.2	24.0	..	11.1
of which							
Prop. (%) with teacher training	..	..	..	.	..	..	.
National boarding schools	111	65	46	71.6	79	75	9.6
of which							
Prop. (%) with teacher training	82.0	83.1	80.4	.	81.7	82.7	.

¹⁾ Refers to the week of October 15.

²⁾ Teachers in supplementary training were included in the upper secondary school figures up until the 2000/01 school year. A total of 288 teachers and 136 full-time posts in 2000/01.

Diagram 11.

Number of full-time teachers per 100 pupils in upper secondary school 1991/92–2002/03



Expenditure

Expenditure for upper secondary schools in 2002 amounted to SEK 25.5 billion⁴, an increase of around five per cent compared with the previous year.

Of the total expenditure, 90 per cent (SEK 23 billion) represents the costs for municipal upper secondary schools. County council upper secondary education amounted to SEK 670 million, approximately three per cent of the total expenditure for upper secondary education. Independent schools, national boarding schools and international schools together cost SEK 1,800 million⁵, which corresponds to around seven per cent of the total expenditure for upper secondary school.

The average expenditure per pupil for all principle organisers in 2002 was SEK 77,300 (not including school transport and new independent schools) an increase of a little less than one per cent compared with the previous year. There is a significant difference in the expenditure per pupil among the principle organisers. This is explained by the varying costs of the programmes arranged by the principle organisers.

County councils mainly provide education in natural resource use, which is costly to arrange. The expenditure per pupil is therefore higher than other principle organisers. The average cost for county council education was SEK 138,400 in 2002, a fall of one per cent compared with 2001.

The average expenditure per pupil in municipal upper secondary schools 2002 was around SEK 79,300 (including school transport), an increase of around one per cent compared with 2001. The average expenditure per pupil for upper secondary schools with a private principle organiser, i.e. independent schools, national boarding schools and international schools, was SEK 78,500. This is an increase of around one per cent compared with the previous year when the average expenditure per pupil was 77,900 (in fixed prices). The independent upper secondary schools had an average expenditure of 78,000 per pupil, an increase of around one per cent compared with the previous year. International schools had an expenditure per pupil of SEK 61,400 and national boarding schools SEK 92,000. The average expenditure for national boarding schools and international

⁴ Including school transport and new independent schools.

⁵ Including new independent schools.

schools has increased by one per cent and 15 per cent respectively compared with 2001.

The largest item for upper secondary schools is expenditure on tuition, which makes up around 45 per cent of the total expenditure. Tuition costs mainly consists of teachers' salaries but also includes skills enhancement. The average expenditure on tuition for upper secondary schools with municipal principle organiser was around SEK 35,200 per pupil in 2002, an increase of nearly three per cent compared with the previous year. The expenditure on tuition in independent schools rose by around three per cent compared with 2001 and totalled around SEK 34,400 per pupil in 2002. Between 1994 and 2000 expenditure on tuition was higher in independent schools than municipal schools. In 2002, the expenditure on tuition for municipal upper secondary schools was around SEK 800 higher per pupil than for independent schools. The county council expenditure on tuition amounted to SEK 48,700 per pupil in 2002, the highest expenditure on tuition of all the principle organisers.

The cost of premises makes up around 20 per cent of the total expenditure for upper secondary schools, which means that premises is the second largest expenditure item (tuition is the largest expenditure item). Expenditure on premises for the municipal upper secondary schools rose by 0.5 per cent in 2002 compared with the previous year and amounted to around SEK 16,800 per pupil. The corresponding figure for independent schools was SEK 15,400 per pupil. Expenditure on premises for county councils fell by around seven per cent compared with the previous year and totalled SEK 34,000 per pupil. Expenditure on premises is still however high compared with other principle organisers.

Expenditure on teaching materials, equipment and school libraries makes up around ten per cent of the total expenditure for upper secondary schools. In 2002, the average expenditure on teaching materials, equipment and school libraries in the municipal upper secondary school was around SEK 6,000 per pupil, a reduction of around three per cent compared with the previous year. Expenditure for independent schools on teaching materials, equipment and school libraries fell by nearly nine per cent and totalled SEK 9,000 per pupil in 2002, which is still significantly higher than in municipal schools. The corresponding figure for county council schools was SEK 24,300 per pupil, an increase of around 15 per cent compared with the previous year.

Pupil welfare and school meals together make up around five per cent of upper secondary expenditure. Pupil welfare in the municipal schools has been increasing steadily since 1995 and totalled SEK 1,150 per pupil in 2002. Between 1993 and 1999 the cost of school meals fell by nearly 13 per cent. Since 1999 however, the cost of school meals has increased by around four per cent. Independent schools had an average pupil welfare expenditure of SEK 920 and school meal expenditure of SEK 4,300 per pupil. Compared with the previous year, pupil welfare expenditure in independent school has increased by nearly six per cent and school meals by around one per cent. County councils have reduced their expenditure for school meals and pupil welfare by eight and 16 per cent respectively, compared with the previous year, a total of SEK 6,800 and SEK 1,690 per pupil respectively.

Table 41.

Expenditure for upper secondary school 2000, 2001 and 2002 by principle organiser and type of expenditure (current prices)

		All principle organisers ¹⁾		Municipal principle organisers ²⁾		County councils		Independent schools ³⁾	
		Expenditure total MSEK	Expenditure per pupil ⁴⁾ , SEK	Expenditure total MSEK	Expenditure per pupil ⁴⁾ , SEK	Expenditure total MSEK	Expenditure per pupil ⁵⁾ , SEK	Expenditure total MSEK	Expenditure per pupil ⁴⁾ , SEK
2000	Total	22 368	74 100	20 701	72 900	684	137 900	893	75 700
2001	Total	23 871	77 747	21 915	76 800	679	136 800	1 188	75 700
2002	Total	25 507	80 100	23 043	79 300	666	138 400	1 708	78 000
of which	Tuition	11 181	35 400	10 219	35 200	235	48 700	679	34 400
	Premises	5 369	17 000	4 885	16 800	164	34 000	304	15 400
	School meals	1 000	3 200	877	3 000	33	6 800	86	4 300
	Materials, equipment & libraries	2 043	6 500	1 742	6 000	117	24 300	178	9 000
	School transport	890	2 800	890	2 800	.	.	.	.
	Pupil welfare	362	1 150	334	1 150	8	1 690	18	920
	Other	4 406	13 900	4 009	13 800	110	22 900	275	13 900

¹⁾ Includes expenditure for national boarding schools and international schools but does not include expenditure for supplementary education.

²⁾ School municipalities' expenditure for education and home municipality's expenditure for school transport.

³⁾ Independent schools with municipal or government grant. Expenditure for national boarding schools and international schools are not included in the expenditure for independent schools. Expenditure per pupil refers to independent schools which have engaged in activities throughout 2000, 2001 and 2002. Total expenditure also includes expenditure for schools which have not engaged in activity throughout the whole year (SEK 80.5 million for 2000, SEK 105.9 million for 2001 and SEK 168.4 million for 2002).

⁴⁾ The average number of pupils on the two school years included in the calendar year.

⁵⁾ No. of full-time pupils for the statement year.

7.3 Results

During the 2001/02 school year 73,100 pupils completed their upper secondary school education, 1,000 more than the previous year. The number of pupils in classes leaving in 2001/02 was 300 more than the year before and the proportion of pupils with leaving certificates at the end of the year has increased from 79.2 to 80.7 in a year. The proportion has varied between 78.6 and 84.0 per cent during the past five-year period.

72,500 pupils who completed upper secondary school in 2001/02 received their grades in accordance with the new grading system, i.e. letter grades according to a goal-related scale. 630 pupils received other types of assessment, from e.g. the Waldorf schools.

Pupils who completed upper secondary school in 2001/02 were the sixth to receive final grades according to the new letter grades according to a goal-related scale. If it has not been possible to assess a pupil on a course, they will not receive a grade or certificate for that course. Leaving certificates from a national or specially designed programme are only issued when the pupil has received the requisite qualifications from all the courses included in their programme of study and from a special project (see Chap 7, section 8, of the Upper Secondary education ordinance). A pupil who has followed an individual programme will receive a leaving certificate when they have completed the course of study that has been devised. Therefore, all pupils who completed upper secondary school in 2001/02 received, like the cohorts of the two previous years, certificates for all the courses included in their programmes of study.

Table 42.

Pupils who received final grades from upper secondary school for the 2001/02 school year

Programmes Sex Principle organiser	Pupils with leaving certificates from programme ¹⁾		Average grade points			Pupils with a reduced programme		Pupils with an augmented programme	
	No.	Proportion (%)	Total	Men	Women	No.	Proportion (%)	No.	Proportion (%)
National programmes	58 293	80.4	13.8	13.2	14.4	5 841	10.0	13 408	23.0
of which									
Child & Recreation (BF)	2 689	3.7	12.5	11.8	12.7	168	6.2	569	21.2
Construction (BP)	1 764	2.4	12.0	12.0	12.4	113	6.4	452	25.6
Electrical Engineering (EC)	3 145	4.3	12.1	12.1	12.6	107	3.4	791	25.2
Energy (EN)	431	0.6	12.1	12.0	13.2	15	3.5	92	21.3
The Arts (ES)	3 068	4.2	14.3	13.6	14.5	369	12.0	900	29.3
Vehicle (FP)	2 020	2.8	11.5	11.5	11.3	226	11.2	554	27.4
Business & Admin. (HP)	2 514	3.5	12.5	11.9	13.0	213	8.5	405	16.1
Handicraft (HV)	1 009	1.4	13.7	12.6	13.9	34	3.4	275	27.3
Hotel & Restaurant (HR)	3 121	4.3	12.6	12.1	13.0	197	6.3	934	29.9
Industry (IP)	1 027	1.4	11.9	11.8	13.2	112	10.9	292	28.4
Food (LP)	278	0.4	12.5	12.3	12.6	9	3.2	63	22.7
Media (MP)	3 086	4.3	13.7	13.2	14.1	197	6.4	964	31.2
Natural Resource Use (NP)	1 535	2.1	12.8	12.2	13.2	110	7.2	424	27.6
Natural Science (NV)	12 873	17.8	15.4	14.9	16.1	879	6.8	3 116	24.2
Health Care (OP)	2 397	3.3	12.8	11.8	12.9	174	7.3	511	21.3
Social Science (SP)	17 336	23.9	14.3	13.5	14.7	2 918	16.8	3 066	17.7
Specially designed programmes (SM)	13 745	19.0	14.3	13.8	14.8	1 401	10.2	3 068	22.3
Individual programmes (IV)	460	0.6	9.2	9.2	9.2	.	.	.	.
Upper secondary school, total	72 498	100.0	13.8	13.3	14.4	7 242	10.0	16 476	22.7
of which									
Men	35 745	49.3	13.3	.	.	3 423	9.6	8 506	23.8
Women	36 753	50.7	14.4	.	.	3 819	10.4	7 970	21.7
Municipality	67 703	93.4	13.8	13.2	14.3	6 780	10.0	14 617	21.6
County council	1 164	1.6	13.0	12.2	13.4	96	8.2	313	26.9
Independent schools	3 382	4.7	15.7	15.3	16.0	345	10.2	1 492	44.1
National boarding schools	210	0.3	15.6	15.2	16.0	20	9.5	18	8.6

¹⁾ Grades from programme according to goal-related scale (letter grades).

As a comprehensive measure of comparing the grade results the average grade point is used, i.e. the average value of all grades recorded in the pupils' leaving certificates. The grade points are worked out in accordance with the National Agency for Higher Education's model of assessment for leaving certificates with new entries to higher education. According to this model the grades in each course are given the following points: 0 for Failed, 10 for Pass, 15 for Pass with Distinction and 20 points for Pass with Special Distinction. The result is then weighted according to the relative extent of the different courses expressed in upper secondary points. For example, if a pupil has received a Pass in all courses, the comparative figure will be 10.

The average grade points for all who left upper secondary school programmes in 2001/02 with a leaving certificate was 13.8, which is 0.1 points higher than the previous year and 0.5 points higher than 1998/99. The average grade for men was 13.3 and for women 14.4. Women had higher average grades than men in all programmes apart from the Vehicle programme where men had a higher average grade. Pupils with foreign back-

grounds had lower grade averages than the other pupils (13.0 points), 0.2 points higher than 2000/01 and 0.6 points higher than 1998/99.

The highest average grade points were achieved on the Natural Science programme (15.4). Pupils on preparatory study programmes had on average higher grade points than pupils on programmes involving vocational subjects. Of the national programmes the lowest average grades were found among the pupils on the Vehicle programme (11.5), followed by the Industry programme (11.9) and the Construction programme (12.0). The average grade points were either the same or rose on all programmes compared with 2000/01.

The average grade point for pupils on specially designed programmes during 2001/02 was 14.3, higher than the average for all programmes. Compared with 2000/01, the average grade increased by 0.3 points. The lowest average grade was found among pupils with leaving certificates from individual programmes, 9.2 points (0.2 higher than 2000/01). There were substantial differences in average grade points for different programmes between the municipalities. It is not unusual to find differences of several grade points between highest and lowest municipal averages for a programme.

Of the pupils who received leaving certificates from the Natural Science and Social Science programmes 2001/02, 97 per cent achieved at least grade Pass in core subjects English, mathematics and Swedish as in the previous year.⁶ The corresponding figure for 1999/2000 was 95 per cent. Of all pupils with a leaving certificate from other national programmes than Natural Science and Social Science in 2001/02, 80 per cent achieved at least Pass in English, mathematics and Swedish. This means the increase of recent years continues. In 1999/2000 this proportion was 71 per cent and 200/01 77 per cent.

Augmented program

Pupils on national or specially designed programmes may be permitted to follow an augmented programme where pupils voluntarily takes one or more courses over and above what is included in their normal course of study. A prerequisite for this is that pupils must be satisfactorily judged to be capable of meeting the lesson requirements of all the courses they follow. Around 22.7 per cent of the pupils received a leaving certificate from an augmented programme, an increase of nearly five percentage points in four years. The lowest proportion was found in the Business and Administration programme (16.1 %), followed by the Social Science programme (17.7 %). It was most common in the Media and Arts programmes, where three of ten pupils followed an augmented programme. It was more common for pupils in independent schools to be granted an augmented programme (44.1 %) than those from schools run by municipalities and county councils (21.6 % and 26.9 % respectively). Men took more augmented programmes than women.

Reduced programme

Pupils with clear study difficulties on national or specially designed programmes that cannot be resolved in any other way may be permitted to follow a reduced programme. This means that the pupil is freed from lessons relating to one or more courses but to a maximum of ten per cent

⁶ Refers to English A, Mathematics A, Swedish A and Swedish B or Swedish as a foreign language A and B.

of the number of upper secondary grade points required for a complete national or specially designed programme (Chap 5, section 24, of the Upper Secondary Education Ordinance). Of the pupils with leaving certificates from programmes in 2001/02, 10 per cent had followed a reduced programme, 0.7 percentage points lower than the previous year but nearly double compared with those who left school in 1999/00. Of the national programmes, the most common reduced programmes were found among pupils on the Social Science programme (16.8 %). The lowest proportion of pupils with reduced programmes was on the Electrical Engineering, Energy, Handicraft and Food programmes where the proportion was under 4 per cent.

Permanent and temporary study breaks

Study breaks can be measured in several different ways. One method is to follow individuals over a period of time and see whether they continue the course they started. Of the pupils who started the first year of a national programme in autumn 2001, 3.6 per cent (4.1 %) were not in upper secondary education in autumn 2002 as a result of a study break and 8.2 per cent (8 %) had changed their course of study. For all programmes (including individual programmes and specially designed programmes), 7.5 per cent (8 %) took a study break/postponement of study while 11.3 per cent (11 %) changed their course of study. Figures in brackets refer to the corresponding figures for the previous year.

Pupils on individual programmes had a considerably higher proportion of study breaks (32.8 %) than pupils on national programmes. The proportion of pupils who changed courses after one year is also considerably higher on individual programmes (29 %) than on national programmes, which is in accordance with the aims of the individual programme. As mentioned earlier, one of the objectives for the individual programme is to encourage pupils to take up further study on a national programme.

Of the pupils who started first year on a national programme in autumn 2000, a total of 0.4 per cent postponed their study for a year and returned in first or second year (on the same or another programme) in autumn 2002 and 75 per cent of all pupils on programmes who took a one-year break from study were on the Natural Science and Social Science programmes. The proportions of pupils taking a study break who started first year on a course of study or a national programme in 1997, 1998 and 1999 were 0.7, 0.7 and 0.6 respectively.

Completed education

Of all first-time students in the first year of upper secondary school in autumn 1998, 72.5 per cent completed their education within four years. The corresponding proportion for those who began in the autumn of 1995, 1996 and 1997 was 75.7, 73.3 and 75.6 respectively. This means that the previous year's increase in the proportion of pupils getting leaving certificates within four years after beginning upper secondary school was only temporary. Women completed their education to a greater extent than men (76.1 % compared with 69.2 %). Among first-time students in 1998 with a foreign background only 58.7 per cent completed their education.

In 1998, the requirement was introduced for at least grade Pass in English, Swedish and mathematics in order to apply for a national programme at upper secondary school. A pupil who does not fulfil the admission requirements must first complement their compulsory school grades on an upper secondary individual programme before beginning a national or specially designed programme. For many students this means that upper secondary school is extended, which goes some way to explaining the drop in the proportion of pupils who complete their upper secondary studies within four years. Another explanation for this reduction in 2001/02 compared with 2000/01 is that the rules for when course grades can be set and leaving certificates issued have been made more stringent. From the 2000/01 school year, pupils with a large absenteeism on a course are not graded, something that was possible in the 1999/00 school year when such pupils received the grade Fail (IG).⁷

The effect of the changes is that a pupil with a large level of absenteeism in 1999/00 could receive a grade in the subject in while a pupil in 2000/01 and later would not receive a grade in the subject. Because a leaving certificate cannot be issued if a pupil does not have a grade in a subject, the changes mean a reduction in the number of pupils who receive their leaving certificates within four years.

Of the pupils who started first year on a national programme in autumn 1998, 78.4 per cent received a leaving certificate within four years. Pupils on specially designed programmes followed the course to a greater extent (81 %) and pupils on individual programmes to a lesser extent (17.4 %) than pupils on national programmes.

Among beginners, the level of completion was highest on the Natural Science and Social Science programmes where 87.3 per cent and 81.5 per cent respectively received leaving certificates within four years. The proportion of beginners who received their leaving certificates within four years was lower in the big cities (67 %) than in sparsely populated municipalities (77 %).

⁷ In October 1999, The National Agency for Education introduced a directive that if a pupil did not show a level of knowledge that corresponds with the grade Pass in a subject then the teacher must set the grade Fail (IG) (The National Agency for Education newsletter No. 14, 1999). One year later, in September 2000, an amendment was made to the Upper Secondary Ordinance that permitted the non-grading of pupils with a level of absenteeism so large that it is impossible to assess their level of knowledge. (Chap. 3, Upper Secondary School Ordinance). A leaving certificate can only be issued if the pupil has received grades in all the subjects on their study plan.

