

Descriptive data on child care and schools in Sweden in 2000

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

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

Ordering address: Liber Distribution
(for report in Publikationstjänst
Swedish only) SE-162 89 Stockholm (Sweden)
Telephone (int) +46-8-690 95 76
Fax (int) +46-8-690 95 50
e-mail: skolverket.ldi@liber.se

Order no: 00:571
Price SEK 60 excl. value-added tax,
postage and handling charges.

From Internet:

The report is also available in Swedish and English
via the National Agency for Education's website.

The internet address is:

<http://www.skolverket.se>

Click on "Gå direkt till..." [Go directly to] and thereafter
on "Statistik" [Statistics]. The National Agency for
Education's website can also be accessed from Skoldatanätet.

Previously published reports in Swedish in the same series:

Report no. 173: Beskrivande data
om barnomsorg och skola 1999.

[Descriptive data on child care and school, in Swedish]

Order no: 99:475.

Report no.157: Beskrivande data
om barnomsorg och skola 1998.

Order no: 98:392.

Report no. 135: Beskrivande data
om skolverksamheten 1997.

Order no: 97:300.

Report no. 107: Beskrivande data
om skolverksamheten 1996.

Order no: 96:232.

Report no. 75: Beskrivande data
om skolverksamheten 1995.

Order no: 95:160.

Report no. 52: Beskrivande data
om skolverksamheten 1994.

Order no: 94:104.

Report nr 8: Beskrivande data
om skolverksamheten 1993.

Order no: 93:55.

National Agency for Education reference no: 2000:2208

ISSN 1103 - 2421

ISRN SKOLV - R -- 194 - SE

Cover: Lotta Blom

Photographs: Bror Karlsson

Printed by: Elanders Gotab AB, Stockholm 2000

Published by the National Agency for Education, SE-106 20 Stockholm (Sweden)

<http://www.skolverket.se>



Preface

This presentation of facts is intended to provide an up-to-date overview of the organisation of the Swedish child care and school system, the resources available and some aspects of the results achieved. The report describes conditions in all types of child care and schools that fall within the sphere of responsibility of the National Agency for Education. The report also describes difference between different principal organisers and course providers and important changes compared with previous years.

This report has been published annually since 1992. Information about child care has been included since 1998. The statistical information has been largely obtained from the national monitoring system and is based on information reported by the principals to Statistics Sweden.

This year's report is being translated into English. It is expected to be published on the National Agency for Education's website (see address below) in the latter half of January 2001.

Readers who are interested in more detailed statistics on childcare and schools may consult the reports *Barnomsorg och skola i siffror, 2000:del 1, 2 och 3* [Child care and school in figures, in Swedish], which are included in the national cross-sector series, *Sveriges officiella statistik* [Official Swedish Statistics]. Readers wishing to obtain information about performance indicators at municipal level may consult the reports "*Barnomsorg och skola. Jämförelsetal för huvudmän, del 1, mars 2000 och del 2, oktober 2000*" [Child care and school. Comparative figures for principals]. All reports are available on the National Agency for Education's website on internet. The address is <http://www.skolverket.se> – click on "Gå direkt till..." [Go directly to] and then on "Statistik" [Statistics].

The report has been prepared by a project group at the department for follow-up and assessment.

Stockholm, October 2000

Staffan Lundh
Deputy Director-General

Ulf Schwartz
Educational Counsellor

Contents

Preface 3

Some brief facts about... 5

1. Some areas affecting education as a whole 6

- 1.1 Organisation and management 7
- 1.2 School plans and quality reports 8
- 1.3 Students are girls and boys – teachers are women and men 9
- 1.4 Environmental schools 10

2. Child care 11

- 2.1 Organisation 12
- 2.2 Resources 18

3. Pre-school class 22

- 3.1 Organisation 22
- 3.2 Resources 24

4. Compulsory school 26

- 4.1 Organisation 27
- 4.2 Resources 32
- 4.3 Results 35

5. Special school 38

- 5.1 Organisation 38
- 5.2 Resources 39

6. Education for pupils with learning disabilities 42

- 6.1 Organisation 42
- 6.2 Resources 44

7. Upper secondary school 47

- 7.1 Organisation 47
- 7.2 Resources 54
- 7.3 Results 58

8. Municipal adult education 63

- 8.1 Organisation 63
- 8.2 Resources 67
- 8.3 Results 69

9. Education for adults with learning disabilities 71

- 9.1 Organisation 71
- 9.2 Resources 72

10. National Schools for Adults (SSV) 74

- 10.1 Organisation 74
- 10.2 Resources 75
- 10.3 Results 77

11. Swedish for immigrants (sfi) 78

- 11.1 Organisation 78
- 11.2 Resources 80
- 11.3 Results 82

12. Swedish education abroad 85

- 12.1 Organisation 85
- 12.2 Resources 88
- 12.3 Results 89

13. Total expenditure on child care and school 91

Some brief facts about...



school students

- In October 1999, 720 000 children were enrolled in child care, 372 000 in pre-school activity and 348 000 in school child care.
- Over 93 per cent of all six-year-olds were enrolled in the new type of school, the pre-school class and over four per cent were enrolled in compulsory school. The total number of pupils in pre-school class was 112 300.
- The number of pupils at compulsory school increased by 25 000 compared with the previous year. 1 035 000 pupils attended compulsory school in autumn 1999.
- 33 600 (3.2%) of compulsory school pupils attended an independent school in autumn 1999. This was an increase of over 4 500 compared with the year before.
- Of the 96 600 pupils who left compulsory school in spring 1999, 94 300 (97.6%) continued to upper secondary school in autumn 1999. In all, the upper secondary school had 305 600 pupils in autumn 1999.
- 350 900 participated in municipal adult education in the 1998/99 school year. This was an increase of 27 500 pupils compared with the 1997/98 school year. 66 per cent of the total number of pupils were women and 23 per cent were born abroad.

teachers

- In Sweden as a whole there were 7.6 full-time teachers per 100 pupils in compulsory school in autumn 1999. This level is unchanged compared with the previous year.
- 87 per cent of the teachers at compulsory school and 83.2 per cent at upper secondary school had undergone teacher training in autumn 1999. The proportion in both types of schools was considerably lower for independent schools (69.3 and 58.0 % respectively).

expenditure

- Expenditure on school education is estimated to total SEK 93.3 billion in 1999. The equivalent expenditure for child care was SEK 39.7 billion. Together, municipal expenditure on school and child care accounted for 44 per cent of the municipal sector's total expenditure.
- Expenditure on compulsory school was SEK 56.3 billion in 1999. Calculated per pupil this corresponds to SEK 54 900. Tuition accounts for just under half of expenditure on premises and just under a third of the total expenditure.

grades

- In June 1999, compulsory school pupils were awarded leaving certificates for the second time according to the new knowledge-related grading system. The average grade score for the pupils finishing the ninth year was 202.1. Girls had a higher average grade score than boys and pupils in independent schools had a higher average grade score than pupils in municipal schools.
- In spring 1999, almost 23 per cent of the pupils who left compulsory school lacked grades in one or more subjects. This was an increase of over two percentage points since the previous year. Just under eight per cent of the pupils did not achieve the knowledge targets in one subject and almost 15 per cent did not achieve the targets in two or more subjects.



Some areas affecting education as a whole

An intensive process of change has taken place in the Swedish school system throughout the 1990s. From 1 July 1991, the municipalities have been responsible for school education. The Riksdag (Swedish Parliament) and Government have exercised control by setting objectives and through the responsibility of the principal organisers and schools for the results achieved. This changed responsibility has led to changes in the design of curricula and syllabi. New curricula and grading systems have been successively introduced and reorganisations have taken place in most municipalities that have affected education. In conjunction with the provisions on child care being transferred from the Social Services Act to the Education Act on 1 January 1998, the National Agency for Education took over responsibility for child care from the National Board of Health and Welfare. At the same time, the responsibility of the municipalities for offering at least 525 hours of pre-school to six-year-olds was replaced by an obligation to provide a place in a new type of schooling, the pre-school class.

The intention of this report is to provide a general picture of child care and educational organisation. It includes descriptions of all types of childcare and education that are within the sphere of responsibility of the National Agency for Education (see Diagram 1). This introductory chapter takes up some general topics such as local government organisation and management, school plans and quality reports, equality of opportunity, and environmental schools. The information in this chapter is mainly based on material collected by the National Agency for Education's regional organisation in June 2000.

Diagram I. Types of child care and schools within the sphere of responsibility of the National Agency for Education – number of children/students and principal organisers on 15 October 1999

Child care

Pre-school activity 372 000 children enrolled – municipal – private	School child care 348 100 children enrolled – municipal – private
---	---

Education for children and adolescents

Pre-school class 112 300 pupils – municipality – private – independent		
Compulsory school 1 034 900 pupils – municipality – state (sami school) – independent	Special school 800 pupils – state	Education for pupils with learning disabilities 17 200 pupils – municipality – county council – independent
Upper secondary school 305 600 pupils – municipality – county council – independent		
Schools abroad 1 200 pupils		

Adult education

Municipal adult education 350 900 pupils ¹⁾ – municipality – county council	Education for adults with learning disabilities 4 200 pupils – municipality	National schools for adults 10 600 pupils ¹⁾ – state	Swedish for immigrants ¹⁾ 34 700 pupils ¹⁾ – municipality
--	--	--	--

¹⁾ Relates to 1998/99 school year

I.1 Organisation and management

Committee Organisation

The Local Government Act and the Education Act give Sweden's 289 municipalities greater freedom to shape their own policy-making bodies. Chapter 2, section 1, of the Education Act provides that every municipality and county councils is to appoint one or more committees to govern public education. In June 2000, the variation in committee organisation appeared as follows:

A – 172 municipalities had a committee that was responsible for pre-school, school child care, all compulsory types of schools (compulsory school, compulsory education for pupils with learning disabilities) and all voluntary school types (upper secondary school, upper secondary education for pupils with learning disabilities, municipal adult education, education for adults with learning disabilities and Swedish for immigrants).

B – Five municipalities had a committee that was responsible for pre-school and a committee responsible for school child care, pre-school classes, all compulsory and all independent school types.

C – 73 municipalities had a committee that was responsible for pre-school, school child care, pre-school class and all compulsory school types and a committee responsible for all independent school types.

D – Two municipalities had a committee that was responsible for pre-school, school child care, pre-school classes, all compulsory school types and upper secondary education for pupils with learning disabilities and a committee responsible for all voluntary school types except upper secondary education for pupils with learning disabilities.

E – The other 37 municipalities each had their unique political management organisation which all differed from the above four categories.

17 municipalities (one municipality in category B, five municipalities in category C and 11 municipalities in category E) had an organisation consisting of neighbourhood or urban neighbourhood committees where the committee that was responsible for the whole or parts of child care and the compulsory school types in fact consisted of a number of neighbourhood or city neighbourhood committees.

32 municipalities (21 in category C and 11 in category E) collaborated in 10 upper secondary school associations which included all (category C) or some (category E) of the voluntary school types.

Of the total of 289 municipalities 106 had an organisation where one or more committees responsible for pre-school, school childcare, and/or school were also responsible for other municipal activities such as, for instance, culture and leisure, individual and family social service or the labour market.

Among the independent school types, the Special Adult Education Initiative has a special place. In 54 municipalities, the responsibility for the Special Adult Education Initiative was placed on another committee than that normally responsible for adult education. This most often consisted of the Special Adult Education Initiative reporting directly to the City/Municipal executive board.

25 municipalities had changed their committee organisation for pre-school, school child care and school since June 1999.

Administrative organisation

In 259 of Sweden's 289 municipalities, the administrative organisation coincided with the committee organisation, i.e. each committee was responsible for an administration with the same area of responsibility. The other 30 municipalities had an administrative organisation that differed in some respect from the committee organisation. The most common discrepancy was that there was a single administration with two committees for child care and school but also the reverse, i.e. a number of administrations but one committee. Next most common was that the administration consisted of a client/provider organisation in some form. It was also the case that the administration was responsible for certain activities within the sphere of responsibility of another committee, e.g. culture and leisure or individual and family social services.

I.2 School plans and quality reports

Chapter 2, section 8, of the Education Act stipulates that there is to be a school plan in each municipality. This is to state specifically the measures that a municipality intends to undertake to achieve the national targets for education. Each municipality is to continuously follow up and evaluate the school plan. The development of the number of municipalities with a school plan is shown in Table 1.

Table 1. The school plan in the municipalities

Year	No. of municipalities with school plan	No. of municipalities without school plan	No information	Total no. of municipalities
1992	141	137	8	286
1993	230	45	11	286
1994	279	7	0	286
1995	274	14	0	288
1997	271	17	0	288
1999	260	28	0	288
2000	257	32	0	289

At the last investigation in June 2000, 31 municipalities lacked a valid school plan. The most common reason (20 municipalities) for the municipality lacking a valid school plan were that the municipality's previous school plan had ceased to apply and that a new school plan is being prepared but has not yet been approved by the municipal executive board. Four municipalities have

other goal documents which are not deemed to comply with statutory requirements, however. Information about the reason is lacking for the remaining seven municipalities.

According to the Ordinance on Quality Reports in the Education System (SFS 1997:702), each municipality and school is to prepare written quality reports each year as part of the continuous follow-up and evaluation of the school plan and work plan. A quality report is to contain an assessment of the extent to which the educational objectives have been achieved and the steps required if the objectives have not been achieved.

In a report to the Government in September 2000, the National Agency for Education has reported quality work in municipalities and schools and the measures taken by the National Agency for Education to support this work. This report shows that 152 of the country's municipalities had prepared quality reports for 1999 by 1 April 2000. This was an increase of 136 municipalities compared with 30 June 1999, when only 16 municipalities produced quality reports.

Of the municipal quality reports that had been adopted by the end of March 2000, half were regarded as having a content that complied with the requirements in the ordinance. The most common deficiencies which could be found in half of the municipal reports are that they lack analysis and assessment of the results and/or a description of the measures that were to be taken to achieve the set objectives.

Of the 152 quality reports drawn up at municipal level, 139 deal with compulsory school, 94 upper secondary school, 90 pre-school class and 81 municipal adult education. Education for pupils with learning disabilities are dealt with less frequently. 64 municipal reports take up compulsory education for pupils with learning disabilities, 18 upper secondary education for pupils with learning disabilities and 14 education for adults with learning disabilities. Pre-school activity and school child care are not subject to the requirement to prepare quality reports. However, these activities are each included in some 90 municipal reports.

Of the 137 municipalities that did not prepare quality reports, 46 of them state that a report will be presented during the latter half of 2000 while 25 stated that quality reports were planned for 2001. One municipality plans to report in 2002. The other 65 municipalities have not specified any date when the quality report is expected to be ready.

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

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

School is to actively and deliberately promote equal opportunities for women and men. Moreover, school is responsible for counteracting traditional gender patterns and providing scope for students to develop their ability and interests regardless of sex. The way in which women and men are treated at school and the demands and expectations placed on them contribute to shaping opinions and attitudes on what is male and female. There are differences between girls and boys at school, in their way of being, in language, performance and in study results. Girls and boys also differ with regard to what they want to work with and how to work and in their choice of subjects and path of study.

The gender perspective shall be visible both in the content and methods of teaching and also affect the school's organisation and planning. Equality of opportunity at school is both an area of knowledge and an educational issue.

All staff have an important task in their own roles as women and men as examples for boys and girls in child care and school. It is therefore important that the proportion of women and men is reasonably balanced. Unfortunately, gender distribution is not in balance. The proportion of men in childcare is at a constant very low level and the teaching profession is becoming increasingly dominated by women in compulsory school.

This report presents a large number of statistical information related to the imbalance between the sexes in Swedish schools. Here is a brief selection of this information:

- More girls than boys start compulsory school at six years of age.
- Girls have higher grades than boys both at compulsory school and in upper secondary school.
- The traditional choices to upper secondary school remain, only six of 16 programmes have a relatively even distribution of sexes.
- More women than men study in different forms of adult education.
- Over 90 per cent of the employees are women in child care and almost 75 per cent of the teachers are women at compulsory school.

I.4 Environmental schools

According to the Government Declaration in 1996 “Sweden is to be a driving international force and be in the van in efforts to create an ecological sustainable development”. As part of this, the National Agency for Education was given the task of drawing up criteria for and awarding the Environmental School award. At the end of 1998, the National Agency for Education issued a publication with the criteria for the Environmental School award. At the end of 1998, the National Agency for Education also sent an invitation to pre-schools and schools to be pilot schools for the Environmental School award. In 1999, some 90 pilot schools where the major part were compulsory schools but also pre-schools, upper secondary schools and adult upper secondary schools were represented. The pilot schools were to survey their activity from an environmental point of view, write a plan of action and work on developing their teaching and activity. Of the pilot schools, fifteen schools and pre-schools had received the award Environment School in spring 2000 (four pre-schools, ten compulsory schools, and an upper secondary school). The Environmental School award applies for three years, thereafter the schools and pre-schools have to report the result achieved and submit a new action plan with proposals on how further improvements may be made for environmental work. Schools and pre-schools that are interested in the Environmental School award can be registered through the National Agency for Education’s website and send in a declaration of intent and action programme and apply for the award. The schools that comply with the criteria will successively receive the Environmental School award.

2



Child care

According to the Education Act, municipalities are obliged to provide child care in the form of pre-school activity and school child care for children aged between 1 and 12 to the extent required for parents to be able to work or study or if the child is in need of this activity. The act states that a place shall be provided “without unreasonable delay”, i.e. normally within three to four months of the person who has custody of the child notifying that they need a place. A place shall be offered as close to the child’s home as possible with reasonable consideration being given to the parents’ wishes.

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

Quality requirements are also detailed in the act. They describe the conditions that are to exist in order to meet children’s needs for care and good educational activity. Requirements are made regarding group composition and size, the premises and staff.

The act also stipulates that the municipalities can provide grants for private pre-school activity and school child care provided that the activity meets the requirements made in the act for quality and if the fees are not unreasonably high.

The provisions on child care were included in the Social Services Act until 1997 but were transferred on 1 January 1998 to the Education Act. At the same time, the new type of schooling *the pre-school class* was introduced. The municipalities’ earlier obligation to offer all children pre-school for at least 525 hours from the autumn term in the year of the child’s sixth birthday was replaced by an obligation to provide a place in a pre-school class. The pre-school class is described in more detail in Chapter 3.

Integration – life-long learning

Child care in Sweden has traditionally had a dual function. It is to enable parents to combine parenthood and work and to contribute to providing children with good conditions in which to grow up. Throughout its period of expansion, it has been an important component in social and family policy and it has also been important for educational policy.

Apace with the expansion of child care to cover an increasing number of children, its significance for educational policy has increased and on 1 July 1996 responsibility for child care was transferred from the Ministry of Health and Social Affairs to the Ministry of Education. The intention is that child care and school are to be integrated as components of life-long learning. A common approach to the development of children and young people and education is to be developed and all educational activity for children and young people is to be viewed as a whole. As part of this process, the curriculum for the compulsory school system (Lpo 94) has been adapted to include the pre-school class and leisure-time centre while the pre-school has its own curriculum (Lpfö 98).

