

Facts and figures 2012

Pre-school activities, schools and adult
education in Sweden



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SUMMARY: This report provides a general description of current pre-school, school and adult education in Sweden, showing for example child/pupil and staff strengths. The report, which also gives expenditure and achieved results in the different types of childcare and school, is based on the statistical material supplied to the national monitoring system for the sector.

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

Previously published reports in the same series:

Rapport nr 8: Beskrivande data om skolverksamheten 1993	Not available
Rapport nr 52: Beskrivande data om skolverksamheten 1994	Not available
Rapport nr 75: Beskrivande data om skolverksamheten 1995	Not available
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Rapport nr 363: Skolverkets lägesbedömning 2011 Del 1 – Beskrivande data	Ordering code: 11:1247
Rapport nr 383: Beskrivande data 2012: Förskola, skola och vuxenutbildning	Ordering code: 13:1323

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, 2006, 2009–2011 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 from 2010 it provides the first of two parts for the National Report on Swedish Education. Both parts complement each other and provide a comprehensive picture of the current situation and the developments within the Swedish school system. The first part provides a general description utilizing statistics whilst the second part 'Assessments and conclusions', reflects the National Agency for Education's views and conclusions.

'Facts and Figures' 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.

This report *Facts and Figures 2012* 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, 2006, 2009–2011 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.

This report was prepared by a project group within the unit for education statistics at the Swedish National Agency for Education.

Stockholm, January 2014

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Head of Unit

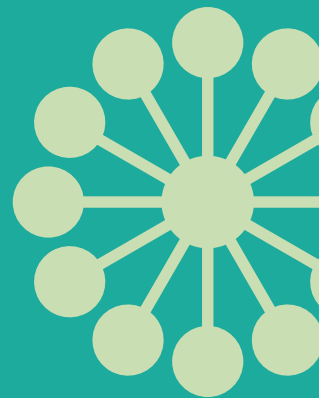
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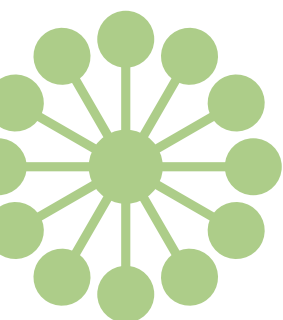
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CHAPTER 1

PRE-SCHOOL





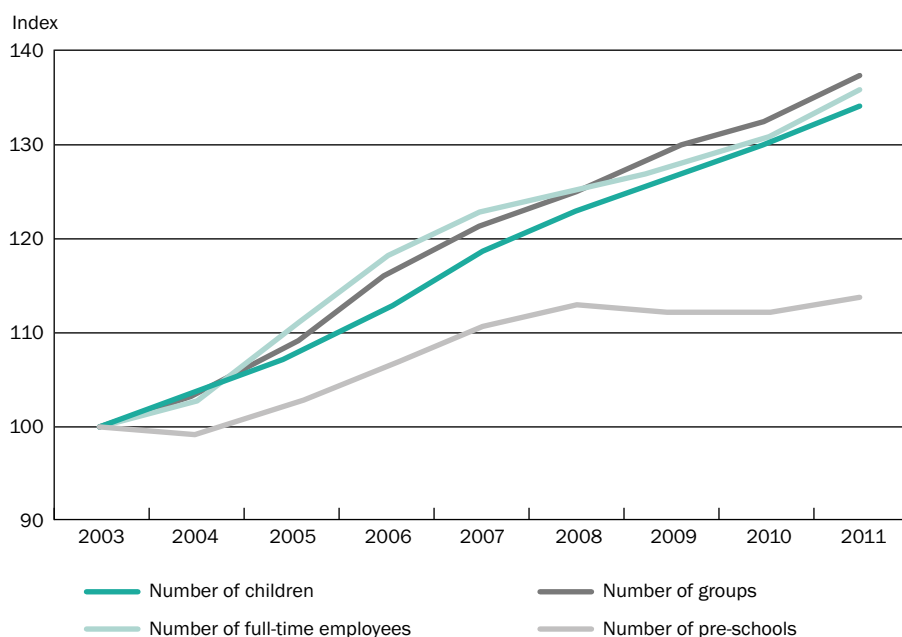
Pre-school

Pre-school should stimulate the child's development and learning and offer children a secure care. Activities should be based on a holistic view of the child and his or her needs and be designed so that care, development and learning together form a coherent whole. Pre-school should promote diversity in contacts and social community and prepare children for their continued education. Pre-school should be seen as the first step in the education system and has had its own curriculum since 1998. A revised curriculum for pre-school came into effect on July 1, 2011 (*Lpfö 98*, revised 2010).

Municipalities are obligated to provide pre-schooling to children aged 1 to 5. This obligation also applies to children whose parents are unemployed or are on parental leave for a sibling. These children shall be offered a place in pre-school at least 3 hours a day or 15 hours a week.

In autumn 2011 there were just over 10,000 pre-schools. The activities have increased over the years. Since the introduction of the maximum fee in 2001, the number of children in pre-school has increased continuously year after year. As the number of full-time employees and departments in pre-school has risen at around the same rate as the number of children, quality measurements such as group size and teacher-to-pupil ratio have remained essentially unchanged during the period.

Diagram 1.1 Number of children, full-time employees and groups in pre-school and number of pre-schools, 2003–2011 (index= 2003).

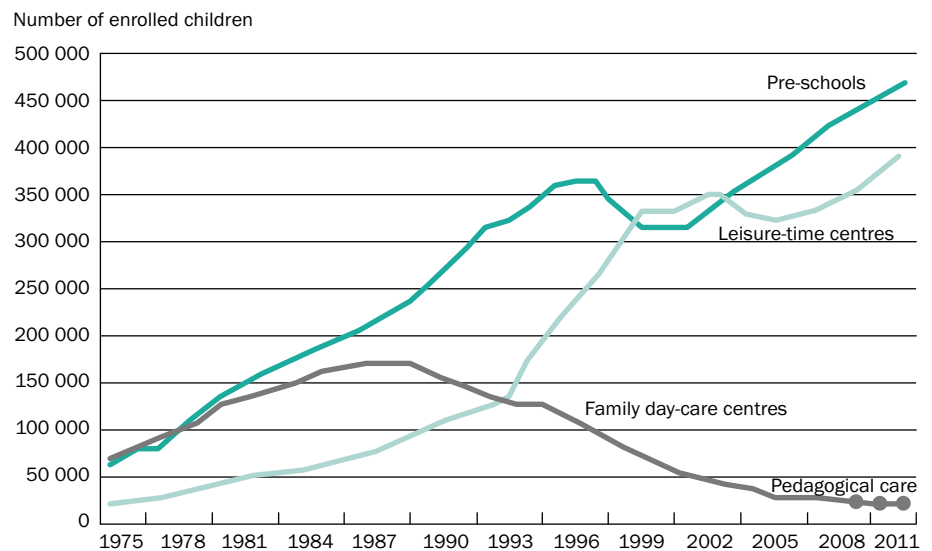


Children and activities

Pre-schools have expanded very rapidly in Sweden. The majority of children (8 out of 10) of pre-school age attend pre-school. The demand for places follows the population growth. Changes in birth rate directly affect the demand for pre-school places in municipalities or municipal districts.

When measured on 15 October 2011, 472,200 children attended pre-school. This means that 83 percent of all children aged 1–5 in the population attended pre-school compared with 68 percent ten years ago. Seen over a ten-year period, the proportion of children in pre-school has risen steadily. The distribution of girls and boys is equal.

Diagram 1.2 Number of children enrolled in day centres/pre-school, 31 December 1975–1997 and 15 October 1998–2011.



Since the introduction of the pre-school class in 1998, pre-school admits children aged 1 to 5, instead of 1 to 6 as before. Data about pre-school from 1998 onward is therefore not comparable with previous years.

The proportion of enrolled children has increased slightly in all age groups. The largest participation was among 3- to 5-year olds where nearly 95 percent of all children attend pre-school. All children are entitled to free pre-school for at least 525 hours per year from the autumn term when they turn three years old (known as general pre-school).

In autumn 2011 approximately 19 percent of all enrolled children attended an independent pre-school. In the 1990s, independent pre-schools grew more common and they continued increasing in number throughout the 2000s. Since 2001, the number of children enrolled in independent pre-school has risen by 76 percent while the increase in municipal pre-school was 45 percent in the same period.

Since 2005, pre-schools managed by private companies have replaced parental cooperatives as the most common single form of management. 45 percent of children in independent pre-school attend company-run pre-school and 22 percent attend parental cooperatives. Ten years ago the situation was the reverse; 29 percent attended pre-schools operated by private companies and 41 percent attending parental cooperatives.

Group size

In autumn 2011 there was an average of 16.8 children per group. From 1990 to the beginning of the 2000s, the average group size in pre-school increased from 14.4 children per group to more than 17. Since 2006, the group size has remained fairly constant at just under 17.

Table 1.1. Average group size in pre-school, 1990–2011.

Year	Children/group in pre-school
1990	14.4
1995	16.7
1996	16.9
1997	16.9
1998	16.5
1999	–
2000	–
2001 ¹	17.5
2002 ¹	17.4
2003	17.2
2004	17.2
2005	17.0
2006	16.7
2007	16.7
2008	16.9
2009	16.8
2010	16.9
2011	16.8

– Data about average group size not available.

1 Data for 2001 and 2002 based on sample surveys.

On average, municipal pre-schools have a group size of 17.0 children per group while the corresponding figure for independent pre-schools is 16.2.

Most commonly, groups consisted of 17 children or less. The proportion of groups of this size is 56 percent, which is roughly the same figure as eight years ago. The proportion of groups with 18–20 children has fallen by 4 percentage points in the same period while groups with 21 or more children has increased by almost 3 percentage points. The increase in the larger children's groups seems to have tapered off. In 2011 the proportion of groups with 21 or more children was 17.6 compared with 17.8 the previous year

Table 1.2. Quantity and proportion (%) of departments in pre-school according to number of children in departments in 2011.

Number of children in department	Number of departments	Proportion of (%) departments
15 children or fewer	10,726	38
16–17 children	4,976	18
18–20 children	7,478	27
21–25 children	3,928	14
26 or more children	1,003	4
Total	28,111	100

Native language support

According to both the Education Act and the revised pre-school curriculum, pre-school should help children with a mother tongue other than Swedish by giving them the opportunity to develop both their Swedish and their mother tongue.

Despite pre-school being designed to offer mother tongue support, only around 4 out of 10 children with a native language other than Swedish are given the possibility of developing their mother tongue.

In the last ten-year period, the number of children with a mother tongue other than Swedish in pre-school has more than doubled from 40,000 children in 2001 to 92,900 children in 2011. This means that 2 out of 10 children in pre-school have a mother tongue other than Swedish.

Personnel

In autumn 2011, 95 percent of the 88,900 full-time employees (working with children) at pre-school were trained for working with children. This proportion has remained very steady in the last ten years. The proportion of full-time employees with teacher training qualifications (pre-school teacher, youth worker or teacher training) was 54 percent and has changed very little in the last 10-year period.

In autumn 2011 there were 5.3 children per full-time employee in pre-school. This figure has remained fairly constant in the last 10 years.

According to the Education Act teaching work is led by a pre-school principal. The principal shall endeavour to develop pre-school education.

In autumn 2011 there were just over 6,700 pre-school principals. On average, each pre-school principal was responsible for around four departments. A pre-school principal in municipal pre-school is responsible for close to three times as many departments than a pre-school principal in an independent pre-school. The number of departments per pre-school principal is 5.8 in municipal pre-school compared with 2.0 in independent pre-school.

According to the Education Act, children who for physical, mental or other reasons need special support in their development shall be provided the support that their special needs require. Resource and support personnel refer to personnel who work with children or children's groups who need special support. In total 3,750 resource and support personnel (full-time employees) were accounted for. This is equivalent to approximately 4 percent of all full-time employees in pre-school.

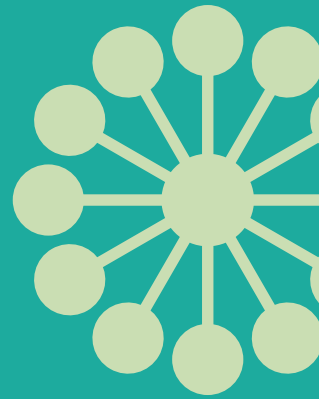
The gender distribution among pre-school teachers continues to be very imbalanced. In autumn 2011 only 3.5 percent of full-time employees were men. This proportion has remained the same since the beginning of the 1980s. In independent pre-schools, the proportion of men is slightly higher, 5 percent compared with 3 percent in municipal pre-schools.

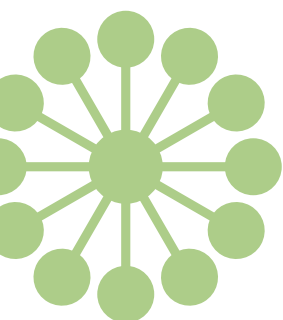
Costs

In 2011 the total cost for pre-school was SEK 56.5 billion. In the municipal pre-schools personnel costs accounted for 73 percent of the total cost and the cost of premises was 14 percent.

CHAPTER 2

PRE-SCHOOL CLASS





Pre-school class

The Education Act (SFS 2010:800) defines pre-school class as a voluntary type of school within the public school system. As part of the curriculum for compulsory school, pre-school class and leisure-time centres 2011 (Lgr11) which came into effect on 1 July 2011, education in pre-school class should encourage each child's learning and development at the same time as providing a foundation for continued schooling. The collaborative forms between pre-school class, school and leisure-time centres shall be developed to enrich each child's development and learning.

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. Attendance is voluntary for the children.

In the 2011/12 school year, pre-school classes were provided by all municipalities. The proportion of six year-olds who are registered in pre-school class has increased steadily and reached 96 percent in the 2011/12 school year. The total number of children enrolled in pre-school class in autumn 2011 was 103,900. The distribution between girls and boys was mostly equal.

As in previous years 98 percent of the pupils in pre-school class were six years old. Less than one percent of the pupils were five years old and one percent was seven years old.

Ninety percent of the pupils attend municipally organised pre-school class. The proportion of pupils in independent pre-school classes varies greatly between municipalities and is generally higher in large cities and suburban municipalities although there are many exceptions. In every ten municipalities, more than 14 percent of pupils were registered at an independently/privately organised pre-school class, while more than 100 municipalities did not provide such activities.

In autumn 2011, 19 percent of the pupils attending a pre-school class had a non-Swedish mother tongue. The proportion of pupils who receive mother tongue support has increased over time. Of those who had a non-Swedish mother tongue, 42 percent received mother tongue support.

Personnel

In the 2011/12 school year, there were just under 6,700 full-time employees (i.e. employees counted as working full-time) working with children in a preschool class. The teacher-pupil ratio was 6.5 permanent employees per 100 pupils. A comparison of the different types of education organiser shows that the teacher-to-pupil ratio was lower in municipal pre-school class than among independent pre-school classes, but higher when compared with independent organisers.

As in pre-school, compulsory school and leisure-time centres, the majority of these employees (94 percent) were female.

In autumn 2011, the proportion of full-time employees with teacher training qualifications working in pre-school classes was just over 83 percent. Within municipally run facilities the proportion of full-time employees with teacher training qualifications was 86 percent and in the independent school facilities it was 65 percent.

Among the full-time employees, 57 percent were qualified pre-school teachers, 7 percent were qualified leisure-time teachers and 19 percent were qualified teachers.

Costs

In 2011 the total cost of pre-school class was just under SEK 5,2 billion. This represents almost 4 percent of the school system's total costs. The activities in pre-school class are often integrated with compulsory schools and leisure-time centres in terms of both location and personnel. This means that the respondents sometimes have had to estimate their costs. For this reason the data should be interpreted with some caution.

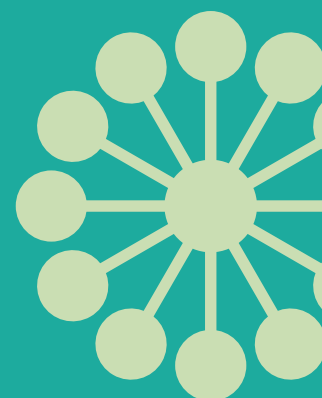
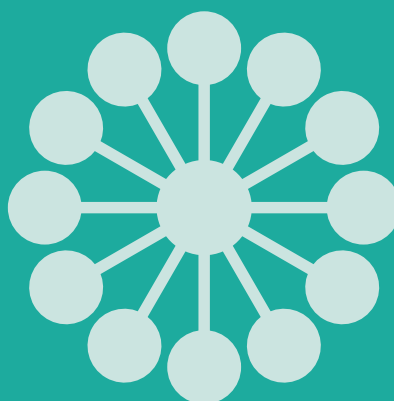
The total cost per pupil in pre-school class was of SEK 49,800. Municipally organised classes accounted for 88 percent of the total cost. In these the average cost per pupil was SEK 48,400.

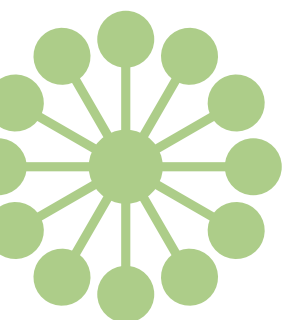
The bulk of the cost, 65 percent on average, was the personnel costs. The cost of premises constituted an average of 21 percent of the total cost.

The cost for pupils in an independent pre-school class was SEK 63,200 per pupil. Of this cost 62 percent was for personnel and 23 percent was for premises.

CHAPTER 3

COMPULSORY SCHOOL





Compulsory school

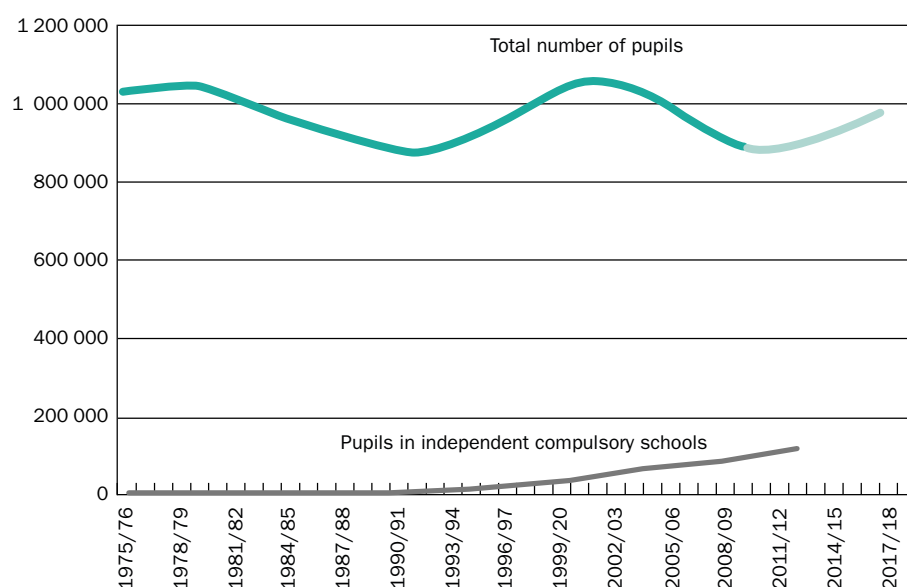
According to the Swedish Education Act, attendance at school is compulsory for all children between the ages of 7 and 16 who are residents in Sweden. Municipalities are also obliged to provide a place in compulsory school for six year olds if the guardians request the home municipality to do so.

The compulsory attendance of school means that the number of pupils basically follows the population growth for school-age children. Since 2001/02 school year the number of pupils has continuously decreased until the school year 2010/11 but since then the trend has reversed and the number of pupils is on the increase again. 2011/12 school year there were just over 888,700 pupils in compulsory school, an increase of almost 2,200 pupils since the previous school year. According to current forecasts, the number of pupils will continue to increase to around 980,000 until the 2017/18 school year.

In the 2011/12 school year there were 3,850 municipal schools, 5 state Sami schools and 761 independent schools at compulsory school level. 643 of the independent schools had a general orientation, 69 schools had a confessional orientation and 39 schools had teaching according to the Waldorf method. In addition, seven international schools and three national boarding schools have been categorised as independent schools since autumn 2007.

The majority of compulsory school pupils, 87 percent in the 2011/12 school year, attend municipal schools. At the same time, the number of pupils attending independent compulsory schools has peaked at around 112,000 pupils, which represents almost 13 percent of the total school population. In major cities, 23 percent of the pupils attended an independent compulsory school.

Diagram 3.1. Total number of pupils in compulsory school and in independent schools in the 1974/75–2011/12 school years and forecast until 2018/19 school year¹.



¹ The total number of pupils includes pupils in municipal schools, Sami schools and independent schools. The number of pupils in independent schools includes pupils in international schools and national boarding schools.

Table 3.1. Number of pupils in compulsory school 15 October 2001–2011 by principle organiser.