Table 43

Education completed within four years for beginners in year 1 of the upper secondary school, October 1995, 1996, 1997 and 1998

Year Sex Principle organiser Course of study	Beginners in year 1, October 1995, 1996, 1997 and 1998								
	Total No.	of which Women	Pupils with a foreign background	of which Pupils who received leaving certificates within 4 years					
				Total		Women		Pupils with foreign background	
				No.	Prop. (%)	No.	Prop. (%)	No.	Prop. (%)
Beginners in year 1, Oct 1995									
Upper secondary total ¹⁾	100 671	49 252	14 716	76 215	75.7	38 696	78.6	8 354	56.8
Beginners in year 1, Oct 1996									
Upper secondary total ¹⁾	102 170	50 140	14 353	74 851	73.3	38 313	76.4	8 548	59.6
Beginners in year 1, Oct 1997									
Upper secondary total ¹⁾	99 216	48 537	14 665	75 052	75.6	38 025	78.3	8 978	61.2
Beginners in year 1, Oct 1998									
Upper secondary total¹⁾	97 839	47 703	14 264	70 979	72.5	36 288	76.1	8 379	58.7
of which									
Men	50 136	.	7 299	34 691	69.2	.	.	3 966	54.3
Women	47 703	47 703	6 965	36 288	76.1	36 288	76.1	4 413	63.4
Municipality	90 486	42 981	13 323	65 380	72.3	32 656	76.0	7 703	57.8
County council	3 712	2 641	422	2 635	71.0	1 869	70.8	267	63.3
Independent ²⁾	3 361	1 943	479	2 736	81.4	1 642	84.5	374	78.1
National boarding school ²⁾	280	138	40	228	81.4	121	87.7	35	87.5
Pupils with foreign background	14 264	6 965	14 264	8 379	58.7	4 413	63.4	8 379	58.7
National programmes	82 032	40 954	10 614	64 298	78.4	33 377	81.5	7 338	69.1
of which									
Child & Recreation (BF)	3 518	2 663	354	2 418	68.7	1 917	72.0	207	58.5
Construction (BP)	1 389	24	115	966	69.5	13	54.2	62	53.9
Electrical Engineering (EC)	3 733	59	465	2 795	74.9	39	66.1	325	69.9
Energy (EN)	681	22	44	475	69.8	16	72.7	21	47.7
The Arts (ES)	4 451	3 115	419	3 336	74.9	2 393	76.8	283	67.5
Vehicle (FP)	2 970	83	332	1 827	61.5	50	60.2	154	46.4
Business & Admin. (HP)	3 384	1 704	691	2 280	67.4	1 239	72.7	399	57.7
Handicrafts (HV)	934	812	153	675	72.3	609	75.0	102	66.7
Hotel & Restaurant (HR)	4 116	2 247	395	2 977	72.3	1 712	76.2	253	64.1
Industry (IP)	1 739	99	157	1 155	66.4	64	64.6	86	54.8
Food (LP)	453	264	38	310	68.4	194	73.5	20	52.6
Media (MP)	3 370	1 743	448	2 531	75.1	1 372	78.7	310	69.2
Natural Resource Use (NP)	2 001	1 160	65	1 476	73.8	845	72.8	42	64.6
Natural Science (NV)	21 719	8 890	2 998	18 956	87.3	7 991	89.9	2 353	78.5
Health Care (OP)	2 662	2 344	551	1 808	67.9	1 623	69.2	336	61.0
Social Science (SP)	24 912	15 725	3 389	20 313	81.5	13 300	84.6	2 385	70.4
Spec. designed pgms. (SM)	5 636	2 289	697	4 565	81.0	1 936	84.6	511	73.3
Individual programmes (IV)	9 605	4 102	2 839	1 676	17.4	701	17.1	448	15.8
All programmes	97 273	47 345	14 150	70 539	72.5	36 014	76.1	8 297	58.6
Int. Baccalaureate (IB)	350	230	70	271	77.4	175	76.1	51	72.9

¹⁾ The number for upper secondary total also includes study paths that cannot be related to programmes or IB.

²⁾ Independent schools with municipal or government grant. One of the national boarding schools is run as a municipal company.



Municipal adult education

8.1 Organisation

Municipal adult education consists of basic adult education, upper secondary adult education and supplementary education. Basic adult education is compulsory school education for adults and aims to give adults the knowledge and skills they require to take part in social and working life. It should also aim to provide a foundation for further studies. Each municipal citizen has the right to take part in basic adult education from and including his second calendar half-year after reaching the age of 20 if they lack any of the skills that would normally be acquired in compulsory school, and provided he resides in the country.

Upper secondary adult education aims to provide adults with knowledge and skills equivalent to those that young people acquire in upper secondary school. Education is available in all the subjects on the upper secondary school curriculum with the exception of special sports. Supplementary education aims to provide adults with the training they require in order to move on to a new level in their work or to find a new job.

According to the Education Act, municipalities are obliged to provide information about, and arrange, basic adult education to the extent required for their municipal inhabitants who are entitled to, and wish to, take part. The municipalities shall also strive to arrange upper secondary adult education and supplementary education that meet the demand and the needs of the people.

Municipal adult education is arranged in the form of courses. The educational objectives are the same as for youth education but the content, scale and focus of the courses may vary. The municipalities and county councils are the authorities responsible for municipal adult education. The county councils only arrange upper secondary and supplementary educa-

tion in Natural Resource Use. The authorities may employ other education providers as necessary.

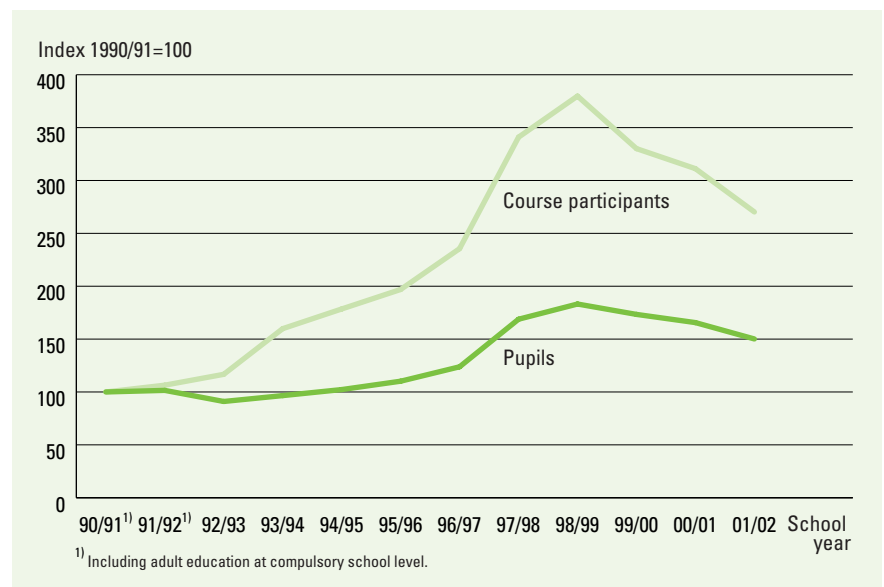
Through the government's special initiative in upper secondary adult education for the unemployed the municipalities received extra state subsidies during the school years 1993/94–1996/97 to arrange upper secondary education and supplementary education. Between July 1, 1997 and December 31, 2002, extra state subsidies have been paid for basic and upper secondary education in accordance with the regulations relating to the government's five-year education initiative for the unemployed and those with little education, known as the Adult Education Initiative.

The Adult Education Initiative means that the government paid state subsidies for education equivalent to approximately 100,000 full-time places. The term "full-time places" is used to estimate state subsidies to the municipalities and does not reappear in the rest of the report on adult education. The Adult Education Initiative came to an end in 2002 and during the last years the state subsidy was gradually reduced to the equivalent of 70,000 places in 2002.

The extra state subsidy gave rise to a substantial increase in municipal adult education during the 1990s. The following diagram shows how the number of pupils and course participants changed between 1990/91 and 2001/02. As shown in the diagram, the number of pupils nearly doubled and the number of course participants more than tripled during the 1990s.

Diagram 12.

Indexed increase in the number of pupils and course participants in municipal adult education during the 1990/91–2001/02 school years



The 2000/01:72 government bill "Adult learning and the development of adult education", emphasises the importance of continuously renewing adult education. A new targeted state subsidy for municipal adult education will be available for adult education and folk high schools for the 2003-2005 period now that the Adult Education Initiative has come to an end. The subsidy is available on condition that the municipality undertakes to develop infrastructure and educational methods with the aim of benefiting adult learning. For 2003 the subsidy means that the government undertakes to finance 46,500 places in the municipalities.

The 2001/02 school year

During the 2001/02 school year 287,584 pupils took part in municipal adult

education, 29,622 (-9 %) fewer compared with the 2000/01 school year. 99.6 per cent of the pupils took part in courses arranged by municipalities (including purchased courses), while the county councils accounted for the remaining 0.4 per cent. Pupil numbers in the municipalities fell by nine per cent (-29,640 pupils) while the number of pupils in county councils rose by two per cent (18 pupils) between the 2000/01 and 2001/02 school years.

The number of pupils in upper secondary adult education fell by 32,935 (-12 %) and the number of pupils in basic adult education rose by 4,135 (11 %). The number of pupils on supplementary education programmes fell by 822 (-10 %).

Table 45.

Number of pupils in municipal adult education in the 1997/98–2001/02 school years

Educational level Principle organiser	1997/98 ¹⁾	1998/99 ²⁾	1999/00	2000/01	2001/02
Basic adult education	48 643	45 633	42 273	37 318	41 453
Upper secondary adult education	266 160	297 698	282 072	271 618	238 683
Supplementary education	8 519	7 539	7 719	8 270	7 448
Municipal adult education (all levels)	323 322	350 870	332 064	317 206	287 584
of which					
Municipality	314 780	348 850	330 828	316 100	286 460
County council	8 542	2 020	1 236	1 106	1 124

¹⁾ Information has been modified after publication of the National Agency for Education's reports nos. 159, 173 and 181.

²⁾ Information has been modified after publication of the National Agency for Education's report no. 181.

Twelve municipalities in the country did not have any municipal adult education during the 2001/02 school year. The educational requirements in these municipalities were met through municipal associations or various forms of collaboration with other municipalities. 13 of the country's 20 county councils organised municipal adult education. In the remaining county councils the education was transferred in its entirety to the municipalities.

The number of schools that arranged municipal adult education courses was 394, ten fewer than the 2000/01 school year. The schools might be either special municipal adult education schools operating under the management of their own school head or an upper secondary or compulsory school where municipal adult education is under the organisational control of the school head. In recent years an increased number of municipalities have chosen to put the various forms of adult education in a learning centre where they can cooperate with the education providers and the working community. During recent years a larger proportion of courses have been purchased from external education organisers which are often held elsewhere than the municipality's schools.

During the 2001/02 school year education was organised in accordance with 5,956 syllabi, an increase of 1,434 syllabi compared with the previous school year. The increase in the number of syllabi has been substantial since the start of the Adult Education Initiative. During the 1996/97 school year, the year before the Initiative began, the number of syllabi was 2,588, an increase that was due to the significant rise in the number of local courses. The latest increase is probably due to the use of both old and new syllabi during the transition to new upper secondary school syllabi. Through this the courses could have been reported with either the new or the old course codes meaning a doubling in the national syllabi. The same applies for local courses. The method of reporting courses means

an increase in the number of syllabi despite no increase in the number of courses. If anything, studies point to a lesser need of local courses now that the national syllabi have been modified and tailored to the educational needs in the municipalities.

Table 46.

Number of municipalities, schools, courses, pupils and course participants in municipal adult education during the 1999/00–2001/02 school years

Of the total number of pupils in municipal adult education in the 2001/02 school year, 163,828 (57 %) were newly enrolled. Newly enrolled means pupils who did not study within municipal adult education the previous year.

School year	Educational level	Principal organiser	No. of school municipalities	No. of schools	No. of syllabi	No. of pupils	Proportion (%) of newly enrolled pupils ¹⁾	No. of course participants	Proportion (%) of course participants at other organisers ²⁾	No. of courses per pupil
School year 1999/00			282	419	4 330	332 064	56.3	1 702 118	21.4	5.1
of which	Municipality		282	390	4 215	330 828	56.3	1 689 069	21.6	5.1
	County council		27	29	366	1 236	53.9	13 049	0.2	10.6
School year 2000/01			280	404	4 522	317 206	57.6	1 604 404	23.8	5.1
of which	Municipality		280	379	4 453	316 100	57.6	1 593 290	23.9	5.0
	County council		25	35	292	1 106	56.5	11 114	0.0	10.0
School year 2001/02			278	394	5 956	287 584	57.0	1 393 290	24.3	4.8
of which	Municipality		278	369	5 861	286 460	57.0	1 383 652	24.4	4.8
	County council		25	25	354	1 124	55.9	9 638	0.0	8.6
Basic			266	300	160	41 453	57.8	109 246	9.4	2.6
Upper secondary			278	382	4 000	238 683	57.0	1 216 701	26.7	5.1
of which	Municipality		278	359	3 990	238 107	56.9	1 211 858	26.8	5.1
	County council		23	23	177	576	68.4	4 843	0.0	8.4
Supplementary			126	173	1 796	7 448	53.0	67 343	3.6	9.0
of which	Municipality		120	155	1 711	6 900	53.8	62 548	3.9	9.1
	County council		18	18	177	548	42.7	4 795	0.0	8.8

¹⁾ Proportion of pupils who did not participate in municipal adult education the previous year.

²⁾ Proportion of course participants who participated in courses commissioned from another course provider.

The statistics for municipal adult education use two terms with different meanings: pupil and course participant. A pupil is a person taking one or more courses in municipal adult education. It follows from this that a pupil can study at several different levels during the school year. In the tables each pupil is shown at the level where they have the most lessons. This procedure avoids any double counting of the pupils but it also means that the number of pupils at each level is slightly underestimated. For each course that the pupil takes they are entered as a course participant. The number of course participants during the 2001/02 school year was 4.8 times greater than the number of pupils, i.e. each pupil took part in an average of 4.8 courses per year. This was a reduction of 0.8 courses compared to 1998/99 and 0.3 courses fewer than the two previous school years.

The total number of course participants fell by 211,114 (-13 %) between the 2000/01 and 2001/02 school years. The number of course participants in upper secondary adult education fell by 208,762 (-15 %) and the number of course participants in basic adult education rose by 3,083 (3 %). The number of course participants in supplementary education fell by 5,435 (-7 %).

The Special Adult Education Initiative has meant that the proportion of course participants taking part in courses run by education providers other than county councils/municipalities has increased. During the first year of the Special Adult Education Initiative, the 1997/98 school year, 14.4 per

cent of the course participants in upper secondary adult education took part in courses arranged by other education providers. During the 2000/01 school year the proportion was 23.8 per cent and rose to 24.3 per cent in 2001/02.

Of the total number of course participants 94.2 per cent took part in day-time courses. This was an increase compared with the 2000/01 school year when the corresponding proportion was 93.7 per cent.

Table 47.
Municipal adult education courses
with most participants, 2001/02
school year

Educational level Courses	No. of municipalities providing the course	No. of course participants			
		Total		Women	
		Number	Proportion (%)	Number	Proportion (%)
Basic adult education	266	109 246	100.0	70 674	64.7
English	257	23 581	21.6	15 585	66.1
Mathematics	254	19 080	17.5	12 828	67.2
Swedish as a second language	175	22 799	20.9	14 889	65.3
Swedish	242	13 866	12.7	8 568	61.8
Civics	172	7 445	6.8	4 866	65.4
Upper secondary adult education	278	1 216 701	100.0	816 441	67.1
Computer science	277	67 849	5.6	47 754	70.4
Computing	151	18 675	1.5	12 378	66.3
Initial briefing course	216	49 140	4.0	31 504	64.1
Swedish A	277	23 307	1.9	15 334	65.8
Mathematics A	277	41 006	3.4	27 032	65.9
English A	277	37 235	3.1	24 907	66.9
Business economics A	268	22 836	1.9	17 090	74.8
Swedish B	277	27 806	2.3	17 915	64.4
Mathematics B	275	30 899	2.5	18 875	61.1
Psychology A	266	25 608	2.1	20 237	79.0
Civics A	276	29 769	2.4	19 743	66.3
Supplementary education	126	67 343	100.0	37 897	56.3
Computer studies	51	5 579	8.3	2 753	49.3
Business economics	80	7 277	10.8	4 705	64.7
Computer technology	22	4 959	7.4	1 530	30.9
All levels	278	1 393 290	100.0	925 012	66.4

The most popular course was computer science. The number of course participants was 67,849 and the course was run in 277 municipalities. Initial briefing courses, with 49,140 participants, are local courses that should have one or more of the following aims: to guide pupils in their choice of studies and occupation; to improve study tactics; provide an introduction to the various courses and have the opportunity to assess the pupils' knowledge in various subjects or courses.

The majority, 64.9 per cent, of the pupils were women. The proportion of women was 0.6 percentage points lower compared with the previous school year. The proportion of women within the county councils' upper secondary adult education was 59.2 per cent, a small increase of +0.2 per cent compared with the previous year. For the 1999/00 school year the proportion was 68.4 per cent. The reason for the fall is that the county council's Health Care education, with a high proportion of women, has been taken over by the municipalities so the county councils only run education in Natural Resource Use.

During the 2001/02 school year the number of pupils in municipal adult education who were born abroad was 75,247 or 26.2 per cent of all pupils within municipal adult education. The previous year's total was 77,536 (24.4 %). In basic adult education the proportion of pupils born abroad fell from 68.6 to 66.1 per cent.

Table 48.

Number of pupils, of which women, immigrants and pupils from other municipalities in municipal adult education during the 2001/02 school year

The median age of the pupils throughout municipal adult education as a whole was 32. The highest median age was found among the pupils in basic adult education (35), the lowest among those in supplementary education (25).

Educational level Principal organiser	Pupils		of which					
	Number	Proportion (%)	Women		Born abroad		Resident in another municipality	
			Number	Proportion (%)	Number	Proportion (%)	Number	Proportion (%)
Basic	41 453	14.4	26 050	62.8	27 412	66.1	1 385	3.3
Upper secondary	238 683	83.0	156 599	65.6	46 726	19.6	18 037	7.6
of which Municipal	238 107	82.8	156 289	65.6	46 702	19.6	17 588	7.4
County council	576	0.2	310	53.8	24	4.2	449	78.0
Supplementary	7 448	2.6	4 016	53.9	1 109	14.9	4 561	61.2
of which Municipal	6 900	2.4	3 661	53.1	1 086	15.7	4 171	60.4
County council	548	0.2	355	64.8	23	4.2	390	71.2
All levels 2001/02	287 584	100.0	186 665	64.9	75 247	26.2	23 983	8.3
of which Municipal	286 460	99.6	186 000	64.9	75 200	26.3	23 144	8.1
County council	1 124	0.4	665	59.2	47	4.2	839	74.6

The proportion of pupils who received their education in a municipality other than the one in which they are registered rose from 7.3 per cent in 2000/01 to 8.3 per cent in 2001/02.