2.1 Organisation

The concept *child care* does not appear in the Education Act but is usually used as a general term for pre-school activity, activities which in turn include a number of kinds of activities.

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

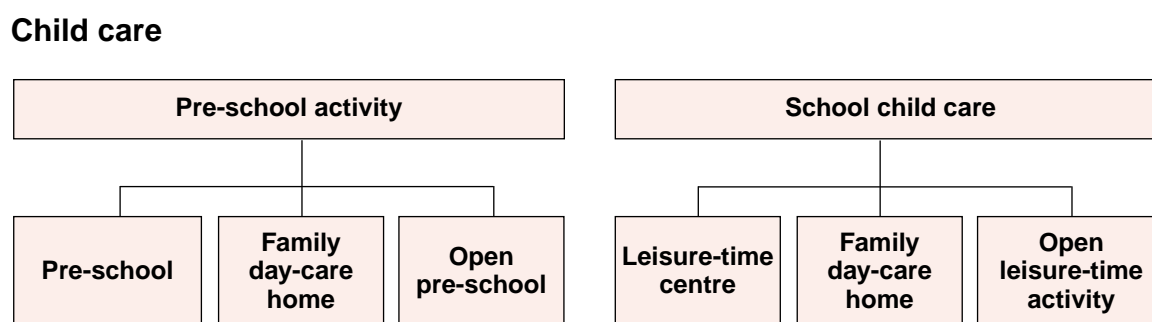
- The *pre-school* provides educational group activity for the children enrolled whose parents are working or studying or if the child is in need of the activity. Opening hours vary depending on the parents' working hours.
- In the *family day-care home*, a family childminder looks after children that are enrolled, usually in their own home, while their parents are working or studying. The opening hours are adapted to the parents' working hours.
- The *open pre-school* is intended for parents at home with their children. Together with the staff, parents are given an opportunity to develop educational group activity for children. The children are not enrolled. At many places, the family day-care homes have access to the activity of the open pre-school.

Previously the terms *day-care home* and *part-time group* were used in legislation to refer to two different organisational types of pre-school. Children attended the part-time groups for a limited period per day, usually three hours, while the day-care centres offered full-time care. The part-time groups consisted mostly of six-year-olds who received the 525 hours' pre-school that they were legally entitled to. When the pre-school class was introduced on 1 January 1998, there was no longer any reason to distinguish between the two forms of activities in the legislation and on 1 August 1998, the terms day-care home and part-time group were removed from the Education Act, leaving the uniform term *pre-school*.

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

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

Diagram 2. Types of child care



A number of the changes that have taken place in child care make it more difficult to make comparisons between statistics before and after 1998.

The introduction of the pre-school class in 1998 has entailed that the pre-school nowadays receives children aged between 1 and 5, instead of 1-6 as before and that an increasing number of six-year olds attend leisure-time centres. From 1998, the figures on the pre-school are not therefore directly comparable with figures from earlier years on day-care homes and part-time groups. Some caution should also be observed in making comparisons with previous years for leisure-time centres as well.

A further change is that the time point for measurement has been changed. Child care statistics have been co-ordinated with statistics in the sphere of the school which means that the measuring time-point as from 1998 is 15 October instead of as before 31 December.

Table 2. The number of children enrolled in day-care centres/pre-schools, family day-care homes and leisure-time centres 31 December 1995–1997 and 15 October 1998–1999

Year	Children enrolled in			
	day-care/ pre-school ¹⁾	family day-care	leisure-time centre	part-time group ²⁾
1995	360 666	123 295	209 985	66 934
1996	365 828	110 196	239 439	74 872
1997	362 920	95 876	263 954	84 254
1998 ³⁾	338 002	81 987	301 065	–
1999	318 660	69 300	332 168	–

¹⁾ Figures for 1995–1997 refer to day care centres while 1998–1999 refer to pre-school.

²⁾ All children enrolled in part-time groups, i.e. also children who are enrolled in other types of activities.

³⁾ Figures for pre-school and leisure-time centres have been corrected after publication of the National Agency for Education reports no. 167 and no. 273.

Expansion

Child care has been expanded very rapidly in Sweden. Between 1970 and 1997, the number of children in day-care homes, leisure-time centres and family day-care homes – activities offering full-day care – increased from just over 71 000 to 723 000, more than a tenfold increase.

Expansion was particularly great during the 1990s. In 1995, the municipalities' responsibility for child care was increased by an obligation being placed on them to provide a place to the children who needed it. Together with the high birth rate, the amendment to the law led to a record number of new child care places being created between 1994 and 1996.

During the last few years, the number of children has fallen slightly. The number of places substantially covers demand and falling birth rates have started to have an effect. In 1999, a total of 720 100 children were enrolled in some form of child care.

Table 3. The number of children enrolled in different types of child care and the proportion of enrolled as a percentage of all children in the population on 15 October 1999

Year of activity Activity Principal organiser	Enrolled children					Enrolled children of all in resp. age			
	No. younger than 1 year	No. 1-5 yrs	No. 6-9 yrs	No. 10-12 yrs or older	Total 0-12 yrs	Proportion (%) 1-5 yrs	Proportion (%) 6-9 yrs	Proportion (%) 10-12 år	Proportion (%) 1-12 år
1999									
Child care, total	53	368 968	326 815	24 292	720 128	74.9	66.0	7.0	53.9
municipal	28	320 003	304 778	22 141	646 950	65.0	61.5	6.4	48.4
private	25	48 965	22 037	2 151	73 178	9.9	4.5	0.6	5.5
of which									
Pre-school activity	53	367 715	4 259	–	372 027	74.6	0.9	–	27.8
municipal	28	318 917	3 102	–	322 047	64.7	0.6	–	24.1
private	25	48 798	1 157	–	49 980	9.9	0.2	–	3.7
of which									
School child care	–	1 253	322 556	24 292	348 101	0.3	65.1	7.0	26.0
municipal	–	1 086	301 676	22 141	324 903	0.2	60.9	6.4	24.3
private	–	167	20 880	2 151	23 198	0.0	4.2	0.6	1.7
Pre-school activity:									
Pre-school	38	314 363	4 259	–	318 660	63.8	0.9	–	23.8
Family day-care home	15	53 352	–	–	53 367	10.8	–	–	–
School child care:									
Leisure-time centre	–	1 253	307 879	23 036	332 168	0.3	62.2	6.6	24.9
Family day-care home	–	–	14 677	1 256	15 933	–	3.0	0.4	1.2

Pre-school activity

A total of 372 000 children were enrolled in some form of pre-school activity in 1999 (all children in the pre-school and children aged up to five years old in family day-care homes). This can be compared with 399 200 enrolled children in 1998. This reduction is mainly due to falling birth rates, but also because six-year-olds leave pre-school to attend pre-school class instead. The number of 1–5 year olds in the population fell from 519 600 to 493 000 children or by five per cent between 1998 and 1999. At the same time, the number of six-year-olds enrolled in pre-school dropped from almost 18 000 to just under 4 000.

The reduction in the number of children enrolled in pre-school activity is not corresponded to by any reduction in the proportion of children enrolled. This has instead increased in each age group. The proportion of children aged between 1 and 5 enrolled in pre-schools and family day-care homes increased from 73 to 75 per cent between 1998 and 1999. The proportion of those enrolled is higher among older children than younger. For instance, in 1999 about 84 to 85 per cent of all 4 and 5 year olds were enrolled in pre-school activity and over 40 per cent of all one-year-olds.

Pre-school is the predominant form of pre-school activity. In October 1999 there were 318 700 children enrolled in pre-school, compared with 337 900 the year before. Despite the number of enrolled children having fallen, the proportion of children enrolled has increased. In all, 64 per cent of all children aged between 1 and 5 in pre-school in 1999 compared with 61 per cent in 1998. The proportion of children enrolled has increased in all age groups (1–5 years). In 1999, 36 per cent of all one-year olds attended pre-school, 64 and 68 per cent respectively of two and three year olds and 73 and 74 per cent of all four and five year olds.

In 1999, information on pre-schools open outside ordinary working hours was collected for the first time since 1993 (7 am–6.30 pm). There were pre-schools of this kind in 77 municipalities and just under 2 200 children were enrolled. As a comparison, it can be mentioned that, according to statistics from 1993, there were 219 day care departments with extended opening hours (open during the night).

The number of pre-school children in *family day-care homes* peaked at the end of the 1980s and has thereafter fallen practically every year. In 1994, 86 800 children aged between 1 and 5 were enrolled compared with 53 400 in 1999. Between 1998 and 1999, the number of children enrolled decreased by almost 8 000 or by 13 per cent. The proportion of 1-5 year olds in family day-care homes of all children in the age group was 11 per cent in 1999, a reduction since 1998 of one percentage point. The reduction was about equally large in all age groups. Among all one-year-olds, 7 per cent were enrolled in family day-care homes in 1999. The corresponding proportion of children aged from two to five was between 11 and 12 per cent.

The number of *open pre-schools* decreased throughout the 1990s. At the beginning of the decade, there were over 1 600 open pre-schools, in October 1999 just over half this number (869). Between 1998 and 1999 alone, the number fell by six per cent. Opening hours vary. In 1999, 384 were open for over 16 hours a week. Since the children are not enrolled, no information is available on the number of children taking part.

Table 4. The number of open pre-schools on 31 December 1995–1997 and 15 October 1998–1999

1995	1996	1997	1998	1999
1 208	1 133	998	928	869

School child care

In all, 348 100 children were enrolled in some form of school child care in 1999 (all children in leisure-time centres and 6–12-year-olds in family day-care homes). This is an increase since 1998 when the number was 321 700. The proportion of enrolled 6–9-year olds has increased from 60 to 65 per cent of the age group between the two years, while the proportion of 10-12 year olds enrolled has remained unchanged (7%).

Leisure-time centres is the type of child care that has increased most during the 1990s. In 1999, there were 332 200 enrolled in leisure-time centres, an increase of 10 per cent since 1998 and more than three times as many as in 1990. This increase has been particularly large in recent years. This is mainly related to the fact that more and more six-year-olds attend leisure-time centres. In 1994, 22 per cent of six-year-olds were enrolled compared with 68 per cent in 1999. However, the proportion of children enrolled has increased in other age groups as well. For instance, the proportion of eight-year-olds in leisure-time centres increased from 46 to 64 per cent between the two years.

The number of schoolchildren attending *family day-care homes* reached a peak at the end of the 1980s and has thereafter continuously declined. In 1998, there were 20 700 children aged between 6 and 12 in family day-care homes and in 1999, the number had fallen to 15 900 enrolled children. The majority are aged between 6 and 9.

According to the Education Act, school child care for children aged between 10 and 12 can also be organised in the form of *open leisure-time activity*. This is an alternative to activity requiring enrolment (i.e. leisure-time centres and family day-care homes) for children in this age group. In 1999, 60 municipalities in Sweden (21 per cent) had open leisure-time activity. In all, there were 405 departments and three-quarters of these were open for more than 16 hours/week. According to the National Agency for Education's parent survey in autumn 1999, approximately 5 per cent of 10–12-year-olds took part in this activity.

The year's information on open leisure-time activities is the first collected about the activity through national statistics. Data has been previously collected in various follow-up studies. For instance, the National Agency for Education showed in 1998 that only a quarter of the municipalities had open activity intended for 10–12-year-olds. According to the National Board of Health and Welfare, the corresponding proportion was 30 per cent in 1996. According to the follow-ups, the authorities had not surveyed the need for open activity to any great degree in 1998 or in 1996.

Privately-run activity

Privately-run child care has become more common in the 1990s. Altogether, there were 73 200 children in private pre-schools, family day-care homes and leisure-time centres in 1999, compared with 61 300 children in 1998. It was above all pre-schools that were under private management. In 1999, 15 per cent of the children enrolled in pre-school attended a private pre-school, compared with 13 per cent in 1998. Almost half of these children (45%) attended a parental co-operative. About seven per cent of the leisure-time centre children attended a private leisure-time centre and five per cent of the children a family day-care home. In both cases, this was an increase of two percentage points since 1998.

Table 5. Children enrolled in privately run or contracted out day-care centres/pre-school, family day-care homes and leisure-time centres on 31 December 1995–1997 and 15 October 1998–1999

Year	Children enrolled in private					
	day care/pre-schools ¹⁾		family day-care homes		leisure-time centres	
	no.	proportion of all children enrolled in pre-schools (%)	no.	proportion of all children enrolled family day-care (%)	no.	proportion of all children enrolled leisure-time centres (%)
1995	43 103	12.0	2 135	1.7	9 530	4.5
1996 ²⁾	45 627	12.5	2 461	2.3	10 773	4.5
1997	46 443	12.8	2 912	3.1	12 257	4.6
1998 ³⁾	44 876	13.3	2 844	3.5	13 701	4.6
1999	47 155	14.8	3 483	5.0	22 540	6.8

¹⁾ The figures for 1995–97 refer to day care centres while 1998–1999 refers to pre-school.

²⁾ The figures for leisure-time centres have been corrected after publication of the National Agency for Education report no. 173.

³⁾ The figures for pre-school have been corrected after publication of the National Agency for Education reports no. 167 och no. 173.

Private child care is most common in metropolitan areas and suburban municipalities. 73 of Sweden's 289 municipalities had no private pre-schools at all in 1999.

Mother tongue support

In 1999, 39 700 children aged between 1–5 years who were enrolled in pre-school and family day-care homes had a different mother tongue than Swedish. Of these only 13 per cent received mother tongue support. This is a reduction since the previous year when the proportion was 15 per cent. Compared with 1990, it is a very large reduction. In that year, 57 per cent of children with another mother tongue than Swedish received additional tuition in their mother tongue at pre-school.

Table 6. The number of children enrolled in pre-school and family day-care homes with another mother tongue than Swedish and the proportion with native mother tongue as a per cent of enrolled children with another mother tongue, 31 December 1995–1997 and 15 October 1998–1999

Year	No. of children enrolled in pre-school and family day-care with another mother tongue than Swedish	Proportion of children with another mother tongue than Swedish with additional mother tongue tuition (%)
1995	44 161	19.5
1996	40 299	19.6
1997	40 007	17.0
1998	37 067	14.7
1999	39 658	13.0

Regional differences

The expansion of child care in different areas of Sweden has been uneven. The regional differences are relatively large. Major cities, suburban municipalities, and major cities, i.e. municipalities with a high level of participation by women in the labour force had the highest proportion of children receiving child care, while rural municipalities had the lowest.

The distribution in different types of activities also differs between different types of municipalities. Family day-care homes are considerably more common in rural and other smaller municipalities than in big city regions while the opposite applies for pre-schools and leisure-time centres. The proportion of children aged between 1–5 in pre-school in 1999 was highest in the big cities and suburban municipalities and lowest in rural municipalities and in other smaller municipalities. The same pattern exists for the proportion of children aged between 6–12 in leisure-time centres.

Table 7. Proportion of children aged between 1–5, 6–9 and 1–12 respectively enrolled in pre-school, leisure-time centres and family day-care homes of the total number of children in the respective age group according to type of municipality, 15 October 1999

Type of municipality	Prop. of children 1–5 yrs (%) at pre-school	Prop. of children 6–12 yrs (%) at leisure-time centre	Prop. of children 1–12 yrs (%) at family day-care
Big cities	71.5	47.4	2.5
Suburban municipalities	65.9	44.2	5.0
Large towns	67.9	41.8	4.0
Medium-sized towns	60.7	35.5	5.3
Industrial municipalities	57.3	33.3	5.7
Rural municipalities	50.1	30.4	8.3
Sparsely populated municipalities	59.5	27.8	5.6
Other large municipalities	56.6	34.3	6.6
Other small municipalities	51.4	30.9	8.1
All municipalities	63.8	39.2	2.5

Restrictions for children of unemployed and those on parental leave

Child care coverage is today practically complete for children aged between 1–9 whose parents work or study. The great majority of these can obtain a place at pre-school, family day-care home or leisure-time centres without excessively long waiting times. In the National Agency for Education's follow-up in spring 1998, 275 municipalities, or 95 per cent, could offer places for pre-school children within 3–4 months. The proportion was even higher for schoolchildren, 98 per cent.

The parents' survey that the National Agency for Education carried out in autumn 1999 showed that the demand for places for the children of those working or studying was substantially met. According to this survey, 90 per cent of all 1–5-year-olds with working or studying parents had a child care place. Among 6–9-year-olds, the proportion was 74 per cent. Demand for additional places only corresponded to a few per cent of children.

However, there is an unsatisfied demand among the unemployed or those on parental leave. In the age group from 1 to 5, 63 per cent of the children of the unemployed and 28 per cent of those on parental leave had a child care place according to the survey. New demand corresponded to 10 per cent of the children in both groups. Among the youngest schoolchildren – the 6–9-year-olds – 45 per cent of the children of the unemployed had a place and 18 per cent of those on parental leave. The corresponding new demand was 8 per cent of the children.

The fact that children of the unemployed and those on parental leave are without a child care place is largely related to the municipalities' system of rules. In the National Agency for Education's follow-up in spring 1998, 40 per cent of the municipalities stated that they had rules that meant that pre-school children lost their child care place if a parent became unemployed. Almost 60 per cent of the municipalities had corresponding rules for schoolchildren. The rules were even more restrictive for children of those on parental leave.

Every other 10–12-year old without care

The expansion of the child care system has meant that three-quarters of all 1–5-year-olds are enrolled in pre-school or family day-care homes. According to the parent survey, almost half of other children were at home with a parent on parental leave or a younger sibling (11%). In some families, the children are at home with an unemployed parent (3%) while in others, a children's nurse, relative or private solutions have been used (3%). Some parents manage to meet their own child care needs by working or studying at different times (3%). Only one per cent of the children were at home with a parent who worked at home.

Among the 6–9-year-olds, two-thirds of the children have a place at a leisure-time centre or family day-care home. Many parents look after their children themselves by working or studying at different times and taking it in turns to be with the children (10%). It is relatively uncommon for children not to have anyone looking after them at all after school (6%).

However, the older schoolchildren, the 10–12-year-olds, are left to their own devices to a very high extent. Approximately 13 per cent have a place in leisure-time centres or take part in open leisure-time activity. More than every other child (53%) has no care at all or manages by themselves after school. Second most common is that the parents take it in turns to be at home (17%).

Satisfied parents

The parent survey contained questions about whether parents were satisfied with the type of care that their children received. Approximately 90 per cent of the parents that had children in child care answered in the affirmative. Among those who did not have access to child care, the proportion was considerably lower – 74 per cent among parents of pre-school children and just over 80 per cent of parents of schoolchildren. The lowest proportion of satisfied parents among the parents of schoolchildren were among those whose children were left to their own devices after school. More than one in five parents with a 10–12-year-old without care want their child to have access to open leisure-time activity or some other form of care.