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Compulsory school total	1 059 122	1 057 225	1 046 441	1 023 724	995 457	962 349	935 869	906 189	891 727	886 487	888 658
<i>of which</i>											
Municipal schools	1 006 173	997 037	979 244	952 125	919 174	881 505	849 514	816 606	795 648	781 210	776 356
Sami schools	153	143	143	148	138	132	150	139	131	141	158
Independent schools ¹	52796	60045	67 054	71 451	76 145	80 712	86 205	89 444	95 948	105 136	112 144

1. Include international schools and national boarding schools.

In autumn 2011, compulsory schools totalled 4,616. In the last few years the number of municipal schools has declined and in autumn 2011 they numbered 3,850, which is 30 fewer schools than the previous school year. The number of independent schools has increased and in autumn 2011 there were 761 schools, which is 20 more schools than the previous school year.

Compulsory school education is organised by all the municipalities in the country. The number of pupils varies widely between the municipalities, reflecting the major variation in local population sizes. The average number of pupils per school has decreased slightly in the last 10 years but has begun to increase again and reached 193 pupils in autumn 2011. On average, municipal schools had more pupils per school than independent schools. Most municipal schools had between 100 and 199 pupils per school while most independent schools had less than 50.

While the boys outnumbered the girls in compulsory schools, the proportion of girls in independent schools was slightly higher than in municipal schools.

Earlier school start

Children have the right to start compulsory school at the age of six if their parents request it. In autumn 2011, 105,500 pupils started grade 1, of which around 1,200 were aged six.

At the beginning of the 1990s, the proportion that began grade 1 one year earlier was just over 1 percent. It increased steadily to 8 percent in the 1996/97 school year. In autumn 1998 pre-school classes were introduced as a voluntary school form for these children, after which the proportion has fallen every year, returning to just over 1 percent in the 2011/12 school year.

More girls than boys attended compulsory school one year before the mandatory school start. Among six-year olds in grade 1 in the 2011/12 school year, 59 percent were girls.

The proportion of pupils who entered grade 1 one year earlier was larger in independent schools than in municipal schools. In the 2011/12 school year, 4 percent of pupils in independent schools were early starters while the corresponding proportion in municipal schools was just over 1 percent.

Language choice

Modern languages can be read both as a language choice and within the pupil's own choice framework. According to the Swedish Education Ordinance (SFS 2011:185), a choice of languages must be provided and the education organiser is obliged to provide a language choice in at least two of the languages: French,

Spanish and German and also try to provide other language choice. Pupils can also choose one of the following subjects: mother tongue tuition, Swedish, Swedish as a second language, English or sign language as an alternative to the language choice.

Language choice in general is introduced in grade 6. In the 2011/12 school year, 74 percent of pupils in grade 6 had language choice. In grades 7, 8 and 9 the proportion was 98 percent.

The highest proportion of pupils who studied modern languages as part of the language choice were in grade 7. In grade 7, 85 percent of pupils study a modern language as a language choice. For grade 9 the proportion was significantly lower, 70 percent. As in previous years, the choice of modern language was more common among girls. The proportion of pupils who read Spanish has increased in the last ten years and Spanish has become the most popular language for pupils in compulsory school. Of those who read a modern language just over half read Spanish.

In the more senior grades, a higher proportion of pupils in language choice read alternatives to a modern language. Just under 6 percent of pupils in grade 6 chose an alternative, while the corresponding proportion in grade 9 was 28 percent. Most pupils chose Swedish or English as an alternative to modern language. In grade 9, 18 percent read English as an alternative, more boys than girls.

Mother tongue tuition and Swedish as a second language

In the 2011/12 school year, approximately 183,700 compulsory school pupils were reported as being eligible for mother tongue tuition, which represents almost 21 percent of all pupils. This proportion has increased by almost 9 percentage points in the last ten years. The proportion of those eligible who participated in mother tongue tuition was just under 55 percent.

As in previous years, the larger municipalities had a considerably higher proportion of pupils who were entitled to mother tongue tuition than the smaller municipalities. In the three major urban municipalities, Stockholm, Gothenburg and Malmö, for example, 38–40 percent of pupils in compulsory school were eligible for mother tongue tuition. In 19 of Sweden's 290 municipalities, the proportion of eligible pupils was over 30 percent, of which the proportion in a couple of municipalities was over 50 percent. In other municipalities, the proportion varied from half a percent to 29 percent. The proportion of those eligible was roughly the same in independent schools as in municipal schools, 21 percent. On the other hand, a much larger proportion of pupils in independent schools attended mother tongue tuition, 65 percent compared with 53 percent in municipal schools.

The proportion of all pupils who studied Swedish as a second language in the 2011/12 school year was just under 8 percent.

Slightly more girls than boys take part in mother tongue tuition. Conversely, more boys than girls read Swedish as a second language.

Since the 1998/99 school year, Arabic has been the most common language in mother tongue tuition. Finnish was the most common before that. The proportion of those eligible who participated in mother tongue tuition varied between languages. The participation rate was still relatively low in the minor mother tongues. Finnish had a low participation rate, 48 percent, and un-

specified languages had a 10 percent rate. Pupils with Somali, Arabic, Albanian, Turkish and Persian as their mother tongue had the highest participation rate, over 60 percent. The highest participation rate in Swedish as a second language classes were by pupils with Arabic as their mother tongue.

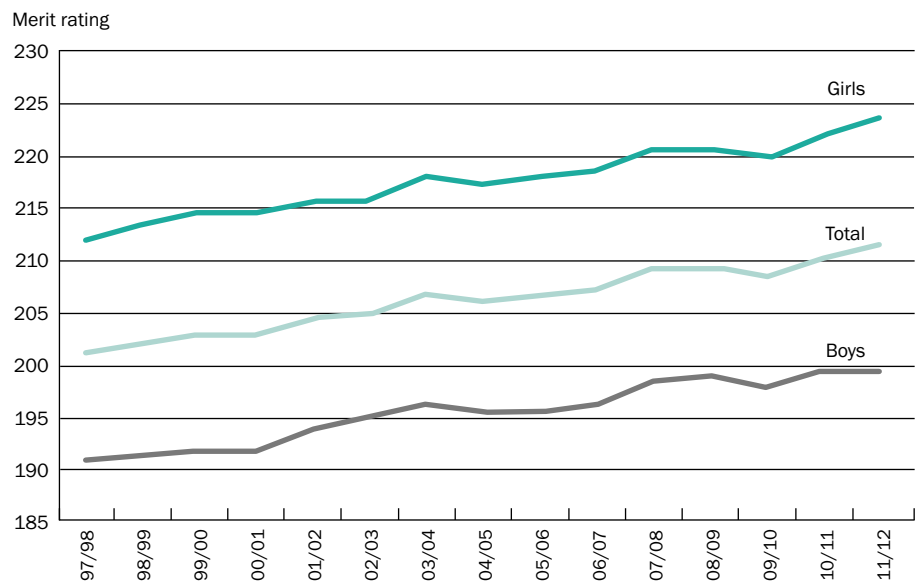
Grades

Grades are based on the goals that the pupils are expected to achieve according to the curricula at the end of grade 9 and using the established grading criteria. The pupils' merit rating is calculated before the selection to upper-secondary school. It is the total of the grade points in the 16 best subjects in the pupil's final grades (Pass equals 10 credits, Pass with Distinction equals 15 credits and Pass with Special Distinction equals 20 credits). The maximum possible rating is 320 credits.

The average merit rating has increased since 1998, the year in which the present grade system was introduced, until the 2008/09 school year. In the 2009/10 school year, the merit rating declined to an average of 208.8 but has increased continuously since then.

Girls have a significantly higher average merit rating than boys. The gender distribution has roughly been equal since the 1997/98 school year. In spring 2012, the girls had an average merit rating of 223.8 while the boys' was 199.4.

Diagram 3.2. Average merit rating in grade 9 in the 1997/98–2011/12 school years.



Pupils whose parents had compulsory school as the highest level of education had an average merit rating of 158.1. Pupils with at least one upper secondary-educated parent had an average merit rating of 195.6 and pupils with at least one university-educated parent had an average merit rating of 232.6.

Pupils in independent compulsory schools had a higher average grade than pupils in municipal schools. The average merit rating for independent schools has increased from 224.2 to 230.0 between the 1997/98 and 2011/12 school years and the merit rating for municipally organised schools has risen from 201 to 208.2.

The average merit rating varies greatly between municipalities. The highest average merit rating in one municipality was 257.0 and the lowest was 171.5. Boys have a higher average merit rating than girls in three municipalities.

Eligibility to upper-secondary school

The admission requirements to upper-secondary school were tightened in autumn 2011. Pupils who finished grade 9 in spring 2012 are the second yearly group to apply to upper-secondary school under the new admission requirements. Previously, eligibility for upper-secondary school required only a Pass in three subjects: Mathematics, English and Swedish or Swedish as a second language.

Those who choose a vocational programme now need to achieve a Pass grade in an additional five subjects, i.e. eight in total. Admission to higher education preparatory programmes requires a Pass grade in an additional nine subjects, i.e. twelve in total. In the economics, humanities and social science programmes, there must be passes in nine additional subjects, of which four must be geography, history, social science and religion. For the Natural Science and Engineering programmes, pupils must have a Pass in biology, physics and chemistry and an additional six subjects. For Aesthetic programme there are nine optional subjects.

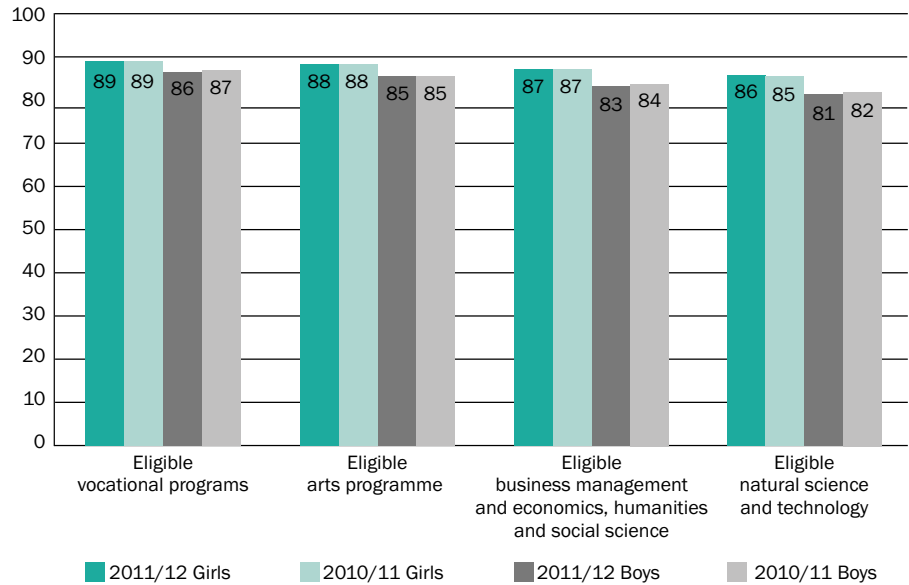
87.5 percent of pupils who completed grade 9 in spring 2012 were eligible to apply for vocational programmes. 1 percent of pupils were eligible to apply to vocational programmes only.

For the preparatory higher education programmes, 86.5 percent of pupils were eligible for Aesthetic programmes, 85.0 percent for the economics, humanities and social science programmes and 83.4 percent for the natural science and engineering programmes.

A higher proportion of boys than girls were eligible for national programmes. The proportion of eligible girls was 3–4 percentage points higher than the proportion of eligible boys.

In spring 2012, 12,500 pupils lacked eligibility for any programme, which is equivalent to 12.5 percent of pupils. The proportion of pupils eligible for upper-secondary school was lowest in 1998 at 8.6 percent, which was the year in which final grades according to academic goals were issued for the first time. Since then the proportion has increased steadily.

Diagram 3.3. The proportion of grade 9 pupils who are eligible for upper-secondary school vocational and higher education preparatory programmes in the 2011/12 and 2010/11 school years.

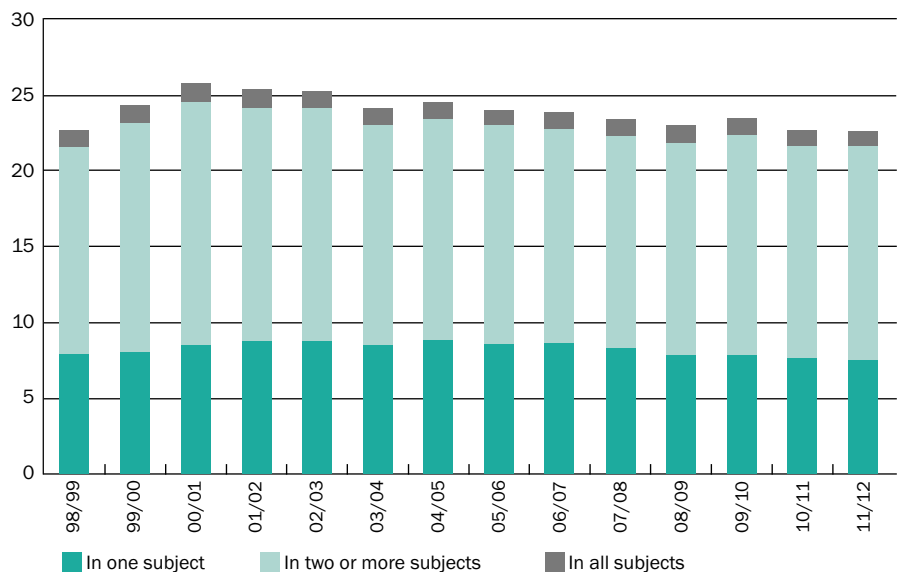


Failure to achieve the goals in one or more subjects

In the 2011/12 school year, 22.6 percent of pupils who finished compulsory school failed to achieve the academic goals in one or more subjects. There has been a slight decrease in recent years. Of the pupils who finished grade 9 in spring 2012, 7.6 percent failed to achieve a Pass grade in one subject, 14.1 percent in two or more subjects and 0.9 percent failed to achieve a Pass in any subject. A higher proportion of boys than girls failed to achieve their goals in any subject, 25.8 percent and 19.3 percent respectively.

The proportion of pupils who failed to achieve the goals in one or more subjects varied between municipalities from 4.1 to 44.2 percent. Among pupils with foreign backgrounds, 39.3 percent lacked grades in one or more subjects. The corresponding figure for pupils with Swedish backgrounds was 18.6 percent.

Diagram 3.4. Proportion of grade 9 pupils who lacked grades in one, two or more subjects or all subjects in the 1998/99–2011/12 school years.



In Swedish as a second language, 25.9 percent of pupils failed to achieve their goals. A relatively high proportion of pupils also failed to achieve their goals in the science subjects and mathematics. In other subjects the proportion varied from 1.9 to 7.2 percent. Girls achieved their goals to a greater extent than boys in all subjects except sports and health science.

The proportion of pupils who lack grades in at least one subject decreases the higher the education level of the parents. Pupils with university-educated parents had the lowest proportion, 12.7 percent. Among pupils whose parents' highest education level was upper-secondary school, the proportion was 28.1 percent and for pupils whose parents' highest education level was compulsory school, it was 56.2 percent.

In spring 2012, 77.4 percent of pupils achieved their goals in all subjects, which is the highest proportion since spring 1998. That was when the present grading system was new and the proportion who achieved their goals was 79.7 percent. In total, the proportion of pupils who achieved their goals has declined in most of the subjects in spring 2012. The subjects where the proportion has increased are home economics, music and modern languages as a language choice.

Subject tests in grade 9

The results of the national subject tests are another measurement of pupil performance. Subject tests in grade 9 were performed the first time in the spring term 1998. In general terms there is a significant higher conformity between the results in the national subject tests and the final grades in Swedish and English than in mathematics. In mathematics a significantly higher proportion achieve their goals in grades than in the tests.

97 percent passed the national tests in English, which means it was the test in which most pupils reached their goals. More girls successfully completed the test than boys. The proportion of pupils with foreign backgrounds who passed the subject tests in English was 92 percent. The corresponding figure for pupils with Swedish backgrounds was 98 percent. English was also the subject in which most pupils passed the test with Special Distinction. Of the pupils whose parents' level of education was compulsory school, 14 percent failed to achieve the goals in English while among pupils with at least one parent with university education, it was just over 1 percent.

In the subject tests in mathematics, 83 percent of pupils achieved the goals. Among pupils with foreign backgrounds, 26 percent failed to achieve the goals in subject tests in mathematics. The corresponding figure for pupils with Swedish backgrounds was 15 percent. In mathematics the results were relatively equal between boys and girls. Of the pupils whose parents highest education level was compulsory school, 39 percent failed to achieve the goals in mathematics. The corresponding figure for pupils with one parent with university education was 10 percent.

In Swedish as a subject, 97 percent of pupils passed the subject tests. A significantly lower proportion, 81 percent achieved their goals in Swedish as a second language. In all subject tests in both Swedish and Swedish as a second language, there were gender differences where girls achieved their goals to a slightly higher extent than boys. Among pupils with parents who only have compulsory school

education, 7 percent failed to achieve the goals in the subject test in Swedish while among pupils with at least one parent with university education, it was just over 1 percent.

Subject tests in grade 6

Subject tests in mathematics, Swedish and Swedish as a second language in grade 6 were organised for the first time in spring 2012. The majority of pupils, 89 percent, sat all 11 tests. Roughly 95 percent of pupils sat all the tests in each subject except in Swedish as a second language, where only 84 percent sat all the tests.

Of the pupils who sat all the subject tests in mathematics, more than 20 percent failed to reach the required level in all tests, while only three percent successfully completed two of the seven tests. For tests in Swedish, a slightly higher proportion of pupils successfully completed all four tests. In Swedish as a second language, nearly half of the pupils had difficulties reaching the required levels.

More girls than boys achieved the required level in all tests in mathematics, Swedish and Swedish as a second language. There was a minor difference in mathematics while there was no difference at all in English. Pupils born abroad had greater difficulties in achieving the required levels in tests in all subjects. A lower proportion of pupils with two foreign-born parents achieved the required level in all tests than those with Swedish backgrounds. This is particularly noticeable in the mathematics tests.

Subject tests in grade 3

Data from subject tests in grade 3 was collected for the first time from all schools with grade 3 pupils in spring 2010 and included Mathematics, Swedish and Swedish as a second language. In spring 2012, 95 percent of pupils sat all 15 tests.

Of the pupils who sat all subject tests in mathematics over 70 percent successfully reached the required levels in all tests, while 4 percent successfully completed two of the seven tests. In tests in Swedish, 74 percent of pupils successfully completed all eight tests. Few pupils, just over 3 percent, successfully completed fewer than five of the tests in Swedish. In Swedish as a second language more pupils failed to reach the required levels, half of all the participating pupils successfully completed all tests while nearly 14 percent successfully completed fewer than five out of eight tests.

A slightly higher proportion of girls completed all the subject tests successfully than boys. In Swedish and Swedish as a second language, girls achieved the required levels to a significantly higher extent while the distribution among those who successfully completed all seven tests in mathematics was more equal.

Transition to upper secondary school

In autumn 2011, 98.4 percent of the pupils who left compulsory school in the spring term 2011 continued to upper secondary school. This proportion has remained roughly the same the last few years. There were no noticeable gender differences in relation to the applicants and the transition rate to upper second-

ary school. On the other hand, among those who applied for and started upper secondary school, there were a slightly fewer pupils with foreign backgrounds.

Teachers

In autumn 2011 the teacher-to-pupil ratio, calculated as the number of teachers (converted to full-time positions) per 100 pupils was 8.3. It was lower in independent schools than in municipal schools. The teacher/pupil ratio was generally highest in rural municipalities.

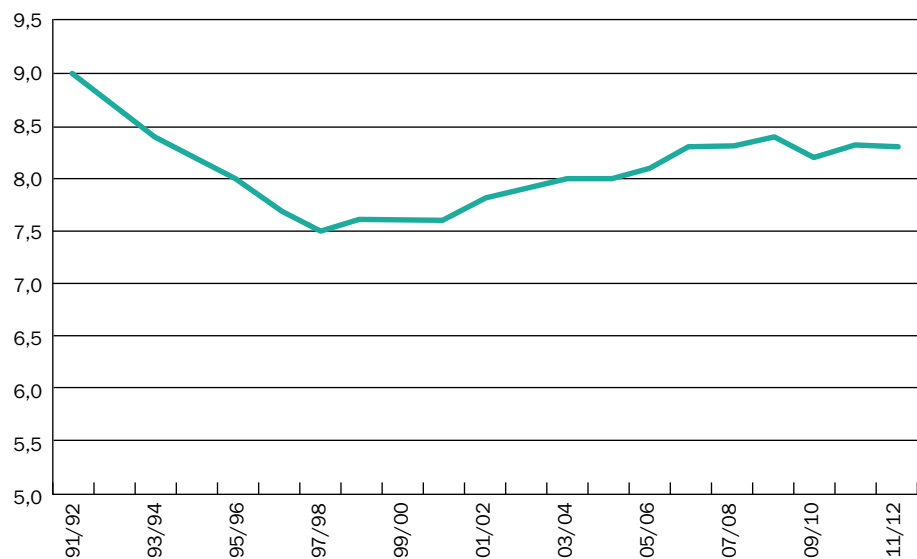
In October 2011 the number of serving teachers (excluding short-term employees) in compulsory schools was 85,700. The average proportion of full-time employment was 86 percent. This means that the number of teachers converted to full-time positions was just over 73,600. The proportion of full-time employees (i.e. after conversion to full-time positions) who had teacher training qualifications amounted to 87 percent. There were more women than men with teacher training qualifications.

