

Facts and figures 2009

Pre-school activities, school-age childcare,
schools and adult education in Sweden



Facts and figures about pre-school activities, school-age childcare, schools and adult education in Sweden 2009

Summary: This report provides an updated comprehensive picture as to how pre-school activities, school-age childcare, schools and adult education are organised in Sweden. It includes for example the number of children/pupils and staff in the different activities and data on expenditure and achieved results in the different types of childcare and schools. The report is based on the statistical material supplied to the national monitoring system for the sector.

Keywords: Statistics, pre-school activities, school-age childcare, pre-school class, compulsory school, special schools, schools for individuals with learning disabilities, upper secondary schools, adult education, supplementary education, Swedish schools abroad, children, pupils, staff, teachers, expenditure, grades, educational results.

Previously published reports in the same series:

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From the internet:

The reports (from 1997 and onwards) are also available as PDF files on the National Agency for Education's website. The web address is: www.skolverket.se, select *Statistik* and then *Nationella rapporter och studier*. The reports from 2000, 2003 and 2006 are also available in English: select *In English* and then *Statistics*.

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Preface

The report Facts and Figures is produced annually and provides an up-to-date and comprehensive description of Swedish pre-school activities, school-age childcare, schools and adult education. The report describes the organization, expenditure, staff and the results achieved. The report also includes a section that describes how Sweden fares in relation to international comparisons.

The report Facts and Figures 2009 has been shortened and translated into English and the content has been adapted to a target group outside of Sweden.

The report has been published in Swedish annually since 1992. Reports from 2000, 2003 and 2006 are also available in English. These reports and more details about the Swedish school system can be found on the Swedish National Agency for Education's website <http://www.skolverket.se/sb/d/190>

This report was prepared by a project group within the unit for education statistics at the Swedish National Agency for Education. It has been translated into English by Alec Segal.

Stockholm, October 2010

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Some brief facts about...

Children/pupils

In October 2008 there were 455,300 children enrolled in pre-school activities and 348,100 children were enrolled in school-age childcare. This means that 86 percent of all 1–5 year-olds and 52 percent of all 6–12 year-olds were enrolled.

95 percent of all six year-olds were enrolled in pre-school class and 1 percent were enrolled in compulsory school. The total number of pupils in pre-school class was 97,600.

In autumn 2008, 906,200 pupils attended compulsory school. Out of all the compulsory school pupils 10 percent attended a free school (including boarding schools and international schools).

Out of the 123,300 pupils that left compulsory school in spring 2008 around 98 percent went on to upper secondary school in autumn 2008. The total number of pupils in upper secondary school in autumn 2008 was 396,300.

20 percent of the upper secondary school pupils attended a free school (including boarding schools and international schools).

170,300 people took part in municipal adult education in the school year 2007/08. Out of the total number of pupils 67 percent were women and 40 percent were born outside of Sweden. The average age was 29 years-old.

Teachers

There were around 700 employees in 476 open pre-schools in autumn 2008.

In autumn 2008 there were 5.3 children per full-time employee in pre-school. The staffing ratio in leisure-time centres has continued to decline and in autumn 2008 there were 20.5 children per full-time employee.

In the country as a whole there were 8.4 full-time teachers per 100 pupils in compulsory school in autumn 2008.

In upper secondary school there were 8.1 full-time teachers per 100 pupils.

The proportion of teachers (full-time employees) with teacher training qualifications was 85 percent in compulsory school and 74 percent in upper secondary school in autumn 2008. The proportion of teachers with teacher training qualifications was noticeably lower in free schools (68 and 55 percent respectively).

Expenditure

The total cost of pre-school activities, school-age childcare, schools and adult education was SEK 194.1 billion in 2008.

Out of the total costs 68 percent (SEK 131.6 billion) was for schools and adult education and 32 percent (SEK 62.5 billion) was for pre-school activities and school-age childcare.

Pre-school activities, school-age childcare, schools and adult education are an integral part of municipal government activities. Together these accounted for around 41 percent of the municipal sector's total costs.

The cost of compulsory schools in 2008 was SEK 78 billion. Calculated per pupil this equates to SEK 81,300. Tuition accounted for half of the total costs and premises accounted for nearly a fifth.

In 2008 the cost of upper secondary schools was SEK 36 billion. The average cost per pupil was SEK 92,400.

Grades and educational performance

In spring 2008 compulsory school pupils received their final grades under the goal and knowledge related grading system for the eleventh time. The average merit rating for pupils that completed grade 9 was 209. Girls had higher average merit ratings than boys (220.6 compared with 198.5). Pupils in free schools had noticeably higher merit ratings than pupils in municipal schools (227.2 compared with 207.5).

In spring 2008, 23 percent of the pupils that left compulsory school failed to achieve a pass in one or more subjects. 8 percent of the pupils failed to achieve a pass in one subject, 14 percent in two or more subjects and 1 percent in all subjects.

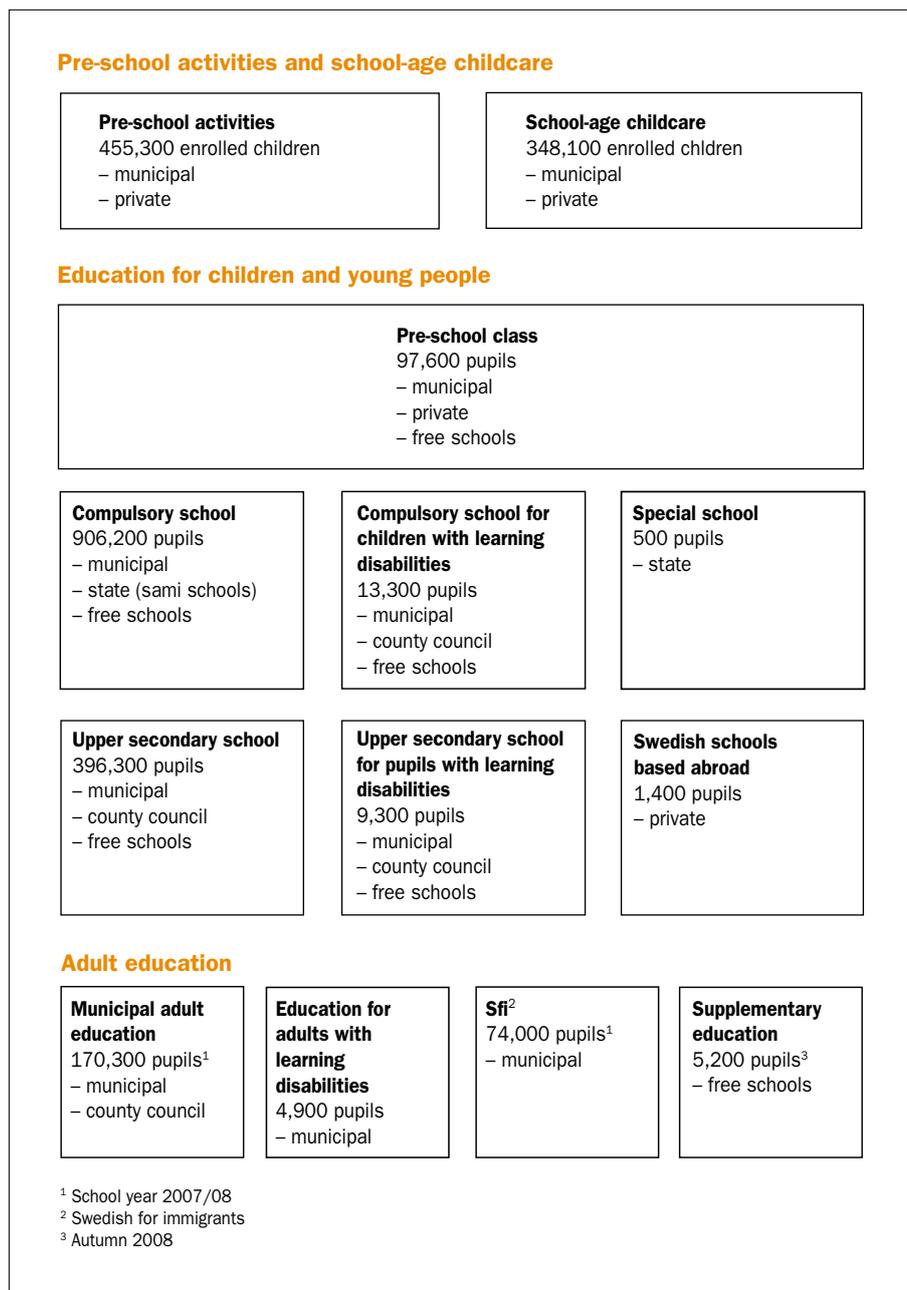
In upper secondary schools the average grade point score was 14.0 in spring 2008. As in compulsory schools, girls had higher grades than boys (14.7 compared with 13.3) and pupils in free schools had to some extent higher grades than pupils in municipal schools (14.3 compared with 14.0).

Out of the 98,200 pupils that received their final grades from upper secondary school in spring 2008, 89 percent achieved the basic eligibility requirements to go on to university and higher education. Basic eligibility is achieved by those students whom in their final grades from national or tailor-made programmes have as their lowest grade a pass in at least 90 percent of their upper secondary school credits required for the complete programme.

Of the pupils that completed their upper secondary school education in spring 2005, 46 percent of the females and 35 percent of the males started higher education within three years.

Diagram 1

Types of childcare and schools for which the National Agency for Education is responsible for – number of children/pupils and the principal organizers 15 October 2008



1.

PRE-SCHOOL AND
SCHOOL-AGE CHILDCARE

1. Pre-school and School-age childcare

FACTS

Pre-school and School-age childcare

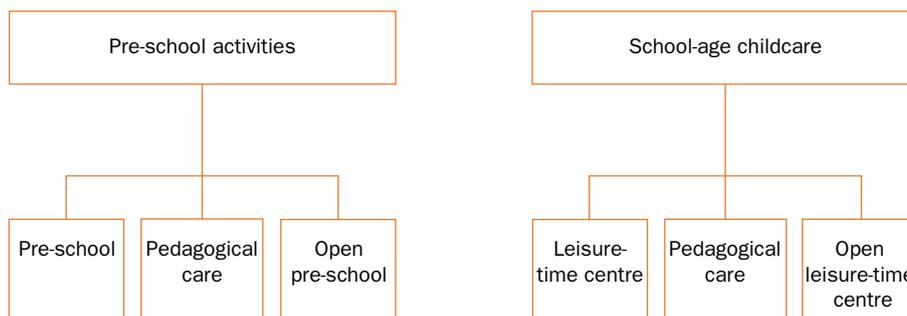
Under the Education Act the municipalities are required to provide pre-school activities and childcare for children aged 1–12 years to the extent necessary for their parents to be able to work or study or for the child’s own needs. This requirement also includes pre-school for children whose parents are unemployed or on parental leave with another sibling. These children should be offered a place in pre-school or pedagogical care for at least three hours per day or 15 hours per week. All children are entitled to free pre-school for at least 525 hours per year from the autumn term when they turn four years old (known as general pre-school).

Pre-school is an educational group activity for children from the age of one till they start school. The goal of pre-schools is to lay the foundations for lifelong learning. Pre-schools should provide support to families in their responsibility for children’s education, development and growth. Pre-schools combine care and education in an environment that takes responsibility for the child throughout the whole day. In the *family day-care centre* a day-care worker hosts enrolled children. From the 1st of July 2009 the term *family day-care centre* has been replaced with *Pedagogical care*. Pedagogical care is a term in which the family day-care centre is one of several types of pedagogical care activity available. Pedagogical care takes in children aged from 1–12 years-old. *Open pre-school* is for stay-at-home parents and their children. The parents together with the staff have the opportunity to develop educational group activities for the children. The children are not enrolled.

Leisure-time centres are educational group facilities, operating during the times of the day and year when schools are closed for enrolled children whose parents are working or studying or for children who have their own needs of the facilities. Generally leisure-time centres are integrated within schools. *Leisure-time centres* are aimed at children up to 12 years-old whom attend school. *Open leisure-time centres* are an alternative to leisure-time centres and educational activities for all children in the age group 10–12 years. The children are not enrolled.

Diagram 2

Activities available within pre-school and school-age childcare

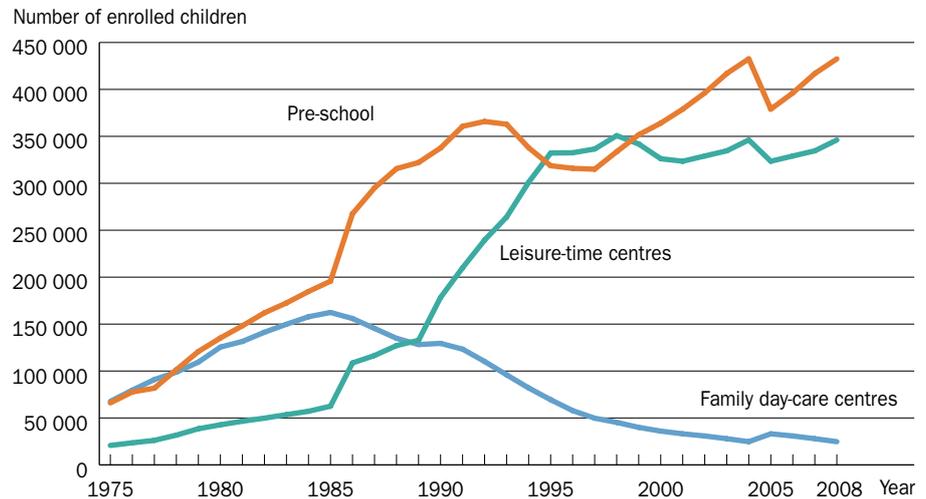


Rapid expansion

Pre-school activities and school-age childcare have expanded very rapidly in Sweden. Today, the availability generally corresponds to the demand. Most children of pre-school age attend pre-school. This means that the demand for places follows population growth in a different way than ever before. In 2008, a total of 803,400 children were enrolled in pre-school or school-age childcare.

Diagram 3

Number of enrolled children in pre-school, family day-care centres and leisure-time centres 31st December 1975–1997 and 15th October 1998–2008



Pre-school activities

In 2008, 455,300 children were enrolled in some form of pre-school activity (all children in pre-schools and children up to five years old in family day-care centres). The majority attended pre-school.

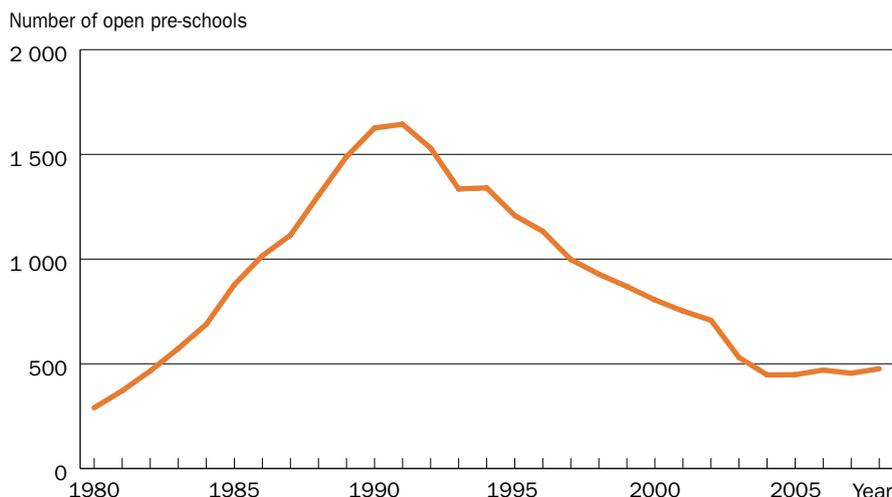
Pre-school is the most common type of pre-school activity. In autumn 2008, 432,600 children were enrolled in pre-school. A total of 81 percent of all children aged 1–5 years old attend pre-school. The distribution between boys and girls is generally equal. The proportion of enrolled children has increased to some extent in all age groups. 46 percent of 1 year olds attended pre-school, 86 and 90 percent respectively of 2 and 3 year olds and 93 percent of all 4 and 5 year olds.

The number of children attending family day-care centres reached a peak at the end of the 1980's and has largely decreased in every year that has followed. This reduction can be linked with pre-schools' expansion. In 2008 there were 22,800 enrolled 1–5 year olds. The proportion of 1–5 year olds attending family day-care centres of all children in this age group was 4 percent in 2008. The distribution between girls and boys did not differ significantly. Of all the 1 year olds 3 percent were enrolled compared with 5 percent of all 2-3 year olds and 4 percent of all 4-5 year olds.

Since the 1980s, many open pre-schools have been closed in order to save money. In autumn 2008 there were 476 facilities in Sweden. In 2008 around half of the municipalities (121 municipalities) had no open pre-schools. Since children are not enrolled, there is no data as to how many children attend open pre-schools.

Diagram 4

Number of open pre-schools
31st December 1980–1997
and 15th October 1998–
2008

**School-age childcare**

In 2008 a total of 348,100 children were enrolled in some form of school-age childcare (all children in leisure-time centres and 6–12 year olds in family day-care centres). The majority of children attended leisure-time centres.

The number of children attending leisure-time centres continues to increase. In autumn 2008 there were circa 346,100 enrolled children. The increase in the number of enrolled children is despite the fact that the number of 6–12 year olds in the population has decreased. In autumn 2008, 80 percent of 6–9 year olds were enrolled. It is much rarer for children aged between 10–12 years old to attend leisure-time centres. In 2008, 13 percent of all 10–12 year olds were enrolled. It is more often the case that boys rather than girls in the 10–12 age group are enrolled in a leisure-time centre whilst the gender distribution amongst 6–9 year olds is equal.

In 2008 there were circa 1,900 children aged between 6–12 years attending family day-care centres. The majority of school children attending family day-care centres are aged between 6–9 years. The distribution between the girls and boys did not differ significantly.

According to the Education Act, school-age childcare for children aged between 10–12 years old can be carried out within open leisure-time centre activities. This is an alternative to enrolled activities (i.e. leisure-time centres and family day-care centres) for children in this age group. In 2008 there were 580 open leisure-time centre facilities. The availability varies greatly between municipalities in Sweden. In autumn 2008 there were no open leisure-time centres in three quarters of the municipalities.

Independently managed facilities**FACTS**

Pre-schools operated
by private management

Independently-managed pre-schools have existed for a long time in several municipalities as an alternative to municipally-run pre-schools. The municipality, in which the independently-managed pre-school operates, approves each independently-managed pre-school and has overall responsibility for it. The independently-managed pre-schools should, in the same way as the municipally-run pre-schools meet the qualitative requirements of the Education Act. The home municipality makes a contribution to the independently-managed pre-school for every child that is enrolled. The fee charged by the independently-managed pre-school can not be unduly high.

Pre-schools and leisure-time centres operating under independent management became more prevalent in the 1990's. It is mainly pre-schools that are under independent management. In 2008, 18 percent of the children enrolled in pre-school attended an independently-managed pre-school. Of all those aged 1–5 years old, 15 percent attended an independently-managed pre-school.