2.2 Resources

Personal

In 1999, there were 102 500 supervisors and employees working with children at pre-schools and leisure-time centres and just under 12 500 family childminders. Altogether this is a reduction compared with the previous year of three per cent. There were 985 employees in the open pre-schools in 1999, which is the first year that information about the number of employees has been recorded.

The number of employees calculated as annual employees was 59 300 in 1999 in pre-school and 18 700 in leisure-time centres. This can be compared with the previous year when there were 59 900 annual employees in pre-school and 19 000 in leisure-time centres.

Table 8. Number of annual employees in day-care homes/pre-schools, leisure-time centres and open pre-schools and the number of family childminders on 31 December 1995–1997 and 15 October 1998–1999

Year	Annual employees			Family child-minders
	in day care centres/ pre-school ¹⁾	in leisure-time centre	in open pre-school ²⁾	
1995	66 039	18 268	–	21 288
1996	66 982	20 909	–	19 389
1997	63 598	21 262	–	16 691
1998	59 808	18 998	–	14 638
1999	59 258	18 656	652	12 497

¹⁾ Figures for 1995–1997 refer to day care centres while 1998–1999 refer to pre-school.

²⁾ Figures for annual employees in open pre-school are only available from 1999.

The staff in child care are generally well-educated. In pre-school, only a couple of per cent of the employees have not undergone training for working with children. In leisure-time centres, the proportion is somewhat higher, around 4 per cent 1998 (corresponding figures are not available for 1999). At both pre-schools and leisure-time centres, the proportion of annual employees with higher education has increased through the 1990s, apart from the most recent years. At pre-school, the proportion in 1999 was largely the same as in 1998, i.e. just over 53 per cent. At the leisure-time centres, the proportion of annual employees with teacher training was 63 per cent which is a reduction of three percentage points compared with 1998.

The educational level of family childminders has also increased during the 1990s. In 1999, 71 per cent were trained for work with children compared with 41 per cent in 1990. It is most common for family childminders to have some form of child care training (38%) or childminder training (30%).

Table 9. The number of annual employees in pre-school and leisure-time centres, by education in 1999

Education	Pre-school		Leisure-time centre	
	no.	proportion (%)	no.	proportion (%)
Pre-school teacher	30 992	52.3	4 411	23.6
Leisure-time instructor	535	0.9	5 685	30.5
Teacher training	222	0.4	1 677	9.0
Childminder ¹⁾	25 438	42.9	.	.
Youth recreation leader	107	0.2	663	3.6
Other training for work with children ¹⁾	620	1.0	.	.
No. child care training ¹⁾	1 345	2.3	.	.
No. information ¹⁾	0	0.0	6 220	33.3
Total	59 258	100	18 656	100

¹⁾ Due to new collection procedures for employees in leisure-time centres, information on education is collected almost solely from the Higher Education register. Childminders and child care courses largely take place at upper secondary school and are not included in this register which means that information about education is lacking for these persons.

The distribution of the sexes among the employees is very uneven. Only 5–6 per cent in pre-schools and leisure-time centres are men. The proportion has been the same throughout the 1980s and 1990s. The highest proportion of men is at leisure-time centres (14%) and among supervisors (19%).

Staffing numbers

One of the strategies for making savings used by the municipalities has been to reduce staffing numbers. The number of children per annual employee has increased throughout the 1990s. At the pre-school, however, the number of children per annual employee has reduced slightly during the past year, from 5.6 children per annual employee in 1998 to 5.4 in 1999. Since 1990, when there were 4.4 children per annual employee at day-care homes, the number of children per annual employee has increased by 25 per cent.

At leisure-time centres, the strong reduction of staffing numbers is increasing. In 1999, there were on average 17.8 children per annual employee compared with 15.5 children the previous year. Since 1990, the number of children per annual employee has more than doubled (8.3 children 1990).

Expenditure

Gross expenditure by the municipalities on child care as a whole totalled SEK 39.7 billion, which is as much as in 1998 in fixed prices. Pre-school accounts for two-thirds of the expenditure (SEK 26.1 billion), leisure-time centres for just over a fifth (SEK 8.5 billion) and family day-care home for an eighth (SEK 4.6 billion). The open activities – open pre-school and open leisure-time activity for 10–12-year-olds – account together for one per cent of the total expenditure (SEK 0.4 billion).

Expenditure on the *pre-school* was the same in 1999 as in 1998 in fixed prices. Since the number of children enrolled diminished between the two years, this means that the expenditure per child increased. Expenditure in municipal pre-schools increased to SEK 83 000 kronor, an increase of eight per cent.

Pre-school has then received increased resources per child in three of the four most recent years. However, these increases should be viewed in the light of the substantial reduction in expenditure that took place during the first half of the 1990s. The National Board of Health and Welfare has estimated that the cost per hour fell by a fifth in pre-school from 1991 to 1996. The level of expenditure in 1999 was still lower than in 1991 and 1992.

A large part of the increase in expenditure in 1999 can be related to increased staff costs. Staff wages have increased more than the general price level between 1998 and 1999. However, staffing numbers have also increased. In 1999, the number of children per annual employee in pre-school fell for the first time in several decades (from 5.7 to 5.4). Part of this increase may be related to changes in the age composition of the children. The proportion of chil-

dren aged between 1–3 increased in pre-school and younger children require more resources than older children.

The municipal grant to private pre-schools calculated per child increased by a couple of per cent in 1999 to SEK 61 100. Grants vary considerably from municipality to municipality, from SEK 24 300 to SEK 121 900 per child.

Expenditure on *family day-care homes* fell by ten per cent, to SEK 4.6 billion. Since the number of children fell even more, the cost per child enrolled increased. Expenditure averaged SEK 60 800, an increase by six per cent since 1998.

Leisure-time centres have been subject to large cuts in resources during the 1990s. The National Board of Health and Welfare showed that the hourly cost fell by 22 per cent in municipal leisure-time centres between 1991 and 1996. This reduction in expenditure has continued. From 1998 to 1999, the total expenditure for leisure-time centres increased by eight per cent, to SEK 8.5 billion. However, since the number of children increased at the same time by eleven per cent, expenditure per enrolled child fell by around three per cent to SEK 27 600. The tendency to cut resources which seems to have been reversed in pre-school is accordingly continuing at the leisure-time centres.

The cuts at the leisure-time centres have affected their activity. In spring 2000, the National Agency for Education published an evaluation of the quality of leisure-time centres¹ where it is noted that the reduction in resources has been so great that it is no longer possible to guarantee good quality. In particular, it is pointed out that staff no longer have time or the opportunity to plan activity, that the groups of children are too large and that premises are often unsuitable.

The open activities account for a smaller and falling proportion of child care expenditure. Resources for *open pre-school* fell to SEK 0.3 billion in 1999, a reduction of four per cent since 1998. At the same time, expenditure on *open leisure-time activity* intended for 10–12-year-olds was SEK 0.1 billion, a reduction of two per cent since the previous year.

Table 10. Municipalities' expenditure on child care 1997–1999 by activities, providers and type of expenditure (current prices)

	Expenditure total ³⁾			of which Municipal			Municipal expenditure for privately-run activities ⁴⁾
	1997	1998	1999	Total	of which Staff	Premises	
All child care and its component activities							
Child care							
Total, MSEK	42 276	39 461	39 721	–	–	–	–
Expenditure per child enrolled ¹⁾²⁾ , SEK	–	53 900	55 100	55 300	40 600	–	49 000
of which							
Pre-school							
Total, MSEK	25 836 ⁵⁾	25 987	26 121	23 406 ⁵⁾	16 812	3 485	2 809 ⁵⁾
Cost per child enrolled ¹⁾ , SEK	70 900	74 300	79 600	83 000	59 600	12 400	61 100
Family day-care home							
Total, MSEK	5 782 ⁵⁾	5 118	4 616	4 452 ⁵⁾	3 739	–	154 ⁵⁾
Cost per child enrolled ¹⁾ , SEK	56 100	57 600	60 800	61 200	51 400	–	48 300
Leisure-time centre							
Total, MSEK	6 965 ⁵⁾	7 905	8 548	8 235 ⁵⁾	5 991	1 275	333 ⁵⁾
Expenditure per child enrolled ¹⁾ , SEK	27 700	27 800	27 000	27 600	20 100	4 300	18 400
Open pre-school, MSEK	–	328	315	–	–	–	–
Open leisure-time activity for 10-12 year olds, MSEK	–	122	121	–	–	–	–

¹⁾ Average of no. children enrolled at time of measurement for the year in question and the preceding year.

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

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

⁴⁾ Note that it is only the municipality's share of the cost is shown here.

⁵⁾ The total of sub-headings municipal and privately-run activity does not coincide with the total cost due to correction for missing information in both sub-headings.

¹ *Finns fritids? En utvärdering av kvaliteten i fritidshem*. National Agency for Education report no.186.

Expenditure on child care varies greatly from municipality to municipality. Expenditure per enrolled child in municipal pre-school varies from SEK 46 100 to SEK 126 100. However, in eight of ten municipalities, the expenditure is in the interval SEK 70 400–95 400, a considerably smaller interval. Expenditure per enrolled child in family day-care homes varies between SEK 40 900 and 122 700. In eighty per cent of the municipalities, the expenditure is in the interval SEK 48 800–75 100. The variation in expenditure is accordingly greater than for the pre-school. The variation in expenditure (relatively) is greatest for the leisure-time centres. The expenditure per enrolled child in the municipal leisure-time centres varies between SEK 10 600 and SEK 61 800 kronor. In the eighty per cent “middle” municipalities, the expenditure is in a considerably smaller interval, however, SEK 20 000–36 600.

The cost per enrolled child does not always give a fair picture of the costs since the attendance time of children varies. With the aid of information on attendance times from the National Agency for Education’s parent survey in autumn, the expenditure per full-time child has been calculated. Full-time children have been defined in the same way as in pre-school, family day-care home and leisure-time centres (40 hours per week) which makes it possible to compare the different activities. Leisure-time centres have by and far away the lowest expenditure per full-time child – corresponding to 63 per cent of the cost for a full-time child in pre-school and 73 per cent of the cost for a full-time child in a family day-care home.

Attendance times

The average attendance time at municipal pre-school for children aged between 1–5 was 31 hours per week in autumn 1999. Attendance times at private pre-schools is on average an hour a week more and an hour a week shorter at family day-care homes. Schoolchildren’s average attendance time was just under 17 hours per week both in municipal leisure-time centres and family day-care homes and an hour shorter in private leisure-time centres. The spread is relatively great. For instance, a third of pre-school children had attendance times that were shorter than 20 or longer than 40 hours per week. Attendance times are longest in big cities and suburban municipalities and shortest in industrial and rural municipalities.

The average attendance time at pre-school is largely the same in 1999 as in 1995. At family day-care homes, the attendance times have increased by two hours on average between 1995 and 1999.

Charges

An increased proportion of the gross expenditure on child care is financed by parental charges. In 1999, approximately 18 per cent of the costs for municipal child care were met by parental charges. In the early 1990s, this proportion was around ten per cent. The extent of charge financing is highest at the leisure-time centres. Parental charges there account for almost a quarter of the gross expenditure (24 %), compared with 16 per cent at pre-school.

The National Agency for Education carried out a survey in March 1999 of charges for pre-school and leisure-time centres for fifteen typical families². The survey shows that fees differ greatly from municipality to municipality, both as regards the levels and the design of the charge systems. For a family with average incomes and with two children at pre-school 40 hours per week, the charge varied for instance between SEK 0 and 4 200 per month. If the family instead had a child at leisure-time centre 26 hours per week, the charge varied from SEK 0 to 2 375.

² *Avgifter i förskola och fritidshem 1999*. National Agency for Education report no. 174.

3



Pre-school class

Pre-school class has been a separate type of schooling since 1998. Municipalities are obliged to offer all six-year-olds a place in a pre-school class for at least 525 hours. For children, participation is voluntary. The curriculum for the compulsory school system (Lpo 94) has been adapted as from 1 August 1998 to include the pre-school class as well. Education in the pre-school class is thus regarded as the first step towards the objectives of the curriculum. One intention with the reform is for the pre-school, school and leisure-time centre to be more closely linked and for their activities to be developed by the interaction of the different traditions of educational method.

3.1 Organisation

Pre-school classes existed in autumn 1999 in 285 Swedish municipalities, which is three more municipalities than in the preceding school year. However, four municipalities do not have pre-school classes. These report that all six-year-olds or the major part of them attend compulsory school.

In all, almost 112 300 students are enrolled in pre-school classes. This means that the number of pupils has fallen by just under 1 700 compared with the previous school year. Since the number of children in the age group has fallen at the same time by almost 6 100, the proportion of six-year-olds in pre-school class has increased from 91 to 93 per cent, however.

The great majority of pupils – 98 per cent – in pre-school class were six years old. One per cent of the pupils in pre-school class were five years old and one per cent were seven years old. In most municipalities, the majority of six-year-olds are enrolled in this type of schooling. In compulsory school, a total of 4.3 per cent of six-year-olds were enrolled. The year before, the proportion was almost six per cent.

4.4 per cent of all children in pre-school class participated in privately run activity or an independent school in autumn 1999. This was an increase from 2.6 per cent in the previous school year. The number of municipalities where pre-school classes are organised privately has increased considerably compared with the previous school year, from 83 to 111 municipalities. The proportion of pupils at such schools varies from municipality to municipality. At certain sub-

urban municipalities, there were, for instance, between 15 and 25 per cent of the pupils attended privately-run or independent schools while such activity does not exist at all in many municipalities.

Almost eleven per cent of all pupils who were enrolled in pre-school class in autumn 1999 had another mother tongue than Swedish and almost four per cent received additional tuition in their mother tongue. The proportion receiving this additional mother tongue tuition increased slightly compared with the previous school year. It is difficult to determine the size of the increase since the method of measurement was changed. The proportion was approximately the same in compulsory school. There, twelve per cent of pupils were entitled to mother tongue tuition and six per cent took part in such tuition.

Table 11. Number of pupils in pre-school class, 15 October 1999

School year Principal organiser	No. of municipalities with pre-school class	Enrolled in pre-school class			
		Total Number	5 year olds Number	6 year olds Number	7 year olds Number
1998/99	282	113 910	2 189	110 823	898
1999/00	285	112 251	1 534	109 561	1 156
<i>of which</i>					
Municipal	284	107 352	1 057	105 207	1 088
Private	50	1 037	10	1 016	11
Independent ¹⁾	100	3 862	467	3 338	57

¹⁾ This includes 171 pupils in activities at international schools.

As from autumn 1999, the collection of statistics on pre-school classes has been changed. The ambition was to better reflect integration between pre-school class and other activities. From having previously reported this collaboration from a premises-based perspective, the perspective is now more organisational. On the basis of this year's collection, it can be noted that 97 per cent of the pupils participated in activity under the same educational management (i.e. the same school head) as compulsory school or compulsory education for pupils with learning disabilities. Despite this, there were some municipalities where only a small part or none of the activity had the same educational management as the compulsory school or compulsory education for pupils with learning disabilities. .

Table 12. Educational management of pre-school classes, 15 October 1999

School year Principal organiser Educational management	Pupils in pre-school class	
	Number	Proportion (%)
1999/00	112 251	100.0
Municipal	107 352	95.6
<i>of which</i>		
with same school head as compulsory school	104 718	93.3
with same school head as compulsory education for pupils with learning disabilities	244	0.2
not part of compulsory school and compulsory education for pupils with learning disabilities management	2 390	2.1
Private/Independent	4 899	4.4
private pre-school class	1 037	0.9
at independent compulsory school ¹⁾	3 842	3.4
at independent school for pupils with learning disabilities	20	0.0

¹⁾ This includes 171 pupils in activities at international schools.

The integration reform was also followed up in a special three-year project. This was started in 1998. From the report on the second year of work, it is evident that integration with regard to organisation and premises has made considerable progress. With regard to activity, the variations from among schools and from municipality to municipality are considerably greater. In certain places, progress has made and good conditions have been created while educational reform work has just been begun in other places. The project has noted, for instance, that there were deficiencies in many places in knowledge about the intentions of the reform and the content of the curriculum, in the approach to knowledge, in the prerequisites of the staff involved for team work and with regard to the design of premises. Despite these obstacles, it was noted in the report that the main part of the staff

both at management and operational level have a positive attitude to the opportunities provided by the integration reform and the development potential. Intensive development work is also taking place in many places in Sweden.

Table 13. Pupils with another mother tongue than Swedish on 15 October 1999

School year Principal organiser	No. of pupils total	of which			
		with another mother tongue than Swedish		with additional mother tongue tuition	
		number	proportion (%)	number	proportion (%)
1999/00	1 12 251	1 1 881	10.6	4 105	3.7
<i>of which</i>					
Municipal	107 352	10 996	10.2	3 813	3.6
Private	1 037	72	6.9	10	1.0
Independent ¹⁾	3 862	813	21.1	282	7.3

¹⁾ 171 pupils in activities at international schools are included here.

3.2 Resources

Staff

The method of collecting statistics on staff in pre-school classes has been changed as from autumn 1999. A transition then took place from group to individual statistics and new providers of statistics (school heads in the compulsory school) were made use of. It is therefore uncertain whether the changes compared with the previous year are real or only due to new measurement techniques. This uncertainty means that comparisons with previous years have to be made with some caution.

In the 1999/00 school year, there was a total of 8 969 annual employees (i.e. employees recalculated as full-year posts) working with pre-school class pupils. This is an increase of 6 per cent on the previous school year. 4.1 per cent of the annual employees were at privately-run or independent pre-school. Last school year the corresponding figure was 3.4 per cent.

This year's statistics show that there are differences between the proportion of annual employees with a teaching qualification in municipal activities and among other providers. In municipal activity, the proportion of qualified pre-school teachers is 70 per cent while the corresponding proportion at private or independent schools is just under 51 per cent. However, there is a considerably larger proportion with teacher training among these providers compared with the municipal. The total proportion of annual employees with teacher training, i.e. pre-school, leisure-time pedagogue, or teacher training, also differs. The proportion with teacher training in municipal activities, is 86 per cent, and among private or independent providers 77 per cent. There also considerable differences from municipality to municipality.

At the same time as the number of annual employees has increased, the number of pupils has fallen. Together, this means that personal density has increased. Last year, the average number of pupils per annual employees was 12.9 while it was 12.5 in the 1999/00 school year. The converse value is more useful in a comparison with other school types – the number of annual employees per 100 pupils. In the 1999/00 school year, there were 8.0 annual employees per 100 pupils and 7.6 annual employees per 100 pupils at compulsory school. Personal density was higher in municipal pre-school class than at other providers – 8.0 annual employees per 100 pupils instead of 7.5.