Autumn 2002

In previous years the record of autumn activities has been based on statistics compiled in week 42 every autumn, the measuring week. This method of compilation was discontinued in 1998. Instead, to give a picture of developments during the past year, a record is made of certain data relating to the activity throughout the entire autumn period. The data is based on a special processing of the statistics that form the basis of the National Agency for Education's reports on the Special Adult Education Initiative in autumn 2001 and autumn 2002. The reports cover total upper secondary education but does not include pupils who break off their studies within three weeks of the start of the course.

The number of pupils in upper secondary municipal adult education during autumn 2002 came to 154,000, a reduction of 30,900 pupils (-16.7 %) since autumn 2001.

The number of course participants in upper secondary adult education during autumn 2002 came to 526,300, a reduction of 142,300 pupils (-21.3 %) since autumn 2001.

The pupils studied fewer courses than in the previous year. In autumn 2002 each pupil took an average of 3.4 courses, which was lower than autumn 2001 when the figure was 3.7 courses.

8.2 Resources

Teachers

The number of teachers (not including temporary staff) in municipal adult education came to 9,186 when measured in October 2002. The average level of duty was 65.2 per cent, which is 0.6 percentage points higher than the previous year. Adjusted to full-time posts there were 5,992 teachers in municipal adult education. The proportion of the annual work force teaching in the county council's adult education programme was 1.5 per cent.

Compared with the 2001/02 school year the number of active teachers fell by 12.3 per cent while the number of teachers when converted to full-time posts fell by 11.4 per cent. Teacher density in municipal adult education, expressed as the number of teachers (full-time posts) per 100 full-time students, rose by 0.1 per cent to 4.0 teachers per 100 full-time pupils in the 2002/03 school year. The proportion of the courses run by education providers other than the municipality/county council has increased substantially over recent years, as mentioned earlier. It is probable that information on teachers involved with courses purchased from other education providers has not been fully reported and that the teacher density may therefore have been underestimated.

Table 49.

Teachers in municipal adult education on October 15, 2000–2002¹⁾

School year Teacher training Principal organiser	No. of teachers			Average extent of duty in per cent	No. of teachers adjusted to full-time posts		No. of full- time teachers per 100 full- time pupils ²⁾
	Total	Men	Women		Total	of which Permanent post	
2000/01 All teachers	11 146	4 707	6 439	64.2	7 155	5 359	4.1
of which							
No. with teacher training	8 175	3 117	5 058	66.1	5 405	4 740	.
Prop. (%) with teacher training	73.3	66.2	78.6	.	75.5	88.5	.
2001/02 All teachers	10 477	4 366	6 111	64.6	6 765	5 417	3.9
of which							
No. with teacher training	7 606	2 864	4 742	66.5	5 059	4 466	.
Prop. (%) with teacher training	72.6	65.6	77.6	.	74.8	86.8	.
2002/03 All teachers	9 186	3 729	5 457	65.2	5 992	4 692	4.0
of which							
No. with teacher training	6 684	2 441	4 243	67.3	4 496	4 050	.
Prop. (%) with teacher training	72.8	65.5	77.8	.	75.0	86.3	.
Per principal 2002/03							
Municipality (all teachers)	9 011	3 627	5 384	65.5	5 904	4 629	4.0
of which							
Prop. (%) with teacher training	72.9	65.4	78.0	.	75.2	86.4	.
County council (all teachers)	175	102	73	50.5	88	63	8.8
of which							
Prop. (%) with teacher training	65.1	69.6	58.9	.	63.4	82.5	.

¹⁾ Refers to the week of October 15.

²⁾ The number of full-time pupils has been calculated from the number of pupils hours reported where the number of sixty-minute lessons during the respective autumn term is divided by 270 (18 weeks * 15 sixty-minute lessons).

In autumn 2002 a total of 25 per cent of the annual work force lacked formal teacher training. This is a reduction of 0.2 percentage points compared with the previous autumn. Of the 135 municipalities and five municipal associations that had at least 10 annual staff, the proportion of teachers without teacher training varied between zero and 70 per cent. Hedemora and Avesta had the highest proportion of teachers without formal teaching qualifications and Täby was the municipality with only qualified teachers.

Expenditure

Total expenditure on municipal adult education in 2002 was SEK 5,954 million, a reduction of 7.5 per cent in fixed prices since 2001. From 1993–1998 municipal adult education increased substantially in terms of resources and volume. One explanation for this increase is the extra state subsidy the municipalities have received since 1993 for educational measures to counteract unemployment. Autumn 1997 saw the introduction of the government's five-year investment in the Adult Education Initiative, which means that during 1998 and 2001 the government financed over

half of the operation. In 2002, the state subsidy answered for 42 per cent of the total expenditure for municipal adult education.

Adult education run by the municipalities accounted for 98.8 per cent of expenditure and county councils 1.2 per cent. Per pupil (adjusted to full-time pupils) the cost of education in municipal adult education was SEK 35,100, a reduction of 0.5 per cent in fixed prices compared with the previous year. Expenditure on basic adult education arranged or purchased by the municipality (SEK 33,000) was, compared with recent years, somewhat lower than that of upper secondary adult education and supplementary education (SEK 35,100). If education run by the county councils is also included then the cost per full-time pupil in upper secondary adult education and supplementary education amounts to SEK 35,400.

A comparison between the two authorities responsible for education provision shows that the expenditure per pupil was three times higher in the education run by the county councils as in that run by the municipalities. The reason for the higher expenditure in the education provided by the county councils is that the content of the courses offered by the two authorities is different. The county councils only run courses in Natural Resource Use. County councils previously arranged Health Care courses, which have now been taken over completely by the municipalities.

Table 50.

Expenditure for municipal adult education in 2000, 2001 and 2002 by principal organiser and the type of expenditure (current prices)

	All principle organisers			Municipal principle organisers			County Councils		
	Expenditure total MSEK	Prop. (%)	Expenditure per full-time pupil SEK	Expenditure total MSEK	Prop. (%)	Expenditure per full-time pupil ¹⁾ SEK	Expenditure total MSEK	Prop. (%)	Expenditure per full-time pupil ²⁾ SEK
All levels 2000	6 403	100	33 100	6 328	100	32 800	75	100	106 600
All levels 2001	6 304	100	34 500	6 224	100	34 200	80	100	109 900
All levels 2002	5 954	100	35 100	5 880	100	34 700	74	100	108 900
of which education provided by the municipal									
Total	4 667	100	37 500	4 593	100	37 100	74	100	108 900
of which tuition	2 363	51	19 000	2 334	51	18 900	29	40	43 300
premises	717	15	5 800	697	15	5 600	19	26	28 500
teaching materials/ equipment/libraries	231	5	1 900	220	5	1 800	11	15	16 200
pupil welfare	25	1	200	25	1	200	0	1	670
other	1 331	29	10 600	1 317	29	10 600	14	19	20 300
Basic adult education									
Total	872	100	33 000	872	100	33 000	.	.	.
of which education provided by the municipality									
Total	789	100	35 400	789	100	35 400	.	.	.
of which tuition	435	55	19 500	435	55	19 500	.	.	.
premises	134	17	6 000	134	17	6 000	.	.	.
teaching materials/ equipment/libraries	28	4	1 300	28	4	1 300	.	.	.
pupil welfare	7	1	310	7	1	310	.	.	.
other	185	23	8 300	185	23	8 300	.	.	.
Upper secondary adult and supplementary education									
Total	5 083	100	35 400	5 009	100	35 100	74	100	108 900
of which education provided by the municipality									
Total	3 878	100	38 000	3 804	100	37 500	74	100	108 900
of which tuition	1 928	50	18 900	1 899	50	18 700	29	40	43 300
premises	583	15	5 700	564	15	5 600	19	26	28 500
teaching materials/ equipment/libraries	203	5	2 000	192	5	1 900	11	15	16 200
pupil welfare	18	0	180	18	0	180	0	1	670
other	1 146	30	11 200	1 132	30	11 200	14	19	20 300

¹⁾ Pupils have been adjusted to full-time students during the year on the basis of the number of hours of tuition in the course they have taken part in (15 60-minute hours per week for 36 weeks has been regarded as full-time study).

²⁾ Pupils have been adjusted to full-time pupils during the year according to the number of pupil weeks in the courses they have participated in.

8.3 Results

Of the 1,393,290 course participants registered at any given time during the 2001/02 school year, 1,056,807 (75.8 %) completed the course that they started during the school year and 249,485 (17.9 %) dropped out. The remaining 86,998 course participants (6.2 %) took part at the end of the school year in courses that had not yet finished. In relation to the 2000/01 school year 0.5 percentage points more complete their course and 1.5 percentage points more drop out while two percentage points fewer continue their studies the following year. The highest proportion of course participants who dropped out of courses was in basic adult education, where 28.6 per cent discontinued the course. In upper secondary education the proportion was 17.3 per cent. Men dropped out of courses more than women, i.e. 20 per cent as opposed to 16.8 per cent. Course participants in education run by the county council dropped out less (7 %) than those on courses arranged by the municipality (18 %).

Table 51.

Number of course participants who completed or discontinued courses in municipal adult education during the 1999/00–2001/02 school years

School year Education level Sex Principle organiser	No. of course participants	of which					
		Completed course		Interrupted course		Continuing the following school year	
		Number	Proportion (%)	Number	Proportion (%)	Number	Proportion (%)
1999/00 All levels	1 702 118	1 298 128	76.3	281 482	16.5	122 508	7.2
2000/01 All levels	1 604 404	1 208 318	75.3	261 427	16.3	134 659	8.4
2001/02 All levels	1 393 290	1 056 807	75.8	249 485	17.9	86 998	6.2
of which							
Basic adult education	109 246	68 359	62.6	31 284	28.6	9 603	8.8
Upper secondary adult education	1 216 701	934 510	76.8	210 812	17.3	71 379	5.9
Supplementary education	67 343	53 938	80.1	7 389	11.0	6 016	8.9
of which							
Men	468 278	346 652	74.0	93 816	20.0	27 810	5.9
Women	925 012	710 155	76.8	155 669	16.8	59 188	6.4
Municipality	1 383 652	1 049 715	75.9	248 810	18.0	85 127	6.2
County council	9 638	7 092	73.6	675	7.0	1 871	19.4

The number of course participants who completed courses in upper secondary adult education was 934,510. There is no information available on the grades achieved by 19 per cent of the course participants. The grade distribution for the remaining 769,970 course participants who received their grades in accordance with the goal-related grading system is recorded in Table 52.

Seen over a longer period, the proportion of course participants who achieve grade Passed (G) has dropped and the proportion who achieve Passed with Special Distinction (MVG) has increased each year since 1994/95 while the proportions who have achieved Failed (IG) and Passed with Distinction (VG) have been relatively constant.

The average grade distribution was Failed (IG) 6.8 (6.7) per cent, Passed (G) 32.3 (32.7) per cent, Passed with Distinction (VG) 37.2 (38.2) per cent and Passed with Special Distinction (MVG) 23.7 (22.4) per cent. The figures in the brackets are for the 2001/02 school year. The proportion of

Diagram 13.

Distribution of grades in upper secondary adult education between the 1994/95 and 2001/02 school years

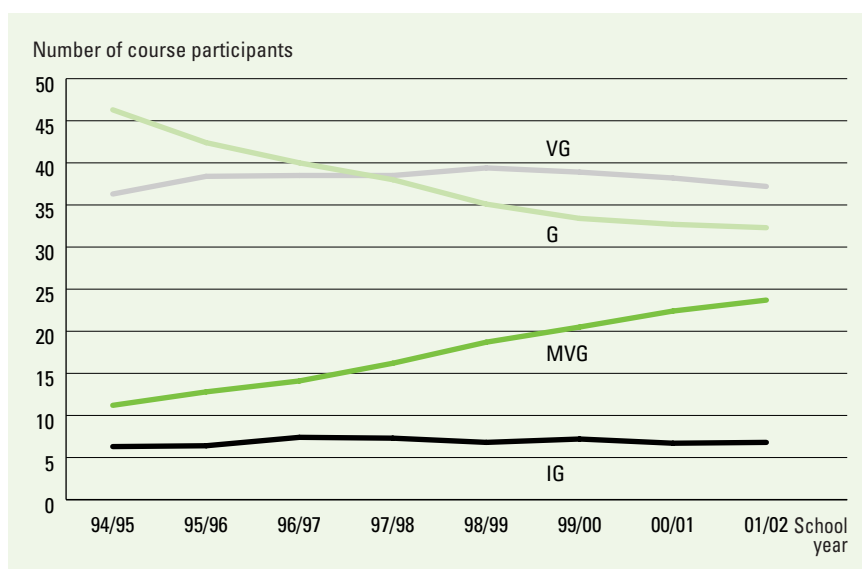


Table 52.

Distribution of grades for course participants who completed courses in upper secondary adult education during the school years 1999/00–2001/02

course participants achieving a Passed with Special Distinction grade has increased by three percentage points compared with the 1999/00 school year. The table shows that the proportion of course participants with Passed with Special Distinction was significantly lower than the average in Mathematics B, 16.1 per cent. The highest proportion with a Passed with Special Distinction grade was in Computing, a little over 30 per cent. As in compulsory school and upper secondary school, women within municipal adult education had on average higher grades than men.

School year	No. of course participants who completed the course	No. of course participants with goal-related grades ¹⁾	Of which with grade							
Course Sex			Failed (IG)		Passed (G)		Passed with Distinction (VG)		Passed with Special Distinction (MVG)	
Principal organiser			Number	Prop. (%)	Number	Prop. (%)	Number	Prop. (%)	Number	Prop. (%)
Upper secondary adult 1999/00	1 167 108	961 679	69 205	7.2	321 471	33.4	374 294	38.9	196 709	20.5
Upper secondary adult 2000/01	1 084 914	873 124	58 310	6.7	285 278	32.7	333 949	38.2	195 587	22.4
Upper secondary adult 2001/02	934 510	769 970	52 533	6.8	249 000	32.3	286 255	37.2	182 182	23.7
of which										
Computer Science	52 824	43 297	3 647	8.4	14 690	33.9	14 210	32.8	10 750	24.8
Computing	15 654	12 877	1 123	8.7	3 754	29.2	4 098	31.8	3 902	30.3
Initial briefing course ²⁾	41 266	0	0	.	0	.	0	.	0	.
Mathematics A	28 192	24 284	2 513	10.3	7 736	31.9	8 750	36.0	5 285	21.8
Swedish A	16 340	13 950	1 047	7.5	3 833	27.5	5 827	41.8	3 243	23.2
English A	24 264	21 321	1 770	8.3	6 890	32.3	8 345	39.1	4 316	20.2
Business economics A	18 773	16 594	837	5.0	5 316	32.0	5 982	36.0	4 459	26.9
Mathematics B	21 980	18 989	2 780	14.6	7 213	38.0	5 945	31.3	3 051	16.1
Swedish B	19 731	17 112	1 166	6.8	4 336	25.3	7 482	43.7	4 128	24.1
English B	18 247	16 416	1 307	8.0	5 108	31.1	6 821	41.6	3 180	19.4
Psychology	19 447	16 336	871	5.3	5 260	32.2	6 345	38.8	3 860	23.6
Civics A	21 766	18 839	1 416	7.5	5 012	26.6	7 468	39.6	4 943	26.2
Other upper secondary adult courses	636 026	549 955	34 056	6.2	179 852	32.7	204 982	37.3	131 065	23.8
of which										
Men	346 652	242 301	23 683	9.8	88 104	36.4	81 192	33.5	49 322	20.4
Women	710 155	527 669	28 850	5.5	160 896	30.5	205 063	38.9	132 860	25.2
Municipal	1 049 715	766 531	52 463	6.8	248 089	32.4	284 683	37.1	181 296	23.7
County council	7 092	3 439	70	2.0	911	26.5	1 572	45.7	886	25.8

¹⁾ There is no information about grades for 14 per cent of course participants with a course completion date in the 2001/02 school year.

²⁾ According to the Ordinance, grades are not set on the Orientation course.



Education for adults with learning disabilities

9.1 Organisation

Särvux, education for adults with learning disabilities, aims to provide knowledge and skills that correspond to those provided in compulsory education for pupils with learning disabilities (compulsory school for pupils with learning disabilities and training school) and on the national or specially designed programmes at upper secondary education for pupils with learning disabilities.

Särvux has its own syllabi and timetables. The type of school targets adults with learning disabilities who wish to complement their education. Education is carried out in the shape of courses and pupils can choose to study one or a combination of courses.

The timetables at Särvux are intended as guidelines. A pupil may need more or less time to achieve an educational goal and always has the right to complete the course. However, this is conditional on the pupil being considered capable of achieving a particular educational goal.

As in education for pupils with learning disabilities, responsibility for Särvux was transferred from the county councils to the municipalities during the first half of the 1990s. This type of education was provided in 199 municipalities in autumn 2002. Särvux pupils lived in 239 municipalities. Just under seven per cent of the pupils (313) lived in another municipality than that where the school was located, a somewhat smaller proportion than the previous year when 7.7 per cent of the pupils (340) lived in another municipality.

Table 53.

Number of pupils in Särvux
1998–2002¹⁾

	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
Education for adults with learning disabilities	4 137	4 178	4 335	4 436	4 541
Compulsory school level	2 004	2 067	2 036	2 034	2 032
Training school level	1 480	1 423	1 516	1 526	1 568
Upper secondary level	653	688	783	876	941

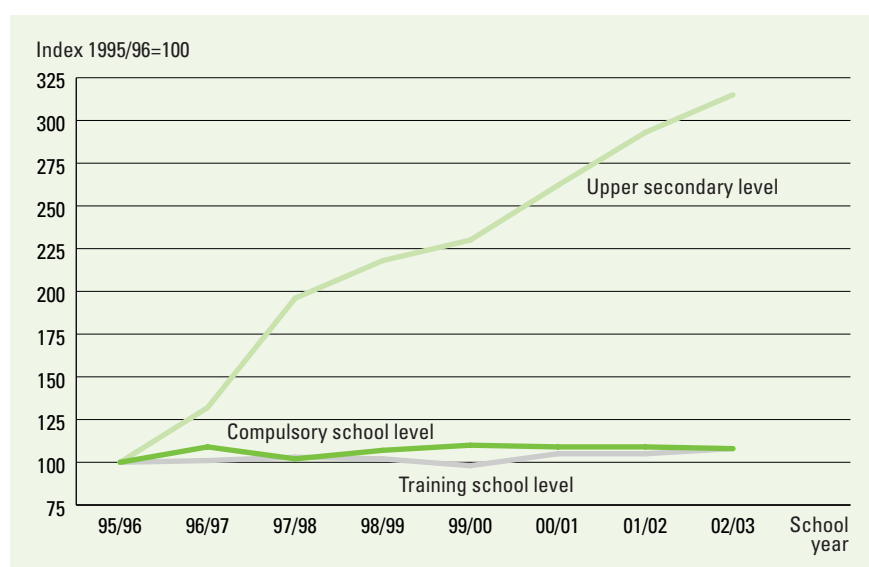
¹⁾ Refers to the week of October 15.

In autumn 2002 there were 4,541 pupils at Särvux. The number of pupils has increased by just over two per cent (+105) since the previous school year. The number of pupils at training school and upper secondary level rose by 42 (2.8 %) and 65 (7.4 %) respectively while the number of pupils at compulsory school level fell by 2 pupils as in the previous year.