The most common type of independently-managed pre-school has changed from the parental cooperative to those that are operated by private companies. In autumn 2008, 42 percent of children attending independently-managed pre-schools attended pre-schools operated by private companies, compared with 27 percent attending parental cooperatives.

Independently-managed leisure-time centres are less common. In 2008, 9 percent of children who attended a leisure-time centre attended an independently-managed leisure-time centre. 17 percent of children who attended a family day-care centre attended an independently-managed family day-care centre.

Independently-managed facilities are most often found in major cities and suburban communities and are least common in small municipalities.

Native language support

Although the pre-school curriculum is designed to help children with a native language other than Swedish by giving them the opportunity to develop both their Swedish and their native language, it is rare that children receive support in their native language. In the autumn of 2008, 17 percent of children in pre-school had a native language other than Swedish. In family day-care centres, the proportion was 6 percent among 1–5 year olds. In total this represents 74,500 children. Of all of these children only 18 percent received native language support.

Almost all municipalities have children attending pre-school with a native language other than Swedish. Yet only 95 municipalities provided native language support.

Group sizes

In autumn 2008, the average number of children per group in pre-school was 16.9. 56 percent of the groups had 17 or fewer children. In 15 percent of the groups there were 21 or more children. Almost one third of the groups (31 percent) in pre-school were toddler groups, i.e. only accepting children aged 0–3 years. In 2008 just under half (45 percent) of the toddler groups had 14–16 children. 13 percent of the toddler groups had 17 or more children.

In autumn 2008 there was an average of 34.9 children per section in leisure-time centres, an increase of more than 5 children compared with ten years earlier. At the start of the 1990's an average group contained 18 children. The largest children's groups are in the municipal groups: suburban communities and large cities (with 37.6 and 36.6 children respectively) whilst the smallest are found in rural communities (23.6 children). There were very large variations between the municipalities.

In contrast to the pre-schools and leisure-time centres the children's groups in family day-care centres have not increased in size. They have become smaller. In 2008 there was an average of 4.8 children per family day-care centre.

Staff

In autumn 2008 there were 131,300 supervisors and employees working with children in pre-schools and leisure-time centres together with circa 5,100 in

Table 1
Average group sizes in pre-schools, family day-care and leisure-time centres 1990–2008

Year	Children/group in pre-schools	Children/group in family day-care centres	Children/group in leisure-time centres
1990	14.4	5.3	17.8
1995	16.7	5.8	23.7
1996	16.9	5.7	24.1
1997	16.9	5.7	26.2
1998	16.5	5.6	29.4
1999	.	5.5	.
2000	.	5.5	.
2001 ¹⁾	17.5	5.3	.
2002 ¹⁾	17.4	5.3	34.1
2003	17.2	5.2	30.1
2004	17.2	5.2	31.0
2005	17.0	5.1	30.6
2006	16.7	5.0	31.7
2007	16.7	4.9	33.5
2008	16.9	4.8	34.9

¹⁾ Data on average group sizes is missing

²⁾ The data for 2001 and 2002 is based on sample surveys

family day-care centres. In addition, there were 700 employees in open pre-schools. Converted to full-time employees, this corresponds to 82,100 in pre-schools, 16,900 in leisure-time centres and 500 in open pre-schools.

Working part-time is common in Sweden and this is why data is collected on both the number of employees as well as the number of full-time employees. The term full-time employees means the number of full-time employees that are employed after taking into account the total employment rate. For example two employees each working 50 percent of full-time hours are counted as one full-time employee.

Staffing levels

The staffing level, i.e. the number of children per full-time employee, continues to decline in both pre-schools and leisure-time centres. In autumn 2008 there were 5.3 children per full-time employee in pre-school and 20.5 children per full-time employee in leisure-time centres. There were very large variations between the municipalities.

Leisure-time centre teachers and other staff in the leisure-time centres are in many places a resource in the schools. In autumn 2008, 39 percent of the leisure-time centre teachers and 18 percent of the pre-school teachers had working hours located in compulsory schools and / or pre-school classes. This is an increase of more than double compared with ten years ago when the proportions were 16 and 7 percent respectively.

A day-care worker has in principle, sole responsibility for a children's group. For family day-care centres the number of children in the group is therefore, a measure of both the group size and the staffing level (as measured by the

number of children per employee). In autumn 2008, the average staffing level was 4.8 children per day-care worker.

Generally pre-school and leisure-time centre staff are well-educated. In autumn 2008, 95 percent of the full-time employees in pre-schools had training qualifications to work with children. The proportion of full-time employees with

Table 2

Number of children per full-time employee in pre-school and leisure-time centres together with the number of children per day-care worker in family day-care centres 31st December 1990, 1995 and 15th October 2000–2008

Year	Number of children per full-time employee ¹⁾		Number of children per day-care worker ²⁾ In family day-care centres
	In pre-schools	In leisure time centres	
1990	4.4	8.3	5.3
1995	5.5	11.4	5.8
1998	5.7	15.5	5.6
2000	5.4	17.5	5.5
2001	5.4	17.4	5.3
2002	5.3	18.4	5.3
2003	5.4	18.2	5.2
2004	5.4	18.2	5.2
2005	5.2	18.6	5.1
2006	5.1	18.9	5.0
2007	5.2	19.5	4.9
2008	5.3	20.5	4.8

¹⁾ The data on full-time employees refers to the number of employees converted into full-time employees

²⁾ The data on the number of day-care workers refers to the number of people employed in family day-care centres

teacher training qualifications (pre-school teacher, youth worker or teacher training) was 53 percent. In the leisure-time centres the proportion of full-time employees with teacher training qualifications was 57 percent.

Circa 70 percent of day-care workers in family day-care centres had some form of training for working with children, often trained as nannies (37 percent) or another type of training for working with children - other than higher education or nanny training (31 percent).

The gender distribution amongst the employees is very uneven. In 2008 only 6 percent of the employees working with children in pre-school facilities or school-age childcare were male. The proportion has remained essentially the same since the early 1980s. The highest percentage of males converted to full-time employees is in leisure-time centres, 20 percent, while in pre-schools this was considerably lower at 3 percent. In the family day-care centres there were very few males. Among the managers / supervisors, the proportion of males is 18 percent.

About half of the males and females who work in pre-schools have teacher training qualifications. In leisure-time centres 60 percent of the females have teacher training qualifications, but only half of the males.

Expenditure

The gross municipal cost of pre-schools and school-age childcare in 2008 was 62.5 billion Swedish crowns. Pre-schools accounted for 77 percent of the cost, leisure-time centres for 18 percent and family day-care centres for 4 percent. Open pre-schools and open leisure-time centres together accounted for less than one percent of the total cost.

In 2008 the total cost for pre-schools was 48.2 billion Swedish crowns. In the municipal pre-schools personnel costs accounted for 74 percent of the total cost and the cost of premises was just over 13 percent. The cost per enrolled child was 112,500 Swedish crowns.

As fewer and fewer children are enrolled in family day-care centres, the total cost of family day-care centres declines. In 2008, the total cost was 2.5 billion Swedish crowns. The cost per registered child was 93,900 Swedish crowns.

In 2008 the total cost of leisure-time centres was 11.3 billion Swedish crowns. The cost per registered child was 33,200 Swedish crowns. Of the costs of municipal leisure-time centres, personnel costs were 73 percent and the cost of premises was 16 percent.

The open activities represent a small fraction of the cost of pre-school and school-age childcare. In 2008, the cost of open leisure-time centre activities aimed at 10-12 year olds was 184 million Swedish crowns. The resources allocated to open pre-schools amounted to 290 million Swedish crowns.

Municipal variations

The cost of pre-school and school-age childcare varies widely between the municipalities. Cost differences between municipalities occur for several reasons. They may be associated with the differences in economic, social, demographic, or other structural conditions. Some of the causes of high costs in large cities such as high rents and higher proportions of children with special needs should be noted. The differences could also be the result of differing political priorities.

Financing the activities

The municipalities finance pre-school activities and school-age childcare with government grants, their own funds and parental fees. The proportion of the gross costs paid for with parental contributions, the so-called fee-rate amounted to 10 percent in 2008. The fee-rate is highest for leisure-time centres. In 2008 parental fees covered 16 percent of the cost of leisure-time centres, compared with 8 percent for pre-schools and 10 percent for family day-care centres.

Municipal reimbursements paid to independently-managed activities

Independently-managed pre-schools finance their activities with municipal grants, parental contributions and sometimes even with unpaid labour from parents. The average municipal rate of remuneration to independently-managed pre-schools is about 77 percent. Any income from fees, other subsidies and revenue sources are not included in this measurement, therefore it difficult to assess whether or not the independently-managed pre-schools receive sufficient contributions from the municipalities.

2.

PRE-SCHOOL CLASS

2. Pre-school class

FACTS

Pre-school class

The pre-school class is a voluntary type of school within the public school system. The activities in pre-school classes should be considered as teaching in the same sense as in other types of school. The curriculum used in the compulsory school system (Lpo 94) also applies to the pre-school class. The education in pre-school class will encourage each child's learning and development at the same time as providing a foundation for continued schooling. It is mandatory for municipalities to provide pre-school classes and for all six year olds to be offered a place for a minimum of 525 hours. Participation is voluntary for the children.

In the school year 2008/09 pre-school class was available in all of the country's municipalities. The total number of pupils enrolled in pre-school class in autumn 2008 was 97,600. The distribution between girls and boys was for the most part equal. The proportion of six year olds enrolled in pre-school class has increased successively but decreased to some extent during 2008/09 although 95 percent of all six year olds were enrolled in pre-school class. As in previous years 98 per cent of the pupils in pre-school class were six year olds. One percent of the pupils were five year olds and one percent seven year olds.

Just over 8 percent of the pupils attended a pre-school class organized either by independent management (i.e. conducted on behalf of the municipality) or by a completely independent authority (free schools). The proportion of pupils attending independent facilities varied between municipalities and was highest in major cities and suburban municipalities. In one in ten municipalities, more than 13 percent of pupils were enrolled in a free school pre-school class, while 115 municipalities had no pupils in such facilities.

In autumn 2008 over 16 percent of the pupils attending a pre-school class had a native language other than Swedish. However, the proportion who received support in their native language was considerably lower, just over 7 percent. Of those who had a native language other than Swedish, 45 percent participated in native language support and more than 19 percent participated in Swedish as a second language.

Table 3

Number of pupils in pre-school classes 15th October 2008

School Year Principle organizer Gender	Number of municipalities with pre-school class	Enrolled in pre-school class Total	Proportion of all 6 year-olds that are enrolled in pre-school class
2008/2009	290	97,587	95.1
Of which			
Municipal	290	89,452	87.7
Independent management ¹⁾	8	63	0.1
Free schools ²⁾	157	8,072	7.3
Girls		47,577	94.9
Boys		50,010	95.1

¹⁾ This includes activities in special schools and Sami schools.

²⁾ Free schools include international schools.

Staff

In the school year 2008/09 there were just over 6,300 permanent employees (i.e. employees counted as working full-time) working with children in a pre-school class. The majority of these employees were females, 94 percent. Of all the permanent employees circa 10 percent worked in a free school pre-school class.

The staffing level was 6.5 permanent employees per 100 pupils. The staffing level was lower in municipal pre-school classes than in those organized independently.

In autumn 2008 the proportion of permanent employees with teacher training qualifications working in pre-school classes was 83 percent. Within municipally run facilities the proportion of permanent employees with teacher training qualifications was 85 percent and in the free school facilities it was 69 percent.

Among the permanent employees 61 percent were qualified pre-school teachers, 7 percent were qualified leisure-time teachers and 13 percent qualified teachers.

Expenditure

In 2008 the total cost of pre-school class was just over 4.5 billion Swedish crowns. This represents two percent of the school system's total costs. The activities in pre-school class are often in terms of both location and personnel integrated with compulsory schools and leisure-time centres. This means that the respondents sometimes have had to estimate the costs. For this reason the data should be interpreted with some caution.

The cost per pupil in pre-school class was a total of 48,100 Swedish crowns. Municipally run facilities accounted for 91 percent of the total cost, in these the average cost per pupil was 47,400 Swedish crowns. The differences between the municipalities' cost per pupil were very large.

The bulk of the cost, on average, 66 percent, was the personnel costs. The cost of premises constituted an average of 20 percent of the total cost. This cost is likely to be underestimated because of the difficulty to separately calculate the cost of pre-school class, as mentioned previously.

The costs for pupils in a free school pre-school class were 56,800 Swedish crowns per pupil. Of this cost 64 percent of the cost was for personnel and 23 percent of the cost was for premises. Free schools reported that the municipal contributions were on average 54,800 Swedish crowns per pupil. The level of these contributions varied widely between the municipalities.

3.

COMPULSORY SCHOOL

3. Compulsory school

FACTS

Compulsory school

In Sweden, attendance at school is compulsory for all children aged 7–16. Compulsory school is composed of 9 school years and each school year consists of an autumn and spring semester. The ages when children may start school are flexible: a child can start school as a 6, 7 or 8-year-old but only a small minority start school aged 6 or 8. Compulsory school is mandatory and free of charge.

The vast majority of schools in Sweden are municipally-run, which means that the municipality is the authority responsible for the school. It is common for children to attend a municipal school close to their home. Pupils and parents are however entitled to choose another municipal school, or a school that is a free school.

Free schools are open to all children and must have been approved by the National Agency for Education. Teaching in free schools must be based around similar objectives to those in municipal schools, but can have an orientation that differs from that of municipal schools. These include: special teaching methods (Montessori or Steiner-Waldorf), a linguistic/ethnic orientation, or denominational schools. If the school fails to comply with current regulations, the National Agency for Education can withdraw its permit.

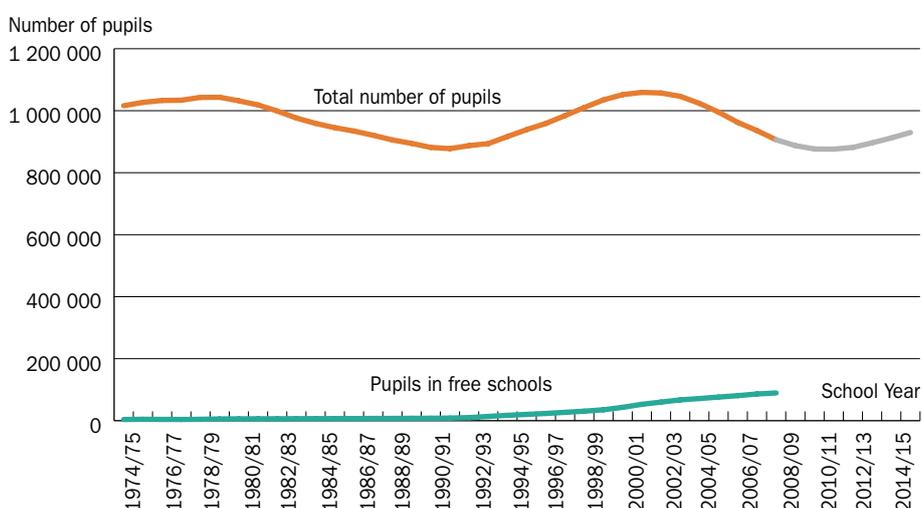
In the school year 2008/09 there were 906,200 pupils in compulsory schools. In autumn 2008 the total number of compulsory schools was 4,755. Compulsory school education is arranged by municipal schools, state run Sami schools, free schools, international schools and national boarding schools. In the school year 2008/09 there were 677 compulsory level free schools.

The vast majority of compulsory school pupils, 90 percent, attend municipal schools. At the same time, the number of pupils attending free schools is at its highest level ever, over 89,400 pupils, which represents 10 percent of the total school population. In major cities 18 percent of pupils attended a free school.

In autumn 2008 compulsory school education was organized by all the municipalities in the country. The number of pupils varied widely between the municipalities, from 250 to 52,700, which reflected the large variation in local

Diagram 5

Total number of pupils in all compulsory schools, school years 1974/75 – 2008/09 with the predicted numbers up to and including the school year 2015/16 and the number in free schools, school years 1974/75 – 2008/09.



population sizes. Large variations between municipalities were revealed even when examining the average number of pupils per school, which ranged from 70 to 420. Municipal schools had on average considerably more pupils per school than free schools, 200 compared with 130.

Gender distribution in the schools is almost equal, however the proportion of girls in free schools is 50.7 per cent which is slightly higher than in municipal schools where the corresponding share is 48.5 percent.

Earlier school start

Six year olds have the right to start compulsory school if their parents choose to. In autumn 2008, 95,200 pupils started grade 1. Of these around 1,300 pupils were six years old or younger, this represents 1.4 percent of all the pupils in grade 1. In the school year 2008/09 the proportion of those six years old or younger in grade 1 was four times larger (5.8 percent) in free schools than in municipal schools (1.4 percent). A reduction in the proportion of 6 year-olds has occurred over time.

Girls were overrepresented amongst the pupils who began school a year before compulsory school. Among the six year-olds in grade 1 nearly 61 percent were girls whilst boys accounted for only 39 percent. The distribution showed that the proportion of girls among six year olds in grades 1 was 2 percent and the proportion of boys was 1 percent.

Language Electives

Modern languages can be read within both the language elective and the pupil elective frameworks. The language electives are generally chosen in grade 6. In the school year 2008/09, 73 percent chose a language elective. In grades 7, 8 and 9, the proportion of pupils who chose a language elective went up to 92 percent.

The highest percentage of pupils reading modern languages within the language elective framework was, as in previous years, amongst those in grade 7 where 77 percent of the pupils chose a language elective. In grade 9 the proportion was much lower, only 62 percent. Choosing modern languages was more common amongst the girls. The most common language choice for pupils in grade 9 was Spanish. The increase in those studying Spanish in recent years has meant that it is the most popular language elective for pupils in compulsory schools (English is not a choice within the language elective framework as it is a core subject and not optional).

Native language tuition and Swedish as a second language

FACTS

Native language tuition and Swedish as a second language

Every pupil who has a native language other than Swedish has the right to receive extra tuition in that language. Pupils with a foreign background can study Swedish as a second language instead of Swedish but they must study one of these two options.

In the school year 2008/09 approximately 164,000 compulsory school pupils were reported as being eligible for native language tuition, this represents 18 percent of all pupils. The proportion of those eligible who then participated in native language tuition was 53 percent.

The larger municipalities in the 2008/09 school year had a considerably higher proportion of pupils who were entitled to native language tuition than the smaller municipalities. In free schools, the proportion of those eligible was a little higher than in municipal schools, 19 percent compared to 18 percent. In the free schools a greater proportion of the eligible pupils participated in native language tuition, 68 percent compared to 52 percent.

In the school year 2008/09, just as in the preceding years, Arabic was the language in which the largest number of pupils were entitled to native language tuition, the second largest was Bosnian / Croatian / Serbian. The proportion of those eligible who participated in native language tuition varied between languages. The participation level was relatively low for the least common languages, but also for Finnish (42 percent). The highest participation levels, over 60 percent, had pupils with Albanian, Arabic, Persian and Somali as their native language.

The variation in participation levels was even greater in the case of Swedish as a second language. The proportion of all pupils in the 2008/09 school year, who took part in Swedish as a second language tuition was 7.5 percent.