Table 14. Staff in pre-school classes adjusted to annual employees on 15 October 1999

School year Principal organiser	Total no. of annual employees	No. of annual employees per 100 pupils		Proportion (%) of annual employees with				
		Total	With higher education	Higher education total	<i>of which</i> Pre-school teacher training	Leisure-time pedagogue training	Teacher training	Youth recreation leader training
1999/00	8 969	8.0	6.8	86.0	69.3	6.9	8.3	0.7
<i>of which</i>								
Municipal	8 599	8.0	6.9	86.0	74.0	9.6	1.8	0.4
Private ¹⁾	369	7.5	5.8	77.2	64.8	6.2	10.6	1.0

¹⁾ This includes privately-run activities at independent and international schools.

Expenditure

Expenditure on pre-school classes totalled SEK 3.6 billion, which corresponds to four per cent of the total expenditure in the school system. Total resources have increased by over 20 per cent since last year but since this new type of schooling started during 1998, many municipalities only carried out this activity in the latter half of the year. Activity in the pre-school class is often integrated with the compulsory school and leisure-time centres both as regards premises and staff. This means that those providing information have sometimes had to make estimates and standardised distributions of costs for both staff and premises. The results should therefore be interpreted with caution.

Activities run by the municipality account for 96 per cent of the total expenditure. The average expenditure per pupil was then SEK 31 900. This corresponds to 60 per cent of the expenditure on a pupil at compulsory school and is slightly more than a third of the cost for a child at pre-school. The expenditure per child enrolled in an leisure-time centre is somewhat lower than in a pre-school class, however. The municipality is obliged to offer a place in a pre-school class for 525 hours a year. Pupils at compulsory school and children in pre-school spend more hours than in these activities, which, of course, partly explains the difference in expenditure. The problem of differentiating expenditure for pre-school classes from other collaborating activities can also be the explanation for part of the difference. Expenditure per pupil varies very greatly between different municipalities. The spread is less between groups of municipalities. The expenditure per pupil is highest in rural municipalities (SEK 36 600) and lowest in industrial municipalities (SEK 28 400). The expenditure is also under SEK 30 000 per pupil in big cities and suburban areas.

The greatest part of the expenditure, on average 70 per cent, is costs for staff. The cost of premises accounted on average for 16 per cent of the total expenditure. This expenditure is probably underestimated due to the problems in separately accounting for the expenditure on pre-school classes mentioned above. A number of municipalities report a staff cost that makes up over 90 per cent of the total expenditure, which confirms this.

Just over three per cent of all pre-school class pupils attended activities arranged by another provider than the municipality. This activity can then be carried out in an independent pre-school class or as a separate activity. The municipal grant to pupils at private and independent providers was SEK 26 700 per pupil on average, which is 16 per cent lower than the expenditure per pupil in municipal pre-school classes. The level of compensation varies greatly, however, between municipalities. The total municipal grant to activities arranged by private and independent providers totalled SEK 100 million, which corresponds to three per cent of the total expenditure for pre-school classes.

Expenditure on pupils in independent pre-school classes, i.e. a pre-school class in an independent school, totalled SEK 37 200 per pupil in 1999, according to the schools' reports. 66 per cent of this expenditure was for staff and 21 per cent premises. Schools report an average grant per pupil of SEK 33 500, which makes up 90 per cent of the total expenditure per pupil. Expenditure per pupil in pre-school classes in international schools is higher, SEK 48 500 per pupil.

Table 15. Expenditure on pre-school classes in 1999, by provider and type of expenditure

	All principal organisers ¹⁾		Municipal principal organiser		Private activity ²⁾		Independent pre-school class ³⁾	
	Total expenditure MSEK	Expenditure per pupil, SEK	Total expenditure MSEK	Expenditure per pupil, SEK	Total expenditure MSEK	Expenditure per pupil, SEK	Total expenditure MSEK	Expenditure per pupil, SEK
1999 Total	3 623	32 000	3 484	31 900	34	31 100	99	37 200
<i>of which</i> Staff	.	.	2 454	22 500	.	.	66	24 700
Premises ⁴⁾	.	.	547	5 000	.	.	21	7 900
Other	.	.	483	4 400	.	.	12	4 600

¹⁾ The expenditure also includes expenditure for international schools.

²⁾ The expenditure relates to the municipal grant for private activity, not the actual expenditure.

³⁾ The expenditure does not include expenditure for international schools.

4



Compulsory school

According to the Education Act, all children in Sweden aged between 7 and 16 must attend school. The number of children largely complies with the population trend although other factors also affect the number of pupils. In 1991, parents were given the right to request that their children should start school at the age of six. From 1 July 1997, municipalities are obliged to provide six-year-olds with a place at compulsory school if the custodians of the child so request.

There is a general endeavour to view children's education in a longer perspective – as part of life-long learning. All educational activity for children and young people is to be viewed as a whole and a common approach developed for children and young people. Child care, i.e. pre-school activity and school child care, is therefore being integrated in various ways with the compulsory school. In order to stimulate this development, the Riksdag decided on certain changes. On 1 January 1998, the statutory provisions on child care were transferred from the Social Services Act to the Education Act. At the same time, the pre-school class was introduced as a new type of schooling for six-year-olds (see previous section). The National Agency for Education took over the national responsibility for matters relating to child care from the National Board of Health and Welfare.

The integration between child care and school can be facilitated if they are under the same educational management. According to a survey carried out by the National Agency for Education in March 1998, 76 per cent of the school heads responsible for the compulsory school were also responsible for pre-school classes, 80 per cent were responsible for leisure-time centres and 23 per cent for pre-schools. A large majority of Sweden's compulsory school school heads thus have a managerial responsibility that includes more activities than the compulsory school.

4.1 Organisation

The total number of pupils at the compulsory school fell throughout the 1980s and reached its lowest level in the 1991/92 school year since the 1965/66 school year. This trend was reversed in the 1992/93 school year when the number of pupils started to increase. During the most recent school year, the number of students increased by 24 600. In the 1999/00 school year, there were 1 034 881 pupils at the compulsory school. The number of pupils at the compulsory school has increased by 96 000 in five years, or an increase of 10.2 per cent. The increase in the number of pupils is expected to continue in the next few years.

Table 16. The number of pupils in compulsory school on 15 October 1995–1999 by principal organiser

	1995/96	1996/97	1997/98	1998/99	1999/00
Compulsory school, total	938 869	958 972	984 171	1 010 227	1 034 881
<i>of which</i>					
Municipal schools	918 490	935 517	957 083	979 374	999 551
Sami schools	132	145	155	171	155
Independent schools	20 076	21 763	25 337	29 130	33 619
International schools	..	1 376	1 402	1 402	1 382
National boarding schools	171	171	194	150	174

Compulsory school education takes place at municipal compulsory schools, government-run sami schools, independent schools, international schools and national boarding schools.

The total number of compulsory schools was 5 048 in 1999, an increase of 56 schools since the preceding school year. The number of municipal and independent schools has increased, municipal schools from 4 655 to 4 671 and independent schools from 331 to 362.

97 per cent of compulsory school pupils attend municipal compulsory schools. In the 1999/00 school year, 33 619 pupils attended independent schools, which corresponds to three per cent of compulsory school pupils. Five years ago, in the 1995/96 school year, 20 076 pupils attended independent schools. Viewed in a five-year perspective, the number of pupils has accordingly increased by 13 500, or an increase of almost 70 per cent.

In earlier publications, national boarding schools and international schools were reported together with independent schools. As from this year, these will be reported separately. In this report, international schools and national boarding schools are only reported separately in tables 16 and 20. In other cases, they are included in the total statistics for independent schools. In the 1999/00 school year, 1 382 pupils attended international schools and 174 pupils were at national boarding schools.

Table 17. Number of municipalities, school management areas, schools and pupils in compulsory school, 15 October 1995–1999

School year	No. of school municipalities	No. of school management districts	No. of schools	No. of pupils per Municipality School	Pupils resident in another municipality ¹⁾		
					Number	Proportion (%)	
1995/96	288	3 234	4 934	3 260	190	6 314	0.7
1996/97	288	3 256	4 936	3 330	194	6 903	0.7
1997/98	288	3 300	4 981	3 417	198	7 150	0.7
1998/99	288	3 340	4 992	3 508	202	7 766	0.8
1999/00	289	3389	5048	3581	205	.	.
<i>of which</i>							
Municipality	289	3 019	4 671	3 459	214	8 495	0.8
Sami school	6	1	6	26	26	.	.
Independent ²⁾	131	369	371	269	95	.	.

¹⁾ Only includes pupils in municipal compulsory schools.

²⁾ Including international and national boarding schools.

In autumn 1999, compulsory school education took place in all of Sweden's 289 municipalities. The number of pupils varied greatly from municipality to municipality, from 300 to 60 000.

The average number of pupils per school was 205. The average was 214 at municipal schools and 95 at independent schools, including international

Table 18. The number of pupils in the compulsory school on 15 October 1995–1999

School year Principal org. Sex	No of pupils										All years
	year 1	year 2	year 3	year 4	year 5	year 6	year 7	year 8	year 9	year 1–9	
1995/96	120 008	109 918	108 029	105 177	100 438	97 227	97 825	98 642	101 276	938 540	
1996/97	124 099	117 094	110 032	107 711	105 494	100 623	97 146	98 006	98 767	958 972	
1997/98	128 779	120 338	117 007	109 489	107 765	105 504	100 232	97 284	97 773	984 171	
1998/99	126 014	126 617	120 156	116 397	109 782	107 947	105 338	100 536	97 440	1 010 227	
1999/00	122 934	124 670	126 800	119 575	116 446	110 353	107 755	105 758	100 590	1 034 881	
boys (%)	51.4	51.6	51.2	51.3	51.4	50.9	51.2	51.3	51.2	51.3	
girls (%)	48.6	48.4	48.8	48.7	48.6	49.1	48.8	48.7	48.8	48.7	
<i>of which</i>											
Municipality	117 994	120 111	122 353	115 220	112 559	106 511	104 406	102 609	97 788	999 551	
boys (%)	51.5	51.7	51.3	51.3	51.5	51	51.3	51.4	51.3	51.4	
girls (%)	48.5	48.3	48.7	48.7	48.5	49	48.7	48.6	48.7	48.6	
Sami school	27	24	26	28	28	22	.	.	.	155	
boys (%)	44.4	58.3	46.2	42.9	57.1	59.1	.	.	.	51	
girls (%)	55.6	41.7	53.8	57.1	42.9	40.9	.	.	.	49	
Independent¹⁾	4 913	4 535	4 421	4 327	3 859	3 820	3 349	3 149	2 802	35 175	
boys (%)	49.4	50.8	50.6	49.2	47.6	49.3	49.4	46.7	49.8	49.3	
girls (%)	50.6	49.2	49.4	50.8	52.4	50.7	50.6	53.3	50.2	50.7	

¹⁾ Including international and national boarding schools.

schools and national boarding schools. A third of the municipal compulsory schools had fewer than 1000 pupils while just over two-thirds of the independent compulsory schools including international schools and national boarding schools had fewer than 100 students. There were 69 compulsory schools with over 700 pupils. One of these was independent.

Table 18 shows the total number of pupils in compulsory school by year, principal and sex. In autumn 1999, there were approximately 123 000 pupils in year 1 while year 9 had just over 100 000 pupils. The largest number of pupils were in year 3, almost 127 000.

Earlier school start

As previously mentioned, six-year-olds have the right to attend compulsory school if their parents so wish. In autumn 1999, 123 000 students began in year 1. 5 000 (4.1%) of them were at most six years old. As shown in Table 19, the proportion of six-year-olds has declined in the most recent school years. This reduction is explained by the new type of schooling, the pre-school class, being introduced as from the previous school year (see chapter 3). In most municipalities, only a few per cent of the pupils in year 1 are six years old. However, there is a small number of municipalities where a very large proportion of pupils in year 1 are six years old.

Table 19. The number of pupils in year 1 on 15 October 1995–1999 by age

School year Sex Principal organiser	No. of pupils in year 1	<i>of which</i>			
		6 years old or younger		7 years old or older	
		number	proportion	number	proportion
1995/96	120 008	8 899	7.4	111 109	92.6
1996/97	124 099	10 066	8.1	114 059	91.9
1997/98	128 779	9 099	7.1	119 680	92.9
1998/99	126 014	7 287	5.8	118 727	94.2
1999/00	122 934	5 005	4.1	117 929	95.9
<i>of which</i> Boys	63 171	2 200	3.5	60 971	96.5
Girls	59 763	2 805	4.7	56 958	95.3
Municipality	117 994	4 290	3.6	113 704	96.4
Sami school	27	3	11.1	24	88.9
Independent ¹⁾	4 913	712	14.5	4 201	85.5

¹⁾ Including international schools and national boarding schools.

Of the six-year-olds in year 1, there are more girls than boys – 2 805 girls in relation to 2 200 boys. Another interesting observation is that the proportion of six-year-olds in year 1 is four times greater in independent schools including international schools and national boarding schools compared with municipal schools.

Independent schools

According to Chapter 9, section 1, of the Education Act, school attendance may take place in an independent school provided that the school has been approved for this purpose. Applications for approval for ordinary schooling are considered by the National Agency for Education.

In the 1999/00 school year, 33 619 compulsory school pupils were taught in independent schools – an increase by 4 500 pupils or 15 per cent compared with the previous year. This means that 3.2 per cent of all compulsory school pupils in the 1999/00 school year were taught in independent schools. In autumn 1999, there were 362 independent schools at compulsory school level, which means an increase of 40 schools compared with the 1998/99 school year. In addition, there were six international schools and three national boarding schools.

As in previous school years, most independent schools are to be found in the group with special educational methods (such as Montessori and Waldorf). In the 1999/00 school year, this group consisted of 135 schools with 12 170 pupils. Another large group among independent schools is schools with a general profile – 121 schools with a total of 10 846 pupils. The number of independent schools with a general profile increased more quickly than schools with a special educational profile last year. The third largest category is schools with a denominational profile, 55 schools with a total of 5 071 pupils. Four of five pupils in independent schools at compulsory school level are taught in schools with one of these three profiles.

Table 20. Number of school municipalities, schools and pupils according to different profiles in independent schools in the compulsory school, 15 October 1995 –1999

Independent schools International schools National boarding schools School year Profile	No. of school municipalities	No. of schools	No. of pupils
1995/96 ¹⁾	100	238	20 247
1996/97 ¹⁾	109	266	23 310
1997/98 ¹⁾	118	296	26 933
1998/99 ¹⁾	124	331	30 682
1999/00¹⁾	131	371	35 175
Independent schools	130	362	33 619
<i>of which profile</i>			
General	71	121	10 846
Special educational method	69	135	12 170
Denominational	34	55	5 071
Language/ethnic	11	17	2 729
Special subject profile	15	17	2 582
Other	14	17	221
International schools	3	6	1 382
National boarding schools	3	3	174

¹⁾ Including international schools and national boarding schools.

In autumn term 1999, 65 per cent of the independent schools including international schools and national boarding schools and 73 per cent of the pupils in independent schools were in the three big city counties, Stockholm, Västra Götaland and Skåne. However, independent existed in every county in Sweden and in 130 of Sweden's 289 municipalities. The highest proportion of compulsory school pupils in independent schools is in Lidingö municipality (18.2 %).

Most independent schools are small. Over 40 per cent of the independent schools had less than 50 pupils in autumn term 1999 and only 17 independent

schools had more than 300 pupils. On average, the independent schools had 95 pupils per school in autumn term 1999, which was an increase from the previous year of two pupils per school. The corresponding figure for municipal compulsory school was 214 pupils per school, an increase from the previous year of four pupils per school.

The number of pupils in independent schools is significantly higher in the first years of the compulsory schools than in later years. In autumn term 1999, almost double as many pupils attended independent schools in year 1 compared with year 9.

The proportion of girls in independent schools is rather higher than the proportion of boys (50.7% and 49.3% respectively), while the opposite applies for the compulsory school as a whole (48.7% and 51.3% respectively).

Tuition in English

The new curriculum made it possible for the principal organisers to decide the year in which tuition in English was to start. In autumn term 1999, over 33 per cent of the pupils in the compulsory school year 1 studied English. The proportion of pupils in independent schools who study English in year 1 is considerably higher, however (54%).

Language choice

According to Chapter 2, sections 7 and 8 of the Compulsory School Ordinance, every municipality is obliged to offer at least of two of the languages French, Spanish and German as a second foreign language (B-language). A municipality is obliged to arrange tuition in a B language if at least five pupils wish to study the language and if the pupils can be considered to be able to continue their studies of the language at the upper secondary school. Other B languages may also be offered to pupils. If the pupil or their custodians so wish, tuition in the mother tongue, Swedish as a second language, English or sign language may be offered as a language option for a pupil instead of a B language. A municipality is obliged to arrange tuition in such a language if at least five pupils choose the language.

The proportion of pupils with a B language or alternatives to a B language in year 6 has fallen slightly. In the 1999/00 school year, this proportion was just under 80 per cent, a reduction from the previous school year of approximately 0.5 percentage points.

In year 7, 8 and 9, approximately 98 per cent of the pupils study a B language or alternatives to a B language, a small reduction compared with the 1998/99 school year. As in the preceding school year, B languages are more

Table 21. Pupils in year 6, 7, 8 and 9 by language option, 15 October 1999

Typ av språkval	Year 6			Year 7			Year 8			Year 9		
	Prop. of pupils (%) of All	Boys	Girls	Prop. of pupils (%) of All	Boys	Girls	Prop. of pupils (%) of All	Boys	Girls	Prop. of pupils (%) of All	Boys	Girls
B language	69.9	67.9	72.2	78.9	74.2	83.8	70.7	63.9	77.9	63.5	55.8	71.6
German	30.0	32.2	27.8	40.5	42.8	38.3	38.8	39.5	38.2	37.6	37.3	37.9
French	19.6	16.1	23.3	24.0	18.5	29.8	21.8	15.9	28.1	19.1	12.9	25.7
Spanish	13.3	12.6	14.1	14.3	12.8	15.7	10.0	8.4	11.6	6.7	5.5	7.9
Other B language	7.0	7.0	7.0	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.1
Alternative to B language	9.9	11.8	7.9	19.2	23.6	14.5	27.4	34.0	20.4	34.3	41.8	26.6
Mother tongue	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Sw 2	0.2	0.2	0.2	0.4	0.5	0.3	0.5	0.6	0.4	0.5	0.6	0.5
Swedish	0.7	0.8	0.5	1.5	1.9	1.0	2.6	3.4	1.8	3.5	4.4	2.6
English	4.9	5.6	4.1	7.5	9.0	5.9	10.3	12.4	8.1	12.7	15.0	10.3
Sign language	0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.1
Swedish/English	3.8	4.8	2.8	9.5	11.8	7.0	13.3	16.9	9.5	16.9	21.0	12.6
Other combination	0.2	0.3	0.2	0.2	0.3	0.2	0.4	0.5	0.3	0.5	0.6	0.4
Total language choice	79.8	79.7	80.1	98.1	97.8	98.3	98.1	97.9	98.3	97.8	97.6	98.2
No. of pupils	110 353	56 190	54 163	107 755	55 174	52 581	105 758	54 236	51 522	100 590	51 513	49 077

common among girls, while alternatives to B languages are more common among boys. The highest proportion of pupils with B languages is in year 7 where four of five pupils read a B language. In year 9 three of five pupils read a B language. Among B languages, German still dominates. However, a continued increase in Spanish in year 6 is noted. The proportion choosing Spanish in year 6 has increased from 6 per cent in the 96/97 school year to over 13 per cent three years later.