The proportion of teachers with teacher training qualifications was considerably higher in municipal schools than independent schools, 89 percent compared with 73. The proportion of teachers who had teacher training qualifications varied between municipalities from about 74 to 100 percent.

The staff ratio i.e. the number of teaching staff (employed full-time) per 100 pupils was 8.6 in autumn 2011. This measurement included teachers (including pre-school), leisure-time centre teachers and youth workers. The full-time staff ratio was 0.3 higher than the teacher-to-pupil ratio.

The gender distribution among serving teachers in compulsory schools is uneven, an imbalance that has grown over time. In the 2010/11 school year, 77 percent of teachers were females. The proportion of women was also high among school principals, 66 percent in the 2011/12 school year.

Diagram 3.5. Number of teachers (full-time employees) per 100 pupils in compulsory school, 1991/92–2011/12.



Costs

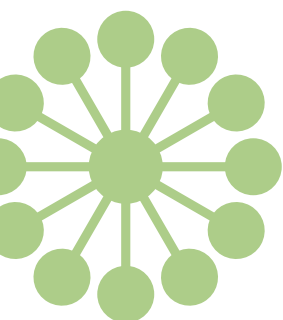
In 2011 the cost for all compulsory level schools was SEK 80.2 billion, this includes the home municipality costs for school transport and for newly established and closed compulsory independent schools. Almost 88 percent of the total cost was for municipal schools and 12 percent was for independent schools. The costs of national boarding schools and international schools are included in the independent schools' costs.

In 2011 the cost of municipal compulsory schools was just under SEK 69 billion, excluding the home municipality costs for school transport. Calculated per pupil this is equal to SEK 88,000. The equivalent cost for independent compulsory schools was just under SEK 9 billion or SEK 84,000 per pupil.

CHAPTER 4

COMPULSORY SCHOOL FOR PUPILS WITH LEARNING DISABILITIES





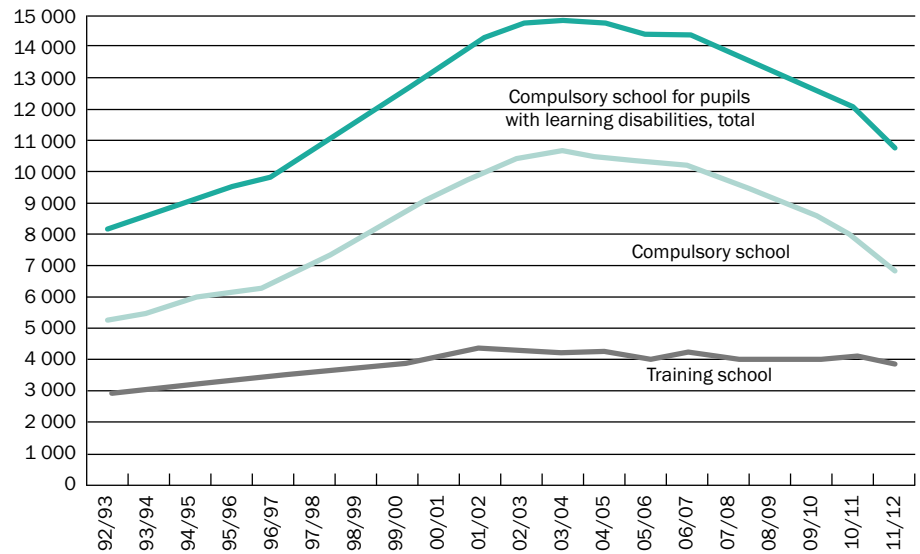
Compulsory school for pupils with learning disabilities

The new Education Act has introduced several changes which have affected the statistics. According to the act, which was implemented from 1 July 2011, pupils with autism but who are not intellectually challenged no longer belong to the target group for compulsory school for pupils with learning disabilities. Another major change is that the tenth school year has been removed from compulsory school for pupils with learning disabilities. It is now a nine-year education.

Compulsory school for pupils with learning disabilities is designed to give pupils with developmental disabilities an education that is adapted to the capabilities of every pupil. Among other benefits, it should provide knowledge and values, contribute to personal development and social togetherness, and give a good foundation for active participation in society. The compulsory school for pupils with learning disabilities includes education in specific subjects or within subject areas, or a combination of these. It can also include subjects geared to the curriculum of compulsory school. Within the compulsory school for pupils with disabilities, there is a special orientation called the training school. The training school is intended for pupils who cannot benefit from all or part of the education in specific subjects. Instead of separate subjects, training school has five subject areas.

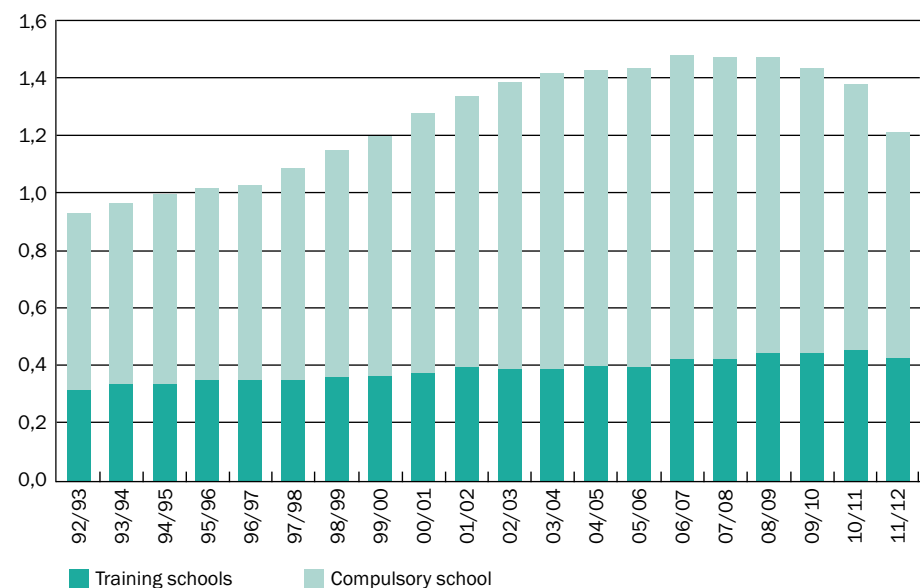
In the 2011/12 school year, there were 10,800 pupils in compulsory school for pupils with learning disabilities. One-third (3,900 pupils), attended training school. The proportion of pupils attending compulsory school for children with learning disabilities has fallen by 11 percent compared with the previous school year. This significant reduction in the number of pupils is attributable to the fact that the tenth year of schooling has been removed and that pupils with autism who are not intellectually challenged now attend compulsory school. Pupils who belong to the target group for compulsory school for pupils with learning disabilities can also, for a maximum trial period of six months, be admitted to compulsory school or special school.

Diagram 4.1. Number of pupils in compulsory school for pupils with learning disabilities 1992–2011.



The number of grade 9 pupils has risen in recent school years and is now 18 percent higher. This increase is probably attributable to the fact that many pupils that would otherwise have been in grade 10 are still in grade 9 and have not switched to the upper-secondary school for students with learning disabilities or the upper-secondary school's introductory programme. The number of pupils in the transition from grade 8 the previous year to grade 9 in the current school year which has increased more than normal. Normally, the increase between the grades is around 2 to 7 percent. This school year, the number of pupils in grade 9 has increased by 36 percent compared with grade 8 the previous school year. The largest increase was recorded by the training school with 71 percent. Training school's 9th grade now has 56 percent more pupils compared with grade 9 in the previous school year.

Diagram 4.2. Proportion (%) of pupils in compulsory school for pupils with learning disabilities out of all pupils in compulsory school, schools for pupils with learning disabilities and special schools, 1992/93–2011/12.



Teachers

In October 2011, there were nearly 4,600 serving teachers in compulsory schools for pupils with learning disabilities, of which 4,300 were registered with a municipal authority. Around 25 percent of teachers were men. Calculated as full-time positions, the number of teachers (all education organisers) was around 2,700.

In independent schools there were 242 serving teachers. Converted to full-time employees the number of teachers was 150. The average employment rate was 62 percent for teachers working for independent organisers and 60 percent for municipal teachers.

Overall, among all education organisers, there were 29.4 teachers per 100 pupils in compulsory schools for pupils with learning disabilities. This figure does not include integrated pupils. In independent schools, the number of teachers per 100 pupils was 32.5.

The proportion of teachers (full-time positions) with teacher training qualifications was 88 percent in the 2011/12 school year. In independent schools for children with learning disabilities, the proportion of teachers with teacher training qualifications was lower than in municipally organised schools (54 percent and 90 percent respectively).

Costs

The total cost of compulsory school for pupils with learning disabilities (under municipal authority) in 2011 was around SEK 4 billion.² The cost per pupil was SEK 421,700.³

The largest single cost item in compulsory schools for pupils with learning disabilities was the cost of personnel⁴ which accounted for 50 percent of the total cost. The cost of tuition was SEK 203,900 per pupil and the cost of premises was SEK 40,200 per pupil. Teaching aids and equipment costs were SEK 7,200 per pupil and the cost for school meals was SEK 6,700 per pupil. The cost of pupil care was SEK 5,400 per pupil.

The cost of school transport accounted for 10 percent of the total cost in 2011 and is the second largest cost item for the compulsory schools for pupils with learning disabilities, not counting the cost item miscellaneous costs.

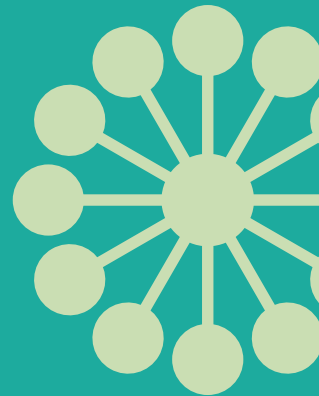
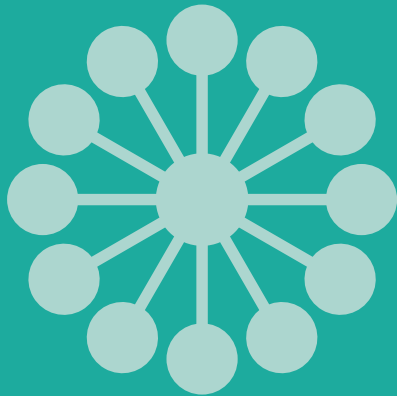
2 The total costs do not include municipal payments to county councils and independent schools.

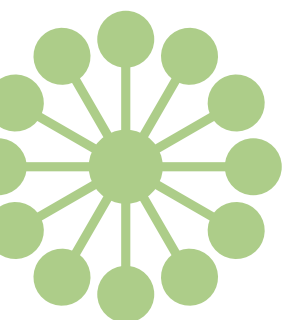
3 Excluding the cost for school transport as this cost is calculated on the basis of the number of pupils with learning disabilities who are registered in the municipality.

4 Tuition costs consist mainly of salaries for all scheduled activities such as tuition and supervision. Salaries for teachers for time spent on skills development and payroll expenses for any replacements are included.

CHAPTER 5

SPECIAL SCHOOLS





Special schools

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, have a serious speech impediment, are deaf-blind or have a visual impairment and other disabilities and cannot attend compulsory school or compulsory school for pupils with learning disabilities due to their disabilities or other special reasons.

Special schools consist of 10 grades. In the 2011/12 school year, there were 501 pupils in special school. Special school is divided into five regional schools and three national schools. The regional schools, which have 402 enrolled pupils in total, offer education to pupils who are deaf or hearing impaired. The national schools cater for pupils with impaired hearing combined with learning disabilities, congenital deaf-blindness, severe speech and language disabilities or visual impairment combined with additional disabilities. The national schools had 99 enrolled pupils.

The education in special schools shall, as far as possible, conform to the education provided in compulsory school, while also taking into account each pupil's individual needs. Pupils in special schools follow the special schools' curriculum, but pupils with learning disabilities are entitled to be educated according to the curricula for schools for pupils with learning disabilities.

Table 5.1. Number of pupils in special schools, 15 October 2001–2011.

	Special school				
	Total	Regional schools for pupils who are deaf or hearing impaired	National special needs schools		
			Åsbackaskolan, Gnesta ¹	Ekeskolan, Örebro ²	Hällsboskolan, Sigtuna ³
2001/02	777	579	59	44	95
2002/03	757	579	58	34	86
2003/04	703	545	61	29	68
2004/05	667	528	61	26	52
2005/06	603	499	51	18	35
2006/07	548	472	44	11	21
2007/08	514	450	44	10	10
2008/09	516	457	38	9	12
2009/10	500	430	35	23	12
2010/11	501	415	33	25	28
2011/12	501	402	28	26	45

1 National special needs school for pupils with hearing impairment combined with learning disabilities or congenital deaf-blindness.

2 National special needs school for pupils with visual impairment combined with additional disabilities. The school did not admit any new pupils between 2001/02–2007/08 and has the status of a special school again starting school year 2008/09.

3 National special needs school for pupils with severe speech and language disabilities. The school did not admit any new pupils between 2002/03–2007/08 and has the status of a special school again starting school year 2008/09.

In autumn 2011, 501 pupils were enrolled in special schools. In the 2011/12 school year, pupils came from 124 municipalities and 64 percent of the pupils came from another municipality than the one in which their school is located. Of the total number of pupils, 78 percent were living in their parental home during their education and 21 percent were living in different types of boarding houses near the schools. The proportion of girls was 46 percent of pupils.

Teachers

In October 2011 the number of serving teachers (excluding short-term employees) in special schools was 219. The average proportion of full-time-employment was 86 percent. Calculated as full-time employees the special schools had 189 teachers, this means that there were nearly 38 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 84 percent in the school year 2011/12. The proportion of teachers with special education teacher training qualifications has fallen sharply from 48 percent in the 2001/2002 school year to 30 percent in the 2011/12 school year.

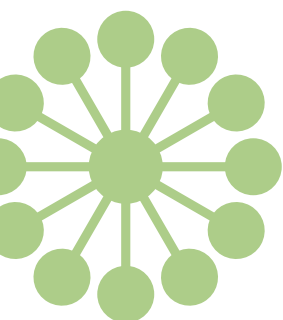
Costs

In the fiscal year 2011, the total cost of special schools was around SEK 465 million. The cost per pupil was SEK 928,400.

Teaching costs constituted 40 percent of the total cost, SEK 367,200 per pupil. The cost for boarding houses was the second largest cost item and accounted for 21 percent of the total cost or SEK 196,400 per pupil.

LEISURE-TIME CENTRES





Leisure-time centres

Leisure-time centres shall stimulate the students' development and learning and provide them with a meaningful leisure and recreation time. The education shall be based on a holistic view of the students and their needs.

The new Education Act, which came into effect on 1 July 2011, entailed a number of changes. Leisure-time centres now belong to the school system and shall serve as a supplement to in-school education.

According to the Education Act, municipalities shall provide education in leisure-time centres for students who attend pre-school classes, compulsory school and compulsory schools for students with learning disabilities. A student should be offered a place in a leisure-time centre to the extent necessary to allow the parents to work or study or if the student has his/her own needs due to the family situation in other respects. Education in leisure-time centres shall be offered as soon as possible when the student needs a place and should be located as close as possible to the school where the student receives his/her education. From the autumn term when the student turns eleven, open leisure-time activities can under certain circumstances be provided instead of leisure-time centres.

There are 4,300 leisure-time centres within the framework of pre-school classes, compulsory school and compulsory school for students with learning disabilities, special schools and Sami schools. In the last ten-year period, the number of leisure-time centres has declined. The number of leisure-time centres peaked in 2003, when there were 4,700. While the centres have decreased in number, the number of registered students has increased. The number of employees has also increased in the last few years. As the centres have become fewer in number and the students more numerous, the group size in leisure-time centres has grown on a continuous basis. And as the employment rate has failed to keep pace with the increase in the number of students, the teacher-to-student has deteriorated.

From 2003 until the present day, the number of leisure-time centres and departments has fallen by 10 percent, the number of employees has increased by 5 percent and the number of students has increased by 16 percent.

In autumn 2011, there were 396,600 students aged 6–12 registered in leisure-time centres, compared with 336,500 ten years before. This is equal to an increase of around 18 percent. In the last year alone, i.e. since 2010, the number of registered students in leisure-time centres has risen by 5 percent.

As opposed to pre-schools, there is a large disparity between municipal groups when it comes to the number of registered students in leisure-time centres. There is a 24 percent gap between “suburban municipalities” and “rural municipalities” which have 90 and 66 percent registered 6–9 year-old students respectively. “Major cities” and “large cities” also have a large proportion of registered students.

Group size

In the last 10-year period the number of students has increased by 18 percent while the number of leisure-time centres has fallen by 4 percent. This has led to leisure-time centres continuously increasing in size. In autumn 2011 there was an average of 38.8 students per department, which is an increase of just under one student in a year and seven students in five years. Compared with around

20 years ago, the group size has more than doubled. The group size trend at leisure-time centres can be compared with pre-school where the group size in the last 10 years has been fairly constant.

There are relatively major differences between municipalities and municipal groups.

Personnel

In autumn 2011 every employee was on average responsible for 12.3 students which is the same number as the previous year. It is the first time since 2004 that the number of employees and the number of students have increased at roughly the same rate.

Today, an increasing proportion of leisure-time centre personnel also serve in pre-school classes and/or compulsory school and the employment rate in leisure-time centres has thus gradually been reduced. In practice, this means that the personnel works in leisure-time centres when the students are there but are otherwise engaged in other activities. The rate “proportion of students per employee” has therefore been introduced. Previously, the National Agency for Education has calculated the teacher-to-student ratio by dividing the number of students with the number of full-time employees, i.e. employees converted to full-time positions. Both rates will be presented in tandem during a transitional period.

Table 6.1. Number of students per employee and per full-time employee in leisure-time centres, 31 December 1990 and 15 October 2000–2011.

Year	Number of students per employee	Number of students per full-time employee ¹
1990	7,5	8,3
2000	10,9	17,5
2001	11,1	17,4
2002	11,5	18,4
2003	11,1	18,2
2004	10,8	18,2
2005	10,9	18,6
2006	11,1	18,9
2007	11,1	19,5
2008	11,8	20,5
2009	12,0	20,9
2010	12,3	21,5
2011	12,3	20,4

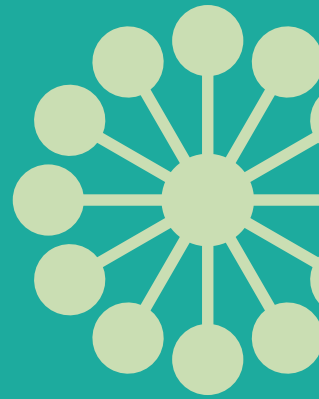
¹ Data about full-time employees refers to the number of employees converted to full-time positions.

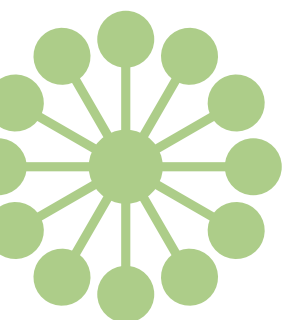
Costs

In 2011 the total cost for leisure-time centres was SEK 13.3 billion. The cost per registered student was SEK 34,800. Personnel expenses accounted for 70 percent of the cost for municipal leisure-time centres and the cost of premises for 16 percent.

CHAPTER 7

UPPER-SECONDARY SCHOOL





Upper-secondary school

Swedish upper-secondary school is designed to provide the basic knowledge for vocational and social life and for further studies. As opposed to compulsory school, which is obligatory, upper-secondary school is a voluntary form of education. The majority of students, however, continue onto upper-secondary school and once the student has enrolled on a programme, he/she also accepts the attendance and completion regulations of the programme. In turn, the education organiser undertakes to provide support to help the students reach their diploma/programme goals. Upper-secondary school is free of charge and students have the right to enrol on an upper-secondary programme until the age of 20.

Upper-secondary school education is arranged by municipalities, local government federations, county councils and private organisers. Upper-secondary school is currently in a reform phase and a new education act, upper-secondary school regulations and programme structure are in place. The new regulations applied from autumn 2011. These reforms are designated Gy 2011. Due to the ongoing reform the statistics in this chapter apply both to students who are studying according to earlier regulations (Lpf-94/Gy2000) and those who comply with *Gy 2011*. Statistics of study results covers students who are studying according to *Lpf-94*.