Results

The average merit rating increased annually between 1998 and 2004. After this the merit rating remained almost constant for a number of years then increased again, in spring 2008 the average merit rating went up to 209. The girls, as in the previous school year had a noticeably higher average merit rating than the boys. In spring 2008, the girls average merit rating was 220.6 whilst the boys average merit rating was 198.5.

FACTS

How does assessment take place?

End-of-term reports are provided at the end of the autumn and spring terms in year 8, and at the end of the autumn term in year 9. Leaving certificates are issued when a subject is completed or when the compulsory attendance expires. Pupils are no longer obliged to attend school after the end of the spring term in the calendar year in which they turn 16.

End-of-term reports and leaving certificates are set by the teacher and the following grade notations are used:

Pass (G)

Pass with distinction (VG)

Pass with special distinction (MVG)

Average merit rating

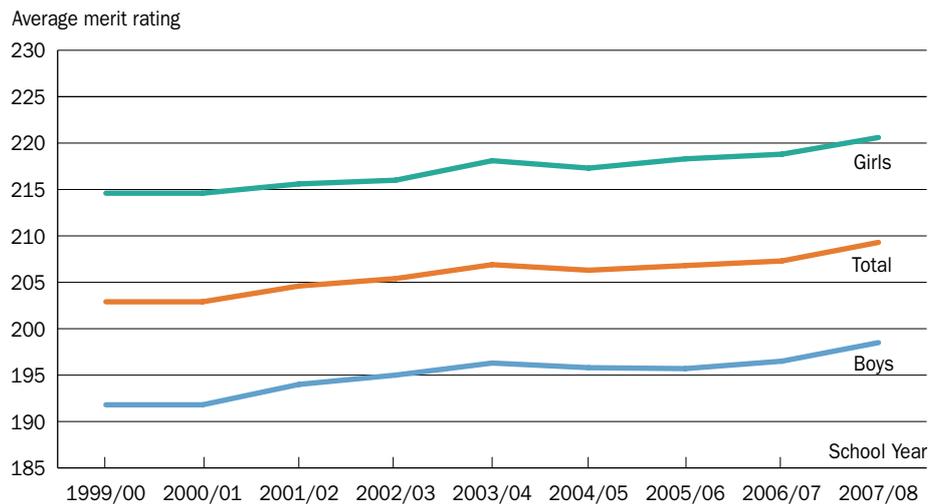
Before selection for upper secondary schools the pupils merit rating is calculated. It is calculated as the sum of the grade points of the 16 best final grades the pupil achieves (A pass is calculated as 10 points, a pass with distinction as 15 points and a pass with special distinction as 20 points). The maximum possible is 320 points.

Eligibility to upper secondary school

For a pupil to be eligible to apply for an upper secondary school's national and custom-designed programmes the minimum requirements are grade G's (passes) in Swedish / Swedish as a second language, English and Mathematics. For those pupils who lack these qualifications individual programmes are available.

Diagram 6

Average merit rating in grade 9, school years 1999/2000–2007/08

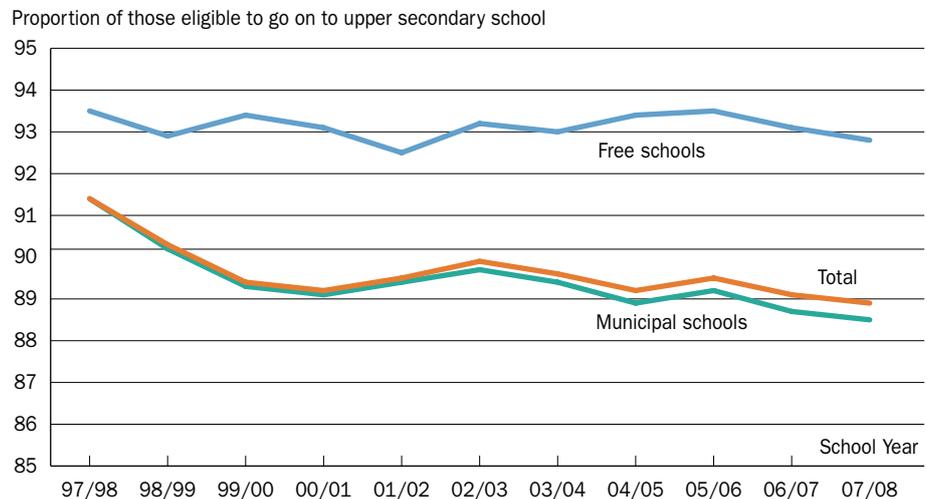


In spring 2008, the proportion of those eligible was 88.9 percent, which is the lowest proportion since 1998 when final grades using the objective and knowledge-related system were introduced for the first time. A higher proportion of girls (89.9 percent), compared with boys (87.9 percent) were eligible to go on to upper secondary school.

The proportion of pupils whom achieved eligibility to upper secondary school was 4.3 percent higher in free schools (92.8 percent compared with 88.5 percent). When compared with the school year 1997/98 the proportion of those eligible to upper secondary school has declined in both municipal and free schools by 2.9 and 0.7 percent respectively.

Diagram 7

Proportion of those eligible to go on to upper secondary school, municipal and independent principal organizers, school years 1997/98–2007/08

**Those not achieving a pass in one or more subjects**

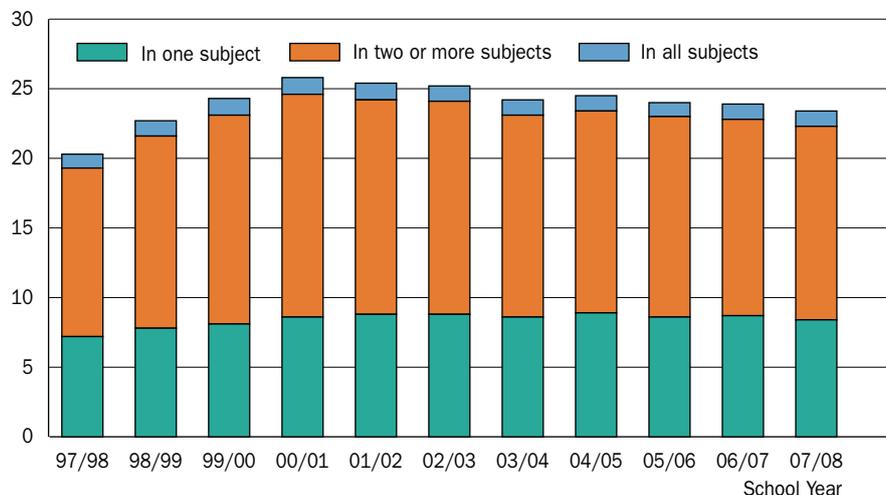
Of the pupils who completed grade 9 in spring 2008, 23.4 per cent did not achieve a pass in one or more subjects. The corresponding proportion in 1998 was 20.4 percent. In spring 2008, 8.4 percent did not achieve a pass in one subject, 13.9 percent in two or more subjects and 1.1 per cent in any subject. A smaller proportion of girls, 20 percent, than boys, 26 percent, did not achieve a pass in one or more subjects.

In the case of pupils who failed to gain a pass in at least one subject 14 percent of those had parents with higher education, 29 percent had parents whose highest education level was upper secondary school and 53 percent had parents whose highest education level was compulsory school.

Diagram 8

Proportion of pupils who failed to gain a pass in one subject, two or more subjects or in all the subjects in grade 9, school years 1997/98–2007/08

The proportion of pupils who failed to gain a pass



28,700 pupils failed to gain a pass in one or more subjects. The proportion of pupils who failed to achieve a pass in one or more subjects varied between the municipalities, from 2 to 43 percent. Amongst the pupils who failed to gain a pass in two or more subjects those from foreign backgrounds were overrepresented.

National tests

FACTS

National tests

The results of the national subject tests in Swedish / Swedish as a second language, English and mathematics in grade nine are another measure of the pupils' performance. In the subject tests, which are mandatory, all the pupils' results are collected together.

In the subject Swedish, 96.7 percent of the pupils achieved a pass, which means that Swedish was the subject test that the pupils did best in. The pass rate was lower for boys than for girls. Among the boys, 4.7 percent did not achieve a pass in Swedish the equivalent for girls was 1.8 percent. The same test was used for both Swedish and Swedish as a second language, but the grading criteria for the pupils who studied Swedish as a second language was based outside of the subjects' standard curriculum. A total of 83.8 percent achieved a pass for Swedish as a second language. In the subject tests in English 96.3 percent of the pupils achieved a pass.

The test results in mathematics showed that 83.6 percent of pupils achieved a pass in the subject tests. Compared with the other subjects mathematics was the subject that the pupils found the hardest to achieve a pass in. It is also the subject where a higher proportion of girls did not achieve a pass compared with boys. 17.6 percent of girls and 15.4 percent of boys did not achieve a pass in mathematics.

The background factor which has the most influence on the results is parental education level. Among pupils with parents who have only had compulsory schooling 8.3 percent did not achieve a pass for the Swedish subject test, compared with pupils who have at least one parent with higher education where only 1.4 percent did not achieve a pass.

Transition to upper secondary school

In autumn 2008, almost 99 percent of the pupils who left compulsory school in spring 2008 went on to upper secondary school. If individual programmes are excluded then the transition rate was 90 per cent. There were no significant gender differences in relation to the applicants and the transition rate to upper secondary school. On the other hand amongst those that applied for and started upper secondary school, there were fewer pupils with foreign backgrounds, which among other reasons could be that pupils with foreign backgrounds often have an incomplete compulsory education.

Teachers

In October 2008 the number of serving teachers (excluding short term employees) in compulsory schools was 88,800. The average proportion of full-time employment was 86 percent. This means that the number of teachers counted as being in full-time positions was just over 76,300. The proportion of full-time employees (i.e. after conversion to the equivalent of full-time as some employees work less than 100% of full-time hours) who had teacher training qualifications amounted to 85 percent. More female than male teachers had teacher training qualifications.

In the free schools, the proportion of teachers (converted to the equivalent of full-time) with teacher training qualifications was 68 percent. The proportion of qualified teachers was considerably lower in free schools than in municipal schools where it was 87 percent. The proportion of full-time employees who had teacher training qualifications varied between municipalities from about 70 to 100 percent.

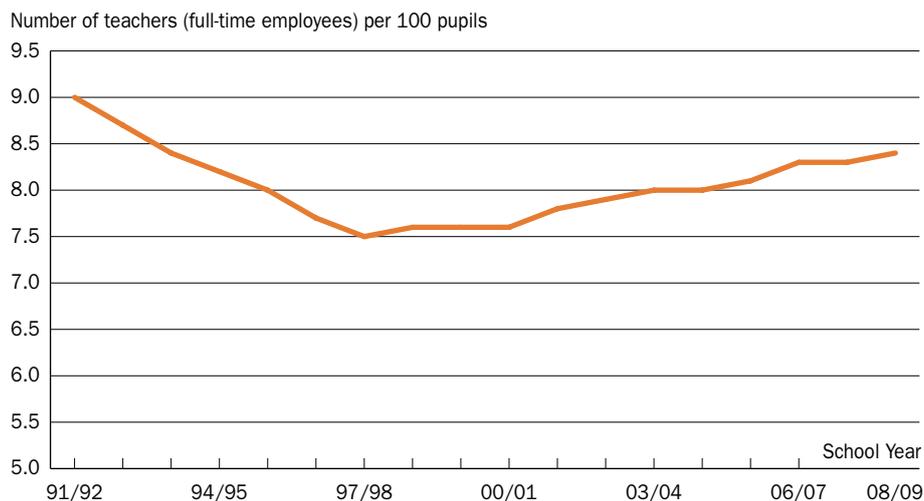
The teacher-pupil ratio, calculated as the number of teachers (converted to the equivalent of full-time) per 100 pupils, went up in autumn 2008 to 8.4. Teacher-pupil ratios were lower in free schools (7.7) than in schools under municipal authority control (8.5). The activities in preschool class, compulsory school and leisure-time centres are now integrated to a much greater extent, this means that there are more staff categories than before in the schools. In all likelihood the staff additions generated by the integrated activities primarily affect the younger grades.

The staff ratio i.e. the number of teaching staff (employed full-time) per 100 pupils, was 8.9 in the school year 2008/09. This measurement included teachers (including pre-school), leisure-time centre teachers and youth workers. The full-time staff ratio was 0.5 higher than the teacher-pupil ratio, which was 8.4.

We have known for a long time that the gender balance of serving teachers in compulsory schools is uneven, an imbalance that has grown over time. In the school year 2008/09, 75 percent of teachers were female, the same proportion as in the previous school years, while fourteen years earlier – in the school year 1994/95 – the percentage was 71. The proportion of females was high even amongst school principals. In the school year 2008/09, 65 percent of school principals were female.

Diagram 9

Number of teachers (full-time employees) per 100 pupils in compulsory school 1991/92–2008/09

**Expenditure**

In 2008 the cost for all compulsory level schools was 78 billion Swedish crowns, this includes the home municipality costs for school transport and for newly established compulsory free schools. Nearly 91 percent of the total cost was for municipal schools and 9 percent was for free schools. The costs of national boarding schools and international schools are included in the free schools' costs.

In 2008 the cost of municipal compulsory schools was 68.5 billion Swedish crowns, excluding the home municipality costs for school transport. Calculated per pupil this is equal to 81,300 Swedish crowns. The cost for compulsory level free schools in 2008 was 6.7 billion Swedish crowns (including newly established free schools that had not been open throughout the whole of 2008).

In comparing the years 1999 and 2008, the cost per pupil in municipal compulsory school has increased by 31 percent or 19,100 Swedish crowns per pupil. It is mainly the cost of tuition which has affected the total cost. The cost of tuition is just over half of the total cost per pupil. The costs of textbooks, school libraries and equipment accounted for 4 percent of the total cost. The cost of school meals represents 6 percent of the total cost.

4.

COMPULSORY SCHOOL
FOR CHILDREN WITH
LEARNING DISABILITIES

4. Compulsory school for children with learning disabilities

FACTS

Compulsory school for children with learning disabilities.

The education in compulsory school for children with learning disabilities aims to provide mentally disabled children and adolescents the appropriate training according to each and every pupil's ability. To the extent that it is possible the training should be comparable to that in compulsory school.

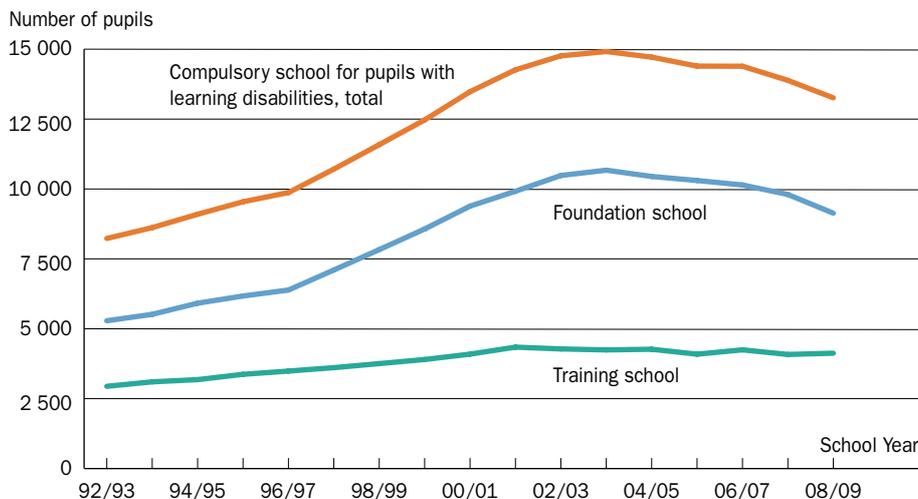
Compulsory school for children with learning disabilities consists of a foundation school and a training school. It includes 9 years of compulsory education for all children between the ages of 7 and 16. The pupils have the right to a tenth voluntary school year if needed to complete their education. The pupils in the foundation school have mild learning disabilities. The pupils are educated in the same subjects as compulsory school pupils. The subjects' content and scope are adapted to the abilities of each pupil. The pupils in the training school have more severe disabilities that make them unable to benefit from the education in foundation school.

In the school year 2008/09 there were circa 13,300 pupils in compulsory school for children with learning disabilities. Two-thirds, circa 9,100 pupils attended foundation school and a third, circa 4,100 pupils attended training school. The proportion of pupils attending compulsory school for children with learning disabilities represented about 1.5 percent of all pupils attending compulsory school. This proportion has increased over time. The gender distribution in compulsory school for children with learning disabilities was 40 percent girls and 60 percent boys, a balance which has remained largely unchanged over the years.

Of the total number of pupils in compulsory schools for children with learning disabilities, 14 percent were integrated into compulsory school, i.e. they spent at least half of their school time with pupils in compulsory school classes.

Diagram 10

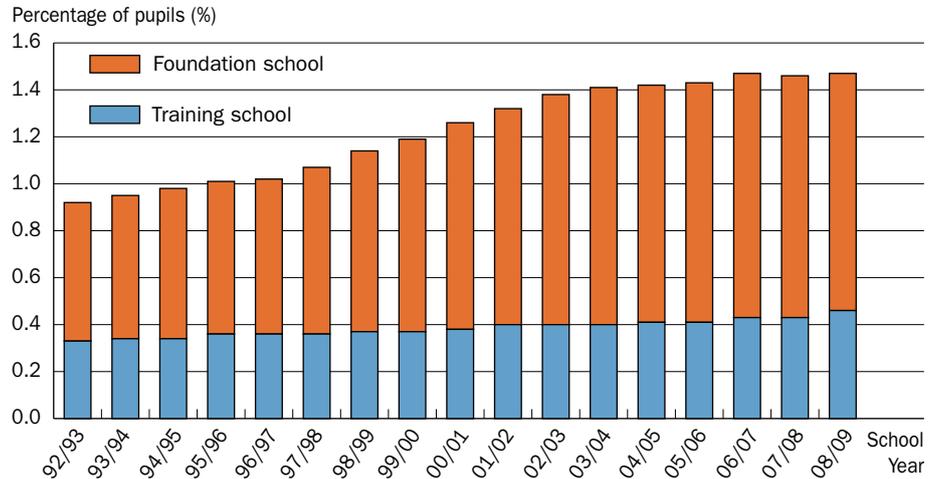
Increase in pupils numbers in compulsory school for children with learning disabilities 1992–2008



Over the period 1992/93–2008/09 the number of pupils in compulsory school for children with learning disabilities has increased 61 percent. The largest increase has taken place in the foundation schools where the number of pupils has increased 73 percent. In training schools the number of pupils increased by 40 percent. These increases have fallen in recent years.

Diagram 11

Percentage (%) of pupils in compulsory school for pupils with learning disabilities compared with all pupils in compulsory schools, special schools and compulsory schools for children with learning disabilities 1992/93–2008/09



Teachers

In October 2008, there were nearly 5,000 serving teachers in compulsory schools for children with learning disabilities of which 4,600 were registered with a municipal authority. Just over one in five teachers were male. Calculated as full-time positions, the number of teachers (serving under all the responsible authorities) was 3,100.

Overall, among all the responsible authorities, there were 27 teachers per 100 pupils in compulsory schools for children with learning disabilities. This calculation does not include integrated pupils. In free schools, the number of teachers per 100 pupils was 36.