The proportion of pupils with alternatives to B languages increases in higher years. In year 7, just under 20 per cent of the pupils choose alternatives to B language and in year 9 just over 34 per cent, a reduction of one percentage point compared with the 1998/99 school year. Boys and girls make different choices. 42 per cent of the boys in year 9 choose alternatives to B languages while the corresponding proportion for girls is just under 27 per cent.

Among the alternatives to a B language, most pupils choose the combination Swedish/English, English or Swedish. In year 9, 21 per cent of the boys studied the combination Swedish/English as an alternative to B language and 15 per cent English while the corresponding figures for girls are 13 and 10 per cent. The proportion who study the combination Swedish/English has increased slightly both for girls and boys compared with the 1998/99 school year.

Mother tongue tuition and Swedish as a foreign language

In autumn term 1999 it was reported that 123 057 compulsory school pupils were entitled to additional mother tongue tuition, which is equivalent to 11.9 per cent of all pupils, approximately the same proportion as in the immediate preceding years. Of the entitled pupils in the 1999/00 year, over half took part in mother tongue tuition as in the preceding school years.

The largest municipalities in terms of population had a considerably larger proportion of pupils who were entitled to mother tongue tuition than the smallest municipalities. In the three big city municipalities, Stockholm, Gothenburg and Malmö, on average over 30 per cent of the pupils in the compulsory school in the 1999/00 school year were entitled to mother tongue tuition while the corresponding figure for rural municipalities was 2.8 per cent. In the municipalities that have a large proportion of compulsory school pupils entitled to mother tongue tuition, a larger proportion also take part in tuition. The same situation also applies for teaching of Swedish as a second language. In independent schools, the proportion of compulsory school pupils entitled to mother tongue tuition was larger (19.5%). In the independent schools, a larger proportion of the eligible pupils also take part in mother tongue tuition.

For the compulsory school as a whole, approximately 64 per cent of the participants in mother tongue tuition are taught outside the normal timetable, an increase of approximately four percentage points compared with the previous school year.

The proportion of pupils who receive teaching in Swedish as a second language is somewhat less than in the 1997/98 school year, 5.7 per cent compared with 6.1.

Table 22. Mother tongue and Swedish as a second language (Sw2) in the compulsory school 15 October 1997–1999

School year Principal org.	No. of pupils entitled to mother tongue tuition	Prop. (%) of entitled of all pupils	Participants in mother tongue tuition				Participants in Sw 2		
			Number	Proportion (%) of		Prop. (%) outside timetabled tuition	Number	Proportion (%) of	
			all pupils	entitled pupils			all pupils	entitled pupils	
1997/98	115 846	11.8	62 100	6.3	53.6	59.7	59 930	6.1	51.7
1998/99	119 352	11.8	62 671	6.2	52.5	59.6	58 210	5.8	48.8
1999/00	123 057	11.9	63 986	6.2	52.0	63.5	59 188	5.7	48.1
<i>of which</i>									
Municipal	116 038	11.6	59 580	6.0	51.3	64.2	56 417	5.6	48.6
Sami school	155	100.0	155	100.0	100.0	0.0	2	1.3	1.3
Independent ¹⁾	6 864	19.5	4 251	12.1	61.9	55.6	2 769	7.9	40.3

¹⁾ Including international and national boarding schools.

Table 23. The ten largest mother tongues in the compulsory school 15 October 1999

Mother tongues	No. of pupils entitled to mother tongue tuition	Proportion (%) entitled of all pupils	Participants in mother tongue tuition				Participants in Sw 2		
			Number	Proportion (%) of		Proportion (%) outside timetabled tuition	Number	Proportion (%) of	
			all pupils	entitled pupils			all pupils	entitled pupils	
10 largest mother tongues									
Albanian	7 199	0.7	4 591	0.4	63.8	60.5	4 624	0.4	64.2
Arabic	16 962	1.6	10 710	1.0	63.1	65.1	10 698	1.0	63.1
Bosnian/Croat/Serb	14 078	1.4	6 715	0.6	47.7	69.5	7 222	0.7	51.3
English	5 234	0.5	2 603	0.3	49.7	58.3	1 359	0.1	26.0
Finnish	13 530	1.3	5 865	0.6	43.3	37.4	3 553	0.3	26.3
Kurdish	3 864	0.4	2 013	0.2	52.1	59.7	2 629	0.3	68.0
Persian	7 069	0.7	4 513	0.4	63.8	72.2	3 214	0.3	45.5
Polish	4 407	0.4	2 258	0.2	51.2	67.4	1 181	0.1	26.8
Spanish	9 746	0.9	5 220	0.5	53.6	66.3	4 091	0.4	42.0
Turkish	4 965	0.5	2 687	0.3	54.1	66.7	3 291	0.3	66.3
Other languages (110)	35 715	3.5	16 769	1.6	47.0	66.9	17 165	1.7	48.1
Unspecified languages	288	0.0	42	0.0	14.6	61.9	161	0.0	55.9
Total	123 057	11.9	63 986	6.2	52.0	63.5	59 188	5.7	48.1

The distribution of the number of pupils according to different mother tongues has not changed significantly since the preceding school year. Participation in mother tongue tuition is still slightly lower for the smaller mother tongues than for the ten largest, with the exception of Finnish. The highest participation in mother tongue tuition is among pupils with Albanian, Arabic and Persian as their mother tongues. Over 60 per cent of pupils with these mother tongues take part in mother tongue tuition.

The variation in participation is even greater as regards Swedish as a second language. The highest participation in teaching of Swedish as a second language is among pupils with Kurdish as their mother tongue (68%), Turkish (66%) and Albanian (64%), while pupils with English (26%), Finnish (27%) and Polish (27%) mother tongues have the smallest proportion of pupils participating.

4.2 Resources

Teachers

Almost 87 400 teachers were employed (excluding short-term employees) in the compulsory school according to the measurement in October 1999. This means that the number of teachers in the compulsory school has increased for the third year running. The increase compared with the previous year was over 2 400 teachers. The average level of duty was 89.7 per cent. This means almost 78 400 full-time posts after taking part-time work into consideration. This was over 2 000 more than the previous autumn. The proportion of teachers who are on full leave of absence has also increased. During the past five years, the increase has been two percentage points from 5.5 per cent in autumn 1995 to 7.5 per cent in autumn 1999.

The proportion of the annual workforce (i.e. after conversion to full-time posts) without teacher training totalled 13 per cent. This is over one percentage point more than the previous year and is an increase of 4.6 percentage points in three years. Male teachers lack teacher training to a greater extent than female teacher and the difference has continued to increase.

In the independent schools, the proportion of teachers (converted to full-time posts) with teacher training increased by five percentage points compared with the previous year. However, the proportion of qualified teachers was considerably lower than in the municipal schools. Among the municipalities, the pro-

portion of annual employees who lacked teacher training varied from just over one to almost 30 per cent. Ten per cent of the municipalities had over 20 per cent without teacher training.

Teacher staffing numbers, calculated as the number of teachers (converted to full-year posts) per 100 pupils, is presented in table 24. It is shown there that in autumn 1999, teacher staffing ratio was 7.6 which meant an unchanged level compared with the previous year, but still somewhat higher than in autumn 1997 when it was 7.5.

The fact that the level of teacher staffing is still low compared with 1996 and before does not necessarily mean that there are fewer adults in schools. The activity in the pre-school class, compulsory school and leisure-time centres are namely being integrated to an increasing extent. This means that more categories of staff are coming into the schools. In order to reflect this, the collection of statistics for the teachers' register was supplemented in autumn 1999 for the first time with information on pre-school teachers and leisure-time centre staff.

A new measure of staffing numbers has now been worked out. This shows that in autumn 1999, there were 7.8 full-time posts per 100 children. This measure includes teachers (including pre-school teachers), leisure-time pedagogues and youth recreation leaders. The new measure then shows a higher value than the staffing ratio mentioned above (7.6), although not substantially higher. It should therefore be pointed out that the additional staff that the integration of activities lead to undoubtedly applies mainly to the lowest years.

For a long time, we know that the division of sexes among compulsory school teachers has been uneven. Unfortunately, it can be noted that this imbalance is increasing. In autumn 1999, the proportion of women was 74 per cent while seven years earlier – autumn 1992 – it was 70 per cent. The proportion of women was also increasing among headteachers and deputy heads. In autumn 1999, it was 62 per cent while it was 53 per cent in autumn 1993, or six years earlier.

It can be seen from table 24 that teacher density is somewhat higher in the independent schools than in schools run by the municipalities. Among the municipalities, the staffing ratio varied from 5.9 to 10.3 teachers per 100 pupils. Teacher staffing ratio is generally greatest in rural municipalities.

Table 24. Teachers in compulsory school week 42 1997 och 1998 and week 41 1999

School year Teacher training Principal organiser	No. of teachers			Average extent of duty in per cent	No. of teachers converted to full-time posts		No. of teachers (full time) per 100 pupils	
	Total	of which			Total	of which permanent posts	Total	Excl. mother tongue and Sw 2 teachers
		Men	Woman					
1997/98 All teachers	82 176	21 823	60 353	90.4	74 257	64 146	7.5	7.2
<i>of which</i>								
No. with teacher training	73 788	18 620	55 168	92.1	67 986	61 807	.	.
Proportion (%) with teacher training	89.8	85.3	91.4	.	91.6	96.4	.	.
1998/99 All teachers	84 938	22 394	62 544	89.9	76 359	64 101	7.6	7.3
<i>of which</i>								
No. with teacher training	73 606	18 148	55 458	91.6	67 433	61 102	.	.
Proportion (%) with teacher training	86.7	81.0	88.7	.	88.3	95.3	.	.
1999/00 All teachers	87 374	23 019	64 355	89.7	78 391	65 141	7.6	7.3
<i>of which</i>								
No. with teacher training	74 864	18 283	56 581	91.1	68 203	61 907	.	.
Proportion (%) with teacher training	85.7	79.4	87.9	.	87.0	95.0	.	.
Per principal 1999/00								
Municipality (all teachers)	83 742	22 031	61 711	90.3	75 632	62 929	7.6	7.3
Proportion (%) with teacher training	86.6	80.5	88.7	.	87.6	95.7	.	.
Sami school (all teachers)	37	3	34	75.9	28	18	18.1	15.2
Proportion (%) with teacher training	78.4	66.7	79.4	.	75.1	94.4	.	.
Independent (all teachers)¹⁾	3 733	1 024	2 709	73.2	2 731	2 194	7.8	7.5
Proportion (%) with teacher training	65.6	55.7	69.3	.	69.3	74.3	.	.

¹⁾ Including international schools and national boarding schools.

Expenditure

Total expenditure for all schools at compulsory school level in 1999 was SEK 56.3 billion, including the home municipality's costs for school transport. Compared with the previous year, this represents an increase of SEK 3.3 billion in fixed prices (the expenditure for 1998 has been converted with the aid of the CPI, the consumer price index which increased by 0.5 per cent between 1998 and 1999). Of the total expenditure, almost 97 per cent of the expenditure was for municipal compulsory schools and just under three per cent was for independent schools. The remaining 0.2 per cent consisted of expenditure for national boarding schools, international schools and the sami school.

Expenditure for the municipal compulsory school in 1999 was SEK 54.5 billion, including the expenditure of the home municipality for school transport. Calculated per student, this corresponds to SEK 54 900, which is an increase compared with 1998 of 3.3 per cent in fixed prices.

In a comparison over a longer time period, between the years 1991 and 1999, the expenditure per pupil has fallen by over five per cent or approximately SEK 3 000 per pupil (fixed prices). This is above all due to substantial savings in teaching. This expenditure has fallen by almost twelve per cent or approximately SEK 3 500 per pupil between these years. This is in turn due to staffing numbers in the compulsory school having reduced. In 1999 the number of teachers per 100 pupils was 7.6 which can be compared with 9.4 in 1991. Expenditure on tuition has, however, increased between 1998 and 1999. This is probably due to a higher level of wages in the sector due to the new teachers' agreement. Staffing numbers were largely unchanged from 1998 to 1999.

Expenditure on textbooks, equipment and the school library increased greatly between 1996 and 1998, an increase of approximately 30 per cent. Part of the explanation for this increased cost is in the investment made by the KK-foundation (Stiftelsen för kunskaps- och kompetensutveckling) to develop schools' use of IT. During 1999, a large proportion of municipalities invested in textbooks/equipment/school libraries, but not to the same extent as previously. Between 1998 and 1999, expenditure on teaching materials/equipment/school library fell by almost 19 per cent or approximately SEK 510 kronor per pupil. Expenditure on pupil welfare also fell compared with the previous year, a reduction of four per cent or SEK 45 per pupil. Expenditure on school meals reported an increase since last year (+4 %).

In 1999, the cost of premises was SEK 11 000 per pupil in the municipal compulsory school. It is difficult to compare expenditure on premises in 1999 with 1998 since the statistics for 1998 were estimated from information from the municipal accounts. If a comparison is instead made with the statistics from 1997, expenditure for premises per pupil fell by around ten per cent. This reduction is probably due in part to the increased integration between pre-school, leisure-time centres and schools changing requirements for premises and making possible a more rational use of premises.

Expenditure per pupil varied among municipal principals from SEK 37 000 to SEK 76 200. For 80 per cent of the municipalities, expenditure per pupil varied between SEK 46 200 and SEK 59 600.

Expenditure for independent schools at compulsory school level in 1999 was SEK 1 642 million (including new schools that did not have any activity throughout 1999). Expenditure per pupil for the schools that engaged in activities throughout the year was SEK 52 100, which is an increase of over one per cent compared with 1998. Expenditure per pupil is lower in the independent schools than in the municipal, a difference of approximately SEK 1 300 per pupil (when school transport cost has been discounted), which is equivalent to 2.4 per cent. The independent schools have on average somewhat higher expenditure for teaching, school mealtimes and teaching materials than the municipal schools although lower expenditure for pupil welfare and premises.

The total expenditure for the international schools in 1999 was SEK 80.6 million. The expenditure per pupil in the international schools was SEK 57 300, which is an increase of SEK 2 100 compared with 1998. The national boarding school's expenditure totalled SEK 13.5 million. In 1999, a pupil at a national boarding school cost on average SEK 82 900.

The sami school's expenditure totalled SEK 26.5 million in 1999. Calculated per pupil (including pupils in integrated teaching), this corresponds to SEK 82 600. School transport and student homes cost considerably more for the sami school than the municipal schools, SEK 8 800 compared with SEK 1 500 kronor per pupil.

Table 25. Expenditure for the compulsory school in 1997, 1998 and 1999, by principal organiser and type of expenditure (current prices)

	All principal organisers ¹⁾			Municipal principal organisers ²⁾			Independent schools ³⁾		
	Total expenditure, MSEK	Proportion (%)	Expenditure per pupil ⁴⁾ , SEK	Total expenditure, MSEK	Proportion (%)	Expenditure per pupil ⁴⁾ , SEK	Total expenditure, MSEK	Proportion (%)	Expenditure per pupil ⁴⁾ , SEK
1997 Total	50 935	100	52 400	49 728	100	52 400	1 091	100	47 300
1998 Total	52 786	100	52 900	51 292	100	52 900	1 374	100	51 300
1999 Total	56 295	100	54 900	54 530	100	54 900	1 642	100	52 100
<i>of which</i> Tuition	27 099	48	26 500	26 236	48	26 500	806	49	27 300
Premises	11 239	20	11 000	10 913	20	11 000	303	18	10 200
Schools meals	3 410	6	3 300	3 286	6	3 300	117	7	4 000
Teaching material, equip. library	2 320	4	2 300	2 219	4	2 200	96	6	3 200
School	1 540	3	1 510	1 538	3	1 500	.	.	.
Pupil welfare	1 077	2	1 050	1 055	2	1 060	21	1	710
Other	9 507	17	9 300	9 283	17	9 400	197	12	6 700

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

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

³⁾ Independent schools with municipal or central government grants. Expenditure for national boarding schools and international is not included in the expenditure for independent schools. Expenditure per pupil relates to independent schools which have carried out activity throughout the year. The expenditure also includes expenditure for schools that have not engaged in activity throughout the whole year (SEK 41.3 million in 1997, SEK 65 million in 1998 and SEK 102.8 million in 1999).

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

4.3 Results

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

For selection to upper secondary school, a grade score is calculated for the students. This grade score consists of the total of the grades for the pupil's 16 best grades. The grade score for pass is 10, for pass with distinction 15 and for pass with special distinction 20. The highest possible grade score for the 16 best grades in a final grade is accordingly 320. The grade score cannot be compared with the previous relative average grades.

The average grade score for the 96 559 pupils who finished year nine in spring 1999 was 202.1, an increase compared with the previous year when the average value was 201.2. The group pupils with a foreign background had a lower merit rating, 185.3. This group of pupils is very heterogeneous, however. A pupil with a foreign background can either have two foreign parents and be born in Sweden or have come as an immigrant to Sweden before or during their schooling. In the 1999/00 school year, for the first time, girls with a foreign background receive higher average grade score than boys who do not have a foreign background.

Pupils at independent compulsory schools who have received grades according to the goal and knowledge-related grade system have a higher average grade score (227.3) than pupils in municipal schools (201.6). The average grade score for the municipal schools varies between the country's municipalities from 176.5 to 238.2. The highest average grade score is achieved by pupils in suburban municipalities (204.3) and rural municipalities (204.2).

Over time girls have had considerably higher average grades with the old relative grade system than boys. This pattern remains with the new knowledge-related grade system. The average grade score of girls in the municipal school is 213.0 and boys is 190.8. Girls have better grades than boys in every subject except physical education and technology – the same pattern as in the old grade system. However, the spread for Technology is greater than for boys. A higher proportion of boys have the grade Pass with special distinction although the proportion of boys who do not achieve the goals in Technology is also higher than among the girls.

Differences between girls and boys average grade score varies from municipality to municipality. The greatest difference in average grade score between girls and boys is in the group rural municipalities and the least in the big cities. Only in two of the country's municipalities do boys have a higher grade score than girls.

In order for a pupil to be eligible to apply to the national and special programmes at upper secondary school, it is required that the pupil has at least the grade pass in Swedish/Swedish as a second language, English and Mathematics. In all, 90.3 per cent of pupils who achieved this eligibility, 92.1 per cent of the girls and 88.6 per cent of the boys. Among pupils with a foreign background, there were fewer who were eligible 89.6 per cent. The individual programme is available for pupils who lack this eligibility.