Until the 2010/11 school year, upper-secondary school included 17 national programmes, tailor-made programmes (SM), individual programmes (IV), International Baccalaureate (IB) and programmes at independent schools. Both tailor-made programmes, which may be provided by municipalities, and independent school programmes are often linked to one of the national programmes and can therefore be categorised as one of the national programmes.

With the upper-secondary school reforms, the same conditions apply to all education organisers to a greater extent. All organisers, for example, provide national programmes and the scope for deviating from the national programmes has thereby been limited for private education organisers, and also for municipal providers now that the tailor-made programmes have been discontinued. From autumn 2011 there are 18 national programmes. The reform distinguishes vocational programmes from higher education preparatory programmes. They have different eligibility rules, diploma goals and programme structures. There are 12 vocational programmes and 6 higher education preparatory programmes. There are a number of special variants that deviate from the national programme, including nationwide recruitment programmes with their own diploma goals, nationally approved sports programmes and the International Baccalaureate.

Another change that the upper-secondary reforms have imposed is that the individual programme has been replaced by five introductory programmes. The purpose was to create more clearly-defined education paths that are better suited to the students' needs. Before the reforms, all students who completed their comprehensive education were offered a place in upper-secondary school by their home municipality. This still applies, but whereas municipalities were previously obligated to offer students a place on the individual programme if they had not been admitted to an upper-secondary school or broke off their studies, the introductory programmes are designed for students who are ineligible or who need to obtain specific eligibility grades and are designed to give students a basis for continued studies or entry into the labour market.

Upper-secondary apprenticeship programmes have been available on a trial basis since autumn 2008. With *Gy 2011*, apprenticeship programmes are made permanent and it is now possible for students on vocational programmes to complete a significant part of their education at a workplace.

Students and schools

In the 2011/12 school year, 369,000 students attended upper-secondary school. In addition to the upper-secondary school three-year cycle, around 160 students studied for a fourth year on the technology programme for the upper-secondary engineering diploma within the framework of the trial activities. After having maintained a record high for a number of years, upper-secondary schools continue to decrease in number as a result of the declining birth rate at the end of the 1990s. Some 17,000 fewer students attended upper-secondary school in the 2011/12 school year compared with the previous year. The number of students is expected to continue to fall in the next few years. According to the National Agency for Education's forecast, the number of students in upper-secondary school will bottom out in 2015/16 and then rise again. The reduced inflow of students to upper-secondary school has mainly affected municipal schools, but county council schools have also been hit. By the 2011/12 school year, students in independent schools increased by 2,100 while municipal schools and county council schools were 18,000 and 350 students fewer respectively. Upper-secondary school is the education form in which independent schools saw the largest increase and the 2011/12 school year was the first time that independent schools outnumbered municipal schools. Municipal schools still have the highest proportion of students, however.

Table 7.1. Number of pupils at upper-secondary school, 15 October 2001/02–2011/12 school years, by organiser.

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Upper secondary school, total	311 121	321 643	333 928	347 713	359 415	376 087	390 058	396 336	394 771	385 712	369 083
<i>of which</i>											
Municipal schools	287 093	290 467	295 137	301 584	306 679	315 021	318 060	314 724	305 367	289 927	271 563
County council schools	5 163	4 853	4 287	4 599	4 445	4 519	4 258	4 158	3 894	3 810	3 460
Independent schools ¹	18 865	26 323	34 504	41 530	48 291	56 547	67 740	77 454	85 510	91 975	94 060

1. Include international schools and national boarding schools.

In autumn 2011, upper-secondary school education was provided by 272 of Sweden's 290 municipalities. Upper-secondary schools have also grown in number on the back of the recent increase in students, particularly the independent upper-secondary schools. While the proportion of municipal schools has remained unchanged since the 2001/02 school year, independent schools have more than tripled in number. In general terms, however, the increase in the number of schools has reversed; there were 1,005 schools in the 2011/12 school year, which is 10 less than the previous school year.

There were 485 municipal schools and 499 independent schools in the 2011/12 school year. County councils ran 21 upper-secondary schools. On average there were 367 students per school, a decrease on the previous year when the corresponding figure was 380. There are significantly more students

per school in municipal schools than in county council and independent schools.

In autumn 2011, 74 percent of all upper-secondary school students were educated in municipal schools, just over 25 percent in independent schools and less than 1 percent in county councils. Over a 10-year period, municipal schools have lost about 17 percentage points to independent schools. Almost all students in independent schools attended one with a general orientation.

It was much more common for students in large cities to attend independent schools (49 percent) compared with students in rural communities (6 percent). Nearly one-third of the total number of students in upper-secondary schools attended a school in another municipality than their home one. Almost half the students in independent upper-secondary schools attended a school in another municipality, compared with nearly 28 percent of students who attended municipal schools.

Of all students in upper-secondary school in autumn 2011, 52 percent were male and 48 percent were female. 19 percent had foreign backgrounds. While the gender distribution was for the most part equal in municipal and independent schools, the proportion of students with foreign backgrounds was slightly higher in municipal schools. It was slightly more common for students with highly educated parents to attend an independent school, compared with students whose parents have a slightly lower level of education. In county council schools the majority of students were women. County council schools mainly organise natural resource use programmes, where the proportion of women is high.

Applicants and admissions

Ahead of the 2011/12 school year, a total of 127,300 students applied to upper-secondary school, of which 89 percent were eligible for their first-choice programmes and 78 percent were admitted to their first-choice programmes on 1 July 2011.

Vocational programmes and higher education preparatory programmes

In autumn 2011, 132,900 students studied a programme in grade 1 of the reformed upper-secondary school.

Just over half the students chose a higher education preparatory programme, one-third chose vocational programmes and just under one-fifth chose one of the five introductory programmes.

In grade 1, the Building and Construction Programme is the largest of vocational programmes with around 5,900 students, followed by the Electricity and Energy Programme with around 5,700 students. The largest higher education preparatory programme in grade 1 is the Social Science Programme and Science Programme with 20,900 and 15,300 students respectively.

In grades 2 and 3, the largest proportion of students (61,100) are on the Social Science Programme, followed by the Natural Sciences Programme which has 30,600 students. The largest vocational preparation programme is the

Electricity and Energy Programme followed by the Building and Construction Programme with 14,300 and 11,100 students respectively.

Introductory programmes

In the 2011/12 school year, around 23,500 students were enrolled on an introduction programme. Of these, 93 percent were at municipal schools. The most common programme was the language introduction, which attracted one-third of all introduction programme students. The second most popular was the individual programme alternative followed by the vocational introduction, programme-oriented individual choice and preparatory training courses.

Gender differences in choice of programme

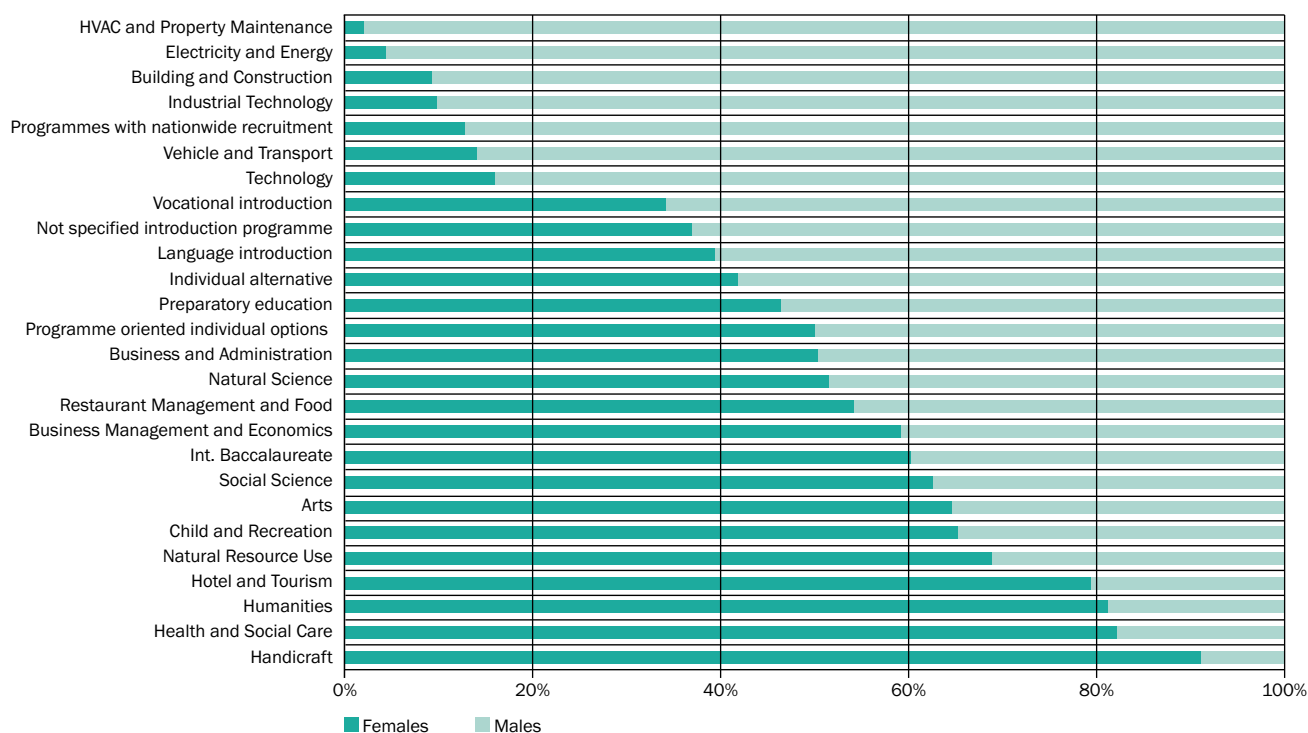
As in previous school years, 2011/12 saw major gender differences on most programmes. The most male-dominated programme has a lower proportion of women than the equivalent proportion of men on women-dominated programmes.

In grade 1, the proportion of men on the HVAC and Property Maintenance, Electricity and Energy, Building and Construction and Industrial Technology programmes was over 90 percent. In grade 1 the proportion of women was highest in the Handicraft Programme, Health and Social Care Programme and the Humanities Programme. The Economics Programme had the most evenly balanced gender spread in grade 1. Business Management and Economics Programme, International Baccalaureate, the Natural Science Programme, Restaurant Management and Food Programme and several of the introduction programmes also had a relatively even gender spread.

In Grades 2 and 3, the proportion of men on courses in the energy, electricity and construction programmes was over 90 percent. In grades 2 and 3, the proportion women was highest on the Handicraft, Health and Social Care, Restaurant Management and Food, and Child and Recreation Programmes.

The gender spread was most evenly balanced on the Natural Science Programme, where the difference between genders was only 2 percentage points. The Hotel and Tourism Programme, International Baccalaureate and Social Science Programme also had a relatively even gender spread.

Diagram 7.1 Proportion (%) of women and men in grade 1 by type of upper-secondary programme, 15 October 2011.



Study breaks and programme changes

By monitoring students over time and seeing whether they continue their studies in upper-secondary school, it is possible to trace the drop-off rate and changes in study paths. Around three percent of beginner students in 2010 did not attend upper-secondary school in autumn 2011, i.e. they dropped off or took a break from their studies. Women and men tend drop off or take a break from their studies to roughly the same extent. The proportion of students with foreign backgrounds is more likely to drop off or take a break from their studies than students with Swedish backgrounds (six percent compared with two percent).

Nearly 12 percent of students changed programmes and enrolled on a new one a year later. Many programme switches are attributable to students in an extended study period when they repeat a grade. The proportion of students who changed programmes was noticeably higher among those who began the individual programme (IV). Among students who began their studies on IV with a public sector organiser, the proportion of changes was 27 percent, compared with 9 percent among students who initially began on a national programme. The smallest proportion of switches was by the students who began their studies on the preparatory Social Science Programme and the vocational preparatory Construction programme (both around 7 percent). It is more common for men to change programmes than women (13 compared with 11 percent). Students with foreign backgrounds changed programmes to a slightly greater extent than students with Swedish backgrounds (14 and 11 percent respectively).

Teachers

In October 2011 there were 36,200 serving teachers (excluding short-term employees) in upper-secondary schools, with an average employment rate of 83 percent. Converted to full-time employees, there were 30,000 teachers in upper-secondary school.¹ The gender spread among teachers was mostly very evenly balanced. The majority of teachers taught in municipal schools, but a growing proportion taught in independent schools (22 percent converted to full-time employees). The number of teachers has increased by 19 percent over the last 10 school years.

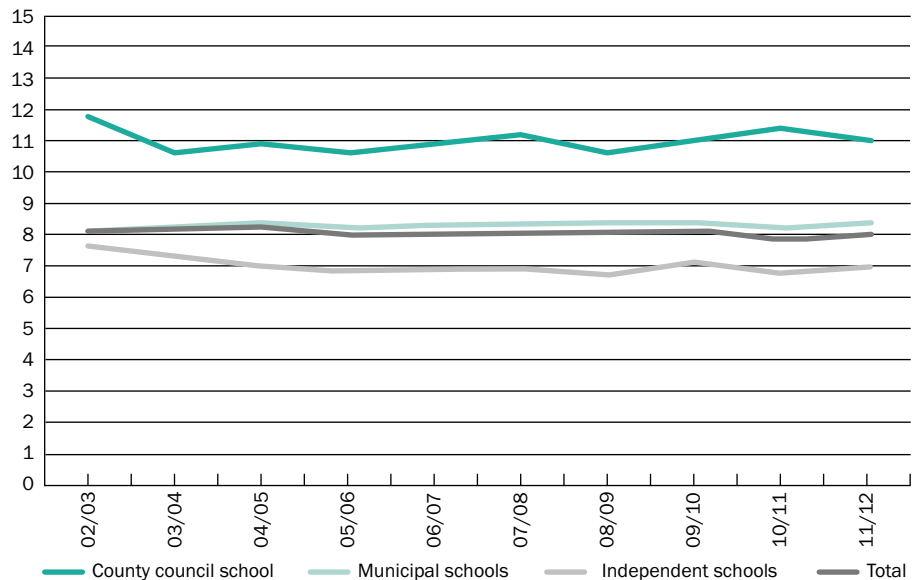
Of all the teachers, 77 percent had university training qualifications, which is a decline of just over 2 percentage points since the 2001/02 school year but an increase on the previous school year. Municipal schools had the highest proportion of qualified teachers while independent schools had the lowest proportion.

As in previous years, the proportion of teachers with degrees in the educational sciences varied between municipalities.² The proportion of university-trained teachers is highest in large and major cities and lowest in rural communities.

The highest proportion of teachers with university teacher training degrees are in large and major cities (83 and 82 percent respectively) and the lowest proportion can be found in the rural municipalities (71 percent).

As in previous school years, there were 8.1 teachers per 100 students in upper-secondary school in autumn 2011. The corresponding figure in the 2001/02 school year was also 8.1. The teacher-to-student ratio varies between schools depending on the provider. In independent schools the teacher-to-student ratio was lower than in municipal schools (6.9 compared with 8.5). In county council schools the teacher/student ratio is 10.6 teachers per 100 students.

Diagram 7.3. Number of teachers (full-time employees) per 100 students in upper-secondary school, 2002/03–2011/12.



1 The description of teachers in upper-secondary schools is hereinafter excluded from the paragraph data converted to full-time employees.

2 The statistics per municipality only include data from municipal schools, i.e. statistics per municipality for county council schools and independent schools are not included. In municipalities where the majority of teachers belong to a municipal association, the average proportion of teachers with teacher training degree for the municipal association.

Study and vocational guidance counsellors

The number of study and vocational guidance counsellors has risen since the 2003/04 school year when data was first collected. In the 2010/11 school year it was just 940. The proportion of counsellors (converted to full-time employees) with guidance counsellor training was 79 percent, a figure which has climbed 2 percentage points since the previous school year. Approximately four out of five study and vocational guidance counsellors were female. Access to guidance counsellors is significantly lower in independent schools than in municipal schools.

Costs

The total cost for upper-secondary school was just over SEK 36 billion for the 2011 calendar year.³ The largest proportion of the upper-secondary school programmes were organised by municipalities. In 2011, they accounted for 76 percent of the total cost of upper-secondary school.⁴ The independent schools' share of the total costs was 22 percent⁵ and the county council schools' share was 2 percent.

The average annual cost per student in upper-secondary school was SEK 96,700 in 2011.⁶ The average cost for a student in a municipal school was SEK 98,300, in an independent school it was SEK 88,700.⁷

The largest cost item in upper-secondary schools was the teaching which accounted for just over 47 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.

School leaving certificates from upper-secondary school

The figures in this chapter is mainly based on the latest grade statistics from the 2011/12 school year, and by following different yearly groups of beginners. Another indicator presented here is the proportion of Sweden's 20-year olds who have received school leaving certificates from upper-secondary school in a certain year.

When upper-secondary students receive grades from all their courses in the syllabus, they receive a school leaving certificate. In the 2011/12 school year, 97,700 students completed upper-secondary school. This figure illustrates how many students graduated from upper-secondary school with school leaving certificates or equivalent in spring 2012, irrespective of how many years they studied in upper-secondary school. As not all students that begin upper-secondary school education finish their studies with a school leaving certificate, information about the completion rate is relevant. The completion rate refers to

3 Including costs for school transport, newly founded and closed independent schools and payments to other education organisers.

4 Excluding costs for school transport and payments to other education organisers.

5 Including newly founded independent schools and closed independent schools.

6 Excluding newly founded and closed independent schools.

7 Excluding costs for school transport and payments to other education organisers.

the proportion of students who have received a school leaving certificate from upper-secondary school within a certain period after first beginning their studies at upper-secondary school. The completion rate is defined on the basis of three, four and five years of study for different beginner's groups.⁸ In normal cases, a student takes three years to complete his/her upper-secondary studies. Students who change programmes, take a break from their studies or start an individual programme (IV) therefore often require a fourth year to complete their upper-secondary school studies. There are also students who need more time to complete their upper-secondary programme for other reasons.⁹ The results that are presented here are the number of study years students needed to finish their upper-secondary education, irrespective of whether they completed their studies.

As many as 65–69 percent of students receive a school leaving certificate within three years, based on the last ten yearly groups. After an additional one year of study, the proportion of students with school leaving certificates increased by 7–8 percentage points and varied between 73 and 77 percent. After five years of study, the proportion with school leaving certificates was 1–2 percentage points higher than within four years and varies between 74 and 78 percent. This data covers all students, including students who began their studies on an individual programme, and where students who have had difficulties studying or are not motivated to study are concentrated. These students are less likely to receive school leaving certificates. For students who began their studies on the IV programme, the maximum completion rate within three years is 6 percent. The corresponding proportion after 4 years of study is between 18–21 percent, and within 5 years, 22–26 percent of students who began upper-secondary studies on an individual programme completed their studies.

Comparing education organisers, the completion rate is highest among county council schools, followed by independent schools and is lowest among municipal schools. One explanation for municipal schools having the lowest rate is that the individual programme, where the completion rate is lower, is organised mainly by municipal schools.¹⁰ As studies on individual programmes are aimed at preparing the students for a change to a national or tailor-made programme, the completion rate within three years is lowest for students on individual programmes. The completion rate is highest for students on tailor-made programmes, followed by students on a national programme. 87 percent of students on tailor-made programmes, for example, received school leaving certificates within five years, and 85 percent of students on the national programme. Students in independent schools have a lower completion rate than students on tailor-made and national programmes within five years, 82 percent of students on programmes in independent schools receive school leaving certificates.

8 *Nyborjarkull* (first-time students) refers to students who begin upper-secondary school for the first time a certain school year, and have not been enrolled at upper-secondary school in the last seven school years.

9 Between the 2006/07 and 2010/11 school years, the proportion of students who studied four years in upper-secondary school increased from 4 to just over 5 percent. It has become slightly more common for students to study a fifth year in upper-secondary school.

10 Independent schools from the 2005/06 school year provide individual programmes after deciding specifically to do so. From the 2006/07 school year, all independent schools can provide individual programmes.

The completion rate differs from programme to programme. Students who begin their studies on the Construction Programme and Science Programmes have the highest completion rate after three, four and five years of study. More than 8 out of 10 students on these programmes have received school leaving certificates after three years. After four years, nine in ten construction students and around nine science students obtained school leaving certificates. The lowest completion rate can be found in the Hotel and Restaurant, Vehicle and Transport, and Child and Recreation programmes, depending on the number of years measured in the completion rate. After three years, seven out of ten students on these programmes obtained school leaving certificates. After four years, three out of four students on these three programmes have received school leaving certificates.

On average, women had a higher completion rate than men within three, four or five years of study. For beginners in autumn 2007, 66 percent of men and 71 percent of women received school leaving certificates within three years. A greater proportion of women also completed upper-secondary programmes after four and five years. After five years, 75 percent of men and 80 percent of women received school leaving certificates.