The proportion of teachers (full-time employees) with teacher training qualifications was 87 percent in the school year 2008/09. In free schools for children with learning disabilities the proportion with teacher training qualifications was lower than in municipal schools, 45 percent compared with 90 percent.

Expenditure

The total cost of compulsory school for children with learning disabilities (under municipal authority) went up in 2008 to 4.2 billion Swedish crowns. The cost per pupil went up to 320,100 Swedish crowns.

The largest single cost item in compulsory schools for children with learning disabilities was the cost of personnel which accounted for 48 percent of the total cost. The cost of premises was 9 percent of the total cost. The cost of school transport accounted for 11 percent of the total cost and is the second largest cost item for the compulsory schools for children with learning disabilities.

5.

SPECIAL SCHOOL

5. Special school

FACTS

Special school

The majority of school-age children and adolescents with hearing or speech impairment are educated in ordinary compulsory schools. Education in special schools is designed for children and adolescents who are deaf or hearing impaired and can not attend compulsory school. In autumn 2008 there were 516 enrolled pupils in special schools. The teaching is based as much as possible on the education provided in compulsory schools but is also based on each pupil's individual needs.

Special school is divided into five regional and three national special needs schools. The regional schools have 457 enrolled pupils and these offer education to pupils who are deaf or hearing impaired. The national schools with 59 enrolled pupils cater for pupils with deafness or impaired hearing combined with learning disabilities, congenital deaf-blindness, severe speech and language disabilities or visual impairment combined with additional disabilities.

In special schools most subjects have the same curriculum as in compulsory schools. For the subjects: sign language, Swedish, English, modern languages and movement and drama, special curricula have been developed. For the pupils with learning disabilities the curricula from schools for children with learning disabilities is utilized.

Education in special schools is organized into ten grade years. The pupils in special schools come from 112 municipalities and more than half of the pupils come from another municipality than the one in which their school is located. Of the total number of pupils, 80 percent were living in their parental home during their education and 20 percent were living in different types of boarding houses near the schools.

Out of all the pupils, 3 percent were visually impaired, 94 percent were deaf or hearing impaired and 3 percent had speech impairment. 121 pupils (23 percent) had additional disabilities.

Teachers

In October 2008 the number of serving teachers (excluding short-term employees) in special schools was 259. Calculated as full-time employees the special schools had 225 available teachers, this means that there were 44 full-time teachers per 100 pupils. Of all the teachers 78 percent were female.

The proportion of all the full-time employees (i.e. converted to full-time employees) who had teacher training qualifications was 80 percent in the school year 2008/09. The proportion of teachers with special education teacher training qualifications has fallen sharply over the last decade, from 55 percent in the school year 1998/99 to 36 percent in the school year 2008/09.

Expenditure

In the fiscal year 2008, the total cost of special schools was approximately 398 million Swedish crowns. The cost per pupil was 772,600 Swedish crowns. Teaching costs constituted 35 percent of the total cost. Premises were the second largest cost, except for the cost type 'other costs' and accounted for 15 per cent of the total cost

The cost of dormitories was 12 per cent of the total cost. The cost of school transport accounted for 6 percent of the total cost. Student welfare and school meals together accounted for six percent of the total cost.

6.

UPPER SECONDARY SCHOOL

6. Upper secondary school

FACTS

Upper secondary school

Upper secondary school is free and non compulsory. It is available for those aged 16–20. Each municipality is legally required to provide upper secondary education to all pupils who have completed compulsory school.

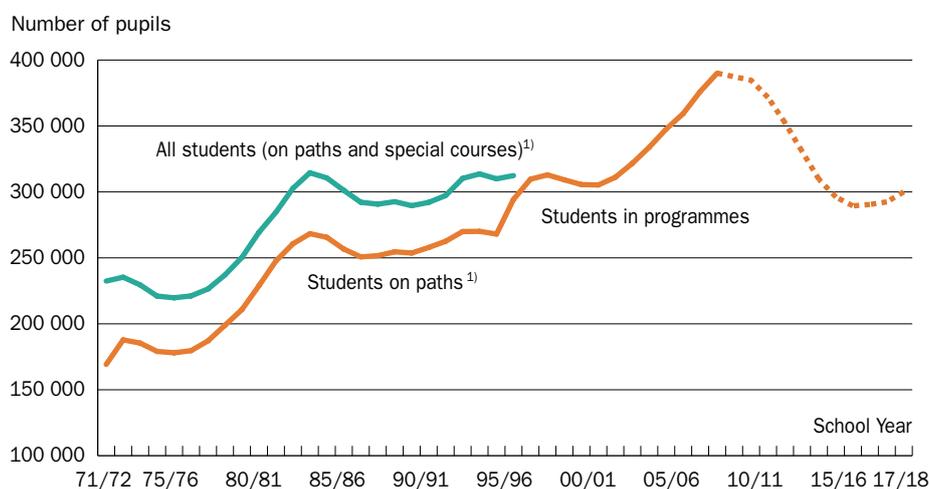
Upper secondary school offers various types of programme. There are 17 national programmes which last for 3 years. Individual programmes for pupils with particular educational needs or those without passing grades in English, Swedish or Swedish as a second language and mathematics. There are also locally run tailor-made programmes which combine subjects from the various national programmes.

Over 40 percent of upper secondary schools are free schools however less than 20 percent of pupils attend free schools, though this percentage is increasing every year. Free schools are open to everyone but may set different admission rules if the places are oversubscribed.

Over 396,000 pupils attended upper secondary school in autumn 2008. The pupil level has reached its peak and when counted from the next school year it should decrease at a rate in line with the reduced pupil numbers. Upper secondary school's recruiting pool mainly consists of pupils that have completed 9th grade in compulsory school in the previous school year. In the school year 2008/09 there were 315,000 pupils in municipal schools, 77,500 pupils in free schools and 4,200 pupils in county council schools.

Diagram 12

The number of pupils in upper secondary schools, by path, special courses and programme. School years 1971/72–2017/18



Applicants and admissions

In total 129,700 eligible people applied to upper secondary school in autumn 2008 and 152,000 pupils attended the first year of upper secondary school in October 2008. Of these around 20,000 pupils had not applied for upper secondary school in autumn 2008. The majority of pupils in the first year course who had not formally applied had started studying in the previous school year and had changed programme in the school year 2008/09.

Of the 152,000 pupils who started the first year in upper secondary school in autumn 2008, eight out of ten, 121,500 pupils came directly from compulsory school. These accounted for almost all (over 98 percent) of those pupils who completed 9th grade in compulsory school in spring 2008.

The number of municipalities, schools and pupils

In autumn 2008 upper secondary education was organized in 277 of the country's 290 municipalities, either under municipal or independent management (upper secondary free schools). In line with the increased pupil numbers the number of upper secondary schools has also increased. Above all the number of free schools has increased. In the same time period the number of municipal schools has also increased to some degree and these account for 54 percent of the total number of schools. In autumn 2008 county councils had 22 schools. The average number of pupils per school was 419. There are considerably more pupils per school in municipal schools (618) than in county council schools (189) and free schools (187).

In autumn 2008 nearly 80 percent of all pupils in upper secondary school were educated in municipal schools, just over 19 percent in free schools and 1 percent in education organized by county councils. Almost all pupils in free schools (97 percent) attended one with a general orientation. Other pupils (3 percent) were equally distributed between the denominational schools, Steiner-Waldorf schools and boarding and international schools. It was much more common for pupils in large cities to attend free schools (over 40 percent) compared with pupils in rural communities (less than 1 percent). Of the total number of pupils in upper secondary schools, one-third of the pupils attended a school located in a municipality other than their resident municipality. Almost half of the pupils in upper secondary free schools attended a school located in another municipality, compared with a quarter of pupils that attended municipal schools.

Of all the pupils in upper secondary school in autumn 2008, 51.5 percent were male and 48.5 percent were female. Around 16 percent of the pupils had foreign backgrounds. The gender balance and the proportion of pupils with foreign backgrounds was for the most part the same in municipal and free schools. In county council schools the majority of pupils were female. The county councils mostly organize education in natural resources, a subject chosen by a higher proportion of females.

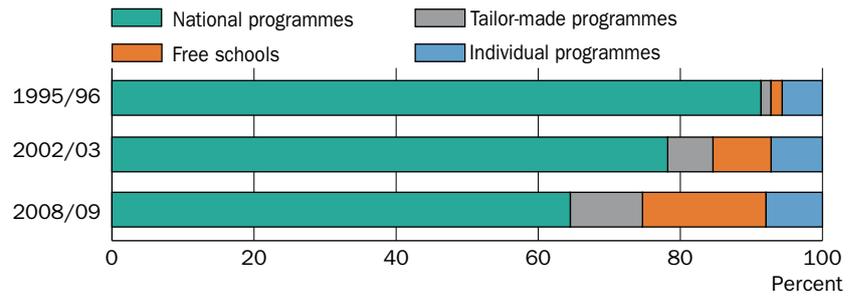
Education and study alternatives

The proportion of pupils studying national programmes continues to decline, this mainly benefits education in free schools and the tailor-made programmes. In the school year 2008/09, 62 percent studied a national programme. Even more pupils are also choosing to study tailor-made programmes, 11 percent. The proportion of pupils studying an individual programme increased above all because of the introduction in 1998 of new eligibility rules, after this the numbers have remained relatively stable. In the school year 2008/09, 8 percent of pupils studied an individual programme.

Regardless of the authority responsible (municipal or independent) or the type of education, 47 percent of the pupils in upper secondary school chose training with an academic focus and 45 percent chose training with a vocational

Diagram 13

The proportion of pupils (%) in national programmes, tailor-made programmes, free schools and individual programmes. 15th October 1995, 2002 and 2008



focus. Other pupils studied individual programmes or tailor-made programmes which were not connected to the national programmes.

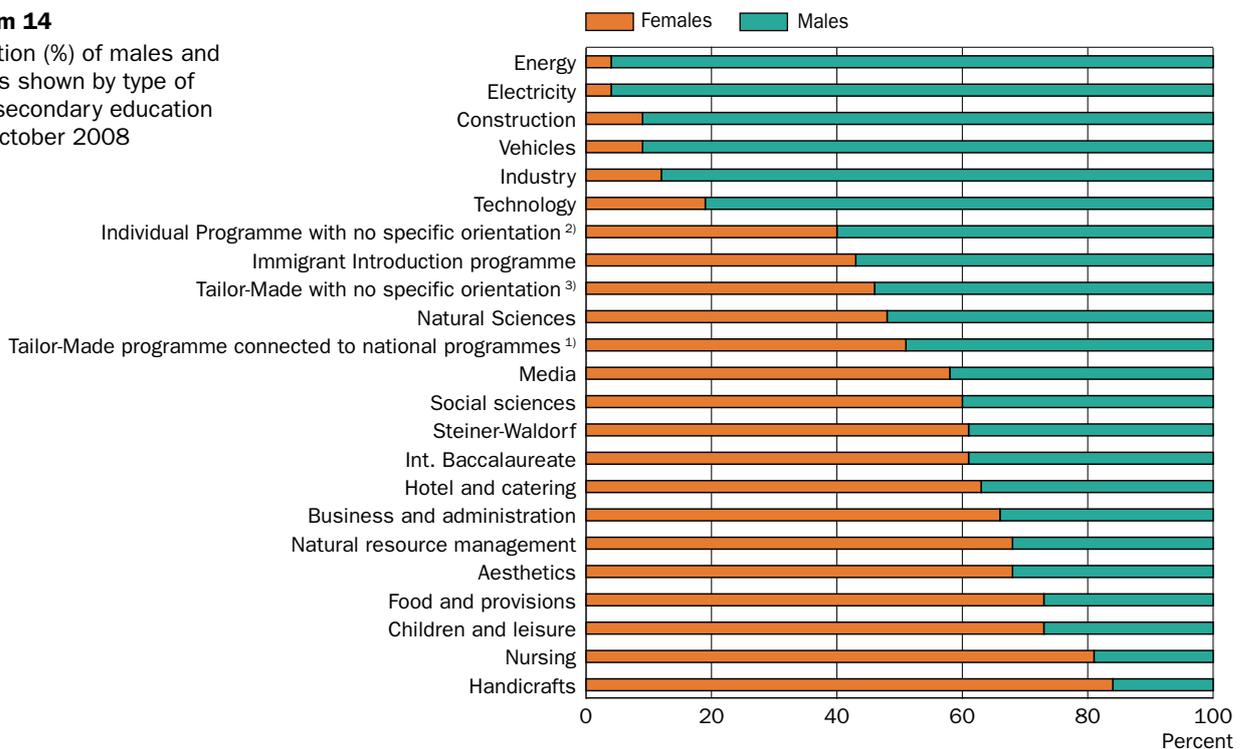
Social and natural sciences are still the most popular choices. In the school year 2008/09, 35 percent of upper secondary pupils chose these.

Gender differences in education choices

There are still the same large gender differences concerning education choices in upper secondary education. The gender distribution was most unequal in energy, electrics, building and vehicle education. For these the proportion of males was over 90 percent. The proportion of females was highest in handicrafts, care and nursing, children and leisure and also food and provisions education. The proportion of females was between 73-84 percent. The training with the most even gender distribution was natural science.

Diagram 14

Proportion (%) of males and females shown by type of upper secondary education 15th October 2008



Teachers

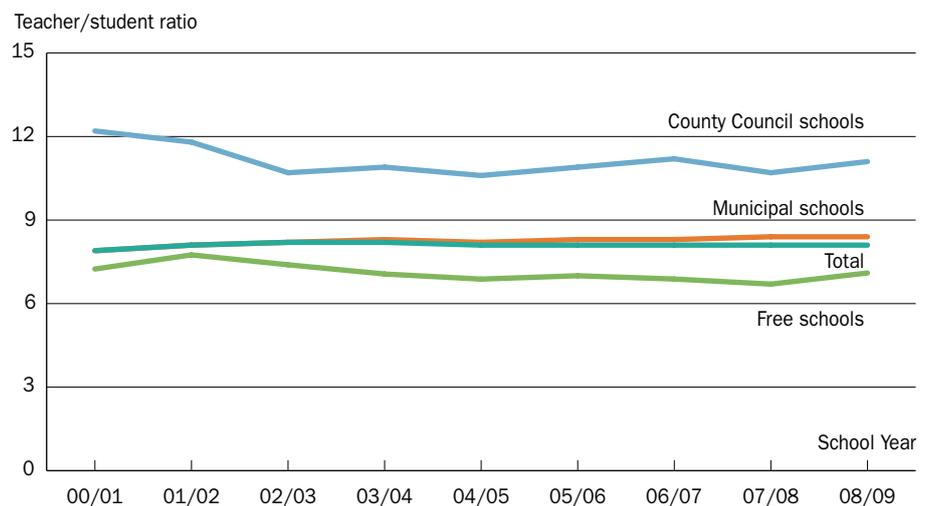
In October 2008 there were 38,400 serving teachers (excluding short-term employees) in upper secondary schools, with an average service rate of 84 per cent. Converted to full-time employees there were 32,300 teachers in upper secondary schools. The majority of teachers taught in municipal schools, but an increasing proportion taught in free schools (17 per cent, converted to full-time employees).

Of all the teachers (converted to full-time employees) 74 per cent had teacher training qualifications. Municipal schools had the highest proportion of qualified teachers (78 per cent) whilst free schools had the lowest proportion (55 per cent). The proportion of qualified teachers is highest in large and major cities (over 80 per cent) and lowest in rural communities (70 per cent).

The number of teachers (converted to full-time employees) per 100 pupils in upper secondary school was 8.1 in autumn 2008. The teacher/pupil ratio varied widely between schools under different types of management. The teacher/pupil ratio was lower in free schools than in municipal schools (7.1 compared with 8.4). In county council schools the teacher/pupil ratio was 11 teachers per 100 pupils.

Diagram 15

The number of teachers (full-time employees) per 100 pupils in upper secondary schools, school years 2000/01–2008/09



Educational and vocational guidance counsellors

The number of educational and vocational guidance counsellors in the school year 2008/09 was circa 1,050. The proportion of educational and vocational guidance counsellors (converted to full-time employees) with guidance counsellor training was 74 per cent. 3 out of 4 educational and vocational guidance counsellors were female. Access to educational and vocational guidance counsellors is considerably lower in free schools. In free schools the ratio is 910 pupils per guidance counsellor (converted to full-time employees) whilst the comparable figure in municipal schools is 420. Out of all the municipal groups the lowest guidance counsellor/pupil ratio is in large cities (670 pupils per guidance counsellor).

Expenditure

In 2008 the total cost of upper secondary schools was 36 billion Swedish crowns. Upper secondary schools under municipal management accounted for 79 percent of the total cost, free schools accounted for 17 percent. County council schools accounted for 2 percent of the total cost.

The average cost per pupil in upper secondary school was 92,400 Swedish crowns in 2008. A pupil in a municipal school had an average cost of 89,600 Swedish crowns in 2008. The average cost for a pupil in an upper secondary free school was 84,000 Swedish crowns. The costs of boarding schools and international schools per pupil were 149,200 and 102,200 Swedish crowns respectively. The county councils mainly provide natural resource training which is expensive to run. The average cost for the county council authorities was 140,200 Swedish crowns per pupil. The cost difference per pupil under the different types of management depended to a large degree as to which programmes were offered by the various managers as the costs differ considerably between the programmes and also that the pupil numbers varied greatly.

The largest cost item in upper secondary schools was the teaching which accounted for just over 44 percent of the total costs. The teaching cost is mainly made up of the teachers' salaries but even includes the cost of developing teaching skills. The cost of premises accounted for 21 percent of the total costs this means that the cost of premises is the second highest cost item for upper secondary schools. Teaching materials accounted for 8 percent of the total cost. Student welfare and school meals together accounted for 6 percent of the total cost.

Results – Final grades from upper secondary school.

By 2008, 72 percent of the country's 20 year olds had received their final grades from upper secondary school. This means that circa a quarter of all 20 year olds were missing final grades. Another way to record final grades is to look at the pass rate i.e. the proportion of pupils with final grades for the different pupil groups. When examining the last ten beginner groups that were monitored over three years, between 65–69 percent of the pupils received their final grades within three years. After another year of study, the proportion of pupils increased to 73–76 percent. After five years of study, the proportion of pupils with final grades was 74–77 percent. This data applies to all pupils, including those studying individual programmes which have a high number of pupils who have problems with their studies or are not motivated to study. These pupils achieve final grades to a lesser extent. For pupils who started their studies in the individual programmes the pass rate within three years is at most 6 percent. The corresponding proportion within four years is between 17–21 percent. Within five years, 21–25 percent of pupils who began their upper secondary school studies in an individual programme have completed their studies.

The latest statistics on the proportion of pupils who achieved final grades within three years is for the pupil group that started upper secondary school in the school year 2005/06. Almost seven out of ten (69 percent) in this pupil group achieved their final grades within three years.

The pupil group that started their upper secondary studies in autumn 2003 in the school year 2003/04 consisted of just over 111,300 pupils. Of these pupils 76,000 completed upper secondary school within three years, this equates

to 68 percent. Within four years 75 percent had received their final grades or equivalent and within five years the comparable figure was 76 percent.