As evident in Table 53 and Diagram 14, the substantial increase in pupils at upper secondary level of recent years continues in 2002 while the number of pupils at training school level shows an insignificant rise and compulsory school for adults with learning disabilities shows a slight fall.

Diagram 14.

Indexed trends in the number
of pupils 1995–2002



The average number of pupil hours (60 minutes) per week totalled 2.6 for Särvux, slightly higher than the previous year when the corresponding number was 2.5. The corresponding figure for the 2002/03 school year was 2.7 (2.6), for compulsory school for adults with learning disabilities, 2.2 (2.0) for training school and 3.1 (3.0) pupil hours for upper secondary education. The figures in brackets refer to the 2001/02 school year.

The average group size including individual tuition was somewhat higher than the previous year, 2.6 (2.5) pupils.

The median age in Särvux was 36 in the 2002/03 school year and eight per cent of pupils were born abroad, a slightly larger proportion than the previous year.

Table 54.

Pupils in Särvux on October 15,
2002 by study level¹⁾

Study level	Pupils						Number of pupils per group ²⁾	Number of pupil hours during measurement week
	Totalt No.	Prop. (%)	Women		Born abroad			
			Number	Prop. (%)	Number	Prop. (%)		
Compulsory school level	2 032	45	1 006	50	180	9	.	2.7
Training school level	1 568	35	714	46	116	7	.	2.2
Upper secondary level	941	21	465	49	73	8	.	3.1
All	4 541	100	2 185	48	369	8	2.6	2.6

¹⁾ Refers to the week of October 15.

²⁾ Information about the educational level is not compiled per tuition group. The number of pupils per group is not therefore reported by educational level but as an average of the size of all groups taught.

9.2 Resources

Teachers

The number of teachers (excluding temporary staff) was 383 during the measurement week in October 2002. The average extent of duty was 63.6 per cent. Adjusted to full-time posts, the number of teachers was 244. Compared with the previous year, the number of full-time posts has increased by around 12 per cent. Approximately nine per cent of the annual employees did not have teaching qualifications.

The staffing levels calculated as the number of teachers adjusted to full-time posts per 100 pupils, was 5.4 teachers per 100 pupils in October 2002 compared with 4.9 the previous year. Staffing numbers at Särvux cannot be compared with those in other types of schools. Pupils are taught in smaller groups and also receive a considerably smaller number of hours of tuition per week than pupils in other types of schools.

Table 55.

Teachers in Särvux on October 15,
2000–2002¹⁾

School year	Number of teachers			Average extent of duty in per cent	Number of teachers adjusted to full-time posts		Number of full-time teachers per 100 pupils
	Total	of wich			Total	of wich permanent posts	
		Men	Women				
Teacher training							
2000/01 All teachers	385	54	331	59.6	229	183	5.3
of which							
No. with teacher training	334	44	290	62.1	207	177	.
Prop. (%) with teacher training	86.8	81.5	87.6	.	90.4	96.6	.
2001/02 All teachers	349	53	296	62.1	217	174	4.9
of which							
No. with teacher training	308	45	263	64.6	199	171	.
Prop. (%) with teacher training	88.3	84.9	88.9	.	91.8	98.1	.
2002/03 All teachers	383	61	322	63.6	244	198	5.4
of which							
No. with teacher training	332	54	278	66.9	222	194	.
Prop. (%) with teacher training	86.7	88.5	86.3	.	91.1	97.7	.

¹⁾ Refers to the week of October 15.

Expenditure

The total expenditure for Särvux in 2002 was SEK 133 million, an increase of 7.6 million or six per cent in fixed prices since 2001. The number of pupils, adjusted to average pupils, was 4,557, an increase of nearly five per cent.

Calculated per pupil the total expenditure was SEK 29,100, an increase of SEK 400 in fixed prices or 1.4 per cent since 2001. As in the previous year, tuition costs account for 70 per cent of the total expenditure. Several municipalities have no figures for expenditure on premises, which partly explains the high proportion of education. Tuition expenditure per pupil was SEK 20,400 and varies considerably from municipality to municipality. For 80 per cent of the municipalities expenditure per pupil is between SEK 34,600 and SEK 10,200. The highest expenditure for tuition is in suburban municipalities at SEK 26,000 and the lowest in municipal associations at SEK 16,600 per pupil.

Table 56.
Expenditure for Särvux 2000, 2001
and 2002 (current prices)

	Municipal principle organiser		
	Expenditure total MSEK	Proportion (%)	Expenditure per pupil ¹⁾ SEK
Total 2000	109	100	25 700
Total 2001	122	100	28 100
Total 2002	133	100	29 100
of which tuition	93	70	20 400
premises	14	11	3 200
other	25	19	5 500

¹⁾ Average of number of pupils for the two school years included in the calendar year.



The National Agency for Flexible Learning (CFL)

10.1 Organisation

The National Agency for Flexible Learning (CFL) was established on January 1, 2002 when the National Schools for Adults (SSV) and parts of the distance teaching agency, Distum, were made into a single agency for adult education. The agency consists of two schools, one in Härnösand and one in Norrköping and a head office in Hässleholm.

The CFL complements the municipalities by providing courses that cannot be arranged through municipal adult education to a wide enough degree or regularity. The syllabi are the same as those determined by the National Agency for Education for municipal adult education. The syllabi for local courses are determined by the CFL committee.

As well as providing distance education that corresponds with municipal adult education, the CFL shall also develop methods and teaching materials and cooperate with municipalities on a consultative basis to support them in their efforts to create flexible courses and distance learning methods. According to the CFL's mission, their own educational activities take second place to development activities.

From the 1997/98 school year, the SSV/CFL participated in the Government's Adult Education Initiative. The following description includes pupils who have taken part in courses financed by ordinary grants or the special funds made available within the framework of the Adult Education Initiative. In addition, schools carry out a relatively large number of commissioned courses, by, for instance, selling student places to the municipalities. If a municipality purchases

a course from the CFL it is registered as a municipal adult education course and is not reported here.

Distance learning through the CFL is carried out either through correspondence, where the pupil studies at home with support from CFL teachers, or in the shape of interval courses, a combination of shorter, teacher-led course periods at the school and studies at home. Pupils pay a certain fee for the study material, which is specially designed for self-study.

The total number of pupils at CFL in the 2001/02 school year was 8,592, a reduction of 2,055 pupils (19 %) compared with 2000/01. Students took part in an average of 1.9 courses during the school year, 41 per cent of the students were men and 59 per cent women.

Table 57.
Number of pupils at CFL in the
2001/02 school year by educational
level, type of studies and sex

Educational level Type of study Sex	Pupils					
	Härnösand		Norrköping		Total	
	Number	Proportion (%)	Number	Proportion (%)	Number	Proportion (%)
Basic adult education	753	23.5	231	4.3	984	11.5
of which						
Correspondence courses	753	23.5	231	4.3	984	11.5
Interval courses	0	.	0	.	0	.
Upper secondary adult education	2 453	76.5	4 876	90.5	7 329	85.3
of which						
Correspondence courses	1 661	51.8	4 869	90.4	6 530	76.0
Interval courses	792	24.7	7	0.1	799	9.3
Supplementary education	0	.	279	5.2	279	3.2
of which						
Correspondence courses	0	.	274	5.1	274	3.2
Interval courses	0	.	5	0.1	5	0.1
All pupils	3 206	100.0	5 386	100.0	8 592	100.0
of which						
Correspondence courses	2 414	75.3	5 374	99.8	7 788	90.6
Interval courses	792	24.7	12	0.2	804	9.4
Men	1 330	41.5	2 218	41.2	3 548	41.3
Women	1 876	58.5	3 168	58.8	5 044	58.7

The majority, 7,329 pupils or 85.3 per cent, participated in upper secondary adult education; 984 pupils or 11.5 per cent, participated in courses at compulsory school level and 279 pupils, 3.2 per cent, participated in supplementary education. In relation to the 2000/01 school year the proportion of pupils in basic adult education has increased by 50 per cent.

The proportion of pupils aged over 30 increased gradually during the Adult Education Initiative, a trend that has now stopped. In the 2001/02 school year this proportion was 57 per cent compared with 60 per cent for the 2000/01 school year. The largest proportion of over 30s was 62 per cent in the 1999/00 school year. The corresponding figure for the 1996/97 school year was only 50 per cent.

The age structure varied between the two schools. At CFL in Härnösand the proportion of pupils older than 30 was 64 per cent (68 %). At Norrköping the corresponding figure was 53 per cent (54 %) The figures in brackets refer to 2000/01.

The form of study also varies between the two schools, a difference that has significantly reduced compared with previous years. In school year 2001/02, 75 per cent (40 %) of the pupils in Härnösand and 99 per cent (99 %) of the pupils in Norrköping took part in correspondence courses. The rest took part in interval courses, a form of study that has reduced from 25.7 per cent in the 2000/01 school year to 9.4 per cent in the 2001/02 school year.

The ten largest courses accounted for 39 per cent of all course participants. Mathematics A, 5.9 per cent, and English B, 4.7 per cent had the largest number of course participants. Course participants at CFL in Härnösand studied in one of the ten most frequent courses to a greater extent than course participants in CFL Norrköping, 51 and 33 per cent respectively.

Table 58.
Courses with most participants,
2001/02 school year

Courses	Härnösand		Norrköping		Total	
	Number	Proportion (%)	Number	Proportion (%)	Number	Proportion (%)
Mathematics A	418	7.9	557	4.9	975	5.9
Swedish B	214	4.0	562	5.0	776	4.7
Civics A	246	4.6	441	3.9	687	4.1
English A	346	6.5	321	2.8	667	4.0
Mathematics B	306	5.8	331	2.9	637	3.8
English	444	8.4	156	1.4	600	3.6
History A	76	1.4	500	4.4	576	3.5
Swedish A	168	3.2	363	3.2	531	3.2
Business Economics A	252	4.7	263	2.3	515	3.1
English B	248	4.7	252	2.2	500	3.0
Other courses	2 591	48.8	7 564	66.9	10 155	61.1
All courses	5 309	100.0	11 310	100.0	16 619	100.0

10.2 Resources

Teachers

Table 59 presents the number of active teachers during measurement week in October 2000, 2001 and 2002. In this table, active teachers refers to people within areas of duty that includes teaching. Hourly paid teachers and school management are also included, but not people employed for shorter than a period of one month.

The number of active teachers fell by eight per cent between autumn 2001 and autumn 2002 while the number of teachers adjusted to full-time posts increased by 50 per cent. With the changes brought about by CFL, a large part of the workforce will be devoting most of their time to developing Web courses, study guidance and distance study methods and less on teaching. There is therefore reason to presume that the increase in the number of full-time posts is mainly due to the increased efforts for development and not to teaching.

Table 59.

Number of teachers at CFL
on October 15, 2000–2002¹⁾

School year Teacher training Course provider	No. of active teachers			Average extent of duty in per cent	No. of teachers adjusted to full-time posts	
	Total	of which			of which with permanent post	
		Men	Women		Total	
2000/01 All teachers	70	34	36	48.1	34	28
of which						
No. with teacher training	57	31	26	46.8	27	24
Prop. (%) with teacher training	81.4	91.2	72.2	.	79.3	83.5
2001/02 All teachers	80	34	46	42.4	34	28
of which						
No. with teacher training	65	30	35	42.2	27	24
Prop. (%) with teacher training	81.3	88.2	76.1	.	80.8	85.6
2002/03 All teachers	74	37	37	68.4	51	41
of which						
No. with teacher training	57	29	28	68.9	39	33
Prop. (%) with teacher training	77.0	78.4	75.7	.	77.7	79.0
Course provider 2002/03						
Härnösand	37	20	17	94.3	35	29
of which						
Prop. (%) with teacher training	75.7	70.0	82.4	.	75.6	75.8
Norrköping	37	17	20	42.4	16	12
of which						
Prop. (%) with teacher training	78.4	88.2	70.0	.	82.3	86.5

¹⁾ Refers to the week of October 15.

Expenditure

The expenditure for CFL totalled almost SEK 45 million for the 2002 financial year. Compared with 2001, expenditure has fallen by SEK 7 million or close on 14 per cent in fixed prices. Expenditure for CFL was financed predominantly by government grants. In addition to this grant schools have also received an extra government grant within the framework of the Adult Education Initiative programme (SEK 5.5 million). Pupil fees for teaching materials (SEK 2.6 million) and municipal grants for premises (SEK 5.7 million) are other important sources of finance.

The largest item of expenditure is development work, which answers for 39 per cent of CFL's expenditure while administration makes up 20 per cent, premises 15 per cent and teaching 15 per cent of the expenditure.

Table 60.

Expenditure for CFL 2000, 2001
and 2002

	All principle organisers	
	Expenditure, total MSEK	Proportion (%)
Total 2000	53	100
Total 2001	51	100
Total 2002	45	100
of which		
tuition	7	15
premises	7	16
administration	9	20
teaching material/equip./lib	3	6
development work	18	39
other	2	4

10.3 Results

In the 2001/02 school year, 4,184 course participants completed upper secondary adult education or supplementary education at CFL. Of these, 3,171 received grades in accordance with the goal-related grade system.

Table 61.

Distribution of grades for course participants who have completed a course in upper secondary adult education and supplementary education, 2001/02 school year

The distribution of grades within CFL was Failed (IG) 3.4 per cent, Passed (G) 24.9 per cent, Passed with Distinction (VG) 43.8 per cent and Passed with Special Distinction (MVG) 28.0 per cent. Compared with municipal adult education the proportion of IG and G was significantly lower within CFL and the proportion of VG and MVG significantly higher.

Educational level Course School Sex	Number of course participants who completed the course	Number of course participants with goalrelated grades	Of which with the grade							
			Failed (IG)		Passed (G)		Passed with Distinction (VG)		Passed with Special Distinction (MVG)	
			Number	Pro- portion %	Number	Pro- portion %	Number	Pro- portion %	Number	Pro- portion %
Upper secondary adult education	3 685	2 730	91	3.3	676	24.8	1 076	39.4	887	32.5
of which										
Mathematics A	192	145	8	5.5	38	26.2	58	40.0	41	28.3
English A	191	86	1	1.2	18	20.9	45	52.3	22	25.6
Swedish B	179	138	7	5.1	40	29.0	50	36.2	41	29.7
Mathematics B	149	128	6	4.7	30	23.4	55	43.0	37	28.9
Business Economics A	118	94	10	10.6	34	36.2	28	29.8	22	23.4
Swedish A	156	106	4	3.8	27	25.5	29	27.4	46	43.4
Civics A	113	91	0	0.0	24	26.4	39	42.9	28	30.8
Other courses	2 587	1 942	55	2.8	465	23.9	772	39.8	650	33.5
Supplementary education	449	441	17	3.9	112	25.4	312	70.7	0	0.0
All students	4 184	3 171	108	3.4	788	24.9	1 388	43.8	887	28.0
of which										
Correspondence	3 687	2 675	99	3.7	651	24.3	1 180	44.1	745	27.9
Interval courses	497	496	9	1.8	137	27.6	208	41.9	142	28.6
Härnösand	988	986	16	1.6	269	27.3	419	42.5	282	28.6
Norrköping	3 196	2 185	92	4.2	519	23.8	969	44.3	605	27.7
Men	1 518	1 207	28	2.3	239	19.8	650	44.7	290	24.0
Women	2 666	1 964	80	4.1	549	28.0	738	37.6	597	30.4



Swedish for immigrants (SFI)

11.1 Organisation

Swedish for immigrants (SFI) aims at providing adult immigrants with basic knowledge of Swedish and Swedish society. All municipalities are obliged to ensure that those persons who do not have the basic knowledge of Swedish that the course is intended to provide are offered SFI from the latter half of the year of their sixteenth birthday.

The standard target for tuition is 525 hours. The actual number of hours of tuition may be less or more than this depending on the amount of teaching required by the student to achieve the goals for knowledge in the syllabus. Students start studying at the language level determined by their prior knowledge and stop when the objective for the tuition has been achieved. For those who are illiterate, SFI should be combined with reading and writing in basic adult education. For young people aged from 16 to 19, SFI can be combined with an individual programme at the upper secondary school. Swedish as a foreign language can be read as a supplement to SFI in basic adult education.

The basic SFI course has so far only had one syllabus for all students but in the 2002/03 school year a new syllabus was introduced containing three different study paths each with two courses. The new syllabus system is designed to meet the various educational backgrounds, conditions and study objectives of all immigrants.

Within SFI 1 the goals are tailored to suit immigrants who are illiterate or have very little education. SFI 2 and SFI 3 have a quicker rate of study and more advanced goals. The new syllabus system was put into use on August 1, 2002 and is compulsory for students who began SFI after January 1, 2003. The following student statistics refer to the 2001/02 school year, i.e. the year before the new syllabus was introduced.

The municipalities are responsible for SFI and decide how teaching is to be organised, i.e. the intensity of tuition and who arranges the course. SFI is organised in the majority of municipalities in partnership with municipal adult education. Some municipalities use study associations, folk high schools or private providers to carry out SFI. Some municipalities form municipal federations to arrange SFI.

The 2001/02 school year

In the 2001/02 school year, a total of 39,978 students took part in SFI. This is about 2,700 more than the previous school year. Around 18,500 of the students in the 2001/02 school year were beginners in SFI. The remaining 21,500 or so had begun SFI one or several years before. The number of beginners in 2001/02 was about the same as the previous school year. The number was however more than compared with 1996/97–1999/00 (approx. 14,000 students/yr) but significantly fewer than the years before. During 1994/95 the number of beginners was just over 32,000.

Table 62.
Course organisers and students
in SFI the 1997/98–2001/02
school years

Year Course organiser	Number of municipalities	Number of course organisers	Number of students	Number of students per	
				Municipality	Course organiser
1997/98	255	288	35 746	140	124
1998/99	246	267	34 701	141	130
1999/00	242	262	34 115	141	130
2000/01	242	265	37 322	154	141
2001/02	241	266	39 978	166	150
of which					
Municipal	229	232	26 148	114	113
Study association	12	15	6 211	518	414
Other	13	19	7 619	586	401

Of all students in 2001/02, 13,014 (33 %) were refugees, 2,492 (6.2 %) applicants for permits and 24,472 (61 %) other immigrants. The number of refugees in SFI have fallen since the mid 1990s while the number of applicants for permits has been relatively unchanged until now with a significant rise from just over 500 in the 2000/01 school year to around 2,500 in the 2001/02 school year. The number of other immigrants has increased by just over double the number during the same period. Refugee means a person who, after having been granted a residence permit, has been received by the municipality and for whom the municipality has the right to receive a grant according to the government regulations for reception of refugees in the municipality. Applicants for a residence permit means foreign citizens who have applied for a residence permit in Sweden but who have not yet received a decision. Other immigrants mean students in SFI who are not refugees or applicants for permits.

Among the students in 2001/02, Arabic was the most common first language. 7,859 students had Arabic as a first language. The next most common was Kurdish (2,710 students), and Bosnian/Croatian/Serbian (2,654 students) followed by Spanish, English, Sorani, Persian, Albanian, Russian, Thai, Turkish and Somali, all with more than 1,100 SFI students. 71 per cent of SFI students had one of these twelve languages as first language. Among the remaining 29 per cent of students 115 languages were represented. Most languages were only spoken by a few students. Bihari, Malagan, Papi, Tiben, Zulu and a further ten languages were only spoken by one student in each case.