More than every fifth pupil or almost 23 per cent of the pupils who left compulsory school in spring 1999 did not achieve the objective in one or more compulsory subjects, an increase by over two per cent compared with the previous school year. Of all pupils, just under 8 per cent did not achieve the knowledge objectives in one subject and almost 15 per cent did not achieve the objectives in two or more subjects. This means that almost 21 500 pupils have failed one or more subjects. Among the pupils who failed two or more subjects, pupils with a foreign background are over-represented. The nature-oriented subjects had the highest proportion of pupils who failed to achieve the goals. Of the pupils who received an aggregate natural science grade, this was 10.6 per cent and of those who received separate grades in the subjects biology, physics and chemistry, it was between 7.5 and 9.2 per cent who did not achieve the goals.

One per cent of the pupils, 1 044 pupils, who finished year nine, received no final grade at all, i.e. did not achieve the goals in any subject. Every third pupil who fully lacks a final grade has a foreign background.

**Table 26. Final grades in year 9
1998/99 school year**

School year Principal org. Sex For. background	No. of leavers	Aver- age grade score ¹⁾	Proportion eligible for upper secondary school	Pupils who have not achieved the objectives of those who should have received goal knowledge-related leaving certificates							
				Total		In one subject		In two or more subjects		In all subjects (no leaving certificate)	
				No.	Prop. (%)	No.	Prop. (%)	No.	Prop. (%)	No.	Prop. (%)
1998/99	96 559	202.1	90.3	21 833	22.7	7 483	7.8	13 306	13.8	1 044	1.1
<i>of which</i>											
Municipality	94 275	201.6	90.2	21 464	22.8	7 317	7.8	13 116	13.9	1 031	1.1
Independent ²⁾	2 284	227.3	92.9	369	19.9	166	8.9	190	10.2	13	0.7
Boys	49 632	191.3	88.6	13 058	26.4	4 329	8.8	8 099	16.4	630	1.3
Girls	46 927	213.5	92.1	8 775	18.8	3 154	6.8	5 207	11.1	414	0.9
Pupils with foreign background	14 106	185.3	79.6	5 058	36.1	1 425	10.2	3 262	23.3	371	2.6

¹⁾ In the presentation of the results, the grade score has been calculated for pupils who have obtained grades in at least one subject.

²⁾ Including international schools and national boarding schools.

The results of the national tests in Swedish, English and Mathematics in year nine, is another measure of pupil performance. The compulsory tests were held for the first time in spring term 1998. Information about the results of the tests are collected for a nationally representative sample of municipalities and can therefore be estimated at the national level. The results of the tests in Swedish and Mathematics in spring 1999 show that an estimated 96 and 88 per cent of pupils respectively have achieved the goals. According to the final grades in Swedish and Mathematics, the proportion of pupils who achieved the goals was slightly higher in Mathematics, 94 per cent, and about the same in Swedish, 96 per cent. The test in English shows that approximately 96 per cent of pupils achieved the goals which approximately coincides with how many have achieved the goals according to the final grades, just over 95 per cent.

In autumn 1999, almost 98 per cent of the pupils that left compulsory school in spring term 1999 attended upper secondary school. This is substantially the same proportion as during the four immediately preceding years. If the individual programme is discounted, the transfer frequency was 89 per cent.

There are no differences between the sexes as regards application and transfer frequency to the upper secondary school. However, pupils with a foreign background apply and start to a somewhat smaller extent, which can be related to pupils with a foreign background more often having an incomplete compulsory school education. The tendency to apply for and start upper secondary school directly after the ninth year are namely less for pupils who have not achieved the goal in all subjects. The pupils who have attended independent compulsory school apply for and start at upper secondary school to a somewhat lesser extent than those who have attended municipal compulsory schools.

Table 27. Applicant and transfer frequency to upper secondary school in autumn 1995–1999 for pupils who have completed compulsory schools in year 9 in spring of the same year

Year No. of grades lacking Sex Foreign background Principal organisers	No. of pupils leaving year 9	Applicants to upper secondary school from year 9		Accepted at upper secondary school from year 9	
		No.	Proportion (%) of pupils leaving year 9	No.	Proportion (%) of pupils who left year 9
1995	98 618	96 395	97,7	96 064	97,4
1996	100 548	98 690	98,2	98 322	97,8
1997	98 024	95 813	97,7	95 857	97,8
1998	97 258	93 820	96,5	94 504	97,2
1999	96 647	94 936	98,2	94 329	97,6
<i>of which</i>					
Pupils who have achieved the objectives in all subjects	74 349	74 031	99,6	73 612	99,0
Pupils who have not achieved the objectives					
in one subject	7 492	7 359	98,2	7 334	97,9
in two or more subjects	13 319	12 551	94,2	12 275	92,2
Pupils without final certificates	1 044	677	64,8	710	68,0
Boys	49 684	48 700	98,0	48 398	97,4
Girls	46 963	46 236	98,5	45 931	97,8
Pupils with foreign background	14 116	13 667	96,8	13 513	95,7
Municipality	94 363	92 907	98,5	92 180	97,7
Independent ¹⁾	2 284	2 029	88,8	2 149	94,1

¹⁾ Including international and national boarding schools.

5



Special schools

5.1 Organisation

Education at special schools is intended to provide children and young people with defective sight, deafness, a hearing impairment or speech impediment with education adapted to each child's situation which corresponds to the education provided in compulsory school to the greatest possible extent (Education Act, Chapter 7, Special schools).

Most children and young people of school age who have impaired sight, hearing or speech receive their education with the aid of special tuition in the ordinary compulsory school. The pupils with severe sight, hearing or speech defects who are taught at eight special schools are a very small group in the Swedish educational system. Changes in the number of pupils during the past five years are shown in the table below.

Table 28. Number of pupils at special school, 15 October 1995–1999

	1995/96	1996/97	1997/98	1998/99	1999/00
Special school, total	766	789	792	809	808
<i>of which</i>					
Regional schools for the deaf and those with impaired hearing	569	579	576	602	606
Special school for deaf pupils with learning disabilities	43	51	46	49	50
Special school for pupils with normal hearing with language problems and deaf pupils with behavioural problems	111	117	127	125	120
Special school for pupils with impaired sight and additional functional disabilities	43	42	43	33	32

Teaching at special school is organised in ten grades (ten years). Deaf pupils and those with impaired hearing are taught at five schools with regional catchment areas, and at two school units taking pupils from all over Sweden (Åsbackaskolan and Hällsboskolan) with a special focus on different groups with multiple handicaps. Pupils with impaired sight, most of whom have additional disabilities are taught at Ekaskolan in Örebro. Ekaskolan is also a special school for pupils who are deaf and blind. On 1 July 2000, the individual special schools ceased to be separate authorities and were brought together under the newly-established Special School Authority in Örebro.

Table 29. The number of pupils in special schools, 15 October 1999 by sex and disability

School type School Sex	No. of pupils total	No. of pupils ¹⁾				No. of pupils who take part in mother tongue tuition
		with impaired sight	deaf/with impaired hearing	with speech impediment	with additional functional-disabilities	
All special schools	808	36	666	106	259	5
<i>of which</i> boys	455	22	352	81	174	4
girls	353	14	314	25	85	1
Regional schools for the deaf and persons with impaired hearing	606	5	600	1	58	2
Manillaskolan, Stockholm	143	5	138	0	24	0
Östervångsskolan, Lund	99	0	98	1	0	0
Vänerskolan, Vänersborg	80	0	80	0	9	0
Birgittaskolan, Örebro	200	0	200	0	20	1
Kristinaskolan, Härnösand	84	0	84	0	5	1
<i>of which</i> boys	315	2	312	1	35	1
girls	291	3	288	0	23	1
Special school for deaf pupils with learning disabilities						
Åsbackaskolan, Gnesta	50	0	50	0	50	0
<i>of which</i> boys	29	0	29	0	29	0
girls	21	0	21	0	21	0
Special school for pupils with normal hearing with language problems and deaf pupils with behavioural problems						
Hällsboskolan, Sigtuna	120	0	16	104	120	2
<i>of which</i> boys	90	0	11	79	90	2
girls	30	0	5	25	30	0
Special school for pupils with impaired sight with additional functional disabilities						
Ekaskolan, Örebro	32	31	0	1	31	1
<i>of which</i> boys	21	20	0	1	20	1
girls	11	11	0	0	11	0

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

In all, 808 pupils were enrolled at special schools in October 1999, almost exactly the same number as in autumn 1998 although 5.5 per cent more than five years previously. The increase in the number of pupils at special school throughout the 1990s has thereby ceased. Pupils come from 160 municipalities. 502 pupils (62%) come from another municipality than that where the school was situated. Of the total number of pupils, 582 (72%) lived with their parents while at school and 218 pupils (27%) lived in various types of student accommodation or close to the schools. Only five pupils took part in mother tongue tuition.

5.2 Resources

Teachers

The number of teaching posts (excluding short-term employees) in special school was 351 according to the measurement in October 1999. The average level of duty was 88 per cent. Adjusted to full-time posts, the special school had access to 310 teachers. Calculated per 100 pupils, there were 38.4 full-time teachers. In the previous school year, the number of full-time teachers per 100 pupils was 36.9.

Fifteen per cent of the annual workforce consisted of teachers without teacher training, a reduction of just under two percentage points since the preceding school year.

Table 30. Teachers at special school week 42 1997 and 1998 and week 41 1999

School year Teacher training	No. of teachers			Average extent of duty in per cent	No. of teachers converted to full-time posts		No. of teachers (full-time posts) per 100 pupils
	Total	of which			Total	of which permanent posts	
		Men	Women				
1997/98 all teachers	334	85	249	86.7	290	228	36.6
<i>of which</i>							
no. with teacher training	293	71	222	87.5	256	218	.
Prop. (%) with teacher training	87.7	83.5	89.2	.	88.6	95.7	.
1998/99 all teachers	347	80	267	86.1	299	219	36.9
<i>of which</i>							
no. with teacher training	288	66	222	86.2	248	205	.
Prop. (%) with teacher training	83.0	82.5	83.1	.	83.1	93.5	.
1999/00 all teachers	351	80	271	88.3	310	243	38.4
<i>of which</i>							
no. with teacher training	296	66	230	88.7	263	229	.
Prop. (%) with teacher training	84.3	82.5	84.9	.	84.7	94.2	.
no. with spec. teacher training	196	39	157	91.8	180	173	.
Prop. (%) with special teacher training	55.8	48.8	57.9	.	58.0	71.3	.

Expenditure

Expenditure for special school was SEK 398 million in 1999, which in fixed prices is about SEK 10 million more than expenditure in 1998.

Expenditure per pupil totalled SEK 491 400. This is approximately SEK 10 000, two per cent, more per pupil compared with 1998. As in 1998, it is also expenditure on teaching material and equipment that increased most in percentage terms in 1999 by over SEK 1 000 or nine per cent, to SEK 12 500 per pupil. Expenditure on teaching has increased, by SEK 6 900 per pupil, i.e. 4.8 per cent. Staffing ratios increased in the calendar year 1999 compared with the calendar year 1998 by approximately one full-time post per 100 pupils, 2.7 per cent. The tuition cost, mainly teachers' wages, thus increased by more than the teaching volume. Expenditure on premises and on student travel/student accommodation increased by approximately two per cent. Other expenditure together – administration, school management, pupil welfare, SYO (study and occupational guidance), skills development and development work etc. fell in percentage terms by about as much, two per cent. Expenditure on teaching, which was SEK 150 000 per pupil in 1999, only makes up about 30 per cent of the total expenditure compared with 45 per cent or more in other types of schools. Student accommodation and school transport/travel grants cost almost as much in special schools as tuition, SEK 132 100 per pupil.

Expenditure on special educational resource centres totalled SEK 70.2 million in 1999. This is approximately SEK 1.5 million more than expenditure in 1998.

Table 31. Expenditure for special school in 1997, 1998 and 1999 (current prices)

All special schools	Total expenditure SEK million	Proportion (%)	Expenditure per pupil ²⁾ , SEK
1997 Total¹⁾	445	.	.
Regular education	377	100	473 800
1998 Total¹⁾	45	.	.
Regular education	386	100	479 300
1999 Total¹⁾	468	.	.
Regular education	398	100	491 400
<i>of which</i> teaching	121	30	150 000
premises	60	15	73 500
school meals	13	3	16 300
teaching materials/equipment	10	3	12 500
school library	.	0	.
student accommodation	76	19	93 600
school transport/travel grants	31	8	38 500
pupil welfare	13	3	15 500
other	74	19	91 500
Special educational resource centre	70	.	.

¹⁾ Including special educational resource centres.

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

6



Education for pupils with learning disabilities

6.1 Organisation

According to Chapter 6 of the Education Act, education for pupils with learning disabilities is to aim at providing children and young people with education adapted to every pupil's situation and abilities, which corresponds with the education provided at compulsory school and upper secondary school to the greatest possible extent.

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

Through a pilot activity (SFS 1995:1249 see Chapter 3, Education Act), parents of intellectually disabled children are able to have greater influence over their child's schooling, which means that a child may not be enrolled in compulsory education for pupils with learning disabilities without the consent of their custodian. This trial activity has recently been extended (SFS 2000:446)

and will continue until the end of June 2005. The act gives parents the right to determine where compulsory education is to take place. However, it does not give the custodian the right to choose the type of school within the education for pupils with learning disabilities, compulsory school for pupils with learning disabilities or training school. In an assessment in 1998, the National Agency for Education found that fewer than 100 pupils/custodians had made use of the new act. The National Agency for Education has in various contexts found that it is becoming increasingly common for municipalities to introduce the procedure that pupils/custodians must apply to education for pupils with learning disabilities before enrolment takes place.

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

In all, 17 242 pupils took part in education for pupils with learning disabilities in autumn 1999. Of these 12 469 pupils attended compulsory education for pupils with learning disabilities and 4 773 upper secondary education for pupils with learning disabilities. The number of pupils has successively increased in recent school years, which is also shown in table 32. In compulsory education for pupils with learning disabilities, the number of pupils has increased by 31 per cent since autumn 1995. This can be compared with the increase in the number of compulsory school pupils of 10 per cent during the same period. In upper secondary education for pupils with learning disabilities, the increase in the number of pupils during the same period was 23 per cent while the number of pupils at upper secondary school fell slightly (-2%). In a report to the Government from the National Agency for Education in autumn 2000, relating to the large increase in pupils, it emerges that there are a number of reasons for the increase in pupils during the most recent period. Economic, educational and medical reasons have been noted. Explanations for the increase in pupils include large groups of pupils and teaching groups, new guiding documents, and changed methods of work in the compulsory school. In addition, there are new methods of diagnosis, which entail that the sphere of persons affected has been expanded. Statistics on the increase in pupils in compulsory education for pupils with learning disabilities show that the size of increase has differed in different areas of Sweden. In some counties, the number of pupils has more than doubled since the 1992/93 school year.

Enrolment in education for pupils with learning disabilities takes place to an increasing extent also after year 1. The transition to compulsory education for pupils with learning disabilities takes place then throughout the entire compulsory school period. Approximately half of the pupils in the ninth year of compulsory education for pupils with learning disabilities have previously attended one or more years in the ordinary compulsory school. In the evaluation by the National Agency for Education in autumn 2000, it emerged that municipalities and counties have different approaches, or ideologies, on how pupils in need of special support best receive the assistance they are entitled to. This is expressed most clearly in the approach on integrated teaching of pupils with learning disabilities with compulsory school pupils. In some municipalities, this is a common occurrence while in others it scarcely occurs at all.

Table 32. The number of pupils in education for pupils with learning disabilities on 15 October 1995–1999

	1995/96	1996/97	1997/98	1998/99	1999/00
Education for pupils with learning disabilities total:	13 417	13 922	15 032	16 095	17 242
<i>of which</i>					
Compulsory education	9 543	9 872	10 710	11 585	12 469
Upper secondary education	3 874	4 050	4 322	4 510	4 773

Responsibility for pupils with learning disabilities has been transferred during the first half of the 1990s from the county councils to the municipalities. The exception is one (1) school that is still run by the county council according to a special decision. In addition, compulsory education for pupils with learning disabilities takes place at 16 independent schools and upper secondary education for pupils with learning disabilities at 12 independent schools in the 1999/00 school year. It can be seen from table 33 that the majority of pupils in both compulsory education for pupils with learning disabilities (97.4 %) and in upper secondary education for pupils with learning disabilities (90.9 %) attended schools run by the municipalities. The number of pupils who attend independent schools is still a small part of the total number of pupils in education for pupils with learning disabilities. The proportion of pupils who received their tuition at an independent compulsory school for the pupils with learning disabilities was 2.5 per cent while the proportion of pupils in independent upper secondary education for pupils with learning disabilities was 5.6 per cent. The corresponding proportion of pupils in independent schools in the ordinary compulsory and upper secondary school was 3.2 and 3.7 per cent respectively.

Table 33. The number of pupils in education for pupils with learning disabilities on 15 October 1996–1999 by principal organiser

School year Integration Principal organiser Sex	No. of pupils in Compulsory education for pupils with learning disabilities		Upper secondary education for pupils with learning disabilities			All pupils
	<i>of which</i>		<i>of which</i>			
	Compulsory school level	Training school	Vocational programmes	Individual programmes Vocational training Activity training		
1996/97	6 385	3 487	2 060	1 365	625	13 922
<i>of which</i> Integrated	1 187	34	110	23	9	1 363
Municipalities	6 231	3 397	1 968	1 250	576	13 422
County council	11	1	26	18	3	59
Independent	143	89	66	97	46	441
1997/98	7 101	3 609	2 024	1 644	654	15 032
<i>of which</i> Integrated	1 387	0	131	71	7	1 596
Municipalities	6 920	3 492	1 882	1 453	611	14 358
County council	12	4	94	78	2	190
Independent	169	113	48	113	41	484
1998/99	7 831	3 754	2 341	1 482	687	16 095
<i>of which</i> Integrated	1 623	0	132	66	18	1 839
Municipalities	7 706	3 572	2 153	1 334	625	15 390
County council	13	1	106	39	12	171
Independent	112	181	82	109	50	534
1999/00	8 568	3 901	2 507	1 484	782	17 242
<i>of which</i> Integrated	1 729	0	139	36	8	1 912
Municipalities	8 403	3 739	2 282	1 374	683	16 481
County council	12	2	123	31	13	181
Independent	153	160	102	79	86	580
Boys	5 101	2 370	1 509	854	458	10 292
Girls	3 467	1 531	998	630	324	6 950

In all, in the 1999/00 school year, compulsory education for pupils with learning disabilities took place at 645 schools in 269 municipalities and upper secondary education for pupils with learning disabilities at 240 schools in 157 municipalities. The average number of pupils per school was 19 in compulsory education for pupils with learning disabilities and 20 in upper secondary education for pupils with learning disabilities. Of the pupils in compulsory education for pupils with learning disabilities, 11 per cent lived in another municipality than that where the school was located. In upper secondary education for pupils with learning disabilities, 38 per cent of the pupils lived in another municipality.