Fewer students with foreign backgrounds receive school leaving certificates, compared with students with Swedish backgrounds.¹¹ For student groups who began upper-secondary school in autumn 2007, 51 percent of students with foreign backgrounds received school leaving certificates within three years. The corresponding proportion for students with Swedish backgrounds was 72 percent. The difference continues to prevail after four and five years of study, when 62 percent of students with foreign backgrounds and 80 percent of students with Swedish backgrounds received school leaving certificates.

Average grade points

Average grade points are used as a benchmark measure of the grade results in upper-secondary school.¹² The average grade points for all final year students with school leaving certificates has been stable at 14.0–14.1 in the last ten years (14.0 in the 2011/12 school year). The new rules in 2010 for calculating the average number of grade points do not appear to have contributed to any change in the students' grade results over time.

The difference in average grade points between independent and municipal upper-secondary schools has narrowed in the last few years. The highest average grade points was recorded by programmes with a science, aesthetic and social science content. The lowest average grade points was in programmes linked to vehicles, energy and construction. On average, women had an average of 1.4 higher grade points than men in the 2011/12 school year (14.7 compared with 13.3). A differential which has remained fairly constant over time and which was 1.3 at its lowest and 1.5 at its highest in the last ten years. The difference between foreign and Swedish backgrounds has also been constant over time, 0.9

11 Students born abroad and students born in Sweden with both parents born abroad.

12 The average grade points for students who have course or diploma grades.

at its lowest and 1.0 at its highest. In the 2011/12 school year the difference was 1.1 (14.1 compared with 13.1).

Basic eligibility for universities and institutes of higher education studies

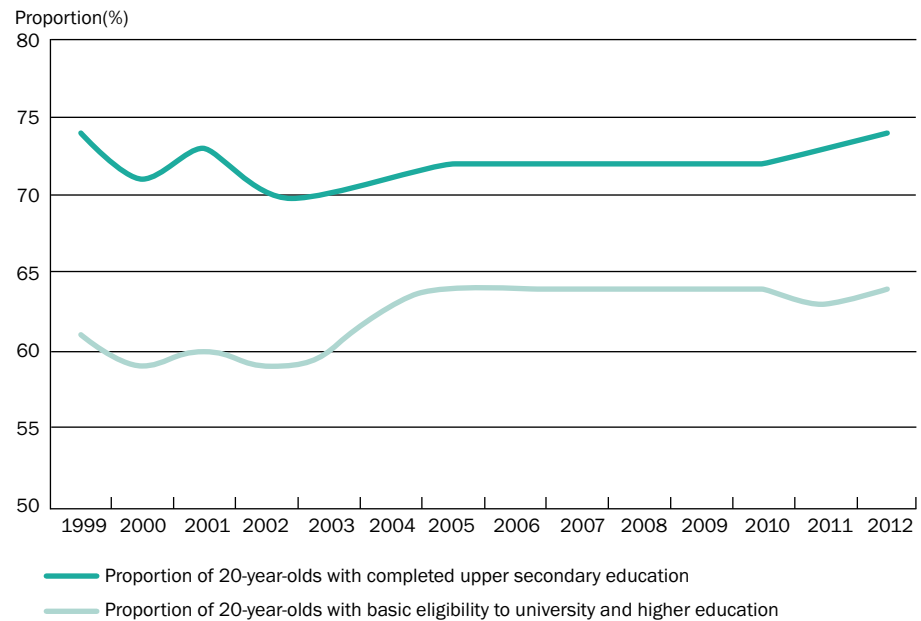
Of the 97,000 students that received school leaving certificates and course and diploma related grades from upper-secondary school in spring 2012, 87 percent met the basic eligibility requirements for university and institutes of higher education. The proportion of students with basic eligibility for higher education from spring 2003 to 2009 was 90 percent but decreased to 87 percent in 2010 and has stabilised in the last three years. One reason for this trend is the new eligibility rules in 2010 which have led to fewer students achieving basic admission requirements for university and institutes of higher education.

Among students who received a school leaving certificate in spring 2012, the proportion of students with basic eligibility from municipal schools and independent schools was roughly the same, 87 percent and 86 percent respectively. The corresponding proportion for students at county council schools was 73 percent.

The proportion with basic eligibility is higher among women than men, and of those who received school leaving certificates in spring 2012, 90 women and 83 men met the eligibility requirements. There was also a larger proportion of students with Swedish backgrounds who had basic eligibility, compared with students with foreign backgrounds. As regards the difference between programmes, the proportion of students with basic eligibility was highest on the science, social science and aesthetic programmes. The smallest proportion of basic eligibility was in the programmes linked to vehicles.

Of all the 20-year olds in Sweden, i.e. counting those who never began upper-secondary school, the proportion of those with basic eligibility for university and higher education was 64 percent in 2012. The trend over time for the proportion of students with school leaving certificates from upper-secondary school and the proportion with basic eligibility follow each other for this group. At the end of the 1990s, both the proportion with school leaving certificates and the proportion with basic eligibility among 20-year olds was on the decline. Study results improved slightly in 2000, and then deteriorated until 2002. After this, the proportions with school leaving certificates and basic eligibility increased for a couple of years and have been relatively stable since 2004. The trend over time for these two measurements based on study results are therefore roughly equal.

Diagram 7.3. Proportion (%) of 20-year olds who completed upper-secondary programmes with basic eligibility to universities and institutes of higher education, 1999–2012.



Scope

A student who has noticeable study difficulties may be granted a reduced upper-secondary school programme, which means the student will not be required to study one or more subjects.¹³ These students therefore do not receive grades in all the courses normally included in the programme. Over the last ten years, the proportion of students who have received school leaving certificates from a reduced programme has decreased from 6.7 to 0.3 percent. The sharp drop in the proportion who studied on reduced programmes occurred between the 2008/09 and 2009/10 school years, and is due to the change in eligibility rules regarding admission to universities and institutes of higher education. In the 2009/10 school year, the proportion fell from around 2,500 to just over 700 and in the 2011/12 school year, 247 students received school leaving certificates from a reduced program.

It was slightly more common for men to enrol on a reduced programme than women (0.3 percent compared with 0.2 percent). Slightly more students with Swedish backgrounds attended a reduced programme than students with foreign backgrounds, 0.3 compared with 0.2 percent.

The proportion of students on reduced programmes in municipal upper-secondary schools was 0.2 percent in spring 2012. Statistics had previously shown that the difference in the proportion of students who received school leaving certificates on a reduced programme from municipal providers varied significantly. In six municipalities, for example, more than one-tenth of students were on reduced programmes in the spring term 2010. Conversely, the latest statistics from spring 2012 show that the proportion of students on reduced programmes was at roughly the same level in all municipalities. In the majority of municipalities (186), the percentage of students who received school leaving certificates on

¹³ Ch. 5, section 23 of Swedish Upper-Secondary School Ordinance.

a reduced programme was zero. In 19 municipalities the equivalent figure was one percent, in three municipalities it was two percent and in four municipalities it was three percent. Only one municipality deviated by having more than one-tenth of students on a reduced programme.¹⁴ The proportion of students on reduced programmes at county council schools was 2.3 and at independent schools it was 0.4 percent. A large proportion of students on reduced programmes studied natural resource use (1.5 percent).

In cases where a student is deemed capable of studying more courses than required to complete upper-secondary school (2,500 credits), he/she can be granted the right to study extra courses. 40 percent of students who received their school leaving certificates in spring 2012 had studied an extended programme. This proportion also changed significantly from the 2008/09 to 2009/10 school years due to the new regulations in which the calculation of the average grade points was changed to exclude courses that were extended. In the 2008/09 school year, 23 percent of those who received school leaving certificates had studied an extended programme. This nearly doubled to 43 percent in the following school year. Since then, the proportion has remained at around 40 percent.

At municipal schools, 39 percent of students with school leaving certificates had completed an extended programme. At county council schools this proportion was 52 percent and in independent schools it was 43 percent. Among those who received their school leaving certificates in spring 2012, more men than women attended extended programmes and a higher proportion of students with foreign backgrounds had enrolled on extended programmes than students with Swedish backgrounds.

Transition to university studies

Of all the students who completed upper-secondary school and received their school leaving certificates or equivalent in spring 2008, 42 percent began higher education within three years (the last in spring term 2011). This was the largest proportion since the 2000/01 school year when it was 46 percent. More women began university studies than men. Of all the students who completed upper-secondary school in spring 2008, 51 percent of women and 39 percent of men began university-level studies within three years.

Students from programmes in the Natural Science, Social Science and Engineering began university-level studies within three years to a much greater extent than students from other programmes. A relatively large proportion was in the aesthetic, media programmes, care programmes and child and recreation programmes. A slightly higher proportion of students at independent schools completed their education at and continued to higher education within three years than at municipal schools. The lowest proportion of students who completed their education and went onto university and university colleges within three years was at county council schools. Among students with Swedish backgrounds (and school leaving certificates from upper-secondary school) 43 percent went to university within three years. The equivalent proportion for students with foreign backgrounds was 57 percent.

¹⁴ Data refers to school municipality, i.e. based on where the school where students received the school leaving certificates were located.

Transition to municipal adult education

Of all the students who completed upper-secondary school and received their school leaving certificates or equivalent in spring 2011, 5 percent (just fewer than 4,500 students) began municipal adult education the following year. Of the students who did not receive school leaving certificates or the equivalent from upper-secondary school, 9 percent started municipal adult education the following school year. There were considerably more females studying municipal adult education after their last year of upper-secondary school. Among students who did not have school leaving certificates, the proportion who continued in municipal adult education was 11 percent of women and 7 percent of men. The corresponding proportion for students with school leaving certificates was 5 percent for women and 4 percent for men.

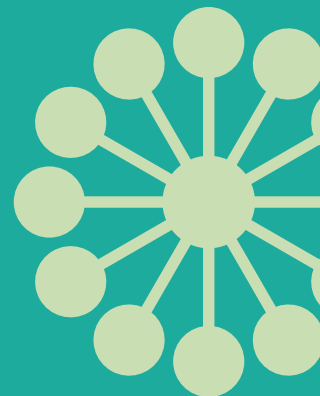
The number of students with foreign backgrounds who supplemented their upper-secondary studies in municipal adult education was more than double the number students with Swedish backgrounds. The proportion of students with school leaving certificates who continued their studies in municipal adult education the following school year was 11 percent for students with foreign backgrounds and 4 percent for students with Swedish backgrounds. The corresponding proportion of students who lacked school leaving certificates was 14 percent for students with foreign backgrounds and 7 percent for students with Swedish backgrounds.

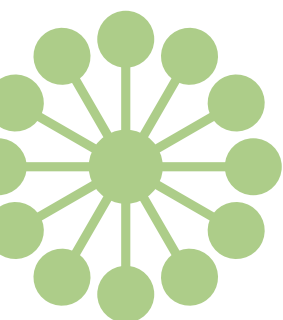
There was considerable variation between different types of programme. The largest group that made the transition to municipal adult education was students who enrolled on the health and social care programme (10 percent) and the lowest was for students who studied the construction programmes (2 percent).

Among students who received their school leaving certificates from upper-secondary school, the transition to municipal adult education is greatest in the first year after upper-secondary school. In the last five years the proportion has been 8–10 percent. Women continued to predominate over men in municipal adult education (30 percent compared with 22 percent).

CHAPTER 8

UPPER-SECONDARY SCHOOL FOR STUDENTS WITH LEARNING DISABILITIES





Upper-secondary school for students with learning disabilities

Education in upper-secondary school for students with learning disabilities aims to provide developmental support to young people with learning disabilities to each student's needs and abilities. The education should as far as possible be equal to that provided in upper-secondary schools.

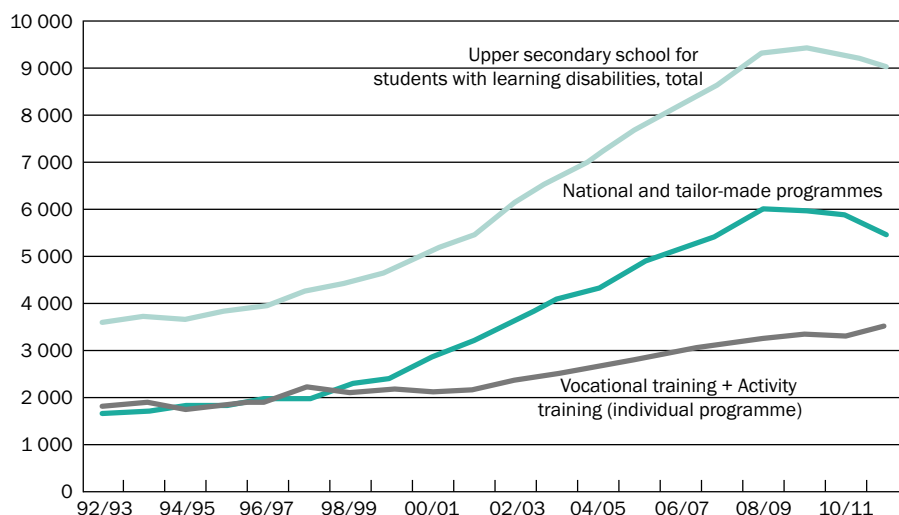
All students who have completed their period of compulsory education in the mandatory school for students with learning disabilities shall be offered a continued four-year education in upper-secondary school for students with learning disabilities. Upper-secondary school for students with learning disabilities provide the same kind of education as upper-secondary national, tailor-made or individual programmes. The school's board decides whether a student shall be offered a place on a national or tailor-made programme or whether the student shall be offered vocational training or activity training in an individual programme. The individual programmes in upper-secondary school for students with learning disabilities are mainly intended for students who cannot study on a national or tailor-made programme.

In the 2011/12 school year, the number of students in upper-secondary school for students with learning disabilities fell by almost 3 percent to 9,000 students. With the tenth year in the compulsory school for students with learning disabilities now discontinued, one might have expected the number of students to increase. A possible explanation for the decline is that some of the students who would have continued a tenth year are still in the 9th grade of compulsory school for pupils with learning disabilities, and the students who have completed upper-secondary school for students with learning disabilities may have chosen an introductory programme in the new upper-secondary school system.

The number of students on the tailor-made programmes has fallen by 25 percent since the previous school year. Nearly half, or 45 percent of students attended the national programmes. The majority of students chose the Natural Resources Use programme and Hotel and Restaurant programme. The individual programmes had 39 percent of students and the tailor-made programmes had 15 percent of students.

The proportion of women in upper-secondary school for students with learning disabilities was 41 percent of students. The gender distribution varied between programmes. Women are in the majority on the business administration and hotel and restaurant programmes.

Diagram 8.1. Number of students in upper-secondary school for students with learning disabilities, 1992–2011.



In the 2011/12 school year there were 283 upper-secondary schools for students with learning disabilities in 184 municipalities. Of these schools, 27 were privately managed and 8 were organised by county councils. 6 percent of students attended independent upper-secondary school for students with learning disabilities, and just over 2 percent of students attended schools organised by county councils.

Just over 2 percent of students in upper-secondary school for pupils with learning disabilities were integrated with upper-secondary schools. Nearly all students who studied integrated programmes went to municipal schools.

Teachers

In the 2011/12 school year there was around 2,900 teachers in upper-secondary schools for students with learning disabilities, of which 2,600 in municipal schools. The employment rate was 72 percent and, converted to full-time positions, there were 2,100 teachers (all education organisers).

There were 259 serving teachers in upper-secondary independent schools for students with learning disabilities, where the average service rate was 62 percent. Converted to full-time positions the number of teachers was 163.

Including all education organisers, the teacher/student ratio was 23.7 teachers per 100 students. In the independent schools the number of teachers per 100 students was slightly lower than in municipally run schools, 29.0 compared with 23.4 teachers per 100 students.

The proportion of teachers (full-time employees) with teacher training qualifications was 80 percent. In the upper-secondary independent schools for students with learning disabilities the proportion of teachers with teacher training qualifications was lower than in municipally run schools, 55 percent compared with 84 percent.

Costs

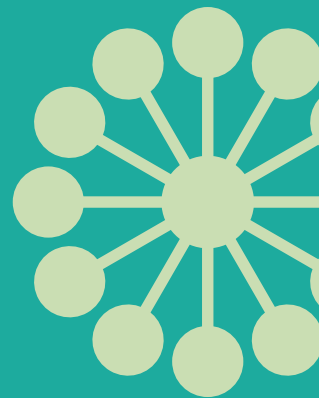
The total cost of upper-secondary school for students with learning disabilities (under municipal management) in 2011 was SEK 2.5 billion.¹ The cost per student was SEK 316,600.² The largest cost item in upper-secondary school for students with learning disabilities was, as in compulsory school for pupils with learning disabilities, the cost of teaching. This made up 45 percent of the total costs. The cost of teaching per student was SEK 140,700. The cost of premises made up 13 percent of the total costs, which means that the cost of premises was the second largest cost item for upper-secondary school for students with learning not counting other costs.

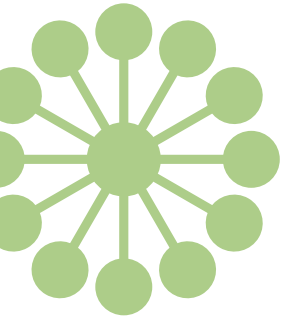
As the home municipalities are responsible for providing school transport for students who live in the municipality, irrespective of where the students go to school, school transport costs were measured per student divided by the number of students at upper-secondary school for students with learning disabilities that were registered residents of the municipality, i.e. integrated students as well as non-integrated students. In other measurements the cost has been divided by the number of students in upper-secondary school for students with learning disabilities who are not integrated with upper-secondary school.

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- 1 The total cost does not include municipal payments to county councils and independent schools and government grants to county councils with nationwide education programmes.
 - 2 Excluding the cost of school transport as this cost is based on the number of students with learning disabilities registered in the municipality.

CHAPTER 9

MUNICIPAL ADULT EDUCATION





Municipal adult education

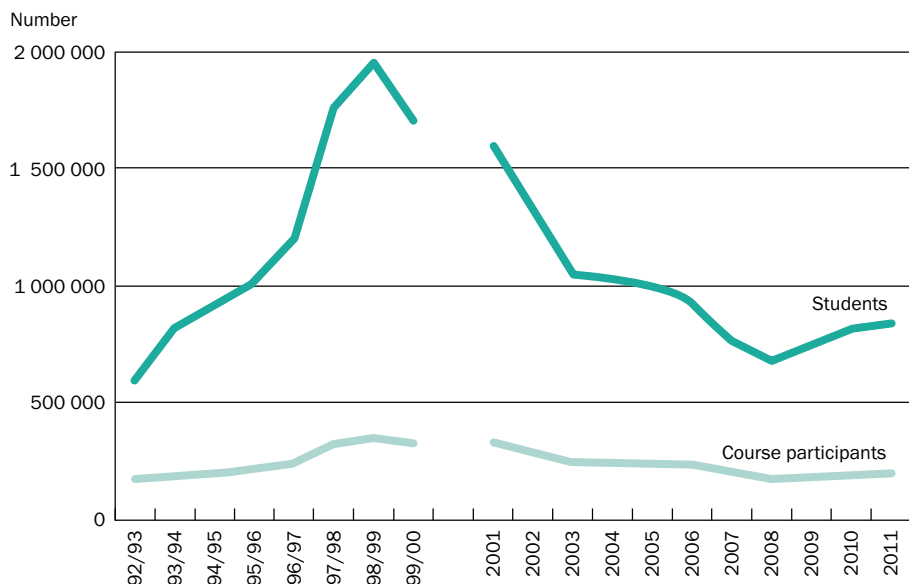
Municipal adult education consists of education at basic and upper-secondary level. Municipal adult education at basic level is education for adults at compulsory school level and is designed to give adults the knowledge and skills they need to take part in society and work life. Its purpose is also to enable students to continue their studies. Every municipal resident is entitled to basic adult education from the second half of the year in which the person turns 20 if the person lacks the proficiencies normally acquired at compulsory school.

Municipal adult education at upper-secondary level is aimed at giving adults the skills and knowledge equivalent to those acquired by students at upper-secondary school. The education may be provided in all subjects that are available at upper-secondary school with exception of special sports. Every municipal resident who has a diploma from a vocational programme at upper-secondary school can attend upper-secondary adult education in order to acquire eligibility for higher education from the second calendar half of the year in which the person turns 20. Municipalities shall also strive to provide upper-secondary adult education that meets demands and needs.

Municipal adult education is organised in the form of courses. The learning goals are the same as those for the school-age children although the content, scope and orientations of the courses may not always be identical. Municipalities and county councils are the principle organisers of the education but can commission other education providers to run the courses. County councils today only organise upper-secondary adult education in natural resources use.

The statistics use two terms: student and course participant. A student is an individual who studies one or more courses in adult education. For every course the student attends, he/she is counted as a participant.

Diagram 9.1. Number of students and course participants in adult education in the 1992/93–1999/00 school years and 2001–2011 calendar years.