When comparing the different types of school management the pass rate is highest for county council schools, followed by free schools and lowest for municipal schools.

The pass rate is slightly different between the different types of training. No matter what type of education the pupil studies, municipal or in a free school, the pass rate is highest in natural sciences and social sciences. Within five years, 91 percent of pupils had received a final grade in natural sciences and 85 percent in social sciences. Construction and handicrafts also had a relatively high pass rate, 83 percent of pupils had received a final grade from these within five years.

When looking at the differences between males and females, females generally have a higher pass rate than males. Of those who started upper secondary education in the school year 2005/06, 79 percent of females and 74 percent of males achieved final grades within five years.

The proportion of pupils with final grades is lower among pupils with foreign backgrounds than among pupils with Swedish backgrounds. Within five years, 61 percent of pupils with foreign backgrounds achieve their final grades, compared with 79 percent of the pupils of Swedish descent. However, there is a difference in the pass rate between the foreign-born pupils and pupils born in Sweden with both parents born abroad. For pupils that were born abroad, the proportion with final grades is 56 percent after five years of study, the corresponding figure for pupils born in Sweden with both parents born abroad is 71 percent.

In the country's municipalities, the lowest proportion of pupils achieving final grades within four years, were those in large cities (71 percent). The highest percentage was among pupils registered in the manufacturing communities, where 77 percent of the pupils achieved final grades within four years.

Average grade points

FACTS

Grade points in upper secondary school

Average grade points are used as a benchmark measure of the grade results in upper secondary school. All courses are included in the final grade calculation which is calculated by adding the pupils' points for each course whereby 0 for Failed, 10 for Pass, 15 for Pass with Distinction and 20 for Pass with special distinction. The result is then weighted according to the relative scope of the different courses expressed in upper secondary school credits. For example if a pupil achieves a Pass in all courses the corresponding average grade points will be 10. In order to achieve basic eligibility for university and higher education one requires a final grade from a national or tailor-made programme or an alternative from free schools' programmes. In addition, the pupil must have a minimum of a pass in courses that make up at least 90 percent of their upper secondary school points required for the complete program, that is 2,250 points.

In the 2007/08 school year, 93,600 pupils completed upper secondary school. Of these, 92,600 pupils received a final grade according to the goal-related scale. Nearly 1,000 pupils received other types of academic awards than final grades, for example, those from the Steiner-Waldorf schools. In 2007/08, the average grade points for all the outgoing pupils with final grades from upper secondary

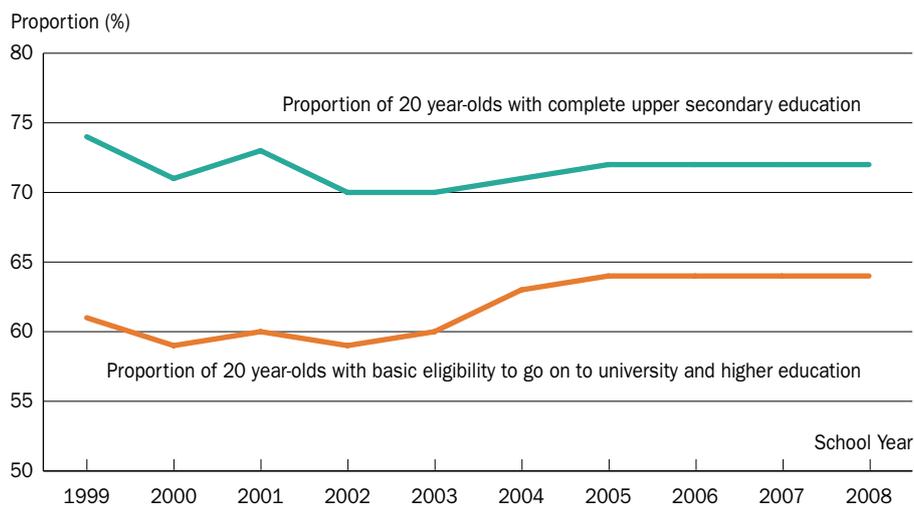
school programmes, was 14.0. The difference in the average grade points between free and municipal upper secondary schools has declined in recent years.

Basic eligibility to university and higher education

By 2008 the proportion of all 20 year olds in Sweden that had achieved basic eligibility to further education was 64 percent. The trend over time has been that the proportion with final grades from upper secondary school and the proportion achieving basic eligibility to further education have followed each other. Since 2002, these proportions have remained stable.

Diagram 16

Proportion of 20 year olds with completed upper secondary school education and those that achieved basic eligibility to go on to university and higher education, 1999–2008



Of the 93,600 pupils in spring 2008 that received final grades from upper secondary school, 89 percent had achieved the basic eligibility requirements for university and higher education studies. The proportion of pupils with basic eligibility to further education from municipal schools was 89 percent compared with 88 percent for the free schools.

The proportion with basic eligibility to further education, among the pupils with final grades in spring 2008, was higher among females (92 percent) than males (86 percent). There was also a higher proportion of pupils with Swedish backgrounds (90 percent) who achieved basic eligibility to further education, compared with pupils of foreign descent (82 percent).

Scope

A pupil who has tangible study difficulties may be granted a reduced upper secondary school programme, which means that the pupil would not be required to study one or more subjects. These pupils do not receive grades in all the courses that are normally included in the training. Over the last eight years, the proportion of pupils studying a reduced programme has decreased from 10.6 to 3.6 percent. For pupils with final grades from the national programmes in spring 2008, 3.5 percent had studied a reduced programme. A slightly higher proportion of females than of males studied reduced programmes in spring 2008 (3.9 percent versus 3.3 percent). It was more common for pupils with foreign backgrounds to study a reduced programme than for pupils with Swedish backgrounds, 5.5 compared with 3.4 percent. In spring 2008 the proportion of

pupils studying reduced programmes in municipal upper secondary schools was 3.6 percent. In the county council schools it was 6.4 percent and in free schools it was 3.4 percent.

In cases where a pupil is deemed capable of studying more courses than required to complete upper secondary school, the pupil can be granted the right to study extra courses. Nearly one in four pupils who received their final grades in spring 2008 had studied an extended programme. In the municipal schools 21 percent of pupils had studied an extended programme. In the county council schools, the proportion of pupils who had studied extended programmes was 28 percent and in free schools the proportion was 29 percent. Males were more likely to study an extended programme than females (24 and 21 per cent respectively). A slightly higher proportion of pupils with foreign backgrounds (24 percent) than those with Swedish backgrounds (22 percent) studied an extended programme in spring 2008.

Breaks in study and changing study path

In autumn 2007 just under 7 percent of all the pupils in the first grade of upper secondary school dropped out or took a break from their studies during or after the first year (year 1). This proportion has remained relatively stable over the past five years (6–7 percent). There were no noticeable differences between females and males in the drop out rate or in those that take a break from their studies after the first year. It was more than twice as likely for pupils with foreign backgrounds to drop out or take a study break than pupils with Swedish backgrounds.

Approximately every seventh pupil during the same period had changed programmes. Many of the pupils who switched began their studies on an individual programme (IV). A quarter of pupils studying on a first year individual programme in autumn 2007 were not in upper secondary school a year later. The proportion of pupils who changed their study path after the first year is also noticeably higher for those studying individual programmes than those studying national programmes (30 compared with 12 percent). As previously mentioned, the purpose of the individual programmes is for the pupils to continue their studies in a national or tailor-made programme. Of the pupils who started upper secondary school's first year in autumn 2006 and were not listed in upper secondary school in 2007, 15 percent returned in autumn 2008. It is likely that these pupils had taken a one year study break.

Transition to university and higher education

Of all the pupils who completed upper secondary school and received their final grades or equivalent in spring 2005, 41 percent began higher education within three years (the last in spring 2008). Females were more likely to go on to higher education than males. Of all the pupils who completed upper secondary school in the school year 2004/05, 46 percent of females and 35 percent of males started a university course within three years.

For pupils who completed their studies at a free school, the proportion who went on to higher education within three years was higher than for those in municipal and county council schools (48, 40 and 17 percent respectively). For pupils with Swedish backgrounds and final grades from upper secondary school, 40 percent went on to higher education within three years. The corresponding

proportion of pupils with foreign backgrounds was 48 percent. There are large differences between the municipalities regarding the transition to higher education. Between the various municipal groups the transition to higher education within three years varies from 32 percent (rural municipalities) to 48 percent (large cities).

Transition to adult education

Of all the pupils in the third year of upper secondary school in autumn 2006, every tenth pupil, a total of over 11,300 pupils continued their studies in adult education in the following school year. Of the pupils who did not achieve final grades or the equivalent from upper secondary school, 13 percent started adult education in the following school year. The corresponding percentage for pupils with final grades or the equivalent was 10 percent. There were considerably more females studying in adult education after their last year of upper secondary school. Among pupils who did not have final grades, the proportion who continued in adult education was 16 percent of the females and 10 percent of the males. The corresponding proportion for those with final grades was 12 percent of the females and 8 percent of the males.

The proportion of pupils with final grades that went on to study in adult education in the following school year was 20 percent for pupils with foreign backgrounds and 8 percent for pupils with Swedish backgrounds. The corresponding proportion for those without final grades was 22 percent for pupils with foreign backgrounds and 10 percent for pupils with Swedish backgrounds.

Among pupils who obtain final grades from upper secondary school the transition to adult education is most likely to take place in the first year after upper secondary school. In the last five years, the proportion was 10–14 percent. In the second year after upper secondary school 6–9 percent started studying in adult education. Overall, almost every third person who completed upper secondary school, studied in adult education, at sometime in the following five years. Females went on to adult education to a much greater extent than males, 37 percent compared with 26 percent.

7.

UPPER SECONDARY SCHOOL
FOR INDIVIDUALS WITH
LEARNING DISABILITIES

7. Upper secondary school for individuals with learning disabilities

FACTS

Upper secondary school for individuals with learning disabilities

The education in upper secondary school for individuals with learning disabilities aims to provide developmental support to young people with learning disabilities to each pupil's needs and abilities. The education should to the extent that is possible be equal to that provided in upper secondary schools.

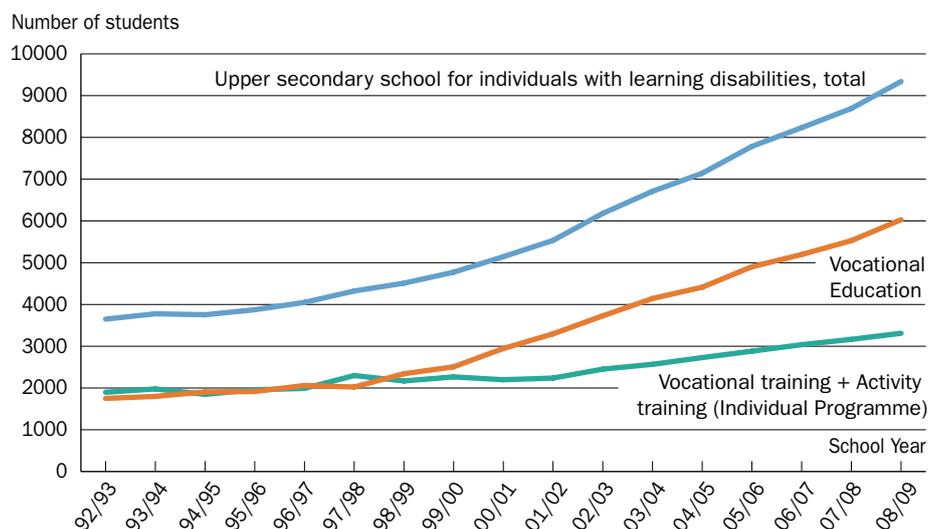
Upper secondary school for individuals with learning disabilities is free and non compulsory. All municipalities are legally required to provide this form of education for those pupils who have completed compulsory school for children with learning disabilities. The schools offer national, individual and tailor-made programmes. The different programmes are for the most part vocationally orientated. The schools have the same syllabi as upper secondary schools.

There are eight national programmes available and two individual programmes for those who are unable to take the national programmes. All the programmes last for four years and comprise 3,600 hours. The grades available are G (pass) and VG (pass with distinction) those pupils that do not achieve a passing grade are issued with a certificate of attendance.

In the school year 2008/09 the number of pupils in upper secondary school for individuals with learning disabilities was 9,300, which means that the number of pupils has increased by 156 percent since the school year 1992/93 when the number of pupils was 3,600. In 2008/09, 35 percent of upper secondary school for individuals with learning disabilities pupils took part in vocational or activity training within the framework of an individual programme (IV programme) whilst 65 percent took part in a national or a tailor-made programme. The gender distribution in upper secondary school for individuals with learning disabili-

Diagram 17

Increase in pupil numbers in upper secondary school for individuals with learning disabilities 1992/3–2008/09



ties was 42 percent female and 58 percent male, a balance that has not changed over the years

The majority of the pupils in upper secondary school for individuals with learning disabilities (93 percent) attended schools run by municipal authorities. Five percent of the pupils attended a free school.

In the school year 2008/09 a total of 271 upper secondary schools for individuals with learning disabilities were organized in 171 municipalities. 28 of these were run by independent authorities and 8 by county councils. The average number of pupils per school was 34. 36 percent of the pupils were resident in another municipality than the one in which the school was located. The number of upper secondary school for individuals with learning disabilities pupils integrated into upper secondary school classes was approximately 4 percent.

Teachers

In the school year 2008/09 there were approximately 2,700 teachers, of which 2,500 were in municipally run schools. The service rate was 74 percent and when converted to full-time positions the number of teachers (under all the authorities) was 1,980. There were 123 serving teachers in upper secondary free schools for individuals with learning disabilities where the average service rate was 52 percent. Converted to full-time positions the number of teachers was 63.

When including all the responsible authorities the teacher/pupil ratio was 22.0 teachers per 100 pupils. In the free schools the number of teachers per 100 pupils was lower than in municipally run schools, 13.6 compared with 22.6 teachers per 100 pupils.

The proportion of teachers (full-time employees) with teacher training qualifications was 80 percent. In the upper secondary free schools for individuals with learning disabilities the proportion of teachers with teacher training qualifications was lower than in municipally run schools, 39 percent compared with 81 percent.

Expenditure

The total cost of upper secondary school for individuals with learning disabilities (under municipal management) was in 2008, 2.2 billion Swedish crowns. The cost per pupil was 248,300 Swedish crowns. The largest cost item in upper secondary school for individuals with learning disabilities was, as in compulsory school for children with learning disabilities, the cost of teaching. This made up 45 percent of the total costs. The cost of teaching per pupil was 122,500 Swedish crowns. The cost of premises made up 12 percent of the total costs.

The cost of school transport made up 9 percent of the resident municipalities total cost. In 2008 the school transport cost was 22,100 Swedish crowns per pupil in upper secondary school for individuals with learning disabilities.

8.

MUNICIPAL ADULT EDUCATION

8. Municipal Adult Education

FACTS

Municipal Adult Education

Municipal adult education consists of basic adult education, upper secondary adult education and post-secondary training courses.

Basic adult education is free and non compulsory, it is available to those over the age of 20 who have not completed their compulsory schooling. The education is made up of four core subjects: English, Swedish or Swedish as a second language, mathematics and social science which are all required to achieve a final grade certificate comparable to that from compulsory school. Other subjects are available and pupils can study just one subject if they choose to. The municipalities are obliged to provide basic adult education courses for adults who do not have final grades from compulsory school. The curriculum for non compulsory education (Lpf 94) governs basic adult education.

Upper secondary adult education aims to provide adults who have completed compulsory school with the same skills and knowledge as upper secondary school. The schooling is free and non compulsory. It is available for adults aged 20 and over who wish to supplement their education or perhaps need additional qualifications in order to change their career. Pupils can study single or multiple courses and those that choose to can study all the core subjects and other courses to achieve the 1,750 credits necessary to graduate with an upper secondary education diploma. Municipalities are required to provide upper secondary adult education to meet the requested demand. They must provide information on the availability of courses and encourage adults to take part in them.

Post-secondary training programmes provide non compulsory professional training. These programmes generally last 1–1 ½ years and are designed to help pupils achieve a higher level within their chosen profession or to learn a completely new profession. The programmes are available to those aged 20 and over who have completed upper secondary education. There are two types of post-secondary training programmes: Those with local syllabi that are arranged within the municipality and those with national syllabi such as: nursery assistants, bus drivers and driving school teachers.

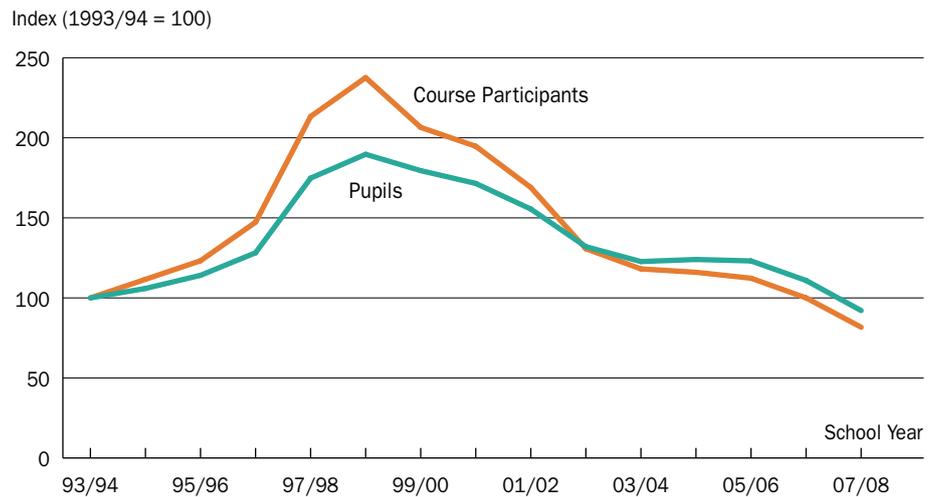
In the school year 2007/08 the number of pupils was 170,300. In principle all, 99.84 percent of the pupils participated in education organized by the municipalities (including outsourced education), whilst the county councils organized the rest.

In the 1990's extra state subsidies led to the considerable expansion of adult education. The number of pupils nearly doubled in the 90's, whilst the number of course participants more than tripled. After this the number of pupils in adult education has fallen sharply.

In the school year 2007/08, 21 out of Sweden's 290 municipalities did not have some form of adult education. The educational needs in these municipalities were met by municipal associations or other municipal forms of collaboration. Out of the country's 20 county councils and regions, 9 of them organized adult education. In the remaining counties adult education has been completely transferred to the municipalities.

Diagram 18

Indexed changes in the number of pupils and course participants in adult education school years 1993/94–2007/08¹



The number of schools that arranged adult education courses was 325. The schools can either be specific adult education schools under the direction of their own head or they can be upper secondary or compulsory schools where adult education is organized under the direction of the head of the school. In recent years a growing number of municipalities have chosen to hold adult education in so-called 'adult learning centres' where various forms of adult education are held together in the municipality and where the coordination between the education organizers and the employers takes place. In recent years, just over one fifth of the training places have been purchased from external education providers and these are often based outside of the municipal schools.