The proportion of pupils who received their education integrated in an ordinary compulsory school class in the 1999/00 school year was 14 per cent, which was the same as the previous school year. The proportion of integrated pupils with learning disabilities in upper secondary school classes was 3.8 per cent. In the 1998/99 school year, the corresponding proportion was 4.8 per cent.

Of all pupils, 60 per cent were boys and 40 per cent girls. Expressed in other words, there are now 50 per cent more boys than girls who have been enrolled in compulsory education for pupils with learning disabilities. Of the pupils in compulsory education for pupils with learning disabilities and upper secondary education for pupils with learning disabilities, 2.4 and 1 per cent of the pupils took part in native language teaching.

Just under half (2 266 pupils) of pupils in upper secondary education took part in vocational training or activity training within the framework of an individual programme (IV programme) and slightly more (2 507 pupils) took part in vocational training according to a national or specially designed programme. The most common national programmes were the hotel and restaurant programme (519 pupils), the industry programme (345 pupils), the business and administration programme (333 pupils) and the natural resource programme (300 pupils).

6.2 Resources

Teachers

In October 1999, there were just under 3 900 teachers (excluding independent schools) in compulsory education for pupils with learning disabilities and 1 600 in upper secondary education for pupils with learning disabilities. As of municipalisation of education for pupils with learning disabilities, the municipalities now employ practically all teachers for pupils with learning disabilities. The average level of duty in 1999 was 67.9 per cent in compulsory education for pupils with learning disabilities and 72.4 per cent in upper secondary education for pupils with learning disabilities. Adjusted to full-time posts, the number of teachers totalled 2 626 in the compulsory education for pupils with learning disabilities (excluding independent schools). This means that there were 25.1 teachers per 100 pupils. This calculation does not include integrated pupils. The increase in the number of pupils has not led to an equivalent increase in the number of teaching posts. This means that staffing numbers continue to drop in compulsory education for pupils with learning disabilities. In upper secondary education for pupils with learning disabilities, the corresponding number was 1 132 full-time posts and 26.2 teachers per 100 pupils. However, the number of pupils has increased rather less than the number of teachers, which means that the staffing numbers have increased slightly at upper secondary education for pupils with learning disabilities.

The proportion of teachers with teacher training was the same in compulsory education for pupils with learning disabilities and almost the same in upper secondary education for pupils with learning disabilities in the 1999/00 school year compared with 1998/99. Eight per cent of the annual workforce in compulsory education for pupils with learning disabilities consisted of teachers without teacher training. The corresponding proportion in upper secondary education for pupils with learning disabilities was just over eleven per cent.

Table 34. Teachers in compulsory and upper secondary education for pupils with learning disabilities (excl. independent schools) week 42 1997 and 1998 and week 41 1999

School year Teacher training Principal organiser	No. of teachers			Average extent of duty in per cent	No. of teachers converted to full-time posts		No. of teachers (full-time) per 100 pupils
	Total	of which			Total	of which with permanent posts	
		Men	Women				
1997/98 All teachers in compulsory education	3 653	733	2 920	65.5	2 391	1 954	26.4
<i>of which</i>							
No. with teacher training	3 341	642	2 699	67.0	2 237	1 906	.
Prop. (%) with teach. training	91.5	87.6	92.4	.	93.6	97.6	.
1997/98 All teachers in upper secondary education	1 422	521	901	70.0	996	845	25.5
<i>of which</i>							
No. with teacher training	1 268	454	814	72.0	913	818	.
Prop. (%) with teach. training	89.2	87.1	90.3	.	91.7	96.8	.
1998/99 All teachers in compulsory education	3 739	735	3 004	66.5	2 486	2 030	25.7
<i>of which</i>							
No. with teacher training	3 365	622	2 743	68.0	2 289	1 957	.
Prop. (%) with teach. training	90.0	84.6	91.3	.	92.1	96.4	.
1998/99 All teachers in upper secondary education	1 480	558	922	71.0	1 051	887	25.9
<i>of which</i>							
No. with teacher training	1 293	471	822	73.4	950	858	.
Prop. (%) with teach. training	87.4	84.4	89.2	.	90.4	96.7	.
1999/00 All teachers in compulsory education	3 870	744	3 126	67.9	2 626	2 132	25.1
<i>of which</i>							
No. with teacher training	3 482	619	2 863	69.4	2 417	2 051	.
Prop. (%) with teach. training	90.0	83.2	91.6	.	92.0	96.2	.
1999/00 All teachers in upper secondary education	1 562	569	993	72.4	1 132	929	26.2
<i>of which</i>							
No. with teacher training	1 361	478	883	73.6	1 002	896	.
Prop. (%) with teach. training	87.1	84.0	88.9	.	88.5	96.4	.
Per principal 1999/00 in compulsory education							
Municipality (All teachers)	3 861	740	3 121	67.8	2 620	2 129	25.1
County council (All teachers)	9	4	5	69.8	6	3	44.9
In upper secondary education							
Municipality (All teachers)	1 500	535	965	72.2	1 083	898	26.0
County council (All teachers)	63	34	29	77.3	49	31	29.2

Just over half of the tuition at the compulsory education for pupils with learning disabilities was carried out by teachers who had undergone special needs teacher training of some kind.

Expenditure

The municipalities' expenditure for municipal education for pupils with learning disabilities was SEK 3 355 million in 1999. The municipalities also paid SEK 111 million in compensation to independent schools for pupils with learning disabilities and SEK 27 million in compensation to county council. There were schools for pupils with learning disabilities in two county councils which enrolled pupils from all over Sweden with government grants. The central government grant was SEK 10 million in 1999.

Expenditure per pupil is somewhat higher in compulsory education for pupils with learning disabilities than in upper secondary education for pupils

with learning disabilities, SEK 238 400 compared with SEK 226 000, when the expenditure for school transport is included. Total expenditure has been divided here by the number of pupils with learning disabilities who are not integrated in compulsory school or upper secondary school respectively. It is difficult to separate expenditure for the integrated pupils in the expenditure for compulsory school and upper secondary school respectively and this is therefore included in compulsory school and upper secondary school accounts. Expenditure on school transport – and perhaps certain other expenditure as well – can also have benefited integrated pupils. In this case, the expenditure per pupil reported here has been slightly overestimated.

Tuition costs is the largest cost item. This amounts to SEK 112 800 per pupil in compulsory education for pupils with learning disabilities and is SEK 10 000 lower in upper secondary education for pupils with learning disabilities. Expenditure on premises which is the next highest item of expenditure is, however, considerably higher in upper secondary education for pupils with learning disabilities, SEK 32 000 per pupil compared with SEK 23 400. Expenditure on teaching material/equipment is considerably higher in upper secondary for pupils with learning disabilities than in compulsory education for pupils with learning disabilities. In compulsory education for pupils with learning disabilities, expenditure on school transport and other expenditure, for instance for pupil assistants is higher.

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

Table 35. Expenditure for compulsory and upper secondary education for pupils with learning disabilities 1997–1999 (current prices)

	Total expenditure SEK million ¹⁾	Proportion (%)	Expenditure per pupil ²⁾ , SEK
1997 Total	2 724	100	218 700
1998 Total	2 915	100	219 500
1999 Total³⁾	3 355	100	234 900
Compulsory education	2 444	100	238 400
<i>of which</i> tuition	1 156	47	112 800
premises	240	10	23 400
school meals	41	2	4 000
teaching materials/equipment	50	2	4 900
school library			
school transport/travel grants	261	11	25 500
pupil welfare	51	2	4 980
other	645	26	62 900
Upper secondary education	910	100	226 000
<i>of which</i> tuition	414	46	102 800
premises	130	14	32 200
school meals	16	2	4 000
teaching materials/equipment	40	4	9 800
school library	64	7	15 800
school transport/travel grants	64	7	15 800
pupil welfare	15	2	3 800
other	232	26	57 300

¹⁾ Expenditure for pupils integrated in compulsory or upper secondary school is not included.

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

³⁾ Expenditure for county councils with national catchment area not included. Central government grant of SEK 10 million in 1999. Expenditure for independent schools and for the education purchased by the municipalities from the county councils is not included either. The municipalities paid SEK 111 million to independent schools, SEK 27 million to the county councils in 1999.

7



Upper secondary school

The recruitment base for upper secondary school consists largely of pupils who have completed year 9 of compulsory school in the previous school year. Of the 117 300 pupils who started year 1 of upper secondary school in autumn 1999 a total of 80 per cent (94 300 pupils) came straight from compulsory school. These represented 97.6 per cent of the 96 600 or more pupils who completed year 9 of compulsory school in the spring of 1999. 98 000 pupils were first-time students at upper secondary school, i.e. they had not previously undertaken any upper secondary education. All of the 94 900 who applied were enrolled on a course by October. The number of pupils who will finish compulsory school is expected to increase to around 110 000 by 2003 and around 127 000 by 2006, after which the number will decline and with it the recruitment base for upper secondary school.

Of the pupils who started national programmes in year 1, a total of 85 per cent came straight from compulsory school. The corresponding proportion for specially-designed programmes was 89 per cent, for individual programmes 49 per cent and for special courses and International Baccalaureate 27 per cent. (The IB course leads to an international exam which in many countries qualifies the successful student to go to university.)

7.1 Organisation

Upper secondary education is provided by municipalities, county councils and independent schools. It consists of 16 national programmes plus specially-designed and individual programmes. The national programmes are usually divided into branches from which pupils can choose once they are in their second year.

A seventeenth national programme – Technology – was added in time for autumn 2000. For the national programmes the branch division was replaced by a number of areas of specialisation.

Upper secondary education is based on various courses, some of which (the core subjects) are compulsory for all pupils on national and specially-designed programmes. The programmes also include compulsory “character subjects” that are specific to the different programmes. In addition to the core-subject courses and character-subject courses for the pupil’s particular programme, they are also expected to choose a number of courses according to personal preference, and may also opt to increase their studies with courses over and above those required by the programme plan. This allows the students to tailor their education according to personal requirements. The hourly plan is expressed as target values for the extent of the course and as a total for the various programmes.

Each municipality is obliged to offer all its young people up to and including the first calendar half-year of the year they reach age 20 the opportunity to start a programme of study either in their own municipality or by agreement in another. The young people who have not been enrolled on a national programme are to be offered education via a specially-designed or individual programme.

Pupil development in upper secondary school during the last five school years is recorded in table 36.

Table 36. Number of pupils in upper secondary school, 15 October 1995–1999, by principal organiser

	1995	1996	1997	1998	1999
Upper secondary school, total	312 375	309 661	312 936	309 143	305 579
<i>of which</i>					
Municipal schools	284 484	283 462	286 576	284 989	286 629
County council schools	20 691	17 886	16 781	13 238	5 017
Independent schools	4 560	5 663	6 804	8 647	11 379
International schools	200	205	202	175	184
National boarding schools	867	876	910	919	936
Supplementary schools	1 573	1 569	1 663	1 175	1 434

The number of pupils as a whole has varied between the lowest figure, just under 306 000 in 1999, and the highest figure of 313 000 in 1997, a decrease of around 2.4 per cent.

94 per cent of all pupils in upper secondary school in autumn 1999 received their education in municipal schools while 2 per cent took part in courses arranged by the county councils (the Health Care and Natural Resource Use programmes), 4 per cent went to independent schools and 1 per cent to other schools. The number of pupils in the county councils’ upper secondary schools fell by 8 900 (67 %) compared with autumn 1998. Compared with 1995 only around 25 per cent of upper secondary education remains under the management of the county councils. This is mostly due to the fact that the municipalities have taken over the responsibility for what was once county council education, in particular the Health Care programme. The number of pupils in independent schools has increased by around 2 700 from the previous year. Compared with autumn 1995, the number of pupils has more than doubled from just under 4 600 to close on 11 400.

The 104 independent schools above compulsory school level with municipal or state subsidies can be divided into independent upper secondary schools (72 schools, 11 379 pupils), international schools (2 schools, 184 pupils), national boarding schools (3 schools, 936 pupils) and supplementary schools (29 schools, 1 434 pupils). The independent upper secondary schools and national boarding schools offer education equivalent to that provided in municipal upper secondary schools while the supplementary schools run courses that are not available in municipal upper secondary schools, e.g. certain art and handicraft courses, and courses in dance, drama, music, advertising etc. There are also a

Table 37. Number of municipalities, schools and pupils in upper secondary schools, 15 October 1995–1999

School year Principal organiser	No. school municipalities	No. schools	No. pupils	No. pupils per		Pupils living in another municipality	
				Municipality	School	No.	Proportion(%)
1995/96	278	640	312 375	1 124	488	82 930	26.5
1996/97	279	641	309 661	1 110	483	78 839	25.5
1997/98	281	638	312 936	1 114	490	78 708	25.2
1998/99	279	624	309 143	1 108	495	76 391	24.7
1999/00	277	595	305 579	1 103	514	76 447	25.0
<i>of which</i>							
Municipality	276	455	286 629	1 039	630	64 827	22.6
County council	32	34	5 017	157	148	3 941	78.6
Independent schools	39	72	11 379	292	158	6 272	55.1
International schools	1	2	184	184	92	87	47.3
National boarding schools	3	3	936	312	312	623	66.6
Supplementary schools	18	29	1 434	80	49	697	48.6

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

276 of the country's 289 municipalities organised municipal upper secondary education. Twenty-four municipalities joined into eight upper secondary associations, of which one (Sydnärke) is new this school year. The range of national programmes offered varied from one municipality to the next; 90 municipalities had at least 10 programmes while just under 60 had five programmes or fewer. Thirty-seven municipalities only arranged individual programmes.

Of the total number of pupils in upper secondary school just over 21 per cent attended school in a municipality other than the one in which they were registered. For the school municipalities the proportion of pupils from other municipalities varied between no pupils (22 municipalities) and 81 per cent of the pupils. In 20 municipalities more than half of the pupils came from another municipality.

For municipalities with their own upper secondary school the proportion of pupils attending upper secondary school in another municipality varied between 1.7 and 99 per cent. In general, small municipalities and a number of suburban municipalities had large proportions of pupils attending upper secondary school in another municipality while larger municipalities (excluding certain suburban municipalities) had a small proportion.

In October 1999 the number of schools (including schools with only individual programmes) was 595, which is 30 fewer than the previous year. While the number of schools run by county councils fell by 70, the municipal and independent schools increased by about 20 each. Often the education formerly provided by a county council school has been transferred to a municipal school. The average number of pupils per school was 514, considerably more in municipal schools than in county council schools and independent schools. The education at an upper secondary school often takes place, however, at several different locations. Moreover, it frequently involves local collaboration with municipal adult education. This means that the measure of school size is of organisational significance and unlike the compulsory school do not reflect the number of pupils being educated in the same school building. In the municipal schools the average number of pupils in 1999 fell to 630 per school from having been between 656 and 670 earlier in the 1990s. However, the number of pupils per school increased slightly in independent schools.

Table 38. Number of pupils in upper secondary school, 15 October 1999, by course of study

Programme Branch	No. school municipi- palities	No. schools	No. pupils year 1		Change for year 1 between 1998 and 1999		No. pupils year 2	No. pupils year 3	All pupils	
			Total	of which Women	No.	Prop.(%)			Total	of which Women
Child and Recreation programme	172	180	4 399	3 228	- 181	-4.0	3 991	4 697	13 087	9 747
of which branch local	7	7	.	.	.	.	40	174	214	151
Construction programme	117	119	2 778	66	956	52.5	1 704	1 758	6 240	122
of which branch										
building and construction	111	112	.	.	.	.	1 299	1 333	2 632	11
painting	49	49	.	.	.	.	298	313	611	43
metalwork	23	24	.	.	.	.	66	71	137	1
local	5	5	.	.	.	.	41	41	82	1
Electrical engineering programme	159	164	4 606	70	142	3.2	3 825	4 245	12 676	183
of which branch automation	80	80	.	.	.	.	563	645	1 208	25
installation	131	134	.	.	.	.	1 342	1 445	2 787	22
electronics	136	141	.	.	.	.	1 837	2 048	3 885	63
local	10	10	.	.	.	.	83	107	190	3
Energy programme	46	48	738	22	- 97	-11.6	650	709	2 097	59
of which branch energy	26	26	.	.	.	.	179	187	366	5
engineering	7	7	.	.	.	.	156	180	336	25
heating, ventilation and sanitation	37	37	.	.	.	.	298	335	633	6
local	2	2	.	.	.	.	17	7	24	1
Arts programme	124	145	5 150	3 572	- 275	-5.1	4 748	4 657	14 555	9 927
of which branch										
dance and theatre	56	63	.	.	.	.	1 230	1 066	2 296	1 926
art and design	87	98	.	.	.	.	1 662	1 663	3 325	2 474
music	83	87	.	.	.	.	1 478	1 400	2 878	1 383
local	21	21	.	.	.	.	300	457	757	522
Vehicle engineering programme	148	157	3 675	135	- 216	-5.6	3 447	3 529	10 651	315
of which branch										
aircraft engineering	5	5	.	.	.	.	184	181	365	5
coachwork	29	29	.	.	.	.	178	214	392	4
vehicle engineering	137	142	.	.	.	.	1 594	1 696	3 290	60
transport	61	61	.	.	.	.	1 344	1 243	2 587	103
local	18	18	.	.	.	.	147	195	342	8
Business and administration programme	154	171	4 492	2 247	38	0.9	3 903	4 434	12 829	6 424
of which branch local	5	5	.	.	.	.	31	73	104	61
Handicraft programme	67	78	1 535	1 303	150	10.8	1 301	1 252	4 088	3 408
of which branch local	10	10	.	.	.	.	132	126	258	227
Hotel and restaurant programme	128	132	5 202	2 777	- 130	-2.4	4 584	4 391	14 177	7 653
of which branch hotel	43	45	.	.	.	.	505	461	966	792
restaurant	100	103	.	.	.	.	3 403	3 133	6 536	3 160
mass catering	17	17	.	.	.	.	70	155	225	144
local	25	25	.	.	.	.	606	642	1 248	780
Industry programme	150	157	1 689	133	- 477	-22.0	1 912	2 053	5 654	357
of which branch industry	139	141	.	.	.	.	1 502	1 552	3 054	65
process	8	8	.	.	.	.	59	68	127	11
woodwork	37	38	.	.	.	.	213	262	475	30
textile and clothing	4	4	.	.	.	.	47	59	106	105
local	12	13	.	.	.	.	91	112	203	13
Food programme	28	28	544	325	- 107	-16.4	552	605	1 701	1 026
of which branch bakery and confectionery	26	26	.	.	.	.	401	427	828	551
fresh and cured meats	16	16	.	.	.	.	140	160	300	137
local	4	4	.	.	.	.	11	18	29	13
Media programme	87	98	4 547	2 329	307	7.2	3 848	3 115	11 510	5 897
of which branch information and advertising	80	89	.	.	.	.	3 184	2 551	5 735	3 011
graphic media	18	18	.	.	.	.	266	218	484	177
local	13	13	.	.	.	.	398	346	744	380
Natural resource use programme	50	53	2 422	1 500	15	0.6	2 116	2 214	6 752	3 938
of which branch local	6	7	.	.	.	.	123	168	291	158

Contd.table 38.