241 municipalities had SFI students in the 2001/02 school year compared with 246 municipalities in 1998/99 and 277 in municipalities 1994/95. SFI is small in many municipalities. In 68 municipalities, the number of students was under 25, and in 20 it was lower than 10. Only 62 municipalities had more than 100 students in 2001/02.

Of the total number of students in the 2001/02 school year, 59 per cent were women and 41 per cent men. The gender division was therefore unchanged compared with the three most recent years when the proportion of women has been 60 per cent. The proportion of women has however increased compared with the years before that. The proportion of women in the 1994/95 school year was 52 per cent.

The median age was 32 in the 2001/02 school year. 19 per cent of the students were 25 or younger while 14 per cent were 45 or older. The women in SFI were on average about one year younger than the men.

The only information available about the educational background of SFI students is the number of years of schooling in their native country, i.e. a rough measure of earlier education. Half (51 %) of the 2001/02 SFI students had at least a twelve-year education, 70 per cent had a nine-year education or longer and ten per cent had a previous education of three years at the most.

Immigrants with a very short education must in general study reading and writing in basic adult education before or at the same time as SFI. There are deficiencies in the SFI statistics since students who are actually engaged in SFI studies are only classified as taking part in basic adult education by some municipalities and are therefore not reported. The number of students in SFI may thus be underestimated and the educational level overestimated.

The educational background varied greatly among students with different first languages. Students with Japanese as a first language had on average 15 years of previous education and students with Czech, Korean and Icelandic on average 14 years of education. Students with Romany had on average five years of education and Vietnamese, Thai and Turkish on average eight years of education.

The proportion of women also varied between language groups. Among students with Japanese, Thai and Tagalog as their first language, the proportion of women was over 90 per cent. Among students with English, Italian, Hebrew and Burmese as first language and at least 25 students with the same first language, the proportion of women was less than 40 per cent.

11.2 Resources

The number of active teachers (not including temporary employees) was 1,523 during the measurement week in October 2002. This is somewhat fewer than in October 2001 – 1,493. The average extent of duty increased from 77.3 per cent of full-time in October 2001 to 79.2 per cent in October 2002. Adjusted to full-time posts the number of teachers in October 2002 was 1,206, 52 more than the measurement of October 2001.

The number of students increased by about one per cent between October 2001 and October 2002. The number of teachers (adjusted to full-time posts) increased by 4.5 per cent. This meant that the staffing levels (the number of teachers converted into full-time posts per 100 students) rose from 5.4 to 5.6 teaching posts per 100 students.

25.2 per cent of the teachers (adjusted to full-time posts) had no teaching qualifications, 1.5 percentage points higher than the previous year and between five and six percentage points higher than the years before that. The proportion of teachers without teacher training is as previously considerably greater among other course organisers than in SFI organised by the municipalities. 78 per cent of the teachers in municipal SFI had teacher training compared with 59.9 at other SFI organisers.

Table 63.
Teachers in SFI on October 15,
2000, 2001 and 2002¹⁾

School year Teacher training Course organisers	No. of active teachers			Average extent of duty in per cent	No. of teachers adjusted to full-time posts		No. of full-time teachers per 100 students
	Total	of which			Total	of which with permanent posts	
		Men	Women				
2000/01 All teachers	1 427	219	1 208	78.7	1 123	864	5.5
of which							
No. with teacher training	1 142	172	970	78.6	897	781	.
Prop. (%) with teacher training	80.0	78.5	80.3	.	79.9	90.4	.
2001/02 All teachers	1 493	237	1 256	77.3	1 154	827	5.4
of which							
No. with teacher training	1 131	173	958	77.8	880	720	.
Prop. (%) with teacher training	75.8	73.0	76.3	.	76.3	87.1	.
2002/03 All teachers	1 523	227	1 296	79.2	1 206	879	5.6
of which							
No. with teacher training	1 130	159	971	79.9	903	748	.
Prop. (%) with teacher training	74.2	70.0	74.9	.	74.8	85.0	.
Per course organiser							
Municipal (all teachers)	1 201	175	1 026	78.9	947	716	6.1
of which							
Prop. (%) with teacher training	78.0	77.7	78.1	.	78.9	89.9	.
Other (all teachers)	322	52	270	80.6	259	163	4.4
of which							
Prop. (%) with teacher training	59.9	44.2	63.0	.	60.0	63.5	.

¹⁾ Refers to the week of October 15.

Expenditure

The municipal expenditure for SFI totalled SEK 784 million in 2002. This is 11 million more than in 2001 in fixed prices, an increase of one per cent. The proportion of students converted to full-time students increased by 15 per cent between 2001 and 2002. Expenditure per full-time student has therewith fallen by 12 per cent in fixed prices. The expenditure per full-time student in 2002 totalled SEK 40,400.

The standard measurement for a full-time student is 425 hours of tuition (60 minutes) a year. This is approximately the same number of planned hours of tuition used as the standard for a full-time student in municipal adult education.

The expenditure per full-time student in SFI was higher than in municipal adult education, SEK 40,400 compared with 33,000 in basic adult education and SEK 35,400 in upper secondary level adult education and supplementary courses. In the early 1990s when there was a large number of SFI students, the expenditure per full-time SFI student was lower than in municipal adult education.

The expenditure per student hour in SFI in 2002 was approximately SEK 95. This means that the expenditure for a student who has been approved after having participated in SFI for 525 hours, the target for the time it takes to successfully complete the SFI course, was SEK 49,900 in 2002.

Expenditure per full-time student in SFI varies greatly from municipality to municipality just as in previous years. The number of students is small in many municipalities and it can vary in the space of a year. This can explain some of the variations in expenditure per full-time student. There may also be differences in reporting and quality deficiencies in the information provided. A particular problem in the reports can be to differentiate the expenditure for SFI for the illiterate, where SFI and teaching literacy in basic adult education are often integrated.

11.3 Results

SFI is a type of schooling where students can start and finish tuition at any time during the year. Students with the right to SFI shall be able to start as soon as possible. Unless there are special reasons, teaching shall start within three months. Teaching should take place continuously throughout the year, only interrupted by holidays. Since students begin at their own language level and finish when the goals of the course have been achieved, the period of study can vary greatly.

In order to assess the results of SFI, a group of students who begin at around the same time should be followed up for a relatively long period. Through the system of statistics that was introduced in 1993/94, it is now possible to monitor students for a longer period, to date for nine years, up to and including 2001/02.

Of the 35,500 or so students who started SFI some time in 1993/94, 48.4 per cent had passed the course up to and including the 1995/96 school year, i.e. after an average of two and a half years. After a further eight years, i.e. up to and including 2000/01, 53.4 per cent had passed the SFI course and after nine years (up to and including 2001/02), 53.7 per cent had passed. At the end of 2001/02, there were still 214 students left in SFI (0.6 %). The majority have undoubtedly interrupted their studies on one or more occasions during the period. On average, the students who started SFI in 1993/94 and who were still taking part in courses at the end of 2001/02 had participated in 940 hours of SFI. The maximum number of hours was over 3,000.

Of the 32,400 beginners in SFI some time during 1994/95, 44.1 per cent passed the SFI course after an average of two and a half years, i.e. up to and including the 1996/97 school year. After eight years (up to and including the 2001/02 school year), 49.9 per cent had passed the SFI course, a somewhat lower proportion than those who began SFI year before. At the end of the 2001/02 school year, there were still 346 students (1 %) left on the course. The students who were beginners in 1994/95 and were still on the course at the end of 2001/02 had on average participated in SFI for 893 hours.

Of the latest SFI beginners group that can be followed for an average of two and a half years – 14,600 beginners in the 1999/00 school year – only 35.3 per cent passed the course. The number of students left on the course was somewhat lower than for previous beginner groups, 9.2 per cent. The pro-

portion who finish the course without a pass or discontinue the course was 55.4 per cent, higher than among previous beginner groups.

Table 64.

Study results two years after
beginning the SFI course
1993/94–1999/00

	Number of students	of which proportion (%) who two years after starting SFI		
		completed and passed the course (%)	discontinued the course or took a break	continued the course the next school year
Beginners 1993/94	35 500	48.4	41.8	9.8
Beginners 1994/95	32 400	44.1	44.8	11.1
Beginners 1995/96	17 300	37.3	52.6	10.1
Beginners 1996/97	14 000	34.6	54.4	11.0
Beginners 1997/98	15 200	37.8	51.5	10.7
Beginners 1998/99	15 054	37.3	52.3	10.4
Beginners 1999/00	14 612	35.3	55.4	9.2

Of the beginners in SFI in 1999/00, 35.3 per cent had been approved up to and including 2001/02. 15.4 per cent had been approved the first year, 13.9 per cent during the second year and a further six percent during the third year. Among those who by the end of the 2001/02 school year had discontinued the course without passing or taken a break, many will probably return to SFI again. If the pattern is the same as for the 1993/94 SFI group, a further few per cent will pass the course within two to three years.

Diagram 15.

Study results in SFI within one,
two and three years respectively
for SFI beginners 1999/00

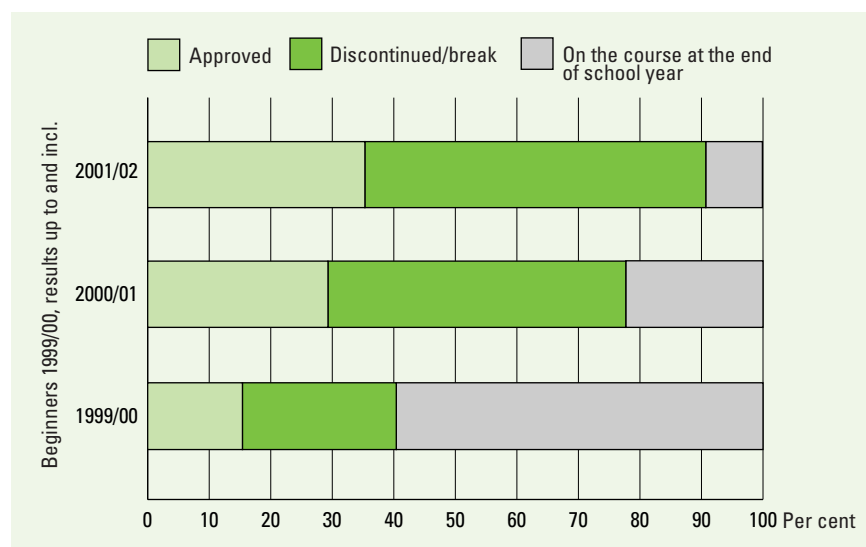


Table 65 shows the study results for SFI beginners from 1999/00 up to and including 2001/02 divided into gender, age, educational background and various first languages. There is a strong connection between previous education and results. Nearly half of the beginners in 1999/00 with at least 13 years of education behind them passed the SFI course within two and a half years compared with only 13.8 per cent of those who had six years of education at the most and 23.5 per cent of those with 7–9 years of education. In all language groups students with a longer education behind them were approved to a greater extent than students with shorter education behind them. There were however differences between the various language groups. About a third

of the highly educated students (at least 13 years of education) with Somali, Assyrian/Syrian or Turkish as first language passed the SFI course within two and a half years compared with two thirds of the highly educated students with Rumanian, Lithuanian, or Russian as their first language.

As shown in the table the study results vary between different age and language groups. The pattern is relatively similar between years. Younger students pass the course to a greater extent than older students. Students with a certain first languages pass the course to a greater extent than others. This naturally has to do with the differences in educational backgrounds between students from different parts of the world but also to the linguistic differences between Swedish and the other languages. 62.3 of the students with Russian as a first language passed the SFI course, the highest proportion among the ten language groups with the most number of SFI beginners in 1999/00. 19.2 per cent of the students with Somali as their first language are still on the SFI course after two and a half years, i.e. they have not registered as discontinuing the course, taking a break or quitting the course completely by the end of 2001/02. The largest proportion of students from the ten largest language groups presented here discontinuing or taking a break from the course are those with English as their first language.

Table 65.
Study results up to and including
the 2001/02 school year for SFI
beginners 1999/00

Age Sex Educational background First language	Students									
	Total number	Proportion (%) of total number of students	of which							
			Passed the SFI course ¹⁾		Completed the SFI course without a pass ²⁾		Discontinued/took a break		Continuing with SFI in 2002/03	
			Number	Prop. %	Number	Prop. %	Number	Prop. %	Number	Prop. %
All	14 612	100	5 161	35.3	880	6.0	7 221	49.4	1 350	9.2
of which										
women	8 515	58.3	3 210	37.7	477	5.6	3 994	46.9	834	9.8
men	6 097	41.7	1 951	32.0	403	6.6	3 227	52.9	516	8.5
of which in age										
–24	3 313	22.7	1 245	37.6	137	4.1	1 735	52.4	196	5.9
25–39	8 192	56.1	3 125	38.1	412	5.0	3 921	47.9	734	9.0
40–54	2 617	17.9	707	27.0	265	10.1	1 297	49.6	348	13.3
55 years or more	490	3.4	84	17.1	66	13.5	268	54.7	72	14.7
of which with education										
maximum 6 years	2 067	14.1	286	13.8	163	7.9	1 222	59.1	396	19.2
7–9 years	2 069	14.2	486	23.5	154	7.4	1 166	56.4	263	12.7
10–12 years	5 043	34.5	1 884	37.4	316	6.3	2 469	49.0	374	7.4
13 years or more	5 433	37.2	2 505	46.1	247	4.5	2 364	43.5	317	5.8
of which with first language										
Albanian	427	2.9	119	27.9	32	7.5	234	54.8	42	9.8
Arabic	2 413	16.5	634	26.3	167	6.9	1 303	54.0	309	12.8
Bosnian/Croatian/Serbian	1 035	7.1	454	43.9	60	5.8	463	44.7	58	5.6
English	1 050	7.2	337	32.1	33	3.1	653	62.2	27	2.6
Kurdish	866	5.9	238	27.5	85	9.8	387	44.7	156	18.0
Persian	590	4.0	239	40.5	25	4.2	267	45.3	59	10.0
Russian	759	5.2	473	62.3	31	4.1	231	30.4	24	3.2
Somali	796	5.4	218	27.4	80	10.1	345	43.3	153	19.2
Spanish	913	6.2	344	37.7	35	3.8	462	50.6	72	7.9
Turkish	438	3.0	92	21.0	27	6.2	256	58.4	63	14.4
Other	5 325	36.4	2 013	37.8	305	5.7	2 620	49.2	387	7.3

¹⁾ Received grade Passed or Passed with distinction on the course.

²⁾ Taken off the course for not benefiting from tuition or left without passing and being awarded a certificate for the knowledge achieved while on the course because they are leaving the country.

The guidelines for the number of hours required to pass SFI is 525 hours. The number of hours can be exceeded or lowered depending on the needs of the individual student to successfully complete the course objectives. Students who passed during their first year have naturally participated in fewer hours of tuition than those who pass during their third year of study. Due to interruption of studies and study intensity, however, the number of hours also varies considerably among the students who passed in 2001/02. On average, the beginners in 1999/00, who passed the course up to and including 2001/02, had participated in 382 hours of tuition. Many students have passed after considerably more hours. The average number of hours in SFI after two and a half years is considerably lower for the beginners group in 1999/00 than for the beginners groups in the early and mid 1990s, both among students who passed SFI, among those who interrupted their studies and those still studying.

12



Independent supplementary education

12.1 Organisation

Independent supplementary education is education that is arranged by a physical or legal person that either supplements upper secondary school or equivalent education or has at least upper secondary, upper secondary for people with learning disabilities or equivalent education or certain working life experience as the lowest admissions requirement but which cannot be regarded as being comparable with higher education in accordance with the Higher Education Act.¹ Examples of supplementary education are arts and handicrafts, dance, advertising and fashion, business and economy, technology, food and health etc.

Independent supplementary educational programmes can be put under government inspection and can entitle pupils to study allowance if the course is deemed valuable from a national interest point of view, e.g. provide access to useful vocational skills with a national interest. The educational courses could receive government grants if they are seen as being particularly valuable from a national point of view, such as e.g. contributing to preserving Swedish heritage. The National Agency for education decides on government inspection and grants and also which courses entitle the students to study allowance in accordance with the study support ordinance.

Government support is available on condition that the educational programme is designed to comply with basic democratic values. The programme shall be based on scientific or artistic grounds or on proven experience. Furthermore, the programme shall be of a certain proportion, contain a plan of the contents and objectives, have acceptable admissions and selection criteria, skilled

¹ Ordinance (2000:521) on government support to independent supplementary educational programmes.

teachers and instructors and a person responsible for leading the programme. The pupils will receive grades or certificates at the end of the course. Only reasonable fees are to be asked of the pupils.

For a programme to be declared to entitle the pupils to student grants/ government grants, the principle organiser must have a committee or management group for the educational programme, acceptable syllabi and a blueprint for skills enhancement, follow-up and evaluation.

The following table presents the number of schools that carried out educational programmes autumn 2002, the number of courses and the number of participants.

Table 66.

Number of schools, courses and pupils at independent supplementary educational programmes autumn 2001 and autumn 2002 divided into various types of government support

Government support	Number of schools	Number of courses	Number of pupils		
			Total	Women	Men
Autumn 2001 Total ¹⁾	95	207	6 747	4 043	2 704
Autumn 2002 Total	92	213	7 103	3 592	3 511
of which					
Inspection	41	59	3 417	1 336	2 081
Inspection + student grants	23	63	1 427	717	710
Inspection + student grants + govt. grants	38	90	2 245	1 529	716
Inspection + govt. grants	1	1	14	10	4

¹ Figures have been adjusted in relation to the previous year's report.

2001 was the first time statistics were compiled on pupils from all independent supplementary educational programmes distributed into the various types of government support. In previous years only certain parts of the supplementary programmes were compiled. These figures are not comparable with the figures presented here.

Many areas of expertise

The independent supplementary programmes cover many specialist areas. The length of the programmes vary from short courses to 3-year programmes. The programmes do not follow the traditional terms, which means the number of courses and pupils vary throughout the year. The tables present the number of pupils for autumn term 2002. There were more pupils for autumn term 2002 than for spring term.

Table 67.

Number of courses and pupils divided into specialist areas autumn 2002

Specialist area	Number of courses	Number of pupils	Proportion (%) of women	Average age ¹⁾
Total	213	7 103	51	29
of which				
Dance, theatre, music	43	994	55	23
Design, fashion	14	307	90	25
Economics, consumer technology, communication, media	27	1 798	43	30
Aviation	14	170	7	29
Handicrafts	46	909	78	34
Health, healthcare, skincare, environment	14	428	89	29
Art	46	1 276	64	26
Technology	9	1 221	5	32

¹⁾ Figure regarding the age of 70 pupils is not available so the average age is based on 7,033 pupils.

Supplementary educational programmes have many and varied areas of expertise. The largest group of pupils, 25 per cent, attend courses on economics, consumer technology, communication and media. Around 32 per cent of pupils attend courses within the arts such as art and dance, theatre and music.

12.2 Resources

The details presented below on teachers and expenditure only refer to programmes covered by student grants and/or government grants. This kind of information is not compiled for programmes that only have government inspection.