The number of course participants has varied greatly over the years. This is mainly due to various government initiatives. Between 1993–2002, municipalities received government grants for the purpose of further-educating the unemployed and lesser-educated. Municipal adult education has expanded strongly as a result. The number of course participants more than tripled in number during this period but subsequently went into decline until 2008, which was mainly due to a reduction in the government subsidy. Since 2009, targeted government funding aimed at counteracting the shortage of labour with vocational programmes, for example, has led to a slight increase in the number of course participants.

Municipal adult education 2011

In 2011 the number of students totalled 198,200. Essentially all the students (99.8 percent) attended municipally organised courses, while county councils accounted for the remaining proportion. The number of students was highest in upper-secondary adult education, with 83 percent of all students studying at this level.

In 2011, 28 out of Sweden's 290 municipalities did not organise any 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, 7 of them organized adult education. In the remaining counties, adult education has been completely transferred to the municipalities.

The proportion of newly enrolled students in 2011 was 55 percent. This proportion has remained essentially unchanged over the last ten years. Newly enrolled students are students who did not pursue studies in municipal adult education the previous calendar year.

On average, each student attended four courses in 2011. Seen over a longer-term perspective, the number of courses per student has fallen each year until the end of the 2000s.

The total number of course participants increased by just under 19,300 between 2010 and 2011. The number of course participants in basic education courses fell while the proportion in upper-secondary adult education increased.

Out of the total number of course participants, around 2 percent studied in evening classes in 2011, which is a fall of 2 percentage points over the last five-year period. Distance courses are becoming increasingly popular. The number of course participants who take part in this education form has, over the last five-year period, increased from 8 percent to cover around 14 percent of course participants in 2011.

The most popular upper-secondary level course was – as in previous years – the Orientation course with 30,400 course participants in 2011. 4 percent of all the course participants studied this course. Orientation courses are local courses that help students make well informed decisions about study and career choices. Orientation courses were organized in 171 municipalities. After the Orientation course, Swedish as a second language at basic level attracted the most course participants, around 27,900. The course was provided in 246 municipalities.

Two-thirds of the students were women and around four out of ten students were born abroad. The proportion of foreign-born students is much higher at basic level than at upper-secondary level, nine out of ten compared with three out of ten respectively. The proportion of women and students born aboard has essentially remained unchanged over the last five years.

The average age of students was 27 in 2011. Students in basic adult education had the highest median age (32) while students in upper-secondary adult education had a median age of 26.

Teachers

In October 2011 there were 5,300 serving teachers (excluding short-term employees) in adult education. 62 percent of the serving teachers were female and 10 percent were born abroad. Converted to full-time positions, there were 3,400 teachers in adult education. The average employment rate was 65 percent.

The teacher-student ratio in adult education, expressed as the number of teachers (full-time employees) per 100 full-time students, was 4.6.¹

The proportion of teachers (full-time employees) with teacher training qualifications was 76 percent in the 2011/12 school year. Among the permanently employed teachers, 81 percent had teacher training qualifications.

In the 2011/12 school year, there were 350 study and vocational guidance counsellors (converted into full-time positions). The study and vocational guidance counsellors' staffing ratio, calculated as the number of study and vocational guidance counsellors per 100 full-time students was 0.47.

Costs

The total cost of municipal adult education in 2011 was SEK 3,936 billion. Just over one quarter of the total cost consisted of the cost of education that was procured, i.e. purchased from external providers such as study associations, colleges and private education providers.

Calculated per full-time student, the cost for the education organised or procured by all of the responsible authorities amounted to SEK 44,100 per full-time student in 2011.

The cost per full-time student in municipal or county council organised education (excluding procured education) amounted to SEK 53,800. For basic adult education and upper secondary adult education, the corresponding costs were SEK 53,100 and SEK 53,900 respectively.

Results

Of the 839,200 course participants who were registered at any time during 2011, 72 percent completed the course they had begun during the school year. This proportion has remained roughly the same over the last ten years. 17 percent of course participants dropped out and 11 percent are expected to continue their course in 2012. The drop-out rate was slightly higher among men than

¹ From the 2009/10 school year, the number of full-time students is based on credits instead of teaching hours.

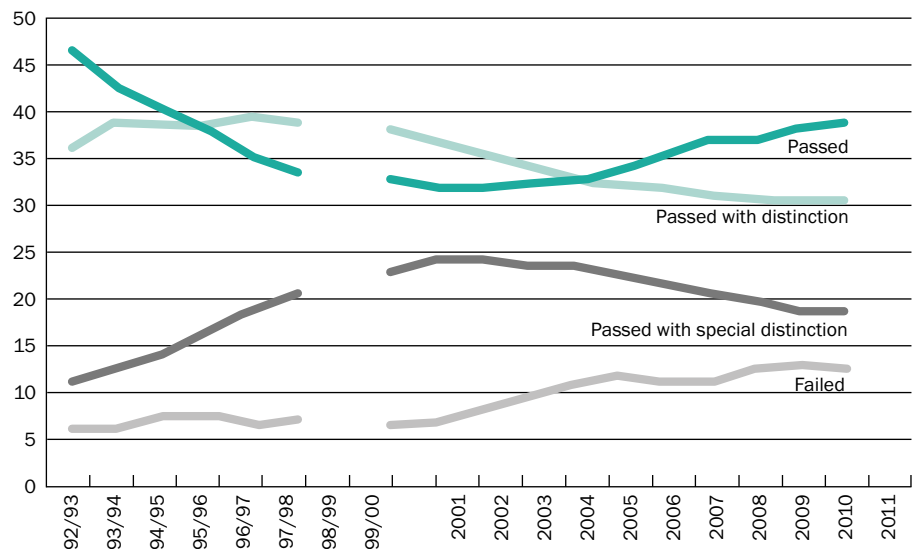
women. The drop-out rate was also higher among course participants in basic adult education than those in upper-secondary adult education, 24 percent and 17 percent respectively.

The number of course participants who completed upper-secondary adult education courses in 2011 was 555,400, of which 481,100 attended graded courses.

In 2011, the average grade distribution was: 12 percent failed, 39 percent passed, 30 percent passed with distinction and 19 percent passed with special distinction.

In the last ten-year period, the proportion of course participants that passed with distinction has declined continuously while the proportion of those who passed or failed has risen slightly. The proportion of those who passed with Special Distinction rose sharply from 1994/95 to 2002 but declined gradually in the ensuing years.

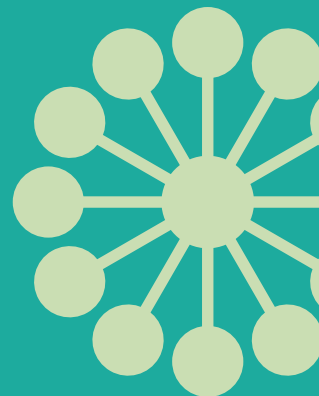
Diagram 9.2. Percentage distribution of grades in upper-secondary adult education in the 1994/95–1999/00 school years and 2001–2011 calendar years.

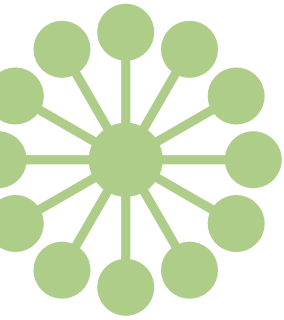


The proportion of students who achieved a Pass with Special Distinction on the courses Mathematics B, Mathematics C and Swedish as second language A was significantly lower than average in relation to the courses with the most course participants. The highest proportion of Pass with Special Distinctions was achieved by course participants in Computer Science (22 percent). As in the other education forms, women in upper-secondary adult education had higher grades on average than men. Course participants born in Sweden had higher grades than course participants who were born abroad.

CHAPTER 10

ADULT EDUCATION FOR STUDENTS WITH LEARNING DISABILITIES





Adult education for students with learning disabilities

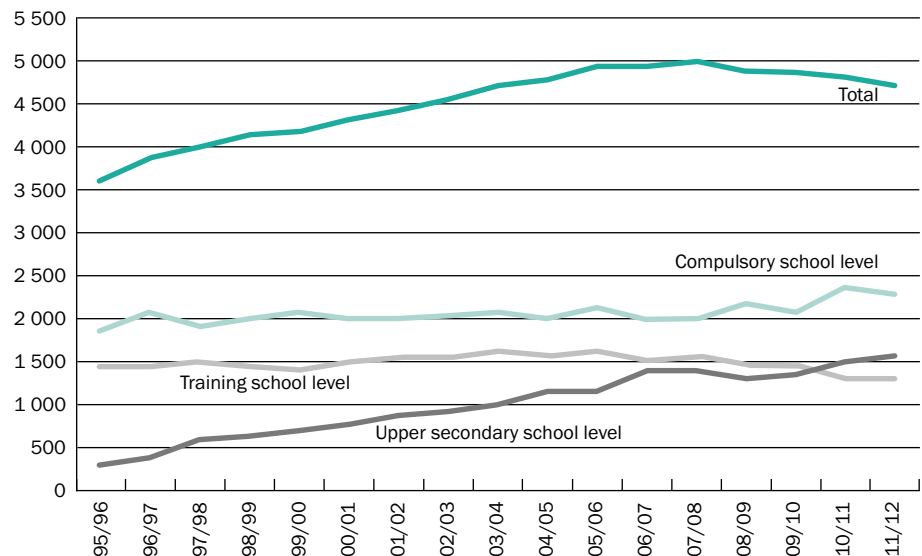
Adult education for students with learning disabilities is aimed at providing knowledge and skills equivalent to those acquired in compulsory school for students with learning disabilities and in national or specially tailored programmes in upper-secondary education for students with learning disabilities. Adult education for students with learning disabilities has its own curricula and schedules. This form of education is intended for intellectually disabled people who wish to supplement their education. The education is run in the form of independent courses and students can study individual courses or different combinations of courses.

In autumn 2011 there were a total of 4,700 students in adult education for students with learning disabilities. Since 1995/96, the number of students in adult education for students with learning disabilities at upper-secondary school level has risen by 31 percent.

Students who studied at upper-secondary level have increased the most.

In autumn 2011, adult education for students with learning disabilities was organized by a total of 211 municipalities. Students on adult education for students with learning disabilities were based in 251 of the municipalities. Just over 6 percent of the students attended schools outside the municipality they were resident in.

Diagram 10.1. Student trend 1995–2011.



The average number of teaching hours (60 minutes) per students per week was 3.2 in the 2011/12 school year.

At compulsory school level (for students with learning disabilities) the corresponding number was 3.0, at training school level it was 2.3 and for upper-secondary school level (for students with learning disabilities) it was 3.6.

The average group size, including individual instruction, has increased from 2.5 to 3.2 students during the last 10-year period.

In the last five years the average group size has fluctuated between 3.0 and 3.1 students.

The median age in adult education for students with learning disabilities was 33 years and the proportion of foreign-born students was 11 percent.

Teachers

In October 2011 the number of serving teachers (excluding short-term employees) was 429. The average employment rate was 63 percent. Converted to full-time positions, the number of teachers was 270. Nearly 8 percent of full-time employees had no teaching qualifications.

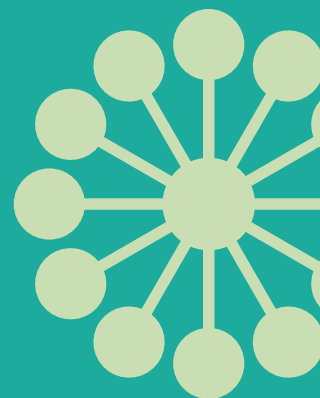
The teacher-to-student ratio, calculated as the number of teachers (converted to full-time positions) per 100 students was 5.3 and has remained at a fairly stable level during the 2000s. The teacher-to-student ratio in adult education for students with learning disabilities cannot be compared with the ratio in other types of school. Students in adult education for students with learning disabilities are taught in small groups and, in addition, there are considerably fewer teaching hours per week than for students in other types of school.

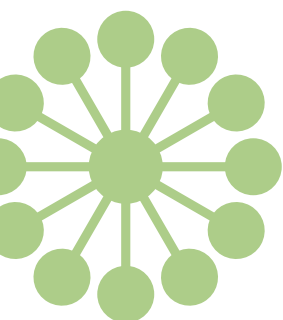
Costs

The total cost of adult education for students with learning disabilities was SEK 221 million in 2011. Calculated per student the total cost was SEK 45,800 million.

CHAPTER 11

SWEDISH FOR IMMIGRANTS (SFI)





Swedish for immigrants (SFI)

Swedish for immigrants (SFI) is a qualified language programme that is designed to furnish adult immigrants with the basics in the Swedish language. Students with a non-Swedish mother tongue can via SFI learn and develop Swedish as a functional second language. SFI is also designed to give adult immigrants who lack basic reading and writing skills the opportunity to acquire these skills.

SFI is made up of three different study paths: SFI 1, SFI 2 and SFI 3 which are geared to 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 trace a clear progression in the programme. SFI 1 is primarily for people with little or no education and SFI 3 is for those who are used to studying. Even though a student can quit SFI after completing a course or study path, the intention is to give all students the possibility of studying up to and including course D.

The students can begin and end the course at any time during the year. Students with the right to SFI should be given tuition as soon as possible. Unless special reasons exist, the course should be begun within three months. Teaching should be conducted continuously throughout the year, with breaks taken only for school holidays.

Every municipality is obligated to offer SFI to people who lack the basic proficiency in the Swedish language that the course is designed to provide. This applies from the second half of the year of the person's sixteenth birthday. For young people aged 16–19, SFI can be combined with an individual programme in upper-secondary school.

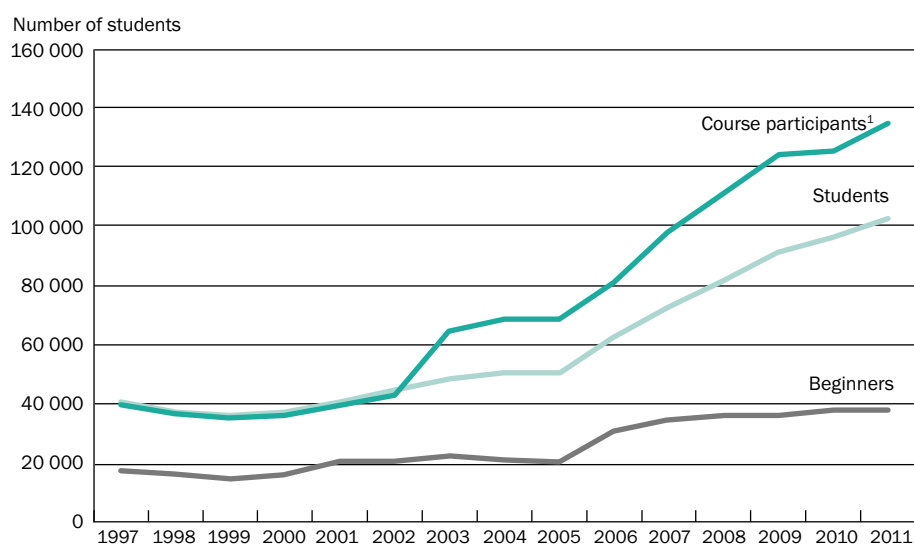
The principle organiser is responsible for deciding how SFI is organised locally. This includes study intensity and choice of education provider. In the great majority of cases, SFI is organised by the municipalities. In many cases, the provision of SFI requires study associations, folk high-schools or private organisers. Some municipalities have formed municipal associations which provide SFI instruction. As of 2011, folk high-schools can organise SFI education. Data about SFI education provided by folk high-schools was collected for the first time in the second half of 2011. In the second half of that year, around 400 students studied under this form.

The number of students in SFI has increased every year since 2000. In 2011 just over 102,400 students attended SFI classes which is the highest number of students to date. 38,600 of these students were 'beginners' in SFI, i.e. they started their first SFI course during the year. The other students had started SFI one or more years before.

Until 2002, SFI was organised as a single course. Since the study path system was introduced in 2003, a student can read several courses in one year. For every course that the student attends, he/she is defined as course participant. This is why there were more course participants than students from 2003 onwards.

In 2011, the number of course participants was 134,700. The number of course participants has increased each year since the study path system was introduced and the increase in this period was 106 percent. On average, each student participated in 1.3 courses during the year, a figure which has remained unchanged over time.

Diagram 11.1. Number of pupils, beginners and course participants in SFI 1997–2011.



1 Until 2002, SFI was organised as a single course. Once the study path system was introduced in 2003, students can now read several courses in one year. This is why the number of course participants is greater than the number of students.

In 2011 there were students of SFI in 260 of Sweden's municipalities. The proportion of students varies between municipalities. In 21 municipalities there were more than 1000 students while 111 municipalities had fewer than 100.

Students' backgrounds

There are more women than men in SFI. Of the total number of students in 2011, 58 percent were female. The proportion of women has increased since the middle of the 90s. In the 1993/94 school year the proportion was 50 percent.

A comparison of the last five school years shows that the age distribution among students is very stable and the age distribution of men and women is even. The majority of the students (59 percent) were aged between 25 and 39, every sixth student was under 25 and a quarter of the students were over 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. Sixty percent of the students had at least ten years of previous education, a proportion which has remained unchanged over the last five years. 15 percent had 7–9 years of education, 25 percent had a maximum of 6 years. On average, women had a shorter period of education than men.

Amongst students of SFI, Arabic was the most common language. One fifth (18,900) of students had this as their mother tongue. The second most common language was Somali (10,500 students), then Thai (5,800 students) and then Polish (4,700 students). Around 6 out of 10 students had one of the ten most common languages as their mother tongue. Over 140 different languages were represented among the remaining students. Many of these languages were spoken by individual students only.

Among the students, Iraq was the most common country of birth. Other common countries of birth included Thailand, Somalia and Poland. In the last

five years, students from Somalia have increased steadily while the students from Iraq peaked in 2008 and then gradually declined in number.

Course participants in SFI

In 2011 the number of course participants was 134,700. Of these, 14 percent were on study path 1, 41 percent on study path 2 and 46 percent on study path 3.¹ In the last five years the distribution of course participants over the different study paths has been very stable.

Women were in the majority on all the courses. The highest percentage of women was in course 1A (61 percent). The most evenly distributed course was 2C where the gender distribution was essentially evenly balanced.

Out of all of the course participants who had previous education from their home country of three years or less, study path 1 was the most commonly chosen path. For course participants with 4 to 6 years of previous education, study path 2 was the most popular study path, although there was a large proportion on study path 1 too. Course participants with a previous education of 7–9 years were mostly found in study path 2. For those who had a previous education of 10–12 years were as likely to choose study path 2 as study path 3. Among course participants with previous education of at least 13 years, three out of four chose study path 3.

Teachers

The number of serving teachers (excluding short-term employees) in SFI was 2,800 in October 2011. Only 17 percent of the serving employees were men. Converted to full-time positions there were 2,200 teachers in SFI. This means that the average employment rate was 80 percent.

In the 2010/11 school year, around 75 percent of the teachers (converted to full-time positions) had teacher training qualifications. The proportion of teachers that had teacher training qualifications was noticeably lower in SFI procured by the municipalities than in SFI run by the municipalities, 64 and 78 percent respectively (of the number of teachers converted to full-time positions).

Costs

The cost for SFI in 2011 was SEK 1,326 million. The cost per student, calculated as full-time students, was SEK 39,600. This data refers only to municipally-organised education and is therefore not comparable to the costs for previous years.

¹ Read more about the study paths at the beginning of the chapter.

Results

Results – Course participants in 2011

Of the 134,700 course participants in 2011, 38 percent completed a course, 23 percent dropped out of a course and 39 percent were expected to continue the course in the next year. A higher percentage of women than men completed a course. The highest percentage completion rate was found in the study path course 3D, 47 percent. The highest percentage of drop-outs was on the study path course 3C, with 27 percent. Course 1A had the lowest proportion of drop-outs, with 18 percent.

Beginners in 2009 and their results up to and including 2011

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. The latest entry-level group that can be followed in the two years after starting was the 2009 group which had 36,700 beginners.

Among the beginners in 2009, 60 percent passed a course up to and including 2011. 29 percent dropped out or took a break in their studies and 11 percent were expected to continue their education after 2011. Women had a higher pass rate on a course than men, 65 and 54 percent respectively. Women were less likely to drop out of the training than men, 24 and 34 percent respectively. The lowest proportion that passed any course were students who had begun their education on the study path course 3C (55 percent). The highest proportion who passed a course was among those who had started their education on study path course 3D (72 percent).

Students' results and backgrounds

Age has a certain influence on the study results. Only 46 percent of students who were aged 55 and over achieved a Pass grade on one of the courses, while the figure for the other age groups was between 58 and 63 percent.

The study results in SFI vary strongly between the different age groups. Younger students passed courses to a higher extent than older students.

Previous education did not have any noticeable difference on the proportion who achieved a Pass grade on any of the courses. There were, on the other hand, major differences in the courses which had the highest completion rate. Students with a high level of education were much more likely to achieve a pass on the 3C or 3D as the highest course compared with those with a low level of education. This is, of course, attributable to the fact that these students often begin their studies on study path 3.