In the school year 2007/08 the proportion of newly enrolled pupils in adult education was 57 percent. This proportion has been relatively stable over the last ten years. 'Newly enrolled pupils' refers to pupils who have not studied in adult education in the previous school year.

In the school year 2007/08 the number of courses per pupil was 4.0 i.e. every pupil participated in an average of 4.0 courses over the year. When examining the figures over a longer period this is a low number. The pupils studied the most number of courses in the school year 1998/99 (5.6 courses per pupil) and since this the number of courses per pupil has constantly fallen.

Out of the total number of course participants around 3 percent studied in evening classes. From the school year 2003/04 it became possible to study unscheduled courses e.g. distance courses. The proportion of course participants who took part in this type of training has continued to grow over the last five years from a single percent to just over one in ten course participants in the school year 2007/08. It is still the case that the majority of course participants studied courses that were organized in the day time.

The most popular upper secondary level course was – as in previous years – the Orientation course with 24,800 course participants. Circa 4 percent of all the course participants studied this course. Orientation courses are local courses that help pupils make well informed decisions about study and career choices, provide increased technical study skills, provide an introduction to the courses in various subjects or provide an opportunity to assess a pupil's knowledge in different subjects or courses. Orientation courses were organized in 162 munici-

¹ The statistics used two terms: pupil and course participants. A pupil is an individual who studies one or more courses in adult education. For each course that the pupil participates he / she is counted as a course participant.

palties. Upper secondary level Computing had the second highest number of course participants, around 21,300.

The majority of pupils studying at upper secondary level were female, 67 percent. In the school year 2007/08, four out of ten pupils in adult education were born abroad, a proportion that has risen by 17 percentage points over the last ten years. The pupil's median age for all the different levels in adult education was 29 in the school year 2007/08. The highest median age was for pupils studying basic adult education (34 years old). Pupils in upper secondary adult education had the lowest median age (28 years old) and pupils in post-secondary adult education had a median age of 32 years old.

The proportion of pupils who studied in a municipality other than their resident municipality was just over 12 percent in the school year 2007/08.

Teachers

In October 2008 there were 4,800 serving teachers (excluding short-term employees) in adult education. 63 percent of the serving teachers were female and 9 percent were born abroad. Converted to full-time positions, there were 3,200 teachers in adult education. The average service rate was 67 percent.

The teacher-pupil ratio in adult education, expressed as the number of teachers (full-time employees) per 100 full-time pupils, was 4.0 in autumn 2008. It is likely that the data on teachers in courses that are purchased from other education providers is not fully reported and that the teacher-pupil ratio may be underestimated.

In the school year 2008/09 the proportion of teachers (full-time employees) with teacher training qualifications was 78 percent. Among the permanently employed teachers 82 percent had teacher training qualifications.

In the school year 2008/09 there were 335 educational and vocational guidance counsellors (converted into full-time positions). 73 percent of educational and vocational guidance counsellors had educational and vocational guidance counsellor training.

Expenditure

The total cost of adult education in 2008 was 3,699 billion Swedish crowns. About one fifth of the total cost in 2008 consisted of expenses for education that was procured i.e. training purchased from external providers such as study associations, colleges and private education providers.

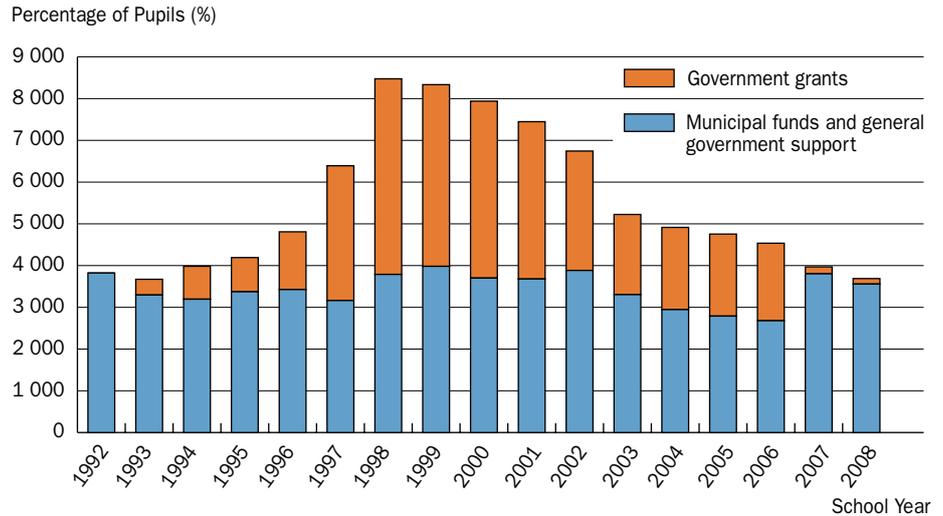
Calculated per full-time pupil, the cost for the education organized or procured by all of the responsible authorities amounted to 44,000 Swedish crowns per full-time pupil in 2008. The corresponding costs for basic adult education together with upper secondary adult education and for post-secondary education were 40,800 and 44,900 Swedish crowns respectively.

The cost per full-time pupil in municipal or county council organized education (excluding procured training) amounted to 48,500 Swedish crowns. For basic adult education together with upper secondary adult education and post-secondary education, the corresponding costs were 42,300 and 50,500 Swedish crowns respectively.

For county councils, which offer upper secondary education in the expensive field of natural resources, the cost of adult education was on average 125,900 Swedish crowns per full-time pupil. The county councils had less than half of

Diagram 19

The total cost (million Swedish crowns) for adult education, with the allocation of funding from municipal funds and government grants, 1992–2008 (constant prices)



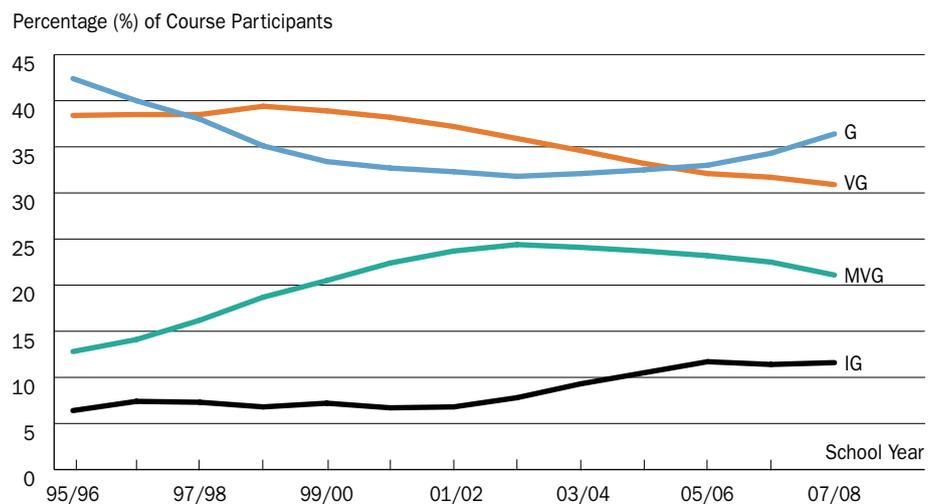
the tuition costs for adult education than the municipalities. The cost of textbooks, equipment, etc. was five times higher for county councils than for municipalities.

Results

Of the nearly 673,700 pupils who were registered at any time during the school year 2007/08, 74 percent completed the course they had begun during the school year while 20.6 percent dropped out. The remaining 5.4 percent participated in courses that did not finish at the end of the school year. The drop out rate was higher for males (23 percent) than for females (19 percent). The drop out rate was higher for those that were born abroad (22 percent) than for those who were born in Sweden (20 percent). The drop out rate was highest for the pupils studying basic adult education, where 27 percent dropped out of a course. In upper secondary education the proportion was 20 percent and in post-secondary education it was 11 percent.

Diagram 20

Percentage distribution of grades in upper secondary adult education during the school years 1995/96–2007/08



In the school year 2007/08, the average grade distribution was: 12 percent failed, 36 percent passed, 31 percent passed with distinction and 21 percent passed with special distinction. Over several school years, the proportion of pupils achieving the grade: pass with special distinction has continuously decreased. The proportion with the grade: pass has risen slightly in recent years whilst the proportion that failed has remained more or less unchanged.

As in the compulsory and post-secondary education, females in upper secondary adult education had on average higher grades than males. Course participants who were born in Sweden had higher grades than those who were born abroad.

9.

ADULT EDUCATION
FOR INDIVIDUALS WITH
LEARNING DISABILITIES

9. Adult education for individuals with learning disabilities

FACTS

Adult education for individuals with learning disabilities

Adult education for individuals with learning disabilities is a free and voluntary form of education. It is available for pupils with learning disabilities who wish to continue their studies from compulsory school for children with learning disabilities or from training school.

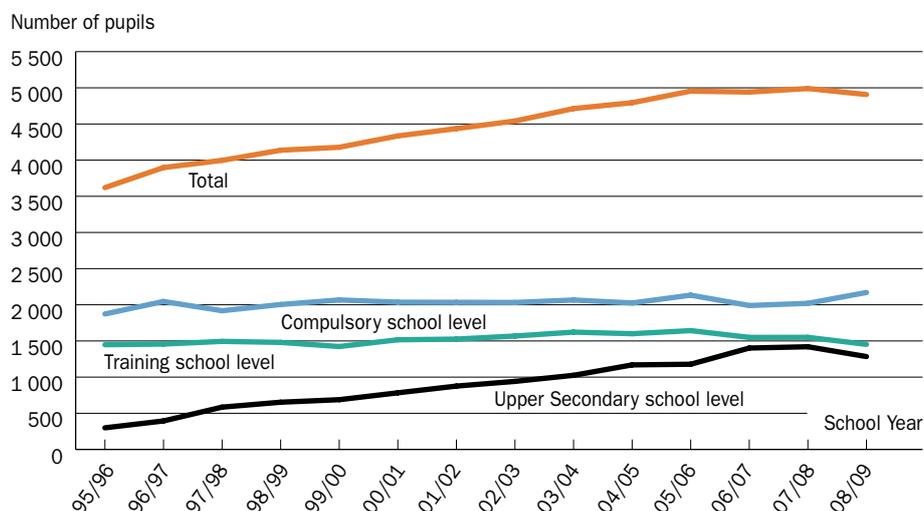
Adult education for individuals with learning disabilities offers national, special and individual programmes. There are eight national programmes. For those pupils who are unable or unwilling to study a national programme, there are two individual programmes. All of the programmes last for four years and comprise 3,600 hours. The different programmes are largely focused on career preparation.

In autumn 2008 there were a total of 4,907 pupils in adult education for individuals with learning disabilities. Since 1996/97, the number of pupils in adult education for individuals with learning disabilities at upper secondary school level has risen sharply from about 300–1,300 pupils whilst the number of pupils in compulsory and training school level has remained unchanged.

In autumn 2008 adult education for individuals with learning disabilities was organized by a total of 215 municipalities. For pupils in 16 of these municipalities the teaching was coordinated by six upper secondary associations. Pupils in adult education for individuals with learning disabilities were based in 251 of the municipalities. Nearly 6 percent of the pupils attended schools outside of the municipality that they were resident in.

In the school year 2008/09 the average number of teaching hours (60 minutes) per pupil per week was 2.8. At compulsory school level (for individuals with learning disabilities) the corresponding number was 2.8, for training

Diagram 21
Increase in pupil numbers
1995/96–2008/09



school level it was 2.2 and for upper secondary school level (for individuals with learning disabilities) it was 3.1 pupil hours.

The average group size, including individual instruction has during the last decade increased from 2.3 to 3.1 pupils.

The median age in adult education for individuals with learning disabilities was 36 years and the proportion of foreign-born pupils was more than 10 per cent.

Teachers

In October 2008 the number of serving teachers (excluding short-term employees) was 442. The average service rate was 61 percent. Converted to full-time positions, the number of teachers was 270. Nearly 12 percent of the employees had no teaching qualifications.

In 2008, the teacher-pupil ratio, calculated as the number of teachers (converted to full-time) per 100 pupils, was 5.2. The teacher-pupil ratio in adult education for individuals with learning disabilities can not be compared with teacher-pupil ratios in other types of school. Pupils in adult education for individuals with learning disabilities are taught in small groups and in addition, there are significantly fewer teaching hours per week than for pupils in other types of school.

Expenditure

The total cost of adult education for individuals with learning disabilities was 194 million Swedish crowns in 2008. Calculated per pupil the total cost was 38,200 Swedish crowns. Teaching costs constituted 65 percent of the total cost. The teaching cost per pupil was 24,600 Swedish crowns and varied considerably between municipalities.

10.

SWEDISH FOR IMMIGRANTS (SFI)

10. Swedish for immigrants (SFI)

FACTS

Swedish for immigrants (SFI)

SFI training is made up of three different study paths: SFI 1, SFI 2 and SFI 3 that are aimed at people with differing backgrounds, experiences and goals. SFI 1 consists of courses A and B, SFI 2 of courses B and C and SFI 3 consists of courses C and D. The four courses outline the clear progression in the education. SFI 1 is primarily for people with little to no education and SFI 3 is for those who have studied for many years. Even though a student can finish SFI after each course or study path the intention is that all students should have the possibility to study up to and including course D.

Two of the courses are in more than one study path. Depending on the study path chosen one of the two courses B and C can be either a beginner's course or a continuation course. Irrespective of whether the course is a beginner's course or a continuation course the course goals are the same but the courses are designed differently depending on the student's study habits, educational background and knowledge of Swedish at the start of the course and the study path chosen.

The students can begin and end the training at any time during the year. Teaching should be conducted continuously throughout the year, with breaks taken only for school holidays. The training can be, depending on individual needs, combined with paid work or other activities, such as: vocational orientation, validation, work placements or other training. SFI is designed to be flexible regarding time, location, course content and type of study so that it is possible for students to participate in the training.

The municipalities are the authorities responsible for SFI and they decide how the training is organized. SFI is organized by most municipalities in connection with adult education. In some municipalities, study associations, colleges or private education providers are engaged to organize SFI. Some municipalities have established municipal associations that organize SFI.

School year 2007/08

In the school year 2007/08 circa 74,000 students took part in SFI which was the highest number of pupils that has ever been recorded. Of the students around 34,000 were beginners in SFI.

Up to and including the school year 2001/02 SFI was organized as a single course. Since the study path system was introduced in the school year 2002/03 students have had the possibility to study more than one course during the school year. For every course that the student takes part in they are counted as a course participant. Therefore from the school year 2002/03 there are more course participants than students.

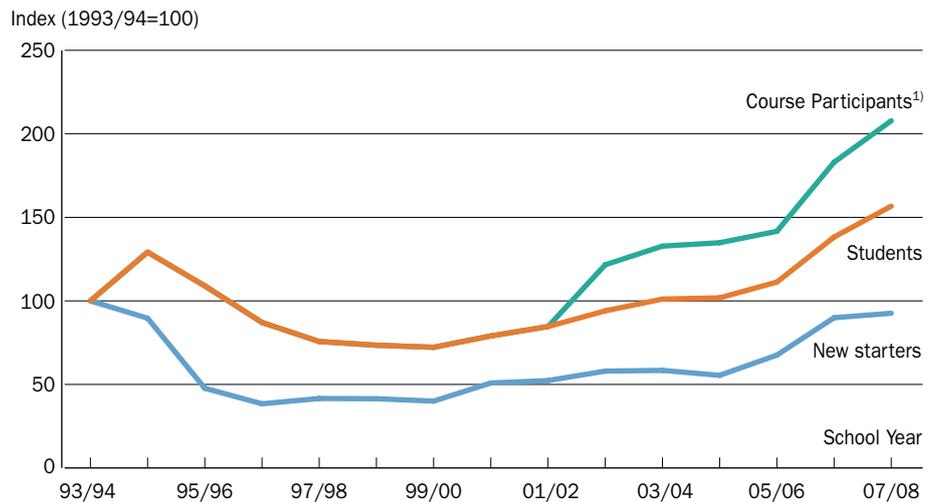
In the school year 2007/08 the number of course participants was around 98,000. The number of course participants has increased every year since the study path system was introduced in 2002/03 and the increase over this time frame has been 71 percent. Every pupil took part in an average of 1.3 courses over the school year. The number of courses per student has remained unchanged over time.

In the school year 2007/08, 259 municipalities had students in SFI. In 18 municipalities the number of SFI students was lower than 25. Only 122 municipalities or municipal associations had more than 100 students.

Diagram 22

Indexed changes in the number of students, beginners and course participants in SFI, school years 1993/94–2007/08

¹⁾ Up to and including the school year 2001/02 SFI was organized as one course. From the school year 2002/03 the new structure started whereby SFI is organized into three study paths and four different courses. This means that from the school year 2002/03 a student can study more than one course during the school year and this is why the number of course participants is larger than the number of students.

**The students' backgrounds**

Of the total number of students in the school year 2007/08, 56 percent were female and 44 percent male. The proportion of females has increased since the middle of the 90's. The majority of the students, 58 percent, were aged between 25 and 39 years old, 15 percent were younger than 25 and 21 percent older than 39.

The only information that is available on the educational backgrounds of SFI students is the number of years of education they received in their home country, which is a rough measure of earlier education. Around 60 percent of the students had at least ten years of previous education, 16 percent had 7–9 years, 12 percent had 4–6 years and 13 percent had previous education of three years or less.

Amongst the students Arabic was the most common language. 25 percent had this as their native language. After this came Thai, Somali and Polish (6 percent each) and Spanish (5 percent). Around 64 percent of the students had one of the 10 most common languages as their native language. Amongst the rest of the students over 130 different languages were represented. Many of these languages were spoken by only a few students. 75 languages were spoken by fewer than 50 students and 10 languages were each only spoken by one student.

The proportion of females varied between the ten most common languages. 32 percent of the males had Arabic as their native language whilst only 19 percent of the females did. The next most common language amongst the females was Thai with 10 percent whilst only half a percent of the males had this as their native language.

Amongst the students Iraq was the most common country of birth. 18 percent of females indicated that Iraq was their birth country, followed by Thailand and Poland. The most common country of birth amongst the males was also Iraq with 31 percent, followed by Somalia and Poland.

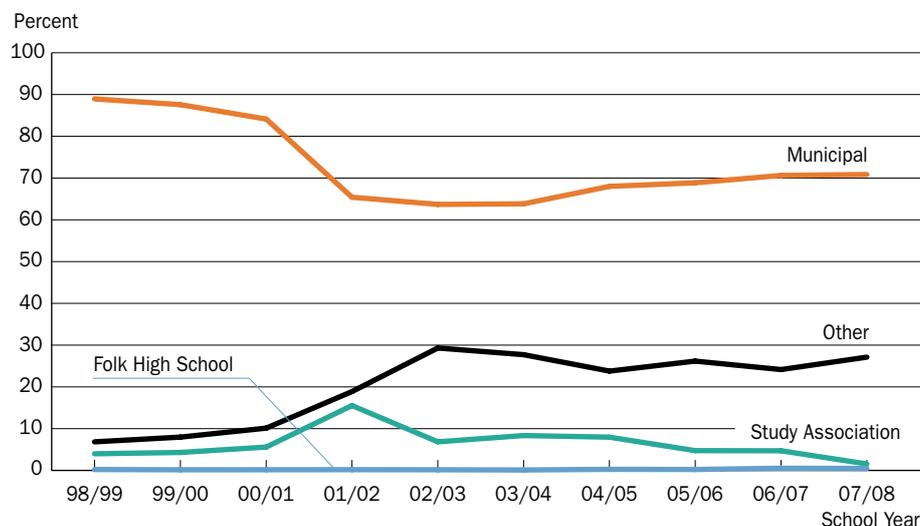
In the school year 2007/08, 25 percent of students took part in reading and writing training within the SFI framework.