Teachers

The various areas of expertise is also reflected in the mixture of teachers involved in independent supplementary education. Many of the teachers possess specialist know-how and only work a limited number of hours on each programme. The number of teachers on the programmes covered by student grants and/or government grants in autumn 2002 totalled 929², or the equivalent of 363 full-time posts. 24 per cent had teacher training qualifications and 47 percent were women.

Expenditure

The total expenditure for educational programmes that entitled pupils to student grants and/or government grants was SEK 310 million. Of this, tuition answered for 40.4 per cent and premises and equipment for 23.5 per cent. In fixed prices the total expenditure was six per cent higher than the previous year while the expenditure for a full-time pupil fell by 1.5 per cent.

Table 68.

Principle organisers' expenditure 2001 and 2002. Educational programmes with student grants and/or government grants

Educational programmes with student grants and/or govt. grants		Total expenditure	of which				
			Tuition	Premises and fixtures and fittings	Teaching materials, equipment and school library	Student welfare	Other
2001	Expenditure total SEK thousand	287 724	116 389	67 694	23 405	1 475	78 761
	Expenditure per full-time place ¹⁾ , SEK	84 700	34 300	19 900	6 900	430	23 200
2002	Expenditure total SEK thousand	310 448	125 415	72 900	29 987	1 498	80 647
	Expenditure per full-time place¹⁾, SEK	85 200	34 400	20 000	8 200	410	22 100
of which supplementary programmes entitled to student grants							
	Expenditure total, SEK thousand	113 096	45 952	26 495	15 604	268	24 778
	Expenditure per full-time place ¹⁾ , SEK	73 100	29 700	17 100	10 100	170	16 000
of which supplementary programmes with govt. grant							
	Expenditure total, SEK thousand	197 352	79 463	46 405	14 383	1 231	55 869
	Expenditure per full-time place ¹⁾	94 200	37 900	22 200	6 900	590	26 700

¹⁾ A place for a student on full-time education.

² The number of active teachers and teachers adjusted to full-time posts was underestimated in the previous year's report autumn 2002 due to staff hired from companies were not added to the figures.



Swedish education abroad

13.1 Organisation

The purpose of Swedish education abroad is to make it easier for Swedes with children of school age to work abroad for a limited period. In this perspective, it is important that schools exist where teaching corresponds to the Swedish school and this is the basic reason why the government supports education of Swedish children living abroad. This is however conditional on the employment abroad serving Swedish interests. The following are types of Swedish education supported by public funds:

- Swedish school abroad, i.e. regular education at compulsory and upper secondary school level.
- Distance learning for adolescents in year 7–9 and at upper secondary school.
- Supplementary Swedish teaching.
- Education at a foreign school (international school), an expanded type of supplementary Swedish education.
- European schools.

Pupils who meet the requirements stated in the Ordinance concerning central government grants for the education of Swedish children and young people abroad (SFS 1994:519) are eligible for regular education at a Swedish school abroad. The main requirement is that at least one parent is employed at a Swedish or international organisation, a Swedish company or employed in cultural activity that the family's livelihood depends on. Children that are not eligible are accepted if places are available but the school does not have the right to government grants for them.

Norwegian compulsory school pupils who are taught at Swedish schools abroad are also eligible for central government grants. A cooperation agreement has been reached between Sweden and Norway that permits each country to enrol each other's children in their respective schools abroad. This agreement does not apply to upper secondary school. There is a similar agreement with Finland but its application is somewhat different to that of the Norwegian agreement, e.g. the schools abroad obtain government grants for Finnish pupils directly from the Finnish government.

The eligibility requirements for pupils who wish to take part in distance learning are basically the same as for regular tuition. Eligibility for supplementary Swedish tuition is however that one parent is a Swedish citizen.

Swedish schools abroad

There are three categories of Swedish schools abroad. Schools which have been started at the initiative of one or more companies and which mainly arrange teaching for the companies' officials; mission schools and the large group of "other schools" with children from different categories. Schools are often run by a Swedish school association at the place in question, a mission organisation or a Swedish company.

In the 2002/03 school year, tuition for compulsory school pupils took place at 31 Swedish schools abroad in 21 countries. Two new schools started in autumn 2002 and four had no pupils. The new schools are in Las Americas in Spain, and in Medinah in Saudi Arabia. The schools in Jeddah (Saudi Arabia), Molkawa (Sri Lanka, Luanda (Angola) and Berbérati (Central African Republic) had no pupils for the 2002/03 school year. Six of the 31 Swedish schools abroad offered compulsory and upper secondary education. The largest number of schools is in Europe (17). There are five schools in both Africa and Asia and four in America.

Table 69.
Education at Swedish schools
abroad during the week of
October 15, 1998–2002

School year	Number of countries	Number of schools	Number of pupils in						
			Pre-school	Compulsory school ¹⁾		Upper secondary school		Distance	Supplementary
			class Total	Total	of which eligible ²⁾	Total	of which eligible	learning with tutoring	Swedish teaching ³⁾
1998/99	23	32	.	1 046	925	165	112	99	424
1999/00	22	31	.	1 031	891	166	113	65	380
2000/01	22	31	.	1 057	921	190	114	80	358
2001/02	24	33	.	1 107	952	219	127	104	316
2002/03	21	31	102	1 038	790	243	87	74	338

¹⁾ Both eligible and non-eligible pupils who participate in regular compulsory school education abroad.

²⁾ Pupils from Sweden who meet the requirements for eligibility and pupils from Norway who are offered tuition in accordance with the cooperation agreement.

³⁾ Only refers to supplementary Swedish education carried out at Swedish schools abroad.

From the 2000/01 school year Swedish schools abroad also include the pre-school class. Details of this activity are presented from the 2002/03 school year when around three quarters of the 102 pupils in pre-school classes were in Europe (75), Asia (13), Africa (9) and America (5).

The number of pupils in Swedish schools abroad in the 2002/03 school year was 1,038, which is 69 fewer (-6 %) than the previous year. Of the total number of pupils, the majority, 844, attend levels 1-6 and 194 attend 7-9. The number of pupils in 1-6 has fallen by 81 (approx. 9 %) while the number in 1-6 has rose by 12 (7 %).

The total number of pupils in compulsory school in Europe has fallen (-24 pupils) for the first time since the 1996/97 school year. In Asia and Africa the number of pupils has fallen every year since the 1997/98 school year. In school year 2002/03 Asia had 135 and Africa 112 fewer pupils in compulsory school than the 1994/95 school year when figures were presented for the first time.

Diagram 16.
Swedish schools abroad,
2002/03 school year



The proportion of six-year-olds in first year continues to fall. The proportion of six-year-olds in first year, which was 45 per cent in autumn 1999, has fallen to 20 per cent in 2002/03 school year. This reduction can be explained by the majority of six-year-olds now attending the pre-school class. In the municipal compulsory school in Sweden, 2.8 per cent were six-year-olds or younger and the corresponding figure for independent schools in Sweden was 6.6 per cent.

Pupils from other countries than Sweden received tuition at 23 of 31 Swedish schools abroad. A total of 249 (21 %) pupils from other countries participated in the 2002/03 school year; 108 Norwegian, 65 Finnish and 76 from other countries.

Swedish school abroad with upper secondary education increased their number of pupils by 24 (11 %) in the 2002/03 school year. Of the 243 pupils who participated in upper secondary education, 217 were in Europe, 46 in Brussels, 68 in Fuengirola, 63 in London, 23 in Madrid and 17 in Paris. The remaining 26 pupils were in Kenya and Nairobi.

Table 70.

Number of pupils in regular education at Swedish schools abroad on October 15, 1998–2002

School year Level	Number of pupils in				
	Europe	Asia	Africa	America	All
1998/99	871	145	166	29	1 211
1999/00	928	108	136	25	1 197
2000/01	1 003	105	118	21	1 247
2001/02	1 066	101	120	39	1 326
2002/03	1 140	95	117	31	1 383
of which education in					
pre-school class¹⁾	75	13	9	5	102
compulsory school	848	82	82	26	1 038
years 1–6	670	82	66	26	844
years 7–9	178	0	16	0	194
upper secondary	217	0	26	0	243
of which specialist area					
Natural Science programme	58	0	8	0	66
Social Science programme	145	0	18	0	163
Other area ²⁾	14	0	0	0	14

¹⁾ Figures for pupils attending pre-school at Swedish schools abroad are presented in school year 2002/03 for the first time.

²⁾ Pupils who follow a Norwegian curriculum.

As in the previous year, upper secondary education in the 2002/03 school year only consisted of three-year programmes leading to higher education and pupils were distributed in much the same fashion. Around two thirds (67 %) had chose Social Science programmes while around a quarter (27 %) of the pupils chose the Natural Science programmes. The remaining proportion studied a course based on the Norwegian curriculum.

Distance learning

In addition to the regular compulsory school and upper secondary school education, other education for Swedes abroad is available in the form of distance learning and supplementary Swedish teaching. Distance learning was previously called correspondence teaching. This type of education is intended for young people who would have studied in year 7–9 of the compulsory school or at upper secondary school, but who live at a place where teaching in Swedish is not available at that level. Pupils who are eligible for distance teaching are entitled to study material free of charge and may be tutored if there is a Swedish school abroad at that place with years 1–6.

74 pupils took part in distance teaching with tutoring at Swedish schools abroad in the 2002/03 school year, a reduction of 30 pupils from the 2001/02 school year. A further 98 pupils took part in distance teaching without being tutored by staff at a Swedish school abroad.

Supplementary Swedish teaching

Supplementary Swedish teaching is intended for children and young people who take part in foreign education and who wish to maintain and develop their knowledge of Swedish and Sweden. It normally consists of a few hours a week and follows a special syllabus compiled by the National Agency for Education. Supplementary Swedish teaching is arranged by the majority of Swedish schools abroad, but can also be arranged by other principal organisers, usually a Swedish school association.

Just over 3,500 pupils (including pupils at foreign schools, see the section Foreign Schools) took part in supplementary Swedish teaching in the 2002/03 school year, 338 of whom were taught at 18 of the 31 Swedish schools abroad. The majority thus received tuition arranged by another principal organiser.

Foreign schools

An international school, Lycée International i Saint Germain-en-Laye outside Paris receives a government grant for carrying out an expanded form of complementary Swedish tuition. The school is a French state compulsory and upper secondary school which has a Swedish section where 125 pupils were taught 6–8 hours a week in the 2002/03 school year. The expanded Swedish tuition at the American School of Warsaw continued its activity in the 2002/03 school year with 41 pupils taking part.

European schools

Approximately 17,000 pupils from the Member States (and from Sweden from 1995) attend European schools. These exist in Brussels and Mol in Belgium, Culham in England, Varese in Italy, Luxembourg, Bergen in the Netherlands, Karlsruhe and Munich in Germany. Sweden has built up Swedish sections in Brussels and Luxembourg. A school started in Alicante in Spain in autumn 2002 and one in Frankfurt, Germany.

The pupils attend pre-school for two years from approximately four years of age (51 Swedish pupils in the 2002/03 school year), then the primary level from 6 years old for five school years (192 Swedish pupils in the 2002/03 school year) and finally the secondary level for seven school years (169 Swedish pupils in the 2002/03 school year) where studies lead to the “European school-leaving examination” (Baccalaureate Européenne an equivalent to the IB=International Baccalaureate), which provides eligibility to universities and other institutions of higher education in the EU Member States. Teaching is in accordance with special curricula, syllabi and timetables.

European schools are only presented here in this way (pupil information is not included in tables 69–74).

13.2 Resources

Teachers

In autumn 2002, 310 teachers (including 20 pre-school teachers) were employed at the Swedish schools abroad. Of these 222 worked at schools in Europe. The increase in the number of teachers working more than 40 per cent of full-time continues. In the 1999/00 school year 56 per cent of the teachers worked more than 40 per cent. This proportion has gradually increased and in the 2002/03 school years stands at 69 per cent. As in schools in Sweden, women are in a clear majority in the teaching profession. The proportion of women increased by two percentage points to 75 per cent this school year. The proportion of teachers with teaching qualifications was 80 per cent, the same as last year.

Table 71.
Teachers at Swedish schools
abroad on October 15, 2000–2002

School year Teacher training	Number of practising teachers		
	Men	Women	Total
2000/01 Teachers total	66	229	295
number with teacher training	51	181	232
prop. (%) with teacher training	77	79	79
2001/02 Teachers total	84	228	312
number with teacher training	70	179	249
prop. (%) with teacher training	83	79	80
2002/03 Teachers total	76	234	310
number with teacher training	66	183	249
prop. (%) with teacher training	87	78	80

At the time of measurement (week 42) the set tuition hours totalled just over 5,000 teaching hours. 75 per cent of these were at compulsory school and 16 per cent at upper secondary school. The remaining hours were for supplementary Swedish teaching, distance learning and tutoring.

The average number of teaching hours per week and pupil was 3.6 (3.6) at compulsory school and 3.3 (4) at upper secondary school. The figures within brackets refer to the previous year.

Expenditure

The total expenditure for Swedish schools abroad in 2001/02 was around SEK 176 million. The increase of SEK 33 million in the total expenditure (current prices) from the previous year can be attributed to the increase in the number of schools. A considerable part of the expenditure was financed as before with central government grants, which totalled SEK 62 million in 2001/02.

Table 72.
Expenditure for Swedish schools
abroad, 1999/00–2001/02 school
years according to educational
levels (current prices)

All schools		Average expenditure per pupil ¹⁾ (SEK) for				
		Compulsory school		Upper secondary	Distance learning	Supplementary Swedish
	Expenditure total SEK	Years 1–6	Years 7–9	school	with tutoring	teaching
1999/00	125 223 999 ²⁾	88 900	130 500	94 500	69 200	4 500
2000/01	142 971 748	97 400	117 600	112 500	75 000	5 000
2001/02	175 683 591³⁾	103 300	144 600	132 000	70 700	5 600
min	368 500	41 000	60 300	63 300	24 000	800
max	54 291 289	275 700	317 000	220 200	463 600	12 400

¹⁾ Number of pupils on October 15, 1999, 2000 and 2001.

²⁾ The total expenditure includes figures from 29 schools. One school did not provide expenditure figures for the 1999/00 school year.

³⁾ The total expenditure includes figures from all 33 schools that were active during 2001/02.

Expenditure at the Swedish schools abroad differs greatly from school to school. Small schools cost most. In schools with up to 20 pupils the expenditure per pupil is SEK 122,400. The average expenditure for a pupil in years 1–6 is SEK 103,300, an increase of SEK 5,900 (current prices) per pupil compared with the previous school year. The average expenditure per pupil in years 1–6 varies per school between SEK 41,000 and 275,700.

The average expenditure per pupil for teaching in years 7–9 is SEK 144,600, an increase of SEK 27,000 (current prices) compared with the previous year. Expenditure per upper secondary school pupil 2001/02 was on average SEK 132,000, around SEK 19,000 more per pupil than the previous school year. Expenditure varies from school to school between SEK 63,300 and 220,200.

The average expenditure for the other activities, distance learning with tutoring and supplementary Swedish teaching provided at Swedish schools abroad is SEK 70,700 and SEK 5,600 per pupil. Supplementary Swedish tuition only consists of a couple of hours of tuition a week per pupil.

13.3 Results

Compulsory school

In the 2001/02 school year, 46 pupils received leaving certificates from compulsory school at six Swedish schools abroad. Thirteen of the pupils (28.3 %) had not reached the objectives, in one or more subjects, which can be compared with compulsory school in Sweden where the corresponding figure was 25.4 per cent. The proportion of pupils who did not receive leaving certificates in one or more subjects the previous school year was only 7.7 per cent. One of the reasons to the poor results in Swedish schools abroad *could* be the fact that pupils move abroad during senior level compulsory school and therewith miss vital education.

As in previous years the average final grades were high. The average merit rating for all pupils was 250, slightly lower than the previous year's figure of 256. The difference between girls and boys average merit ratings, 253 and 248 respectively in the 2001/02 school year was just as large as the previous year when the figure was 258 and 253 respectively. This is comparable with compulsory school in Sweden where the average merit rating in year 9 for the 2001/02 school year was 216 for girls and 194 for boys.

Table 73.
Final grades in year 9 for pupils
at Swedish schools abroad in the
2001/02 school year

	Pupils leaving year 9		Average merit rating	Proportion (%) of pupils entitled to upper secondary	Pupils who have not achieved the goals of those who have or should have received goal and knowledge-related leaving certificates							
	of which				Total		In one subject		In two or more subjects		In all subjects	
	Total	with leaving certificates			Number	Proportion (%)	Number	Proportion %	Number	Proportion %	Number	Proportion %
	number	certificates										
Compulsory school												
Total of which	46	46	250	96	13	28	8	17	5	11	0	0
boys	23	23	248	100	8	35	5	22	3	13	0	0
girls	23	23	253	91	5	22	3	13	2	9	0	0

Of the 46 pupils who received final grades, all except one achieved at least Passed in English, Swedish and mathematics. In mathematics and English, 63 and 83 per cent respectively achieved at least Approved with Distinction (VG) and in Swedish, 39 per cent achieved VG and 26 per cent Approved with Special Distinction (MVG).

30 pupils received final grades in modern languages within the framework of language option (previously B language). Most pupils (20) received final grades in French and in Spanish and German six and four respectively received final grades. Within the framework of pupil's option (previously C language) 19 pupils received final grades in Spanish and seven and five in German and French respectively.

Upper secondary school

A total of 54 pupils completed their studies and received leaving certificates from the six Swedish school abroad that carried out upper secondary education in 2001/02. Of these, 24 pupils attended the Social Science programme, 16 the Natural Science programme and 14 specially designed programmes. Among all pupils who left upper secondary school, 7 had a reduced programme and 23 an augmented programme. The proportion of those eligible for higher education increased to 96 per cent (52 pupils) compared with 93 (28 pupils) the previous school year.

Table 74.
Pupils with leaving certificates
from upper secondary school,
2001/02 school year

Study path Sex	Number of pupils who received leaving certificates	Average grade points	Number of pupils eligible for university and higher education	Number of pupils with	
				reduced programme	augmented programme
Upper secondary school total	54	15.8	52	7	23
of which					
men	23	14.8	22	3	9
women	31	16.1	30	4	14
National programmes	40	15.4	38	7	19
of which					
Natural Science programme	16	16.4	16	0	8
Social Science programme	24	14.8	22	7	11
Specially designed programmes	14	16.8	14	0	4

The average grade points for all pupils leaving upper secondary school at the six Swedish schools abroad was 15.8 in the 2001/02 school year, unchanged since the previous year. As with the compulsory school pupils in Swedish schools abroad, the upper secondary school pupils had slightly higher average grade points than pupils in Sweden.



Total expenditure for childcare, schools and adult education

The total expenditure for childcare, schools and adult education amounted to SEK 154 billion in 2002. Compared with the previous year the expenditure has risen by nearly SEK 5.5 billion, an increase of nearly four per cent¹. Of the total expenditure, 71 per cent (SEK 110 billion) went on education and 29 per cent (SEK 44 billion) on childcare.