The study results varied also between different language groups. Among the ten most common mother tongues, those that had Somali as their mother tongue had the largest proportion (70 percent) of passes in a course, followed by Russian (69 percent) and Bosnian/Croatian/Serbian (67 percent). Students with Polish and English as a mother tongue had the lowest proportion of those that passed a course (46 and 47 percent respectively).

Time in SFI

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

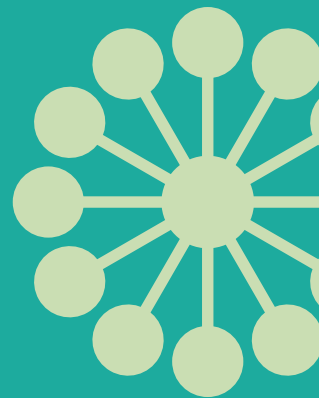
The students who started their training during 2009 and completed a course successfully up to and including 2011, took on average 454 teaching hours.

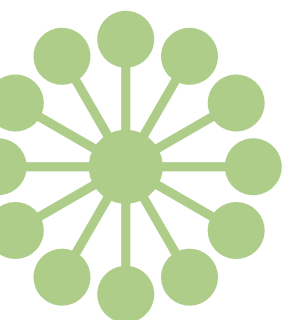
On average, women studied a few more hours than men. The number of teaching hours varied depending on the study path course the students started on and which course the students completed that was the most advanced. Students who began the study path course 1A, for example, took an average of 560 hours. Students who began on course 3C took an average of 381 hours.

The average time between the student's start and end dates in SFI for students who successfully completed one of the courses was 58 weeks. This number varied greatly however. Students who began the study path course 1A and completed course 3D successfully, took an average of 80 weeks between the start and end dates. Students who began on study path 3C and completed 3D with a Pass grade took an average of 53 weeks between the start and end dates.

The time between the start and end dates for SFI should be interpreted with some caution as the time of study breaks are in some cases included in the calculations.

OTHER PEDAGOGICAL ACTIVITIES





Other pedagogical activities

The new Education Act, which came into effect on 1 July 2011, entailed a number of changes. Pre-school and leisure-time centres belong to the school system while other pedagogical activities are conducted instead of education in the school system and can be provided as an alternative. Other pedagogical activities embrace the following forms: pedagogical care, open pre-school, open leisure-time units and care at times when pre-school or leisure-time centres are not available.

Pedagogical care

On 1 July 2009, 'pedagogical care' replaced and widened the concept of family day care homes in the Swedish Education Act. Pedagogical care can take different forms of which family day care homes, i.e. activities for registered children in the organiser's home, is the by far the most common form, accounting for 98 percent of all children registered in pedagogical care. Other forms include activities run by the organiser in special premises, various multi-family solutions or family networks.¹ The curriculum for pre-schools (revised in 2010) is the guiding document for pedagogical care. According to the Education Act, municipalities shall strive to provide pedagogical care instead of pre-school or leisure-time centres at the child's guardian's request.

In autumn 2011 there were just under 3,700 pedagogical care activities, which means that these activities are continuing to decline in number.

While the number of children in pre-school continues to increase, the number of registered children in pedagogical care continues to decline. In autumn 2011, 19,400 children were registered. This means that just over 3 percent of all 1–5-year olds and just under half a percent of all 6–9-year olds are registered in pedagogical care.

As family day care homes are the most common form of pedagogical care, there is reason to believe that it still possible to make comparisons between previously published statistics about family day care homes with data about pedagogical care which is currently being collected. These comparisons should be approached with caution, however, as the sets of data are not the same.

Since the end of the 1980s until today, the proportion of children in family day care homes has steadily decreased. Ten years ago there were around 30,000 more children in family day care homes than today. The proportion of school children in family day care homes peaked at the end of the 1980s and has gradually declined since then. In 2001, there were 9,800 children aged 6–12 in family day care homes. In autumn 2011, there were 1,600 6–12-year olds in pedagogical care. The distribution of boys and girls is evenly balanced.

In autumn 2011, 11 percent of children in pedagogical care had a non-Swedish mother tongue, an increase of 3 percentage points in one year and 7 percent in ten years. Children with non-Swedish mother tongues are significantly more numerous in privately run care units than municipally run units. In privately

¹ National Agency for Education report 320 from 2012: *Pedagogisk omsorg. En nationell kartläggning av verksamhetsformens struktur och styrning i kommunerna.*

run care units, 21 percent of children had a non-Swedish mother tongue and in municipally run care it was 7 percent.

Personnel

In autumn 2011 there was a total of 3,900 employees in pedagogical care. 72 percent of them work in municipally run units and 28 percent in privately run units. The proportion of personnel who are trained to work with children is 72 percent, i.e. more than one in four employees lack training for working with children. 4 out of 10 have child care training, making it the most common training programme. Around 27 percent of the personnel have a different training for working with children and only 5 percent has university-level teacher training. This can be compared with pre-school where more than half the personnel has teacher training qualifications.

Costs

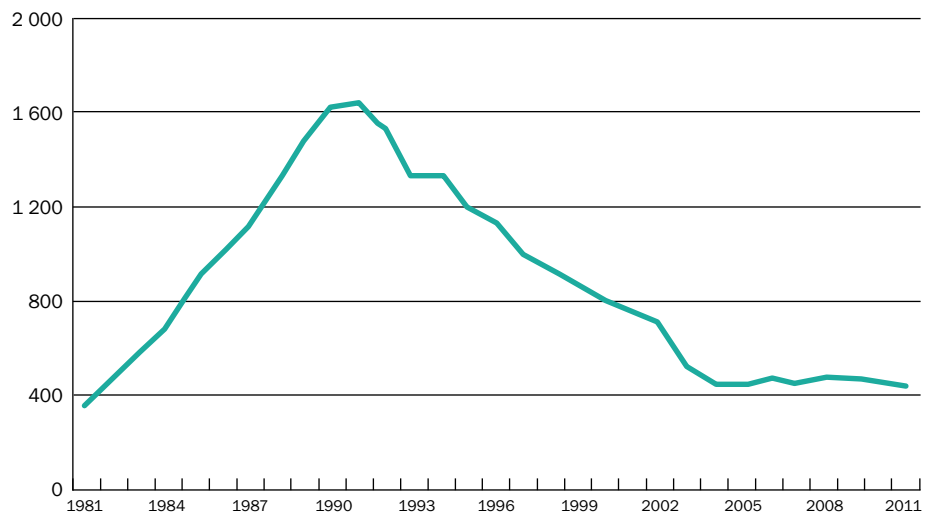
As fewer and fewer children are enrolled in pedagogical care, the total cost of pedagogical care is on the decline. In 2011, the total cost was SEK 2 billion. The cost per registered child was SEK 99,400. The cost of pedagogical care varies widely between the municipalities.

Open pre-school

Open pre-school is designed to provide children with pedagogical activities in collaboration with adults who work alongside the child. At the same time it provides adults with opportunities for socialising.

The open pre-school system expanded rapidly in the 1980s and peaked in 1991 with 1,644 activities. From 2004 this proportion declined virtually every year. This decrease cannot be fully explained by the fact that the target group for open pre-school shrank as pre-schools expanded. A large proportion have closed to save money. Nearly 900 units disappeared from 1994 to 2004. Since 2004, the proportion of open pre-schools has remained relatively stable at around 450 units. In autumn 2011 there were 439 units, of which 34 were privately run. The proportion of privately run open units has almost halved since 2010. In 2011, costs for open pre-school totalled around SEK 300 million.

Diagram 12.1 Number of open pre-schools, 31 December 1980–1997 and 15 October 1998–2011.



Open leisure-time activities

Open leisure-time units shall provide pedagogical activities that supplement in-school education. Open leisure-time activities can be provided from the autumn term of the child's 10th birthday instead of leisure-time centres unless the child, for specific reasons, needs the support that is only available in leisure-time centres.

A sizeable proportion of open leisure-time units were closed in the 1990s. In the last 10-year period, the proportion of open leisure-time units has remained relatively constant at 600. In 2005, the proportion of units reached its lowest point with 562 and peaked in 2009 when there were 640 open leisure-time units. In autumn 2011, there were 593 units, of which 82 were privately run. 63 percent of the units are based in the same organisation as compulsory schools or schools for students with learning disabilities. While the proportion of open units have declined, the proportion of 10–12-year olds that are registered in leisure-time centres has increased with the years. In autumn 2011, 16 percent of all 10–12-year olds attended leisure-time centres. Ten years ago, the figure was 8 percent.

In 2011 the costs for open leisure-time units for 10–12-year olds amounted to SEK 222 million.

Care at times when pre-school or leisure-time centres are not available

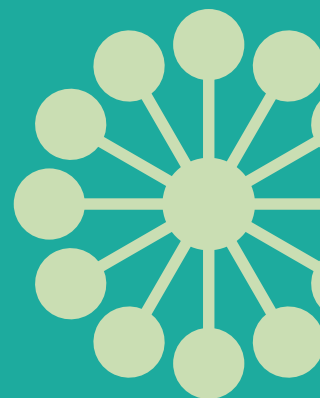
According to the Education Act, care during inconvenient hours can be provided either in the form of pre-school (Ch. 8, section 3) leisure-time centres (Ch. 14, section 8) or care at times when pre-school or leisure-time centres are not available (Ch. 25, section 5). The municipalities shall strive to provide care for children at times when pre-school or leisure-time centres are not available to the extent required to take into account parents' work and the family's situation in general.

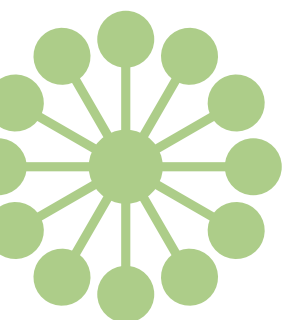
In the statistics, inconvenient hours refers to weekdays, 7 pm to 6 am and weekends.

In autumn 2011, a total of 4,600 children were registered during inconvenient hours. The majority were of pre-school age. Approximately 2,900 children were aged 1–5 and 1,700 were aged 6–12. The proportion of children in care during inconvenient hours has increased steadily in the last few years.

CHAPTER 13

SWEDISH EDUCATION ABROAD





Swedish education abroad

The purpose of Swedish education abroad is to make it easier for Swedish citizens with school-age children to accept jobs stationed abroad for a limited period. Ensuring the availability of education equivalent to the one in Swedish schools is important from this perspective. This is the fundamental reason why the Swedish Government has decided to fund the education of foreign-based Swedish children and young people.

Swedish government-funded education currently exists in the following forms:

- Swedish schools abroad, i.e. standard education in pre-school classes, compulsory school and upper-secondary school
- distance courses for grades 7 to 9 and upper-secondary school programmes
- supplementary Swedish tuition
- tuition in Swedish sections of foreign schools or international schools, an extended form of supplementary Swedish education
- European schools

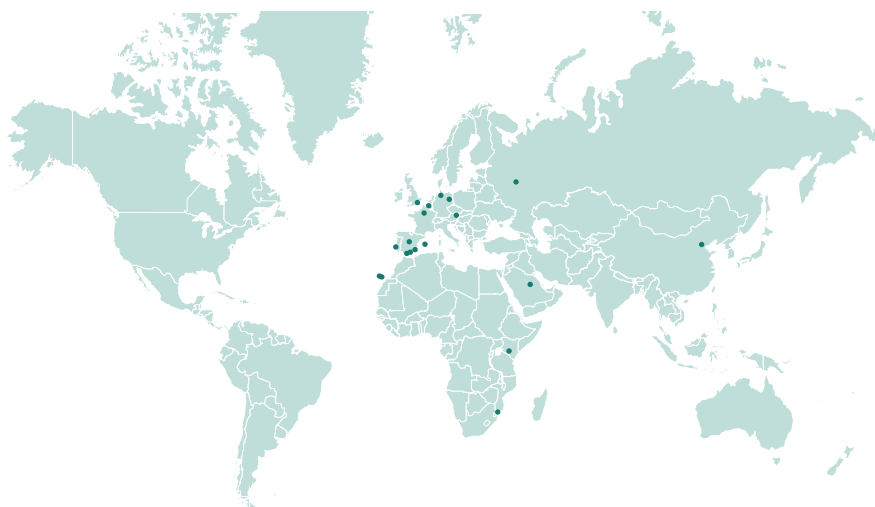
Eligibility to the standard education programmes at a Swedish school abroad – and therefore eligibility for state grants for those who organise the education – is dependent on whether the students meet the criteria set out in the ‘Regulation on state aid for the education of overseas Swedish children and adolescents’. Requirements include at least one guardian to work at a Swedish company or an international organisation or to be involved in cultural activities on which the family’s livelihood depends. Non-eligible children are accepted subject to availability, but the school is not entitled to receive government subsidies for them.

Swedish schools abroad

Swedish schools abroad can be divided into three groups: schools created by one or more companies which mainly organise education for the children of the companies’ employees; missionary schools and the large group of “other” schools with children from different categories. The principle organiser of the school is usually a Swedish school association based in the area.

In the 2011/12 school year there were Swedish schools in 12 countries. The majority of Swedish schools abroad were found in Europe (15), Africa (2) and Asia (2). In the previous school year, South America’s only Swedish school was closed. All 19 schools abroad provided compulsory school education. Six schools also provided upper-secondary school education and at pre-school class education was provided at 17 of the schools.

Diagram 13.1 Swedish schools abroad in the 2011/12 school year.



In the 2011/12 school year, there were 117 children in pre-school class, the majority of them in Europe. There were 826 compulsory school students in Swedish schools abroad. Out of the total number of compulsory school students, 84 percent were in grades 1 to 6.

At 16 of the Swedish schools abroad, students from other countries than Sweden attended at compulsory school level. In total, 195 students came from another country. The majority (91) of the students came from Norway, 51 from Finland and a total of 54 from other countries.

In the 2011/12 school year, upper secondary education was comprised only of higher education preparatory programmes. 60 percent of students chose programmes with a focus on the social sciences, 30 percent chose to focus on natural science and the remaining 10 percent chose either the International Baccalaureate or studies according to the Finnish or Norwegian curricula.

Distance courses

In addition to the regular compulsory and upper-secondary programmes, overseas-based Swedish children and young people are also offered distance courses. They are intended for young people who would have attended grades 7 to 9 at compulsory school or upper secondary school, but are based in a location where Swedish education at these levels is not available. A student who is eligible for distance courses has the right to free study materials and supervision if there is a Swedish school in the area. A total of three students studied distance courses in the 2011/12 school year, with supervision provided by two Swedish schools abroad. Another 69 students took distance courses without supervision from staff from a Swedish school abroad.

Supplementary Swedish education

Supplementary Swedish education is intended for children and young people who attend foreign schools and who wish to maintain and develop their knowledge of the Swedish language and culture. It usually takes a few hours a week

and generally follows the recommended syllabus prepared by the Swedish National Agency for Education. Supplementary Swedish education is organised by the majority of Swedish schools abroad, but can also be arranged by another principle organiser, usually a Swedish school association.

In the 2011/12 school year, around 4,400 students (including students in foreign schools) took supplementary Swedish courses. Of these, 264 were taught at 13 of the 19 Swedish schools abroad. The Swedish school in Paris had the most students (52). The majority of the students were, in other words, taught by other organisers.

Foreign schools

Four foreign schools currently run Swedish sections: the Lycée International in Saint Germain-en-Laye outside Paris, the American School of Warsaw in Warsaw, the United Nations International School of Hanoi and the Dubai International Academy in the United Arab Emirates. This means that the school association in each location has the possibility of providing increased Swedish classes to students at international or national schools. Lycée International in Saint Germain-en-Laye gets a state subsidy to teach classes in Swedish and about Sweden. The school is a French state compulsory and upper-secondary school which has a Swedish section totalling 118 students in the 2011/12 school year. Swedish classes at the American School of Warsaw continued to operate in the 2011/12 school year with 18 students and the Swedish school association in Hanoi with 13 students. In the 2011/12 school year, a Swedish section also opened at the Dubai International Academy with 24 students.

European Schools

In the 2011/12 school year there were some 23,400 children/students 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, and Frankfurt, Karlsruhe and Munich in Germany. Sweden has established Swedish sections in Brussels and Luxembourg.

Students attend pre-school from about the age of four (76 Swedish students in the 2011/12 school year), then from the age of six, they attend primary schools for five school years (243 Swedish students in the 2011/12 school year) and, finally, secondary education which lasts seven school years (224 Swedish students). The studies are completed by taking the “European Baccalaureate”¹⁾ which provides the students with eligibility to attend EU countries’ universities and colleges. The education follows special curricula, syllabi and schedules. In this document the European schools’ activities are accounted for in this manner only.

1 Baccalauréat Européen, i.e. an equivalent to IB = International Baccalaureate.

Results – Compulsory School

In the school year 2010/11, 42 students from four Swedish schools abroad received their final grades from compulsory school. 21 percent failed to meet the required standards in one or more subjects. The proportion that did not pass one or more subjects in Swedish compulsory schools was 23 percent. The average merit rating for all students was 262. The girls' average merit rating was 281 and the boys' average merit rating was 236. The average merit rating for girls and boys in Swedish compulsory schools was 222 and 200 respectively.

Results – Upper-secondary school

A total of 56 students completed their studies and received final grades from the Swedish schools abroad that ran upper-secondary programmes in the 2010/11 school year. Of these students, 35 came from the social science programme (SP) and 19 from the natural science programme (NV). Two students received final grades from tailor-made programmes (SM), all of which were connected to the social science programme (SP). The proportion of students who were eligible to go on to higher education was 96 percent.

The average grade points scored by students who completed upper-secondary school in Swedish schools abroad in the 2010/11 school year were 16.8. The corresponding grade points for Swedish upper-secondary students was 14.1.

Teachers

In autumn 2011 there were 264 serving teachers in Swedish schools abroad. Of these 219 worked in schools in Europe. 80 percent 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 (77 percent) were female. The proportion of teachers with teacher training qualifications was 85 percent.

Costs

In the 2010/11 school year, the total cost of Swedish schools abroad was SEK 157 million. A significant portion of school costs were financed by government subsidies, which amounted to SEK 68 million and included government subsidies for supplementary Swedish education in its entirety (including a government grant to distance education institutes).

The cost of the activities in Swedish schools abroad varies greatly between schools.

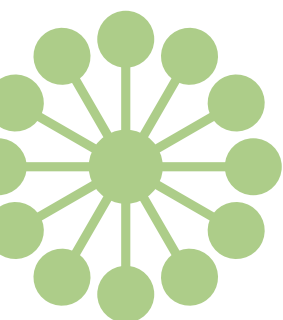
The average cost of a student from pre-school to grade 6 varied greatly between schools, ranging from SEK 49,200 to SEK 218,600.

For students in grades 7–9 the average cost was SEK 126,500 per student. The average cost for an upper-secondary school student in the 2010/11 school year was SEK 97,900. The costs for students in grades 7–9 of compulsory schools and students in upper-secondary school varied greatly from school to school. The highest cost for students in grades 7–9 was SEK 190,500 and for students in upper-secondary school it was SEK 171,200.

For the other activities, supervision for distance courses and supplementary Swedish tuition at the Swedish schools abroad, the average cost was SEK 10,000 and SEK 3,800 per student respectively.

TOTAL COSTS FOR PRE-SCHOOLS, SCHOOLS AND ADULT EDUCATION





Total costs for pre-schools, schools and adult education

Pre-schools, schools and adult education were a significant part of the municipal sector's activities in the 2011 fiscal year. The costs of these activities represented 40 percent of the municipal sector's total costs which amounted to SEK 516.8 billion. Pre-schools, leisure-time centres and other pedagogical care accounted for 14 percent of the municipalities' total costs, while other school forms accounted for 26 percent. These costs also include payments to other education providers and organisers.

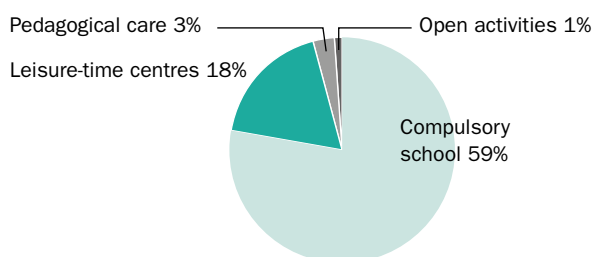
Out of the total cost for pre-schools, schools and adult education in 2011, municipally run activities accounted for 35 percent of the costs (SEK 72.4 billion). This means that just under 82 percent of the total cost of education was made up of municipal costs. The remaining SEK 25 billion was the cost of activities under independent, state or county council management. A large proportion of the other organisers' costs are financed by the municipalities, however.