The municipalities should work with the National Employment Agency to give students the possibility to practice the Swedish language in employment and so that SFI can be combined with amongst other things: work experience.

The proportion of students that took part in some form of work experience was 7.5 percent in the school year 2007/08. Generally females were less likely to take part in work experience than males.

Diagram 23

Student allocation across different education organizers, school years 1998/99–2007/08



The municipalities can run SFI themselves or assign other organizers to organize the training. In the school year 2007/08 over 70 percent of the students studied SFI organized by the municipalities. A very small percentage of students studied SFI organized by a folk high school - 0.5 percent, or by a study association - 1.5 percent. Nearly 30 percent of the students studied SFI, which was organized by other external providers.

Course participants in SFI

In the school year 2007/08 the number of course participants was 98,200. Of these course participants 15 percent studied study path 1, 43 percent study path 2 and 42 percent study path 3.

The majority of the course participants were females, 57 percent and 43 percent were males. The female students were in the majority in all courses. 18 percent of the participants were younger than 25 years old, 58 percent were aged 25–39 and 24 percent were 40 or older.

Around 13 percent out of all of the course participants had previous education from their home country of three years or less, 12 percent had previous education of 4–6 years, 15 percent had previous education of 7–9 years and 29 percent had previous education of 10 years or more.

Study path 1 is primarily aimed at those with little to no previous education and study path 3 for those who are used to studying. Study path 2 can be for people with very different educational backgrounds. It can be for e.g. people that have attended higher education but for various reasons need to study at a slower pace. For course participants whose previous education in their homeland was 3 years or less it was most common to start study path 1. It was even common for those with previous education of 4–6 years to start study path 1. Course participants with previous education of 4–12 years most often studied study path 2. It was most common for course participants with previous education of at least 13 years to start in study path 3.

71 percent of all the course participants studied courses that were organized by municipal authorities. Just 0.5 percent of all the course participants studied SFI at a folk high school and 1.6 percent at a study association. The rest, 27 percent, studied with other education providers.

In the school year 2007/08, 24 percent of all course participants took part in reading and writing training. The largest proportion (45 percent) was those in study path 1 whom usually have very little education. For study paths 2 and 3 the proportion of course participants who took part in reading and writing training was 32 and 7 percent respectively.

Of all the course participants in the school year 2007/08, 8 percent took part in work experience. It was more likely for those who took part in work experience to be studying continuing courses rather than beginner's courses.

Teachers

The number of serving teachers (excluding short-term employees) in SFI was 2,500 in October 2008. 84 percent of the serving employees were females and 16 percent were born abroad. Converted to full-time positions there were 2,000 teachers in SFI. This means that the average service level was 80 percent.

The teacher/student ratio (the number of teachers converted to full-time per 100 students) was 4.3 teachers per 100 students.

In the school year 2008/09 around 70 percent of the teachers (converted to full-time) had teacher training qualifications. The proportion of teachers that had teacher training qualifications was noticeably lower in education procured by the municipalities than in SFI run by the municipalities, 56 and 74 percent respectively.

Expenditure

The municipalities cost for SFI in 2008 was 1,550 million Swedish crowns. The cost per student, calculated as full-time, was 36,300 Swedish crowns.

Results – Course participants in the school year 2007/08

Of the nearly 98,200 students in the school year 2007/08, 38 percent completed a course, 30 percent dropped out of a course and 32 percent were expected to continue the course in the next school year. Apart from in the study path course 1A a higher percentage of females than males completed a course. The highest percentage completion rate was found in the study path 3D, 51 percent. The highest percentage of those who dropped out of the course were those in the study path course 1B and this course also had the highest proportion of those whom were expected to continue the course next semester.

Beginners in the school year 2005/06 and their results up to and including the school year 2007/08

As the students begin their studies at their own linguistic level and because each course can be their final one, the study time varies greatly from one student to another. To assess the results of SFI it is necessary to follow a group of students over a relatively long time. In the latest entry-level group (24,800 beginners in the school year 2005/06) that could be followed in the two school years after starting, 16 percent began SFI in study path 1, 42 percent started study path 2 and 43 percent study path 3.

Among the beginners in the school year 2005/06, 64 percent passed a course up to and including the school year 2007/08. 27 percent dropped out or took a break in their studies and 9 percent were expected to continue their education after the school year 2007/08. This was true regardless of which study path and study path course they had begun their training in. Females had a higher pass rate than males, 68 and 59 percent respectively. Females were less likely to drop out of the training than males, 24 and 31 percent respectively. The lowest proportion that passed any course was among students who had begun their training in the study path courses 1B and 2C. The highest proportion who passed a course was among those who had started their training in study path course 3D.

Of the students who started studying SFI in study path course 1A (intended for those with little or no previous education) just under a third passed course 1A as the highest level study path course that they passed. Approximately 8 percent of the beginners in 1A completed and passed the 3D course later on. The more advanced the study path course that the students started in the larger the proportion of those that completed and passed the course 3D.

The students' results and their backgrounds

The study results in SFI clearly vary between the different age groups. Younger students passed courses to a higher extent than older students. The youngest age group also had the highest percentage who passed the course 3D (37 percent) compared with the other age groups.

The relationship between the duration of previous education and the results in SFI is very noticeable. Among the beginners who had up to nine years of previous education, 61 percent passed a course successfully compared with 65 percent of those who had a minimum of ten years previous education. Of those who had previous education of up to 9 years, 20 percent completed and passed course 3D successfully compared with 44 percent of those with a minimum of 13 years previous education.

The study results varied also between different language groups. Amongst the ten most common native languages those that had Russian as their native language had the largest proportion (77 percent) of those who passed a course, followed by Bosnian/Croatian/Serbian (71 percent), Somali (70 percent) and Persian (69 percent). Students with Polish and English had the lowest proportion of those that passed a course (56 and 49 percent respectively).

Time in SFI

The benchmark for the total duration of SFI education is 525 hours. This guideline value may be higher or lower depending on how much tuition the students need to achieve the learning goals set out in the curriculum.

The students who started their training during the school year 2005/06 and completed a course successfully up to and including the school year 2007/08, took on average 417 teaching hours. Females took on average a few more hours than males. The number of teaching hours was variable depending on the study path course the students started in and which course the students completed that was the most advanced. Students who began the study path course 1A and successfully completed course 3D, took an average of 590 hours. Students who began in the course 3C and successfully completed course 3D, took an average of 403 hours.

The average time between the student's start and end dates in SFI for students who successfully completed the course 3D was 52 weeks. Students who began the study path course 1A and completed course 3D successfully, took an average of 79 weeks between the start and end dates. The shortest time between the start and end dates for students whom successfully completed a course was for males who started and completed the 3D course (20 weeks).

The time between the student's start and end dates of study should be interpreted with caution and should not be confused with the effective enrolment time as time for study breaks and interruptions were not excluded in the calculation. They can not therefore be calculated as a value derived from the benchmark of 15 teaching hours per week.

11.

SUPPLEMENTARY EDUCATION

11. Supplementary Education

FACTS

Supplementary Education

Supplementary education programmes are non compulsory vocational courses which last from 200 hours up to 3 years. The courses are not free and a fee is charged, though the costs are variable. The courses are available for adolescents and adults and they can be funded by the government. The courses are generally arts based with courses in art, dance, theatre, music, design and fashion. Other areas include hand-crafts, media, fitness and aviation.

Most courses require the participants to have completed upper secondary school or equivalent. Some courses require previous specialized knowledge and admission tests are arranged for courses in dance, drama and music. The grading is carried out by the educational providers themselves and is not based on national syllabi. The grades do not provide grade points that can be used to apply for higher education.

Supplementary education programmes are not organized by municipalities or county councils but by other education providers, these can be individuals, study associations, trusts and educational companies.

In autumn 2008 approximately 5,200 students studied in 240 supplementary education programmes. In autumn 2008 the proportion of females was 66 percent. 69 percent of the students were under 30 years old and the mean age was 28 years old.

Supplementary education offers many different fields of study. Out of nine fields of study the students were distributed fairly evenly between the five main fields of study with each one containing between 13 and 19 percent of the students. The largest proportion of students studied subjects with a focus on skin care, hair care, health, fitness or the environment while training in animal care, engineering and aviation each only had between three and five percent of the students.

Teachers

Many of the teachers have special skills and work only a limited number of teaching hours. In autumn 2008 the number of serving teachers on the training courses covered by student and / or government support was a total of 957, this represents 403 full-time positions. Barely 19 percent of the teachers (converted to full-time employees), had teacher training qualifications. Half of the teachers were female.

Expenditure

The total cost of education for those eligible for student financial aid and / or government subsidies in 2008 was 348 million Swedish crowns. The largest cost item was teaching which represented 42 percent of the total cost, whilst premises / equipment accounted for 22 percent of the total costs, textbooks for 10 percent, student welfare for 0.4 percent. 25 percent of the total costs were for other items.

The cost per annual-student-place amounted to 107,600 Swedish crowns.

12.

SWEDISH EDUCATION ABROAD

12. Swedish education abroad

FACTS

Swedish education abroad

The purpose of the Swedish education abroad is to make it easier for Swedes with school-age children to accept jobs stationed abroad for a limited period. That there is access to schools with education equivalent to that in Swedish schools is important from this perspective. This is the fundamental reason why the government has decided to support the education of foreign-based Swedish children. The prerequisite for eligibility is that the guardian's job abroad serves Swedish interests.

Swedish state-sponsored education is currently available in the following forms: Swedish schools abroad, i.e. Regular education at compulsory and upper secondary school level, Distance courses for children in grades 7–9 and upper secondary pupils, Supplementary Swedish education, Education in a 'Swedish' section of a foreign school or international school, an expanded form of supplementary Swedish education and European Schools.

Eligibility to the standard education at a Swedish school abroad and therefore eligibility for state grants for those that organize the education, is dependent on whether the pupils meet the criteria set out in the Regulation on state aid for the education of overseas Swedish children and adolescents. As requirements apply primarily for at least one guardian to work in a Swedish company or an international organization or to be involved in cultural activities from which the family's livelihood depends on. Non-eligible children are accepted subject to availability, but the school is not entitled to receive government subsidies for them.

Norwegian compulsory school pupils that are educated in Swedish schools abroad are also eligible and therefore eligible for state subsidies. An agreement has been drawn up between Sweden and Norway whereby they have agreed to accept each other's pupils in their respective foreign based schools. This agreement does not include upper secondary schools. There is even a cooperation agreement with Finland. The application of this is somewhat different from the way the agreement with Norway is implemented, such as the requisitioning of foreign schools government grants for Finnish pupils directly from the Finnish state.

Swedish schools abroad

The Swedish foreign schools can be divided into three groups. Schools created by one or more companies, which mainly organize education for the children of the companies employees, missionary schools and the large group of "other" schools with children from different categories. The principle organizer for a school is usually a Swedish school association based in the area.

In the school year 2008/09 Swedish schools abroad were found in 17 countries. Education for compulsory school pupils was conducted in all of the 24 Swedish schools abroad.

Six of the 24 schools based abroad provided both compulsory and upper secondary school education and 19 of the foreign based schools provided pre-school classes. The majority of Swedish schools abroad are found in Europe (17), Africa and Asia have 3 schools and South America has one school.

In the school year 2008/09 there were 128 children in pre-school class and 876 compulsory school pupils in Swedish schools abroad. Out of the total

Diagram 24

Swedish schools abroad
school year 2008/09



number of compulsory school pupils the majority, 706 pupils, were in grades 1–6 whilst 170 pupils were in grades 7–9.

The majority of Swedish schools abroad, 18 out of 24, taught pupils from countries other than Sweden at compulsory school level. 192 pupils (22 per cent) during the school year came from a country other than Sweden. Of the foreign pupils, the majority 76 pupils came from Norway, 50 from Finland and a total of 66 from other countries.

Of the 423 pupils who attended upper secondary school there were 372 pupils in Europe of which 99 in Brussels, 105 in Fuengirola, 88 in London, 30 in Madrid and 50 in Paris. The remaining 51 pupils were in Nairobi, Kenya. Of the upper secondary school pupils 13 per cent met the eligibility requirements for government subsidies. Of the remaining group, 327 came from Sweden, 30 from Norway, 6 from Finland and three from other countries.

In the school year 2008/09 as in the previous school year Upper secondary education was comprised of study only preparatory programmes. Two-thirds of the pupils had chosen an education with a focus on social science, a quarter chose one with a focus on natural science and nearly ten per cent of the pupils had chosen the International Baccalaureate or alternatively Finnish or Norwegian upper secondary education.

Distance courses

In addition to the regular compulsory and upper secondary education another type of education is also offered for foreign based Swedish children and adolescents in the form of distance courses and supplementary instruction in Swedish. Distance courses were formerly known as correspondence courses. This type of education is intended for young people who would have been pupils in one of the compulsory school grades 7–9, or in upper secondary school, but are living in a place where Swedish education at these levels is not available. A pupil who is eligible for distance education has the right to free of charge study materials and supervision if there is a Swedish school in the area.

A total of 33 pupils participated in distance education in the school year 2008/09 with supervision from eight of the Swedish schools abroad. Another 54 pupils participated in distance courses without supervision from the staff of a Swedish school abroad.

Supplementary Swedish education

Supplementary Swedish education is intended for children and young people who participate in foreign education and who wish to maintain and develop their knowledge in Swedish and about Sweden. It usually includes a few hours a week and generally follows the recommended syllabus prepared by the Swedish National Agency for Education. Supplementary Swedish education is organized by the majority of Swedish schools abroad, but can also be arranged by another principle organizer, usually a Swedish school association.

In the school year 2008/09 almost a total of 3,400 pupils (including pupils in foreign schools) participated in supplementary Swedish education. Of them 312 were taught in 14 of the 24 Swedish schools abroad. Foreign Schools in Geneva and Paris had the largest number of pupils, 52 and 50 respectively. The majority of the pupils were taught through other responsible authorities.

Foreign schools

An international school, the Lycée International in Saint Germain-en-Laye outside of Paris, receives government grants to carry out an expanded form of supplementary Swedish education. The school is a French state compulsory and upper secondary school which has a Swedish section where 141 pupils (together with 10 ineligible pupils) were taught 6–8 hours per week in the school year 2008/09. The extended Swedish teaching at the American School of Warsaw continued to operate in the school year 2008/09 with 23 eligible and three ineligible pupils as did the Swedish School Association in Hanoi with 23 eligible pupils, and one ineligible pupil.

European Schools

In the school year 2008/09 there were over 21,000 children / pupils from EU member states who attended European schools. These were in Brussels and Mol in Belgium, Culham in England, Varese in Italy, Luxembourg, Bergen in The Netherlands, Alicante in Spain, Frankfurt, Karlsruhe and Munich in Germany. Sweden has established Swedish sections in Brussels and Luxembourg.

Pupils attend pre-school for two years from about the age of four (78 Swedish pupils in the school year 2008/09), then from the age of six they attend primary schools for five school years (214 Swedish pupils) and, finally, secondary education which lasts seven school years (219 Swedish pupils in the school year 2008/09). The studies are completed by taking the “European Baccalaureate” which provides the pupils with eligibility to attend EU countries’ universities and colleges. The education follows special curricula, syllabi and timetables.

More information about European Schools is available on the European Schools website: www.eursc.eu)

Teachers

In autumn 2008 there were 277 serving teachers (of which 26 were pre-school teachers) in Swedish schools abroad. Of these 216 worked in schools in Europe. More than three quarters of the teachers in Swedish schools abroad worked for at least 40 percent of full-time hours.

Just as in schools in Sweden the majority of teachers were female. The proportion of teachers with teacher training qualifications was 86 percent.

Expenditure

In the school year 2007/08 the total cost of Swedish schools abroad was 156 million Swedish crowns. A significant portion of school costs were financed by government subsidies. These government grants amounted to 69 million Swedish crowns and included government subsidies for supplementary Swedish education in its entirety.

The cost of the activities in Swedish schools abroad varies between schools. The average cost of a pupil in grades F-6 ranged from 6,400–223,200 Swedish crowns. The average cost per pupil in grades 7–9 was 124,500 Swedish crowns. In the school year 2007/08 the average cost for an upper secondary school pupil was 87,500 Swedish crowns.

For other activities, supervision for distance courses and supplementary Swedish education which was conducted by the Swedish schools abroad, the average cost was 79,600 and 5,500 Swedish crowns per pupil respectively. Supplementary Swedish education requires only a few teaching hours per pupil per week.

Results – Compulsory School

In the school year 2007/08, 45 pupils from six Swedish schools abroad received their final grades from compulsory school. Three of the pupils, 7 percent, did not pass one or more subjects. The proportion that did not pass one or more subjects in Swedish compulsory schools was just over 23 percent in the school year 2007/08. The average merit rate for all pupils in the school year 2007/08 was 267. The girls' average merit rating was marginally higher than boys (267 and 266 respectively). The average merit rating for girls and boys in Swedish compulsory schools in the school year 2007/08 was 220.6 and 198.5 respectively.

Upper secondary school

A total of 67 pupils completed their studies and received final grades from the six Swedish schools abroad that ran upper secondary education in the school year 2007/08. Of these pupils, 43 came from the social science programme (SP) and 14 from the natural science programme (NV). 10 pupils received final grades from tailor-made programmes (SM), of which 6 were connected to the social science programme (SP) and 2 were connected to the natural science programme (NV). Amongst all the pupils that completed upper secondary school 5 pupils studied reduced programmes and 25 pupils studied expanded programmes. The proportion of pupils who were eligible to go on to higher education was 94 percent.

The average grade points score for pupils who completed upper secondary school in Swedish schools abroad in the school year 2007/08 was 15.7. The corresponding grade points for Swedish upper secondary pupils were 14.0.

13.

TOTAL EXPENDITURE FOR PRE-
SCHOOLS, SCHOOL-AGE CHILDCARE,
SCHOOLS AND ADULT EDUCATION

13. Total expenditure for pre-schools, school-age childcare, schools and adult education

Over the fiscal year 2008 the total cost of pre-schools, school-age childcare, schools and adult education was 194.1 billion Swedish crowns. Out of the total cost 68 percent (131.6 billion Swedish crowns) was for schools and adult education and 32 percent (62.5 billion Swedish crowns) was for pre-schools and school-age childcare.

Out of the total cost for education in 2008, the cost of municipally run activities was 112 billion Swedish crowns. This means that just over 85 percent of the total cost of education was made up of municipal costs. The remaining cost of 19.5 billion Swedish crowns was the cost of activities under independent, state or county council authority. A large proportion of the other authorities costs are however, financed by the municipalities.