The municipal expenditure for childcare, which amounted to SEK 44 billion, includes municipal payment to privately run activities. The municipal payment to privately run pre-schools, family day-care homes and leisure-time centres amounted to 11.3 per cent of the total municipal expenditure on childcare.

Of the total expenditure on education in 2002, SEK 102 billion went on activities with a municipal principle organiser, which means that 93 per cent of the total expenditure on education is made up of municipal expenditure. The remaining expenditure of around SEK 7 billion is on activities involving independent, government or county council principal organisers. A large part of the other principle organisers' expenditure is however financed by the municipalities.

Childcare, schools and adult education make up a significant part of municipal sector activities. Expenditure for these activities amounted to almost 45 per cent of the total cost of the municipal sector (SEK 348 billion²) in 2002. Of the total municipal expenditure, childcare answered for around 13 per cent while the proportion for schools totalled 32 per cent. This expenditure includes payment to other principle organisers.

¹ Expenditure for 2001 adjusted to fixed prices with the consumer price index (KPI), which increased by 2.2 per cent between 2001 and 2002.

² Expenditure refers to the municipalities' own costs, i.e. tax financed activities.

Childcare consists of pre-school, family day-care homes, leisure-time centres and open pre-schools and leisure-time centres. Pre-school accounts for the greater part of childcare expenditure, (68 %) or SEK 30 billion in 2002. Leisure-time centres cost SEK 10.1 billion and family day-care homes SEK 3.4 billion. Together these activities make up around 30 per cent of the total expenditure on childcare. The open activities, i.e. open pre-school and open leisure-time activities account for just one per cent of the expenditure and cost barely SEK 500 million in 2002.

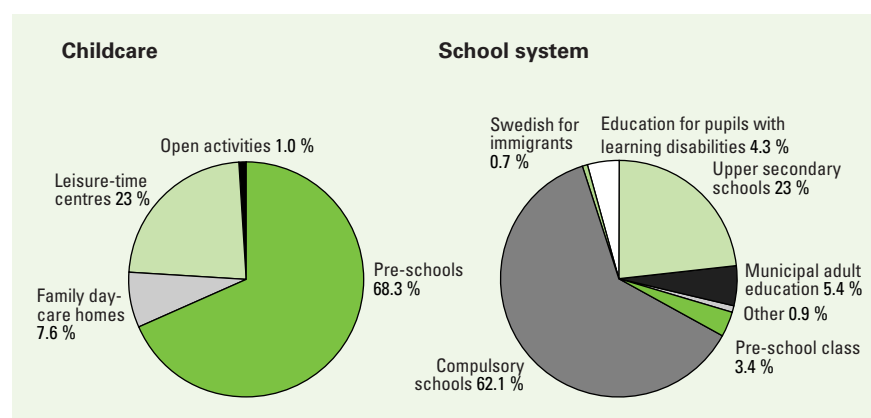
Compared with the 2001 financial year, the total expenditure for childcare has increased by 5.3 per cent³. Pre-school (+7.6 %) and leisure-time centre (+3.5 %) expenditure has increased compared with the previous year but the expenditure on family day-care homes has fallen.

The educational system consists of eleven types of schools, of which compulsory school is largest. In 2002, it cost SEK 68.3 billion⁴, which corresponds to 62 per cent of the total expenditure on the school system. Upper secondary school accounts for 23 per cent (SEK 25.5 billion), municipal adult education for five per cent (SEK 6.0 billion), education for pupils with learning disabilities around four per cent (SEK 4.7 billion) and SFI (Swedish for immigrants) 0.7 per cent (SEK 784 million). Education for adults with learning disabilities, the National Agency for Flexible Learning (CFL) (previously national schools for adults (SSV)), special schools, Sami schools and independent supplementary education together make up around one per cent (SEK 988 million)⁵. The expenditure for the pre-school class, the new type of schooling that came into existence in 1998, totalled SEK 3.7 billion, which corresponds to around three per cent of the total expenditure on the school system.

Total expenditure on education increased by around three per cent (approx. SEK 3.3 billion) between 2001 and 2002.⁶ This increase is largely due to increased costs for the largest types of schools, compulsory (+3.8 %) and upper secondary school (+4.6 %). The total expenditure for schools for pupils and adults with learning disabilities, SFI and supplementary education has also increased compared with the previous year, but the expenditure for pre-schools, Sami schools, special schools municipal adult education and CFL has fallen.

Diagram 17.

The total expenditure for childcare (SEK 44 billion) and school system (SEK 110 billion) distributed to the various activities, 2002



³ Adjusted to the consumer price index (KPI)

⁴ Not including the Sami school.

⁵ Diagram 17 presents schools for adults with learning disabilities, CFL special schools, Sami schools and independent supplementary education as other activities.

⁶ Adjusted to the consumer price index (KPI).

Table 75.

Expenditure (SEK million) for child-care, schools and adult education 1999–2002 (current prices)

	2000	2001	2002
Childcare			
Total all principle organisers¹⁾	39 833	40 897	43 991
of which pre-school	26 392	27 345	30 064
family day-care homes	3 989	3 530	3 358
leisure-time centres	9 015	9 572	10 119
open pre-school	301	297	291
open leisure-time activities	136	153	160
School system			
Total all principal organisers	97 594	104 431	109 978
of which pre-school class	3 719	3 855	3 731
compulsory school (incl. Sami school)	59 663	64 414	68 294
education for pupils with learning disabilities	3 825	4 301	4 753
special school	488	469	467
upper secondary school	22 367	23 871	25 506
municipal adult education	6 402	6 304	5 954
education for adults with learning disabilities (särvox)	109	122	133
CFL (SSV)	53	51	45
Swedish for immigrants (SFI)	687	756	784
supplementary education	281	288	310
School system per principal organiser and type of school			
Municipal principal organisers	92 435	98 294	102 627
of which pre-school class	3 552	3 662	3 504
compulsory school	57 402	61 528	64 778
education for pupils with learning disabilities	3 657	4 086	4 504
upper secondary school	20 701	21 915	23 043
municipal adult education ²⁾	6 328	6 224	5 880
education for adults with learning disabilities (särvox)	109	122	133
SFI	687	756	784
County councils as principal organiser	801	808	787
of which education for pupils with learning disabilities ³⁾	43	49	46
upper secondary school	684	679	666
municipal adult education	74	80	74
Government principal organiser	573	553	545
of which Sami school	32	34	32
special school	488	469	467
CFL (SSV)	53	51	45
Private principal organisers	3 784	4 775	6 019
of which pre-school class ⁴⁾	167	193	227
compulsory school	2 229	2 853	3 483
education for pupils with learning disabilities ⁵⁾	125	166	203
upper secondary school ⁶⁾	982	1 276	1 796
supplementary education ⁷⁾	281	288	310

¹⁾ The expenditure relates to municipally run activities and municipal grants to private operators.

²⁾ The figures also include payments to external course providers.

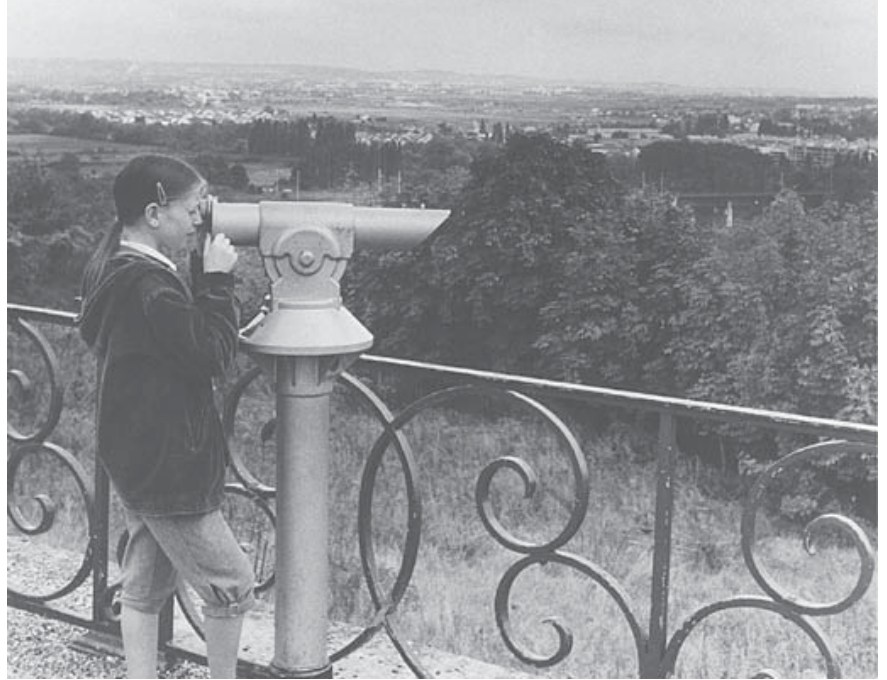
³⁾ The figures refer to government and municipal grants.

⁴⁾ The expenditure relates to activities in independent pre-school classes and international schools. The figures for 2002 includes municipal grants to private activities.

⁵⁾ The expenditure relates to municipal payments to independent schools for people with learning disabilities.

⁶⁾ The expenditure relates to schools entitled to municipal or government grants. Not including supplementary schools with government support.

⁷⁾ Expenditure for supplementary education that received government support and/or are entitled to study support. Includes expenditure for schools that have not had any activities during the 2000, 2001 and 2002 financial years.



International comparisons

Sweden cooperates with both the EU and the OECD (the Organisation for Economic Cooperation and Development) in establishing international educational comparisons through the use of statistics. A great deal of development work was carried out during the 1990s that improved the quality of statistics but there is still some way to go, in particular with regard to definitions and other statistical comparison problems. The differences between the educational systems of the various countries probably poses the greatest challenge, which is why due care and attention must be observed when interpreting international comparisons.

Comparisons are based on the International Standard for the Classification of Education (ISCED97) issued by The United Nations Educational Scientific and Cultural Organisation (UNESCO). Classification is chiefly based on the length and educational content of educational programmes. Isced 1, for example, is the equivalent of years 1–6 of our compulsory school and also includes years 1–6 of the education for people with learning disabilities and special schools. Isced 3 is the equivalent of our upper secondary education and also includes upper secondary education for people with learning disabilities and upper secondary adult education. In international statistics, it is levels that are compared, not types of schools. This is because the educational systems differ so much, e.g. if, and to what extent, different types of education exists for various groups of pupils or if most pupils at the same educational level attend the same type of school.

15.1 Organisation

Educational participation

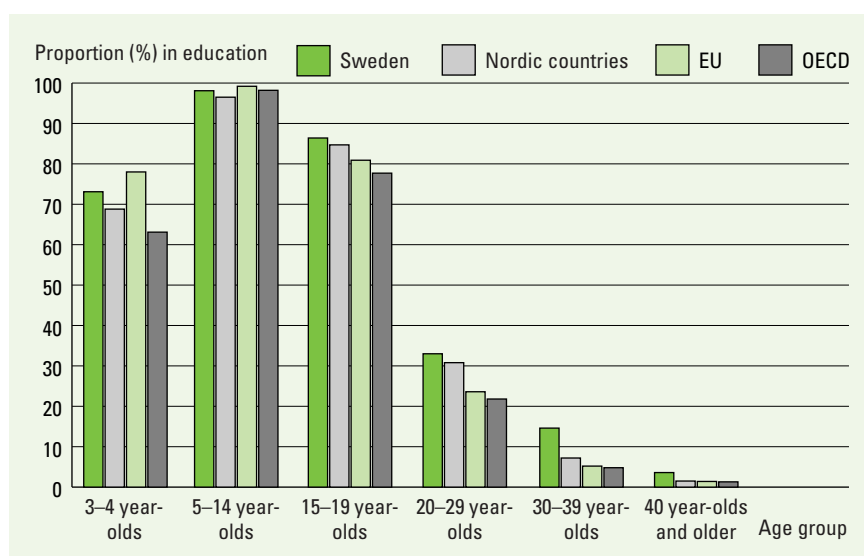
In Sweden, as in other EU and OECD countries, generally all 6–15 year olds attend school, even five-year-olds in some cases. In Sweden 76 per cent of five-year-olds attended pre-school or the pre-school class, i.e. education at Isced level 0 in 1999/00. Of the EU countries, only Finland has a lower proportion (50 %). In Germany the proportion is 84 per cent, in Denmark 93 and in several other countries the figure is close on 100. In Ireland and Great Britain nearly all five-year-olds have already begun compulsory school level or Isced 1. The proportion of 3–4 year olds attending pre-school education varies between the countries. 100 per cent of French children attend École martinelle but hardly any three-year-olds in the Netherlands and Ireland attend. In Sweden, 68 per cent of three-year-olds are enrolled in pre-school.

The international definition of education at Isced 0 level, i.e. our pre-school, is an organised group activity with pedagogical aims that helps children develop both socially and emotionally. Pre-school teachers should also be trained at higher education level.

Diagram 18 shows the educational participation of different age groups in per cent of the population 2001.

Diagram 18.

Proportion attending education in different age groups in 2001



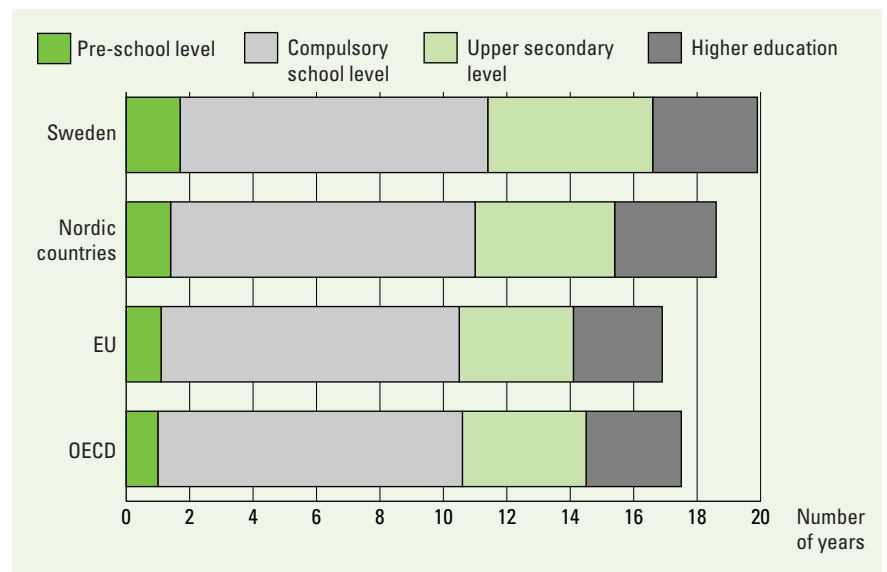
After 19 years of age educational participation reduces drastically in Sweden, and significantly more than in many other countries. The transition to higher education is drawn out over several years and does not always follow straight after upper secondary education. The proportion who have completed or are taking part in higher education is also lower among the younger generation in Sweden than in many other countries. But on the other hand, a significantly larger proportion of 20 year-olds and older in Sweden study at upper secondary level, i.e. municipal adult education. This is the reason for the high educational participation of older age groups as shown in diagram 18.

A measurement of the educational participation of children and young people is an indicator called: “Expected schooling between the ages of 5–29”. Diagram 19 shows the educational participation for 2001. This indicator reflects

the amount of education per year individuals in different countries can expect to attain if they continue to study as in 2001 from 5–29 years of age.

Diagram 19.

Number of years in education in 2001 for children and young people 5–29 years of age



In Sweden, the length of education for 5–29 year-olds is 20 years, which is longer than in the Nordic countries, EU and all the OECD countries. Pre-school is 1.7 years, compulsory school level (including basic adult education) 9.7 years, upper secondary 5.2 and higher education 3.3 years. Swedish upper secondary education is larger than in other countries, mainly due to the extensive adult education programmes (the Adult Education Initiative was still in force in 2001). Compared with 1999 the number of people studying up to higher education level has fallen while the number of years in higher education has increased from 2.9 to 3.3. Women take part in education to a greater extent in most countries but the difference between the genders is particularly large in Sweden, 3.1 years. The difference has also increased since 1999, from 1.6 to 3.1 years. Among EU countries the average gender difference is 0.6 years and among the OECD countries 0.9 years.

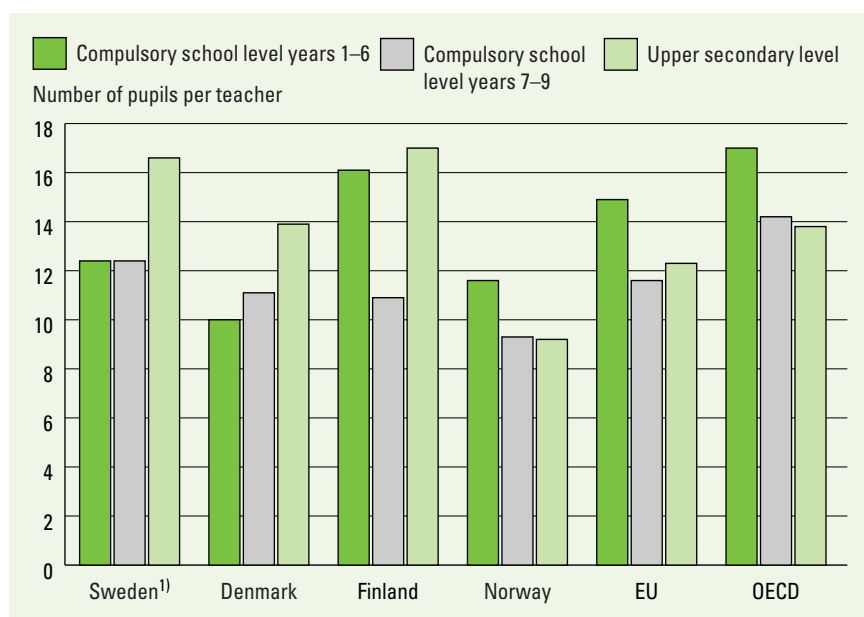
15.2 Resources

Teachers

From an international perspective, the number of pupils per teacher has always been low in Sweden. As shown in diagram 20, Sweden no longer has so few pupils per teacher. The number is still proportionately low at the level that corresponds to the first year of compulsory school, Isced 1, but at the level that corresponds with years 7–9 of the compulsory school, the number of pupils per teacher is somewhat higher than the EU average. At upper secondary level there are significantly more pupils per teacher in Sweden compared with the EU and OECD average. In Denmark and Norway the number of pupils per teacher is significantly lower than in Sweden at all three educational levels, while Finland is higher all round with the exception of the level that corresponds with compulsory school 7–9.

Diagram 20.

Number of pupils per teacher at compulsory and upper secondary levels 2001



¹⁾ The number of pupils per teacher divided into isced 1 and isced 2, i.e. compulsory school years 1-6 and 7-9 is an estimate.

In many countries – but not Denmark and Sweden – the number of pupils per teacher is significantly higher during the first school years than at upper secondary level. Comparisons of expenditure show that Sweden invests proportionately more in the first school years than many other countries.

The proportionately higher pupil per teacher ratio in Sweden is partly due to the adult education programme at that level. Many other countries do not operate a separate adult education unit. Adults take part in the regular upper secondary education (if available). Municipal adult education has better staffing levels and is more cost-effective than regular upper secondary school. This is mainly due to fewer tuition hours and a higher level of self-tuition.