Out of the total cost for pre-schools, leisure-time centres and other pedagogical care, pre-schools, accounted for the majority, SEK 56.5 billion in 2011. The cost of leisure-time centres was SEK 13.3 billion and for pedagogical care it was SEK 2 billion. The open activities, i.e. open pre-school and open leisure-time centres, accounted for only a small portion and cost SEK 0.5 billion.

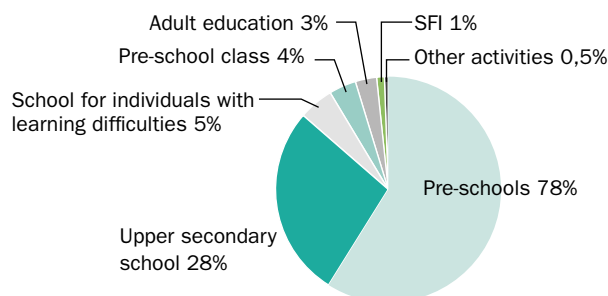
In 2011, the cost of compulsory schools was SEK 80 billion. Upper-secondary school cost SEK 38 billion, municipal adult education (komvux) cost SEK 3.9 billion, schools for children with learning disabilities cost SEK 7 billion and Swedish for immigrants (SFI) cost SEK 1.3 billion. Pre-school classes cost SEK 5.2 billion.

Diagram 14.1. The total cost of pre-school, leisure-time centres and other pedagogical care and other education forms, broken down by type of activity in 2011.

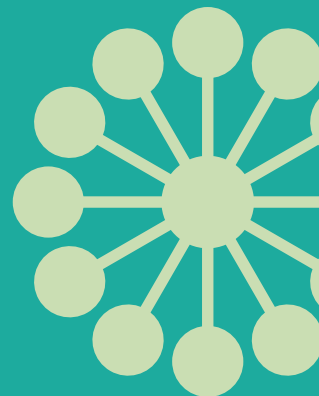
Pre-schools and school-age childcare

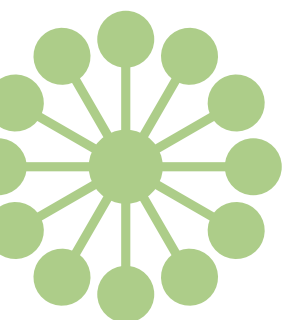


Schools and adult education



INTERNATIONAL COMPARISONS





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.

As the basis for comparison, the international education classification, ISCED97 (International Standard for the Classification of Education) is used, which UNESCO, the United Nations' body for Educational and Cultural Affairs, is responsible for.

This system of classification is based mainly on the content and duration of education programmes. ISCED 1 corresponds to grades 1 to 6 in compulsory school, but it also includes grades 1 to 6 in the school for children with learning disabilities and special schools. ISCED 2 corresponds to grades 7 to 9 in compulsory school, grades 7 to 10 in school for students with learning disabilities and special schools and basic municipal adult education. ISCED 3 is equivalent to our upper-secondary school. Upper-secondary adult education and upper-secondary school for students with learning disabilities are also at ISCED 3 level. In the international statistics levels and not education forms are compared. This is because of the great disparity between education systems, i.e. in how many education forms there are for different student groups or if the great majority of students at the same education level attend the same form of school.

Education attendance

In Sweden, as in other EU and OECD countries, virtually all children aged between 5 and 14 receive education. The proportion of children aged 3 and 4 that attend pre-school varies to a greater degree between countries. Education at ISCED 0 level, i.e. which corresponds to our pre-school, is defined internationally as being school- or centre-based, designed for children from age 3 and that the activities are pedagogically oriented. They normally require the teaching staff to have teacher training qualifications.

Table 15.1. Proportion (%) in education in different age groups, 2010.

	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	92	99	85	38	8	2
Finland	52	95	87	42	15	4
Japan	86	102
Korea	80	100	86	30	2	1
The Netherlands	50	100	91	30	3	1
Norway	96	100	86	29	7	2
OECD	72	96	83	27	6	1
UK	90	103	77	18	6	2
Sweden	92	99	86	36	14	3
Germany	92	99	89	31	3	0
USA	60	97	82	26	7	2

After the age of 19, attendance in education decreases 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, students start higher education at a higher age than in other OECD countries.

However a much larger proportion of those aged 20 and older attend upper-secondary education in Sweden – i.e. in municipal adult education.

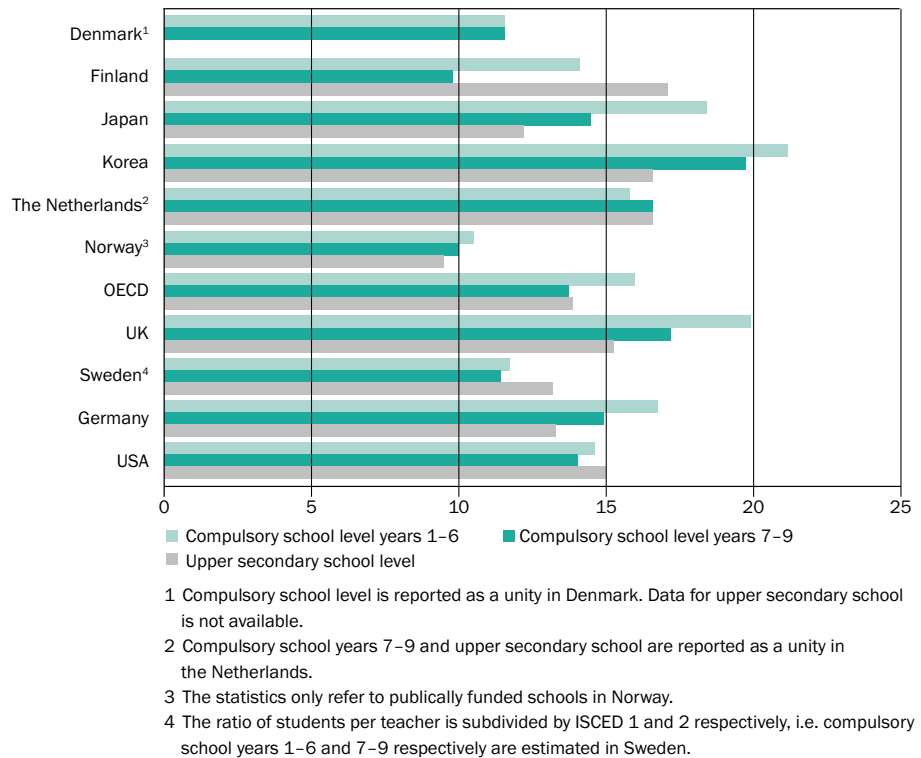
Table 15.2. Proportion (%) in education in different age groups 15–19 and 20–29 in 1995, 2000, 2007–2010.

	15–19 year-olds						20–29 year-olds					
	1995	2000	2007	2008	2009	2010	1995	2000	2007	2008	2009	2010
Denmark	79	80	83	84	84	85	30	35	38	37	37	38
Finland	81	85	88	87	87	87	28	38	43	43	41	42
Korea	75	79	87	89	87	86	15	24	28	28	29	30
The Netherlands	89	87	89	90	90	91	21	22	28	29	29	30
Norway	83	86	87	87	86	86	25	28	30	29	29	29
OECD	73	76	81	81	82	83	18	22	25	25	26	27
UK	.	.	71	73	74	77	.	.	17	17	17	18
Sweden	82	86	87	86	87	86	22	33	35	33	34	36
Germany	88	88	88	89	88	89	20	24	29	28	30	31
USA	72	73	80	81	81	82	19	20	23	23	24	26

Teachers

In Sweden the number of students per teacher has previously been low by international standards. Sweden does not stand out anymore by having noticeably fewer students per teacher. The number is still relatively low at the level of education corresponding to compulsory schools' first grades, ISCED 1. At upper-secondary level, Sweden has 13.1 students per teacher when compared with the OECD average which is 13.7. In Norway the number of students per teacher is slightly lower than in Sweden both at compulsory school and upper-secondary school level, while the number of students per teacher in Denmark is roughly the same as in Sweden.

Diagram 15.1. Number of students per teacher at compulsory school and upper-secondary school level, 2010.

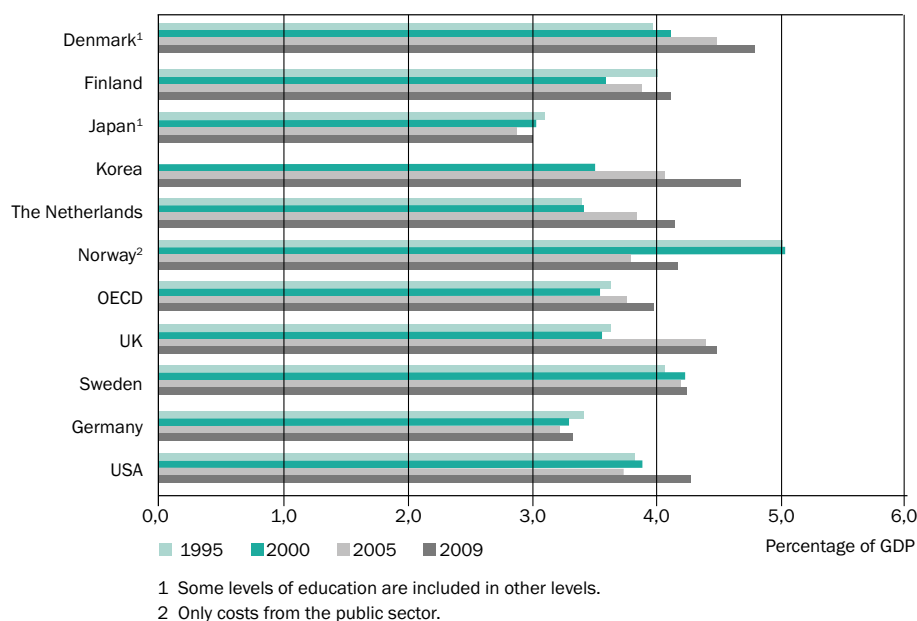


In many countries – but not in Sweden – the number of students per teacher is noticeably higher in the first school years than at upper-secondary level. That the student-per-teacher ratio in Sweden is comparatively higher at upper secondary level is partly linked to the fact that Sweden has a special 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 efficient than regular upper-secondary school. Among other reasons this is because there are fewer teaching hours and there is more emphasis on self-study.

Costs

The total cost of education depends both on the need for education, i.e. on the number of children and young people in the population and on investments in adult education, participation levels and on the amount spent on each 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 figure gives an idea of how much of their combined resources countries spend on education.

Diagram 15.2. The cost of compulsory school and upper-secondary level education as a percentage of GDP in the years 1995, 2000, 2005 and 2009.



Results

Academic results in the form of grades are not available for making comparisons between 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 international education assessments in which Sweden is taking part in 2012: PIRLS 2011 is a study of reading literacy among students in grade 4, TIMSS 2011 provides information on the proficiency in mathematics and science subjects among those in grades 4 and 8 and International language study 2011 – English and Spanish in grade 9.

PISA – Science, mathematics and reading comprehension

PISA is an OECD survey that investigates how effective the various countries' education systems are in preparing 15 year-old students for the future. A variety of tests are used to establish student proficiency in three areas: reading comprehension, mathematics and science. The survey has been conducted every three years since 2000. While all areas of knowledge are always covered, one area of knowledge is put in focus each time the survey is carried out. This enables comparisons over time. Results from PISA 2009 show that the reading comprehension and proficiency in mathematics and science among Swedish 15-year-olds has declined in the 2000s.

In reading comprehension and mathematics, on average, Swedish 15-year-olds perform on a par with other OECD countries.

In science, Swedish students performed below the worldwide average for the first time. On the digital reading comprehension test, Swedish students

performed better than the OECD level. In PISA 2012, which was performed in spring 2012, the main focus was on mathematics. Tests were carried out in the three subjects both in the traditional manner, such as pen-and-paper, and there was an optional test in which Sweden participated which included tests in reading comprehension, mathematics and problem-solving (which are included in the years when mathematics is the main subject of focus) on a computer. The results of PISA 2012 will be presented in December 2013.

PIRLS 2011 – Reading comprehension

PIRLS, which stands for Progress in International Reading Literacy Study is a large international study of reading comprehension for students in grade 4. It is implemented in cooperation with the IEA (International Association for the Evaluation of Educational Achievement) which is an organisation behind several international comparative studies, including PIRLS. PIRLS was previously carried out in 2001 and 2006. 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 students but also school principals, teachers and parents who have responded to questionnaires. The main study was carried out in spring 2011. This time, PIRLS 2011 coincided with TIMSS 2011, which means it was the same grade 4 selection group. This enables future comparisons and a joint analysis of the results in reading comprehension, mathematics and science. The results of the study were published in December 2012 and showed that the reading comprehension of 4th graders has deteriorated significantly since 2006, but is still above the EU/OECD average. This deterioration is attributable to the fact that students are less proficient in reading factual texts. The results also show that the difference between boys and girls is decreasing. This is because the girls' results have deteriorated more than the boys, even though their reading performance is still better. The Swedish National Agency for Education has also compared the cohesion between Swedish policy documents, subject tests in Swedish and PIRLS 2011 and the results show a fairly strong cohesion.

TIMSS 2011 – 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). 63 countries took part in TIMSS in 2011. Sweden took part in the study relating to both grades 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 students as well as knowledge tests. Sweden has previously participated in TIMSS in 1995, 2003 and 2007, but in the first two times, it was only in the part of the survey relating to grade 8. The TIMSS 2011 main study was performed in spring 2011. This time the survey scheduled to coincide with PIRLS 2011 and a joint analysis will be published in a report in 2013. Running both studies in tandem means that it was the same students who sat both subject tests in grade 4 and also answered a joint questionnaire for both subjects. Principals, teachers and parents also answered a joint questionnaire for the subject areas. Another

new aspect with TIMSS 2011 is that it was the first time that it was possible to compare Swedish results of students in grade 4 over time.

The results of the study were published in December 2012. The Swedish grade 4 students' results in science subjects have improved since 2007 and are above the EU/OECD average, while the 8th graders' results in mathematics have deteriorated since the last study and are below the EU/OECD average. When it comes to the students' knowledge of mathematics in grade 4 and science in grade 8, the results are on a par with 2007, but below the EU/OECD average. The same students that took part in the grade 4 in TIMSS 2007 took part in grade 8 in TIMSS 2008, which makes it possible to compare proficiency trends over time. The analysis shows that Swedish students learn less between grades 4 and 8 than students in other countries.

TIMSS Advanced

TIMSS Advanced is one of IEA's studies. It is designed for upper-secondary schools and charts students' proficiency in advanced mathematics and physics in the last year of upper-secondary school. One of its purposes is to describe and compare student performance both nationally and internationally and try to explain and understand trends inside and between countries. Sweden also took part in TIMSS Advanced 2008, which examined students in the last year of upper-secondary school that studied advanced mathematics and physics. It was the second time the survey was conducted at upper-secondary level, the first was in 1995. The results of the study were presented in December 2009. From an international perspective, Sweden had poor results in mathematics and average results in physics. In Sweden, both of these results have deteriorated sharply since 1995.

This significant deterioration in results is not evenly distributed among high- and low-performing students; it is mainly the low-performing students whose results have deteriorated the most, almost twice as much as the high-performing students. TIMSS Advanced will be conducted again in 2015.

International language study 2011

The study was initiated by the European Commission and is aimed at investigating whether the member states live up to the task of learning at least two foreign languages at an early age and providing member countries' comparative data about student proficiency in foreign languages. A total of five languages were tested – English, German, French, Spanish and Italian – in the three proficiency areas: reading, listening and writing. 14 countries and 16 education systems took part in the study (Belgium took part with three education systems) with their two main foreign languages of these five languages. From Sweden, students in grade 9 took part in English and Spanish. The results were geared to the GERS scale's levels A1–B2. There were 13 countries and 15 education systems that took part in the test of English, and the Swedish students consistently scored top results and on a high level of proficiency together with students from Malta. Only students from Sweden and France tested in Spanish. The results in Spanish were considerably worse and the Swedish students' results were lower than the results of the French students. It was particularly the results in English that were far superior to the results in the four other tested languages, which

reflects the increasing dominance of the English language in society. The other languages are increasingly assuming the character of academic subjects, which seems to suggest that a lot more needs to be invested in these school subjects if the multilingual society is to become a reality. EU plans to repeat the study in 2016.

ICCS

ICCS (International Civic and Citizenship Education Study) is an international study on citizenship and social issues in schools. The study investigates knowledge, attitudes and commitment to democracy and social issues among students in the 8th and 9th grades. The study is aimed at comparing and analysing student performance, describing and analysing trends and students' interest in engaging in public and political life. The study was conducted in 2009. The proficiency of Swedish students is far above both the international and European average, but not at the top. The difference in the results among students is greater in Sweden than the average for the European countries who took part in the study. Internationally speaking, the Swedish students' interest in politics and social issues is low. Many of the students, on the other hand, wish to influence their everyday school lives.

In 2012 a Nordic comparison was published and an in-depth analysis of the difficulties among Swedish students in ICCS 2009. The next study will be conducted in 2016.

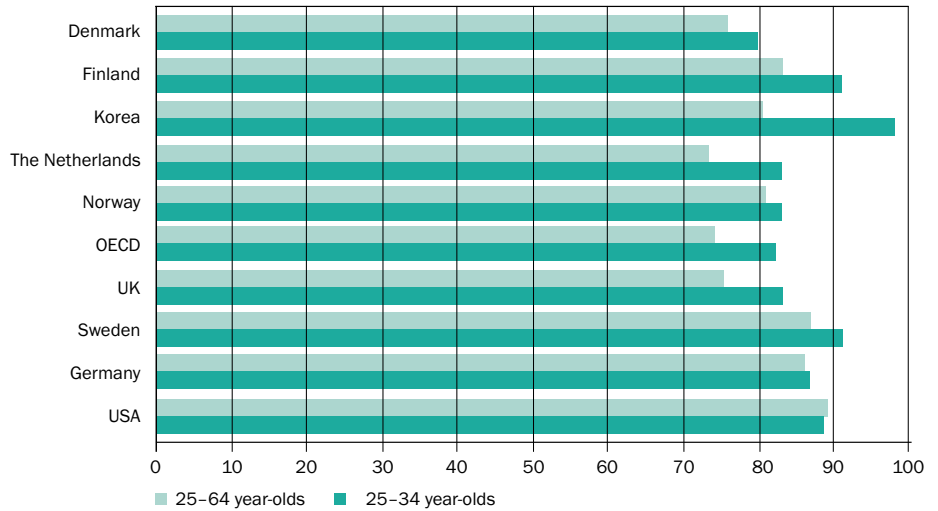
TALIS

TALIS is a questionnaire study intended for teachers and school principals in grades 7 to 9. The study is organised by OECD and its aim is to describe the tuition and learning environments. Some 30 countries take part in the study and Sweden is included for the first time. The data was collected in spring 2013.

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 15.3. Proportion of 25–64 year olds and 25–34 year olds with upper secondary diplomas or higher) in 2010.

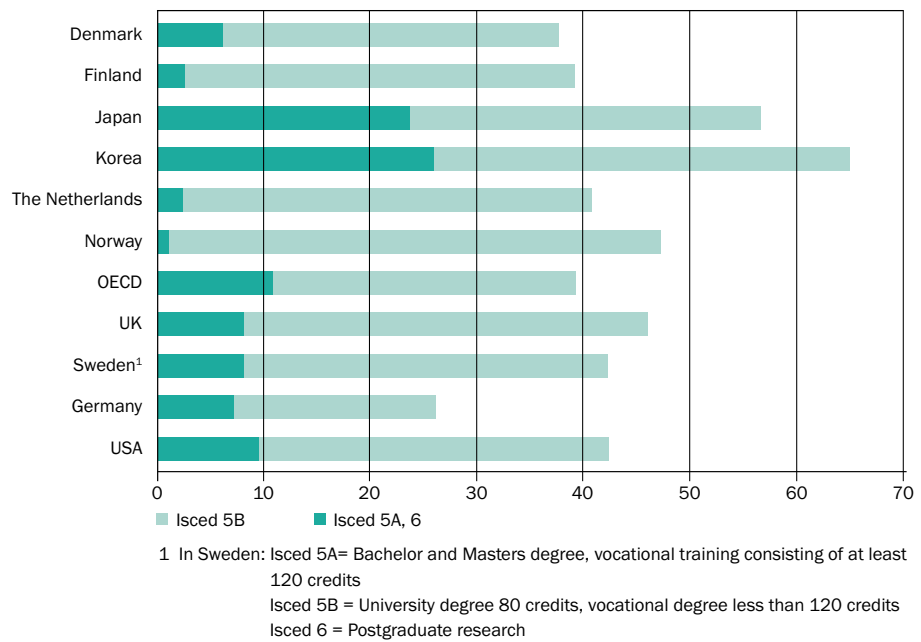


Sources: Education at a Glance 2012, OECD

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 42 percent. This is higher than the OECD average, higher than Denmark and Finland, for example, but lower than Norway.

Diagram 15.4. Proportion of 25–34 year olds with higher education in 2010.



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