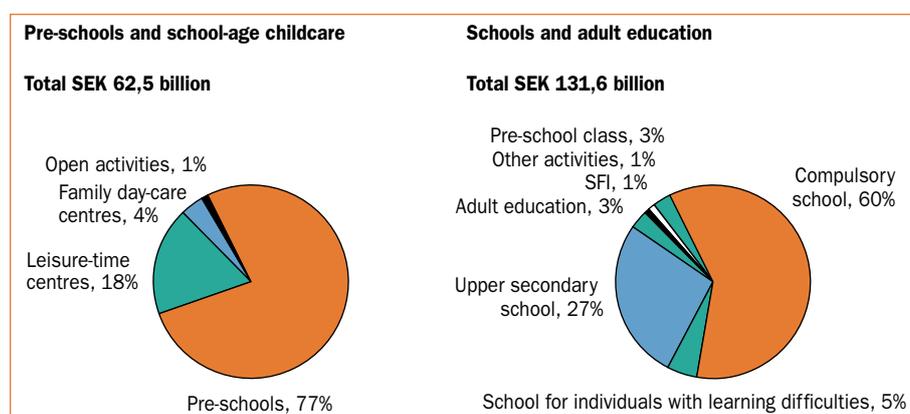
Pre-schools, school-age childcare, schools and adult education are an integral part of the municipal sector's activities. The costs of these activities represented 41 percent of the municipal sector's total costs, which amounted to just under 475 billion Swedish crowns. Of the total municipal expenditure, pre-schools and school-age childcare accounted for 13 percent whilst schools accounted for 28 percent. These costs also include payments to other education providers and authorities.

Out of the pre-schools and school-age childcare's total costs, pre-schools, accounted for the majority (77 percent) at 48.2 billion Swedish crowns in 2008. The cost of leisure-time centres was 11.3 billion Swedish crowns (18 percent) and for family day-care centres it was 2.5 billion Swedish crowns (4 percent). The open activities, i.e. open pre-school and open after school centres, accounted for only 1 percent (0.5 billion Swedish crowns) of the cost of pre-schools and school-age childcare.

In 2008, the cost of compulsory schools was 78 billion Swedish crowns, representing 60 percent of the total cost of education. Upper secondary school accounted for 27 percent (36 billion Swedish crowns), adult education ac-

Diagram 25

The total cost of pre-schools and school-age childcare, schools and adult education respectively, broken down by the different types of activity in 2008



counted for 3 percent (3.7 billion Swedish crowns), compulsory schools for children with learning disabilities for five percent (6.8 billion Swedish crowns) and Swedish for immigrants (SFI) for one percent (1.5 billion Swedish crowns). Adult education for individuals with learning disabilities, special schools and supplementary education together accounted for just under 1 percent (one billion Swedish crowns). Pre-school classes cost 4.5 billion Swedish crowns, representing 3 percent of the total cost pre-school education.

14.

INTERNATIONAL COMPARISONS

14. International comparisons

Sweden participates in international cooperation within the EU, the OECD (Organisation for Economic Cooperation and Development) and IEA (International Association for the Evaluation of Educational Achievement) to make international comparisons in education with the help of statistics.

Extensive development work has been undertaken to improve the quality of the statistics, but there are still pitfalls because of differing definitions and other statistical comparison problems. The large differences between the countries' education systems are perhaps the biggest challenge when it comes to interpreting and understanding the international comparisons – and so these must be carried out with caution and care.

The basis for comparison is the international education classification, ISCED97 (International Standard for the Classification of Education), which UNESCO, the United Nations' body for Educational and Cultural Affairs, is responsible for. The basis for classification is primarily educational content and course length.

Education Participation

In Sweden, as in other EU and OECD countries, virtually all children aged 5–14 years take part in education. Among 3–4 year-olds, the percentage of those participating in pre-school education varies between the countries. The international definition of ISCED education level 0, i.e. pre-school in Sweden, is that this is an organized group activity, with an educational focus for children to develop socially and emotionally. These activities should also have teaching staff with higher education qualifications.

After the age of 19, participation in education reduces dramatically in Sweden. The transition to higher education is lengthy and does not occur directly after upper secondary school but over the course of several years. In Sweden, pupils start tertiary education at a higher age than in other OECD countries. However a much larger proportion of 20 year-olds and older participate in secondary education in Sweden – i.e. in adult education.

Table 4
Percentage (%) in education in different age groups 2007

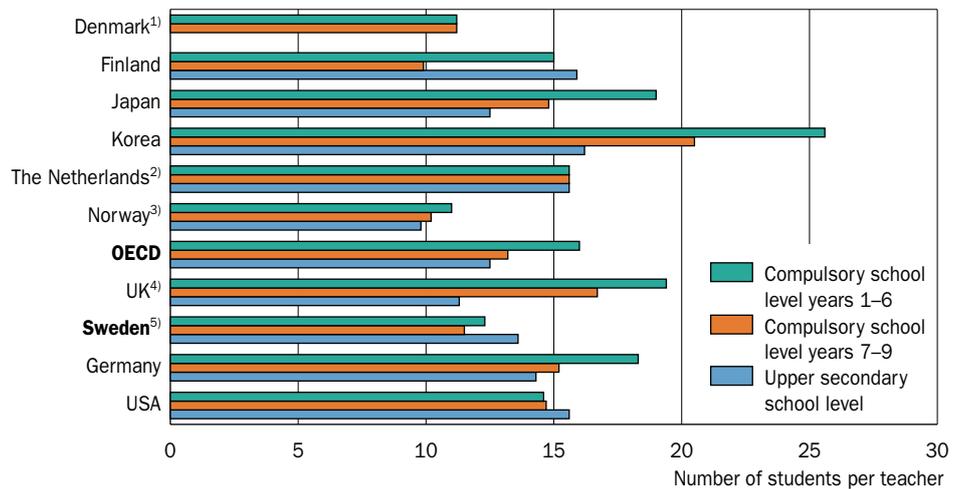
	4 year-olds and younger as a percentage of the population of 3-4 year-olds	5–14- year- olds	15–19- year- olds	20–29- year- olds	30–39- year- olds	40 years old and older
Denmark	94	98	83	38	8	2
Finland	46	95	88	43	14	3
Japan	84	101
Korea	27	96	87	28	2	1
The Netherlands	50	100	89	28	3	1
Norway	92	99	87	30	7	2
OECD	71	99	81	25	6	1
UK	90	99	71	17	6	2
Sweden	98	100	87	35	13	3
Germany	99	99	88	29	3	0
USA	50	98	80	23	6	1

Teachers

In Sweden the number of pupils per teacher has previously been low by international standards. Now, Sweden does not stand out by having noticeably fewer pupils per teacher. The number is still relatively low at the level of education corresponding to compulsory schools' first grade, ISCED 1. At upper secondary level, Sweden has more pupils per teacher when compared with the OECD average.

Diagram 26

Number of pupils per teacher at compulsory and upper secondary school level 2007



¹⁾ Compulsory school level is reported as a unity in Denmark. Data for upper secondary school is not available.

²⁾ Compulsory school years 7-9 and upper secondary school are reported as a unity in The Netherlands.

³⁾ The statistics only refer to publically funded schools in Norway.

⁴⁾ Includes only general programmes in upper secondary schools in the UK.

⁵⁾ The ratio of students per teacher is subdivided by Isced 1 and 2 respectively, i.e. compulsory school years 1-6 and 7-9 respectively are estimated in Sweden.

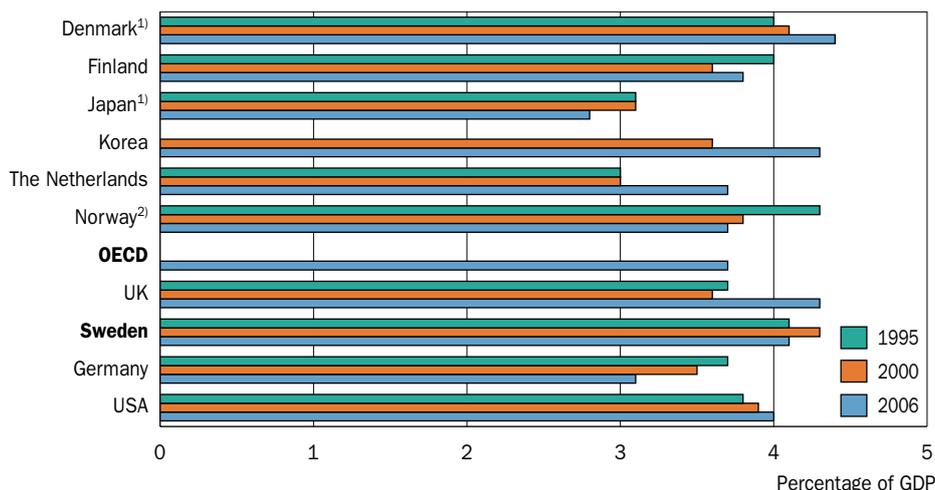
In many countries – but not in Sweden – the number of pupils per teacher is noticeably higher in the first school years than in upper secondary level. That the number of pupils in relation to the number of teachers in Sweden is comparatively higher at upper secondary level is partly linked to the fact that we have a special type of school, Komvux, which is for adult education at this level. In many other countries there is no specific upper secondary adult education, but adults (to the extent that upper secondary education is available) participate in regular upper secondary education. Adult education is, from a staffing level and a cost perspective, more effective than regular upper secondary school, amongst other reasons this is because there are fewer teaching hours and that there is more emphasis on self-study.

Expenditure

The total cost of education depends both on the need for education, i.e. on the number of children and youths in the population and investment in adult education, participation levels and on the amount spent on each pupil or student. The cost of education as a proportion of gross domestic product, GDP, depends as much on the size of the GDP as on the education costs. The measure gives an idea of how much of their total resources countries spend on education.

Diagram 27

The cost of compulsory and upper secondary level education as a percentage of GDP in the years 1995, 2000 and 2006



Results

Academic results in the form of e.g. grades are not always available to make comparisons between the countries. Each country has its own education and grading system. International education assessments have been carried out from time to time since the mid-1960s – and Sweden has participated in many of them. The following paragraph describes in brief the three international education assessments in which Sweden takes part in: PISA is an international study of reading literacy, mathematics and science skills of 15-year-olds, PIRLS is a study of reading literacy among pupils in grade 4 and TIMSS which provides information on the ability in mathematics and science subjects of those in grade 8.

PISA 2006 – Science, mathematics and reading comprehension

In PISA 2006, where science was the focus, circa 400,000 15 year-old pupils participated in 57 different countries. They represent approximately 20 million 15 year-olds. In Sweden, circa 4,600 pupils from nearly 200 schools participated. The study examined the pupils' ability to understand, interpret and reflect upon science, reading comprehension and mathematics. The results were published in December 2007

Swedish 15 year-olds performed significantly better than the OECD average in reading comprehension. In science and mathematics, performance amongst the Swedish 15 year-olds was in line with the OECD average.

Five countries, Finland, Korea, Canada and New Zealand, and non-OECD country, Hong Kong-China, performed significantly better than Sweden in all three knowledge areas. A further nine countries, the Netherlands, Australia, Japan, Switzerland and Belgium as well as non-OECD countries, Taiwan, Liechtenstein, Estonia and Macao-China, performed significantly better than Sweden in both mathematics and science.

In absolute terms, one can not demonstrate any statistically significant changes for Sweden in the average performance within any of the three knowledge areas from previous PISA surveys. In relative terms, however, it can be said that there are now more OECD countries that perform at a significantly higher level compared to Sweden in both science and mathematics. In addition, Sweden's average in these two knowledge areas is no longer significantly higher than the OECD average, as was the case in both the PISA 2000 and PISA 2003 surveys.

Equivalence in the Swedish school system is still good from an international perspective. This is most noticeable in school segregation and its effects which are less pronounced in Sweden than in most other OECD countries. However, there are clear signals that the difference in performance between schools, as measured by the between-school-variation, has increased during the 2000s, albeit from a very low level.

PIRLS 2006 – Reading comprehension

PIRLS is a large international study of reading comprehension for pupils in grade 4. It is implemented in cooperation with the IEA (International Association for the Evaluation of Educational Achievement). The first study was carried out in 2001. The study examines not only reading comprehension but also reading habits and attitudes to reading, what kind of texts are read and the context in which reading takes place. The study includes not only pupils but also school principals, teachers and parents that have responded to questionnaires. The data collection for the second PIRLS study was conducted in spring 2006, when nearly 150 schools participated with over 4,000 pupils. The findings were published in November 2007.

From an international perspective, Swedish pupils in grade 4 were very successful in their reading. Only six countries / regions had significantly better results than those recorded in Sweden. The countries were: Russia, Hong Kong, Alberta in Canada, Singapore, British Columbia in Canada and Luxembourg. In 2001, however, Sweden was at the top amongst the countries that took part. Between 2001 and 2006 a noticeable decline has occurred.

TIMSS 2007 – Mathematics and science subjects

One of the studies by the IEA (International Association for the Evaluation of Educational Achievement) is TIMSS (Trends in International Mathematics and Science Study). 59 countries took part in TIMSS in 2007. Sweden took part in the survey relating to both grade 4 and grade 8. The study is based on an approach in which information is collected about intended, implemented and attained curriculum through surveys of school principals, teachers and pupils as well as knowledge tests. Sweden has previously participated in TIMSS in 1995 and 2003, both times only in the part of the survey relating to grade 8.

Swedish pupils in grade 8 performed below the EU / OECD average in mathematics. The negative developments that could be detected between 1995 and 2003 have continued, albeit at a slightly slower pace. Since 1995, the proportion of pupils failing to achieve the most basic level of knowledge has more than doubled. Meanwhile, the percentage of pupils who are performing at the most advanced level has decreased even more. Swedish pupils were relatively better at statistics and probability, and to some extent the understanding of numbers and arithmetic. However, Swedish pupils were worse in algebra and geometry. In science, the Swedish pupils were performing in line with the EU / OECD average. The decline between 2003 and 2007 was greater than in mathematics and the results do not indicate that the decline from 1995 could be about to slow down. Since 1995, the percentage of pupils who do not meet the most basic level of knowledge has tripled while the proportion of pupils who are at the most advanced level has decreased to a similar extent. Swedish pupils are better in biology and slightly worse in chemistry but the profile is more bal-

anced in science than in mathematics. In grade 8 there are no differences in the average performance between boys and girls in either mathematics or science. However, for both subjects the boys' performance has fallen more than the girls' since 2003.

Since it was the first time Sweden's grade 4 pupils participated in TIMSS, there was no comparative data. The results show that Swedish pupils are performing below the average for the EU / OECD countries in mathematics. They are relatively good at compiling and interpreting data, but worse in their understanding of numbers, arithmetic and geometry. In science Swedish pupils are performing at the same level as the EU / OECD average. Swedish pupils are relatively better in earth sciences and to some extent biology, but relatively worse in the field of physics and chemistry. In grade 4 boys are performing on average slightly better than girls in mathematics. In science there was no difference between the boys and girls.

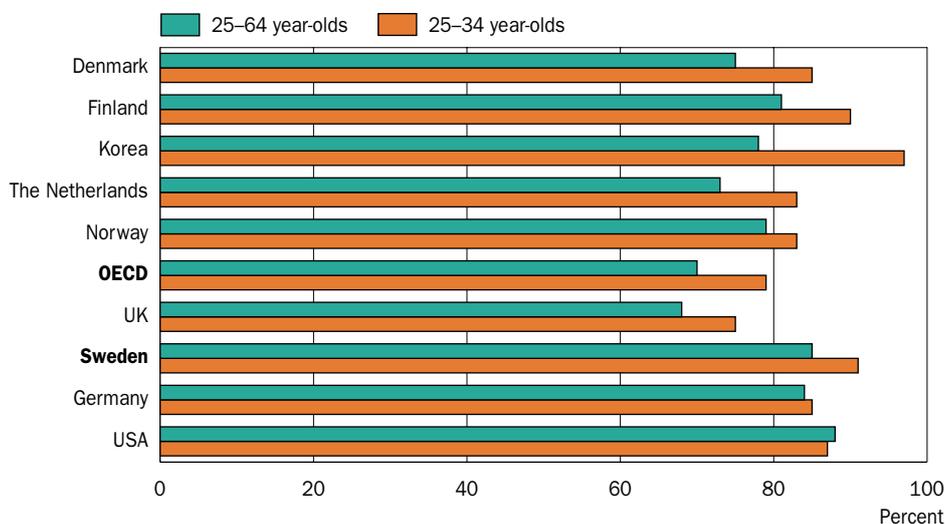
According to the questionnaires that teachers and principals responded to, relatively little time is devoted to teaching mathematics in Sweden compared to the average for the EU / OECD countries, especially in grade 4. Swedish mathematics teaching is also based more on textbooks and more class time is spent working independently without a teacher's guidance compared to the EU / OECD average.

Education levels

Another way to study the results of the investment in education is to compare the population's level of education in different age groups.

Diagram 28

The percentage of 25–64 year-olds and 25–34 year-olds respectively with upper secondary or higher education 2007

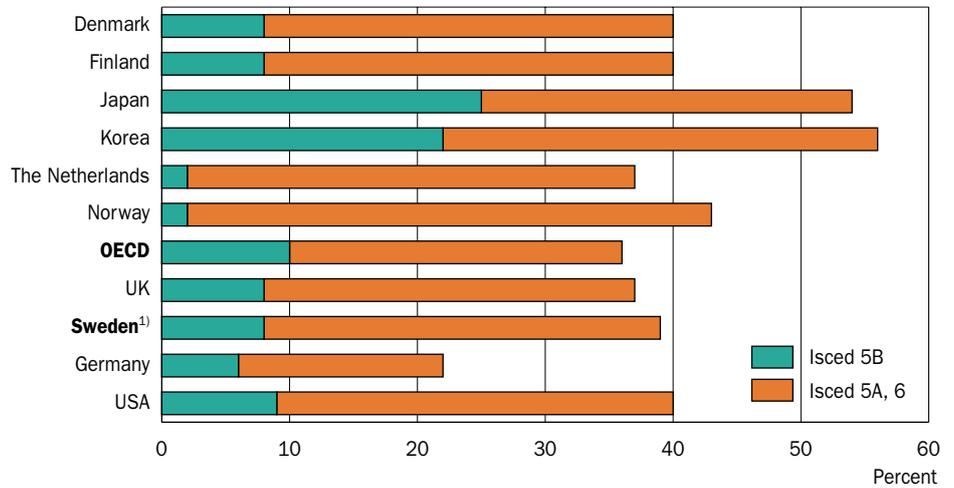


In OECD countries, the proportion of those with upper secondary education is generally higher among 25–34 year-olds than in the older age groups. In Sweden, the proportion with upper secondary education or higher is at a very high international level. Upper secondary school has long been relatively well developed and there are good opportunities for adult education which has made it possible for adults to educate themselves even when they are older than the ordinary upper secondary school age.

In Sweden, the proportion of 25-34 year-olds with higher education is 39 percent. This is higher than the OECD average. In Denmark, Finland and Norway, the proportion of those with higher education is slightly higher than in Sweden.

Diagram 29

Percentage of those aged 25–34 with higher education 2007



Sources

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