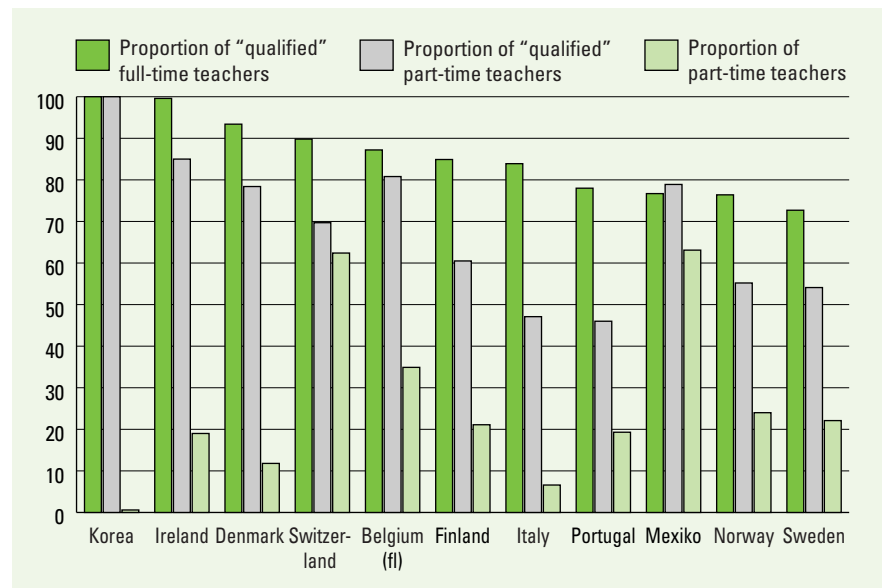
Swedish teachers are among the oldest – and therewith most experienced – in the EU and OECD countries but many other countries also have a weighted age distribution. Sweden, Germany and Italy have the largest proportion of teachers in the highest age group of 50 and above at both compulsory and upper secondary levels, more than 40 per cent (1999/2000). This means that these countries could experience a teacher supply problem within a few years. Many teachers are retiring when the number of young people at upper secondary level is at its highest.

According to a study of a selection of upper secondary schools carried out in ten countries in the spring of 2002, Sweden has the largest proportion of unqualified teachers. The school heads were asked to supply figures regarding the number of part-time and full-time teachers and how many of these had the relevant teacher training qualifications. As shown in diagram 21 the upper secondary school heads in Sweden were of the opinion that only 73 per cent of full-time teachers were “qualified”, the lowest proportion among the participating countries. In Korea and Ireland, nearly all the teachers were “qualified”. Only 54 per cent of part-time teachers in Sweden were “qualified”, which is also among the lowest proportions.

National statistics only show the proportion of teachers with teacher training, irrespective of whether it is the relevant training for the type of teaching in question. In upper secondary school, 79 per cent of teachers – both part-time and full-time – had some form of teacher training qualifications in the 2001/02 school year.

Diagram 21.

Proportion of teachers in upper secondary school with the relevant teacher training, spring 2002



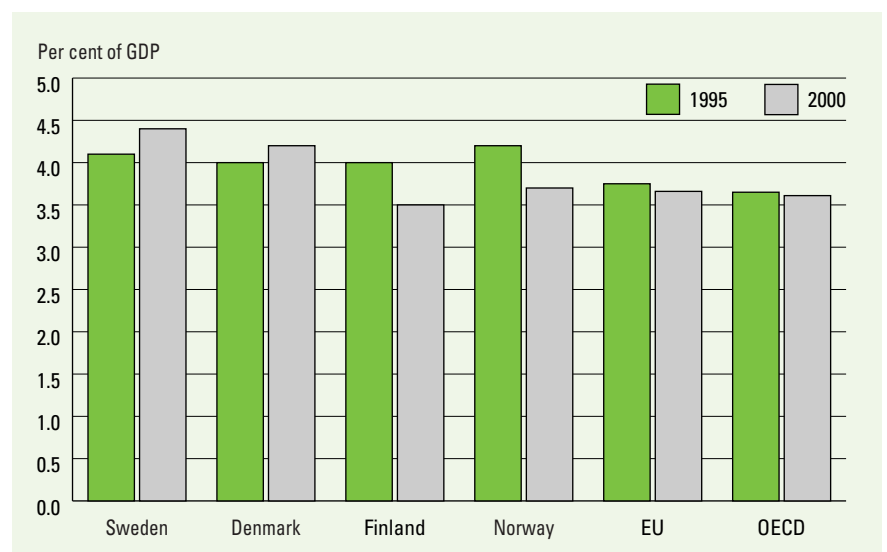
Expenditure

The total expenditure on education depends on the educational need, i.e. the size in the groups of children and young people, the investment in adult education, participation and how much is invested in each pupil or student. In relation to the OECD average, Sweden had a somewhat smaller youth population in need of education in 2000, a higher participation level and a somewhat higher cost per pupil. Educational expenditure as a proportion of GDP obviously depends just as much on the size of the GDP as on the educational expenditure itself. The measurement provides a picture of how much of their collective resources countries invest on education.

Diagram 22 shows the amount invested in compulsory and upper secondary education in relation to GDP in 1995 and 2000.

Diagram 22.

Expenditure for compulsory and upper secondary education levels as a proportion of GDP in 1995 and 2000

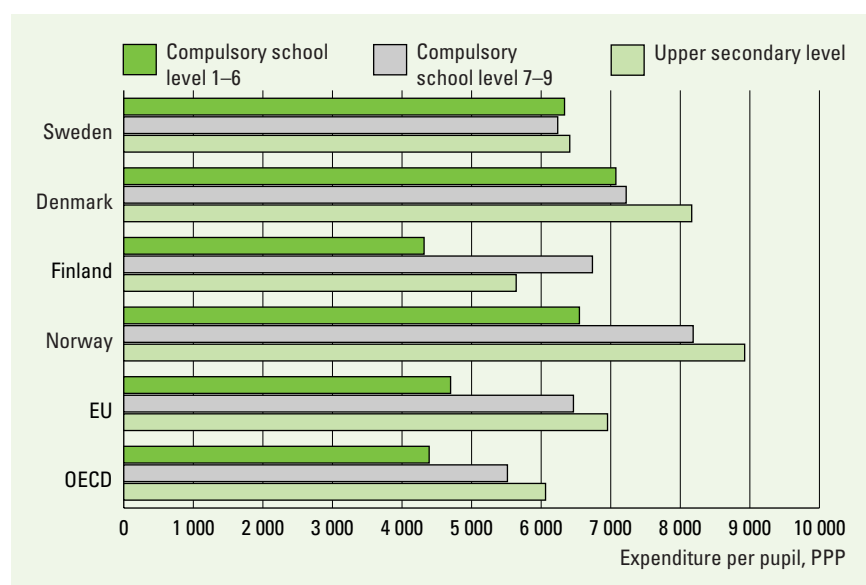


Only Iceland and New Zealand invested a greater proportion of GDP than Sweden in compulsory and upper secondary levels in 2000. In the other EU and OECD countries the proportion was lower. At these levels, education was primarily financed by public funds in all countries. In Australia and Korea however around 20 per cent was financed by private funding. Private funding of higher education is quite normal in many countries.

In Sweden the proportion of GDP on compulsory and upper secondary levels increased between 1995 and 2000. The same applied to Denmark but the opposite applied to Finland and Norway. The unchanged average for EU and OECD is attributed to the rise and falls within individual countries. The rise in Sweden could be attributed to the Adult Education Initiative that had not yet begun in 1995.

Diagram 23 shows the expenditure per pupil at compulsory and upper secondary levels.

Diagram 23.
Expenditure per pupil at
compulsory and upper
secondary levels in 2000



The expenditure per pupil for the educational level that corresponds to the first six years of the Swedish compulsory school is highest in Denmark, the USA, Switzerland, Austria, Norway and finally Sweden. At the level that corresponds with years 7–9, the expenditure per pupil is highest in Austria, Norway and Switzerland while Switzerland, Germany and Norway have the highest expenditure per pupil at upper secondary level. Swedish expenditure is about average among both EU and OECD countries at upper secondary and compulsory school levels corresponding to years 7–9.

In order to facilitate international comparisons, expenditure in national currencies must be made comparable using Purchase Power Parity (PPP), i.e. where the expenditure in each country's currency is divided by the purchasing power of that currency.

A smaller proportion of the total expenditure for compulsory school and upper secondary school goes on salaries in Sweden compared with other countries, approx. 62 per cent. Even in Finland costs other than salaries make up a significantly larger share. The average expenditure on salaries is 70–75 per cent in both EU and OECD, which means that expenditure on premises

and teaching materials and other equipment such as computers and other service items can together amount to 25–30 per cent compared with 38 per cent in Sweden. We know from national statistics that premises make up around 20 per cent of the expenditure for compulsory and upper secondary school in Sweden. It is probably higher than in most other countries and may explain a part of the difference.

15.3 Results

Study results in the shape of comparable grades naturally do not exist. All countries have their own educational and grading systems. Some international measurements have been made since the mid 1960s and Sweden has participated in most of them. Such studies are complicated and costly so they cannot be carried out that often, but during the past two years results have been made available from three international studies in which Sweden partook: PISA, an international study of the reading, mathematics and natural science proficiency of 15 year-olds; PIRLS, a study of the reading proficiency of 9–10 year-olds and Civic, a study of the knowledge of, and attitude towards, democracy and civil society issues among 15–18 year-olds.

PISA – reading, mathematics and natural science proficiency of 15 year-olds

PISA 2000 shows that Swedish 15-year-olds are good readers from an international perspective. Reading ability is divided into five levels and Sweden belongs to the nine OECD countries with two thirds and nearly four fifths of their pupils at level 3 and higher. Sweden also has a comparably low proportion of pupils at level 1. The proportion of Swedish 15 year-olds at the highest level is somewhat higher than the OECD average. It is also positive that the Swedish pupils are “well-grouped”, i.e. the total difference between the pupils’ reading proficiency is relatively small from an OECD perspective.

A comparison with 27 OECD countries showed that only Finland, Canada and New Zealand have significantly better reading results than Sweden, who is in a group of ten countries with results that do not significantly differ from each other. The reading proficiency of Swedish 15 year-olds is however significantly better than 15 year-olds in the remaining 14 OECD countries. 15 year-old girls read better than 15 year-old boys in all the participating OECD countries and Sweden belongs to the third of the countries with the largest performance differences between girls and boys. Finland, Norway and Iceland also showed large differences in favour of the girls.

Swedish pupils also performed better than the OECD average in mathematics and natural science. Eight countries had a better result than Sweden in mathematics and seven in natural science.

In natural science, Korea, Japan, Finland, Great Britain, Canada, New Zealand and Australia all had better results than Sweden, and these countries plus Switzerland in mathematics. The ten countries (including Germany, Hungary, Greece and Italy) with a worse result than Sweden in mathematics also have the same in natural science. In natural science, countries such as Iceland, Norway and Denmark also have a worse result. Countries such as Austria, Ireland and the USA have similar results as Sweden in mathematics and natural science.

There are no differences between the total results of boys and girls, in either mathematics or natural science in Sweden. Internationally there are no differences between boys and girls in natural science but the opposite applies to mathematics in favour of the boys.

In Sweden, as in most other OECD countries, pupils with a foreign background have poorer results than native-born pupils.

In all participating countries there is a positive connection between the social-economic background of the pupils measured by the parents' education and profession and good reading proficiency.

PIRLS – reading proficiency of 9–10 year-olds

PIRLS is a large international study of the reading proficiency of 9–10 year-olds (fourth year in Sweden) carried out in 2001. Thirty-five countries took part, among them Sweden who contributed with 300 schools and 16,000 pupils. The study not only investigates reading proficiency but also reading habits and attitudes to reading, the type of text read and the circumstances involved. The study does not only concern pupils. School heads, parents and teachers also answer the questionnaires.

The results were presented in the spring of 2003 and the Swedish fourth year pupils were at the top of the list of participating countries. The results were divided into two categories: one for literature-oriented reading and one for information-oriented reading. The Swedish fourth year pupils were top in both categories. Swedish third year pupils came lower than the fourth year pupils but well above the international average. The Swedish results are also “well-grouped”, with only a few pupils at the bottom of the scale. In all countries, girls are better readers than boys. In this respect Sweden showed above average differences.

Another study took place parallel with the PIRLS study in which nine countries participated. An instrument from 1991 was reused to test reading comprehension. The Swedish third year pupils who took part in 2001 achieved somewhat lower results than the pupils in 1991. This could have something to do with a change in reading habits and reading patterns brought about by the increased use of computers during this period. To a large extent however, the pupils in 2001 considered themselves to be better readers than the pupils of 1991. The aim of the Swedish syllabus for pupils to develop a belief in their own abilities seems to have had an effect.

Civic – knowledge of, and commitment and attitude to, democracy and civil society issues among 14–18 year-olds

Sweden was one of 28 countries that participated in the IEA Civic Education Study. The study looked into the knowledge of, and commitment and attitude to, democracy and civil society issues among pupils. The study was carried out for compulsory school pupils in 28 countries in 1999 and for upper secondary pupils in 16 countries in 2000.

In the study for 14 year-olds the pupils in most countries claimed to have basic knowledge and understanding of democratic values and institutions. The Swedish compulsory school pupils' knowledge of democracy is at the same level as the international average. There was a gender difference in only one of the 28 countries where the girls performed slightly better. As in other subjects, the pupils' home background and the number of books in the home

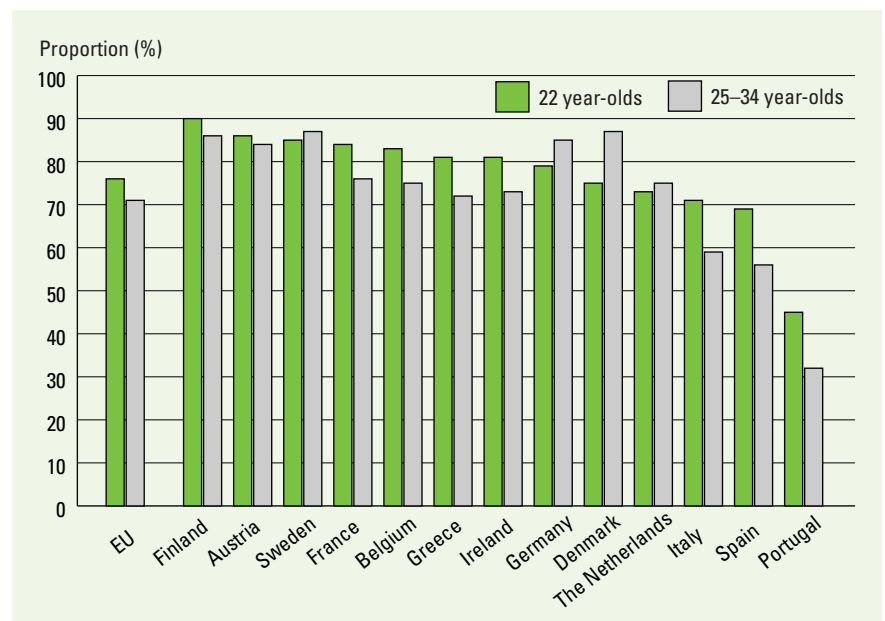
had a strong link with the pupils' knowledge of democracy. In 75 per cent of the countries, the study also found a positive link between the knowledge of democracy and the experience of a more open atmosphere in the classroom. In Sweden pupils experience a significantly more open atmosphere in the classroom than the average figure. In 23 of 28 participating countries, girls experienced a more open atmosphere in the classroom than boys. This was also the case with Swedish pupils. In the study of upper secondary pupils, Swedish third year pupils performed better than the international average. There are slightly more gender differences among the older pupils than the 14 year-olds in the boys' favour. The link between pupils' backgrounds and experience of an open atmosphere in the classroom and knowledge of democracy is the same for older pupils.

Educational level

Another way of studying educational results is by comparing the educational level of the population in different age groups.

Diagram 24.

The proportion of 22 year-olds and 25–34 year-olds educated at upper secondary level or higher in 2000



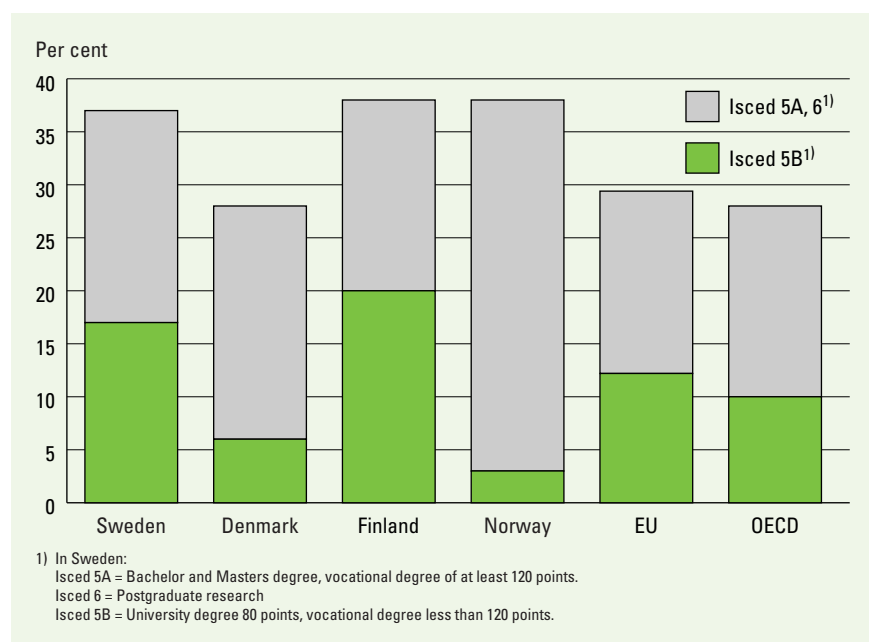
As shown in diagram 24, Sweden has the highest proportion with at least upper secondary education among 25–34 year-olds in EU countries after Finland. In most countries the proportion with upper secondary education is higher among 22 year-olds than the older age group. Upper secondary education has been extended to allow older age groups to attain upper secondary proficiency to a greater extent than ever before. In Sweden the proportion with upper secondary education is higher in the older age group. Upper secondary school in Sweden was well built out even in the 1980s and the good opportunities for adult education has made it possible for people to educate themselves even after leaving school.

The figures in the diagram come from sample surveys among inhabitants of the various EU countries (compiled in labour market surveys). Those interviewed were asked to specify their educational level. The Swedish figures comply relatively well with other national educational statistics compiled from registers kept by educational organisers.

Diagram 25 shows the proportion with higher education in the 25–34 age group. Sweden is higher than the EU and OECD average and at about the same level as Norway and Finland. In Denmark the proportion with higher education is lower. Shorter vocational higher education courses are less common in Denmark and Norway while the proportion with a longer education is greater in these countries than in Sweden and Finland.

The proportion with higher education is significantly higher in Canada (51 %) and Ireland and Japan (48 %). The proportion is 22 per cent in Germany and 14 per cent in Austria and Portugal.

Diagram 25.
Proportion of 25–34 year-olds with
higher education in 2001



Sources: *Education at a glance 2003*, OECD

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