Programme Branch	No. school muni- cipalities	No. schools	No. pupils year 1		Change for year 1 between 1998 and 1999		No. pupils year 2	No. pupils year 3	All pupils	
			Total	of which Women	No.	Prop.(%)			Total	of which Women
Natural science programme	196	276	19 726	7 920	-2 509	-11.3	19 531	19 671	58 928	23 965
of which branch natural science	191	261	.	.	.	.	12 990	12 744	25 734	13 308
technical	176	199	.	.	.	.	5 061	5 456	10 517	1 639
local	41	42	.	.	.	.	1 217	1 261	2 478	847
Health care programme	122	126	3 985	3 444	536	15.5	2 990	2 762	9 737	8 436
of which branch health care	114	117	.	.	.	.	2 855	2 561	5 416	4 739
dental nursing	11	11	.	.	.	.	92	105	197	158
local	4	4	.	.	.	.	43	96	139	95
Social science programme	206	298	25 271	15 595	-1 142	-4.3	25 554	24 987	75 812	47 167
of which branch economic	184	232	.	.	.	.	9 407	8 908	18 315	9 288
humanities	158	188	.	.	.	.	2 463	2 326	4 789	4 295
social science	197	277	.	.	.	.	11 336	11 317	22 653	14 764
local	61	74	.	.	.	.	2 216	2 317	4 533	3 035
All national programmes	234	466	90 759	44 666	-2 921	-3.1	84 656	85 079	260 494	128 624
of which local branches	127	176	.	.	.	.	5 496	6 140	11 636	6 295
Specially designed programmes	145	250	8 908	3 677	2 407	37.0	7 079	5 851	21 838	9 112
of which national programme	9	9	8	7	-55	-87.3	124	92	224	144
Individual programme	275	374	17 045	7 404	1 700	11.1	2 000	1 065	20 110	8 691
of which apprentice training	3	4	40	1	26	185.7	5	4	49	1
immigrant introduction	34	59	1 685	817	360	27.2	23	0	1 708	827
All programmes	277	565	116 712	55 747	1 117	1.0	93 735	91 995	302 442	146 427
International baccalaureate	13	15	546	362	161	41.8	550	190	1 286	824
Other courses	21	36	1 307	791	220	20.2	403	141	1 851	1 128
Upper secondary school, total	277	595	118 565	56 900	1 489	1.3	94 688	92 326	305 579	148 379

In autumn 1999 a total of 92 per cent of all pupils in upper secondary school took one of the 16 national programmes or a specially-designed programme. Around seven per cent took an individual programme and one per cent took some other form of upper secondary education not related to any programme. Of the 116 700 pupils who started year 1 on a programme, 78 per cent took a national programme, 8 per cent a specially-designed programme and 15 per cent an individual programme. In addition to these, just under 1 900 started an IB or took special courses at independent, supplementary upper secondary schools.

Between 1998 and 1999 the number of pupils in year 1 at upper secondary school fell by 1.3 per cent. The distribution of pupils between the different programmes has changed considerably. The number of pupils studying on the Industry programme fell by 22 per cent. The Energy, Food and Natural Science programmes saw a reduction in pupil numbers of between 11 and 16 per cent. The greatest increase was in Construction and in specially-designed programmes, with 53 and 37 per cent respectively, while Handicraft and Health Care saw an increase of 11 and 16 per cent respectively.

In autumn 1999 a total of 51.4 per cent of the pupils in upper secondary school were men and 48.6 per cent women but there are bigger differences in gender distribution when it comes to the different programmes. On the national programmes the proportion of women varies from 87 per cent studying Health Care to just 1.4 per cent studying Electrical Engineering. The proportion of women studying on the Construction, Electrical Engineering, Energy, Vehicle Engineering and Industry programmes was below 10 per cent. Only six programmes, i.e. Business and Administration, Hotel and Restaurant, Food, Media, Natural Resource Use and Natural Science, had a relatively even gender distribution.

Local branches

The reformed upper secondary school gave the municipalities the opportunity to arrange local branches linked to the national programmes so that they could meet, for example, any local or regional educational needs that were not being catered for by the nationally established branches (see Chap 2, section 9 of the Upper Secondary education ordinance).

In autumn 1999 local branches were set up at 176 schools in 127 municipalities. It is worth mentioning as a comparison that the number of local school branches in autumn 1995 was 115. The number of pupils was 11 600, approximately twice as many as in autumn 1995. 54 per cent of the total number of pupils at local branches in autumn 1999 were women.

Specially-designed programmes

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

In autumn 1999 specially-designed programmes were run at 250 schools in 145 municipalities, as compared with 168 schools in 111 municipalities in autumn 1997. The number of pupils was 21 800, which is a continued increase in the number of pupils following specially-designed programmes. The proportion of women was 42 per cent.

Individual programmes

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

When measurements were taken in autumn 1999, it was found that there were just over 20 100 pupils on individual programmes, an increase of 2 400 pupils from 1998. These represented 7 per cent of the total number of pupils in upper secondary school. 47 per cent of the pupils were women and 32 per cent were of foreign background, which may be compared with 15 per cent for all the programmes. "Foreign background" in this context means that the pupil him/herself was born abroad or in Sweden but both parents were born abroad.

Of the total number of year 1 pupils on individual programmes just over 49 per cent came straight from compulsory school. Half of the pupils had thus started upper secondary education earlier, on the same or on another programme, not gone on to upper secondary school straight from compulsory school or were new immigrants. Of the 7 900 pupils who went straight from compulsory school to individual programmes, 83 per cent lacked compulsory school qualifications in at least two subjects. This may be compared with the fact that around seven per cent of all pupils who started on a national programme straight after compulsory school lacked compulsory school qualifications in at least two subjects.

One of the objectives of the individual programme is to stimulate interest in further study on a national programme. To some extent this has been successful. 31 per cent of the 14 000 pupils who in autumn 1998 started year 1 on an individual programme went on to follow a national programme in autumn 1999.

Apprenticeship training

In autumn 1999 apprenticeship training was organised within the framework of the individual programmes for 49 pupils, 40 of whom were in year 1. In the previous year 14 pupils, all in year 1, took apprenticeship training.

Around ten schools are currently experimenting with apprenticeship training in accordance with ordinance SFS 1997:762 on experimental apprenticeship training in upper secondary schools. This apprenticeship training means that a pupil, over and above the school and workplace training required to complete a programme, receives over a substantial period of time guided practical help at a workplace. By taking an active part in the work under the guidance of a supervisor pupils receive training and an enhancement of their skills and knowledge in the professional area concerned. A modified form of apprenticeship training is to be introduced in autumn 2000.

Applications and enrolments

In total around 105 600 people applied to upper secondary schools in autumn 1999 and around 117 300 pupils were in year 1 by October 1999. Of the latter around 14 500 pupils either had not applied to upper secondary school or had applied so late that their applications could not be registered. Also included in the numbers are certain pupils who applied to take a course other than the one in which they finally enrolled, which makes interpretation of the results more difficult.

As can be seen from Table 39, a total of 82 per cent of the applicants had been accepted for their first-choice course by 1 July. This represents an increase of one per cent compared with the three previous years.

Of the national programmes, Natural Science had the highest proportion (91 per cent) of enrolments of those wishing to take the subject as their first choice. In the Child and Recreation, Industry, Health Care and Social Science programmes the proportion was over 88 per cent. Of those who first applied for an individual programme, 91 per cent were accepted. As with previous years, the lowest proportions were for the Handicraft (48 per cent) and Media (62 per cent) programme. There are substantial differences between the municipalities. Around ten municipalities met the pupil's first choice in under 75 per cent of cases while 36 municipalities enrolled more than 90 per cent of the pupils in their first-choice subjects.

Of the total number of year 1 pupils at upper secondary school in October 1999, a total of 66 per cent were enrolled in their first-choice subjects (64 per cent the previous year). The corresponding proportion for the national programmes was just over 79 per cent (74 per cent). The big difference can be explained by the fact that a large proportion of the pupils who took part in specially-designed or individual programmes were enrolled outside of the normal application process and were therefore classified as "non-applicants". This group also includes certain pupils who applied or changed courses so late that it was not possible to register their applications.

Table 39. Qualified applicants and enrolments in Year I in the 1999/2000 school year

Programme Line	Applicants			On course 15/10			Not applied ¹⁾
	No. by first choice	of which admitted 1/7 to first choice		Number	of which admitted to first choice		
		Total	Prop. (%)		Total	Prop. (%)	
National programmes	90 446	75 048	83.0	90 774	71 378	78.6	3 727
<i>of which</i>							
Child and Recreation (BF)	3 924	3 490	88.9	4 399	3 222	73.2	307
Construction (BP)	2 756	2 295	83.3	2 778	2 229	80.2	107
Electrical Engineering (EC)	4 740	3 880	81.9	4 606	3 585	77.8	166
Energy (EN)	626	534	85.3	738	500	67.8	75
Arts (ES)	5 475	4 239	77.4	5 150	4 139	80.4	203
Vehicle Engineering (FP)	3 811	3 064	80.4	3 675	2 969	80.8	156
Business and Adm. (HP)	3 969	3 350	84.4	4 492	3 170	70.6	285
Handicraft (HV)	2 413	1 150	47.7	1 535	1 212	79.0	98
Hotel and Rest. (HR)	5 897	4 360	73.9	5 217	4 199	80.5	200
Industry (IP)	1 424	1 264	88.8	1 689	1 193	70.6	130
Food (LP)	448	370	82.6	544	357	65.6	54
Media (MP)	5 536	3 454	62.4	4 547	3 269	71.9	297
Natural Resource Use (NP)	2 530	1 787	70.6	2 422	1 869	77.2	151
Natural Science (NV)	18 778	17 061	90.9	19 726	15 926	80.7	464
Health Care (OP)	3 710	3 269	88.1	3 985	3 187	80.0	248
Social Science (SP)	24 409	21 481	88.0	25 271	20 352	80.5	786
Specially designed programme (SM)	11 374	8 053	70.8	8 908	2 686	30.2	256
Individual (IV)	3 040	2 757	90.7	17 045	2 747	16.1	10 479
All programmes	104 860	85 858	81.9	116 727	76 811	65.8	14 462
Int baccalaureate (IB)	787	466	59.2	546	379	69.4	50
Upper secondary school, total	105 647	86 324	81.7	117 273	77 190	65.8	14 512

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

7.2 Resources

Teachers

According to the calculations in October 1999 there were just under 29 000 active teachers (excluding temporary staff) in upper secondary schools. The average level of duty was 81.7 per cent. Converted to full-time posts this means that there were just under 23 700 teachers in upper secondary schools. Of these, just under three per cent were in the county council's upper secondary schools and just over three per cent in the independent upper secondary schools (including international schools). Compared with the previous year this is an increase in the number of teachers (converted to full-time posts) of 177 (0.8 %).

17 per cent of the number of teachers (converted to full-time posts) were teachers without teacher training, which is the same proportion as the previous year. As with the previous year, the proportion of teachers without teacher training qualifications varied considerably from one municipality to the next. The rural districts had the greatest proportion of teachers without teacher training qualifications. At the independent schools 42 per cent of the teachers (converted to full-time posts) lacked teacher training qualifications, which is a reduction of three per cent compared with the previous year.

The number of teachers (converted to full-time posts) per 100 pupils in upper secondary schools was 7.8, which is an increase in teacher density of 0.2 teachers compared with the figures recorded in October 1998. In municipal upper secondary schools the staffing numbers increased from 7.4 (1998) to 7.7 teachers per 100 pupils and in the county council schools from 11.4 to 12.2. The staffing numbers in the independent schools was 6.9 but was considerably higher at international schools, national boarding schools and supplementary schools. As in previous years, the county council schools had higher staffing numbers than schools run by the municipalities.

Table 40. Teachers in upper secondary schools, week 42 of 1997 and 1998 and week 41 of 1999

School year	No. of teachers			Average extent of duty in per cent	No. of teachers converted to full-time posts		No of teachers (full-time) per 100 pupils
	Total	of which			Total	of which permanent posts	
Teacher training Principal organisers		Men	Women				
1997/98 All teachers	28 460	14 775	13 685	81.0	23 055	19 560	7.4
No. with teach. training	23 419	12 040	11 379	84.4	19 772	18 167	.
Prop. with teach. training	82.3	81.5	83.1	.	85.8	92.9	.
1998/99 All teachers	28 929	14 963	13 966	81.2	23 499	19 611	7.6
No. with teach. training	23 025	11 780	11 245	84.3	19 406	17 849	.
Prop. with teach. training	79.6	78.7	80.5	.	82.6	91.0	.
1999/00 All teachers	28 962	14 982	13 980	81.7	23 676	19 668	7.8
No. with teach. training	23 352	11 855	11 497	84.3	19 696	18 066	.
Prop. with teach. training	80.6	79.1	82.2	.	83.2	91.8	.
Per principal 1999/00							
Municipality (all teachers)	26 680	13 766	12 914	82.7	22 067	18 422	7.7
Prop. with teach. training	82.5	80.7	84.4	.	84.7	93.1	.
County council (all teachers)	804	488	316	76.3	614	466	12.2
Prop. with teach. training	71.6	77.7	62.3	.	73.2	86.4	.
Independent schools	1 194	.	.	.	796¹⁾	636¹⁾	6.9
Prop. with teach. training	56.3	.	.	.	58.0	.	.
International schools	44	.	.	.	.	.	11.1
Prop. with teach. training	.	.	.	.	.	.	.
National boarding schools	111	.	.	.	88	71	9.4
Prop. with teach. training	76.6	.	.	.	76.6	.	.
Supplementary schools	213	.	.	.	111	72	10.8
Prop. with teach. training	30.0	.	.	.	32.0	.	.

¹⁾ Including international schools.

Expenditure

Expenditure for upper secondary schools in 1999 came to SEK 22 billion, which is equivalent to SEK 72 200 per pupil. The figure includes expenditure on school transport and travel incurred by the municipality in which the pupil is registered. Of the total expenditure 92 per cent represents the costs for municipal upper secondary schools while the costs for county council upper secondary education and independent upper secondary courses represent just over three per cent each. Approximately one per cent of the total expenditure represents the costs for national boarding schools, international schools and supplementary schools.

Expenditure for municipal upper secondary schools in 1999 came to SEK 22.3 billion, or SEK 70 800 per pupil. Compared with 1998 the cost per pupil in municipal upper secondary schools increased by just over seven per cent, or around SEK 4 500 per pupil in fixed prices (the cost for 1998 has been converted with the help of the Consumer Price Index, which increased by 0.5 per cent between 1998 and 1999).

If one studies how the resources for municipal upper secondary schools changed during the period 1991 to 1999, one can see that the total expenditure per pupil fell substantially between 1992 and 1993 (-7% in fixed prices). After that the cost per upper secondary school pupil increased annually until in 1999 it was considerably higher than the cost in 1991 (+10 % in fixed prices). Only between 1998 and 1999 did the expenditure per pupil increase by almost seven per cent.

During the period 1991 to 1999 the expenditure for premises per pupil increased by approximately 12 per cent while expenditure on teaching materials, equipment and school libraries increased by 16 per cent. The cost of tuition per pupil decreased considerably between 1991 and 1993 (-17% in fixed prices), but then increased to the point where in 1999 it had reached the same expenditure level as in 1991. Compared with the previous year the expenditure on tuition and for premises had increased by approximately 8 and 14 per cent respectively, while expenditure for teaching materials etc was largely unchanged.

A change in the collection of premises expenditures in 1998, however, makes it difficult to compare this year's expenditure details with the corresponding figures for 1998. If the expenditure on premises per pupil in 1997 and 1999 is compared, there is little change. Expenditure on school meals fell by 12 per cent between 1993 and 1999. Between 1998 and 1999, however, expenditure on school meals per pupil was unchanged.

Total expenditure for county council upper secondary education was SEK 713 million in 1999, which when compared with 1998 is a reduction of around SEK 810 million. The average expenditure per pupil in upper secondary education run by the county councils was SEK 131 100 in 1999. This may be compared with expenditure per pupil of SEK 100 800 in 1998, which means that the cost of county council education increased by about 30 per cent. This substantial increase in the average cost per pupil in county council district upper secondary schools is largely due to a change in the composition of the programmes organised by the county councils. The number of pupils and the total cost of the Health Care programme decreased to a relatively greater extent than the National Resource Use programme. Since the Natural Resource Use programme is more expensive than the Health Care programme, this meant an increase in the average cost per pupil for the county councils' upper secondary schools.

Since the county councils only run education programmes in Health Care and Natural Resource Use, the expenditure per pupil is not directly comparable with the average pupil expenditure for the municipalities. The expenditure per pupil for both these programmes in the county council schools is, however, considerably higher than the average expenditure per pupil on these programmes in a municipal upper secondary school.

The total expenditure for the independent schools at upper secondary level was SEK 731 million, of which SEK 700 million relates to schools that have engaged in activities throughout the whole year. This is equivalent to expenditure per pupil of SEK 77 300. The expenditure per pupil in municipal upper secondary schools (excluding school transport and school accommodation) came to around SEK 68 100 in 1999, i.e. a slightly lower expenditure per pupil than the average in independent schools with national programmes. This difference in expenditure per pupil may partly be explained by the fact that the independent upper secondary schools have higher tuition costs than the municipal upper secondary schools. The staffing numbers in the independent schools is, however, lower than in the municipal schools, which indicates a comparatively high salary level in the independent schools. Expenditure on teaching materials and school meals is also higher in the independent schools.

The total expenditure for the national boarding schools, supplementary schools and international schools came to SEK 256 million in 1999. A pupil enrolled at a national boarding school cost on average SEK 87 400 in 1999 while a pupil receiving education at a supplementary upper secondary school cost on average SEK 92 700. The international schools have an average expenditure per pupil of only SEK 47 900. These average costs differ fairly considerably from the corresponding costs in upper secondary schools run by municipalities. There are, however, many differences, apart from those relating to reporting techniques, that affect the costs. Variations in the courses of study offered are an example of a difference that is of great significance in terms of the cost picture.

The independent schools at upper secondary school level that are under government supervision but do not receive public financial support, apart from the state study support that the pupils are entitled to receive, are not obliged to submit information to the national follow-up system. It is not, therefore, possible to record any of these schools' costs.

The biggest single item of expenditure for upper secondary schools was the cost of the tuition, which represented approximately 42 per cent of the total expenditure in 1999. The premises cost was the second biggest item of expendi-

ture (23%), followed by expenditure on teaching materials, equipment and school libraries (8%).

The expenditure per pupil for municipal upper secondary education varies considerably between the municipalities. Behind the spread there are probably differences in both conditions and organisation. The composition of upper secondary school programmes also differs between the municipalities, showing different costs when the courses vary in terms of their resource requirements. Differences in terms of reporting techniques and assessment principles, e.g. when it comes to premises, also lead to differences in recorded expenditure.

When the extreme values are removed in a comparison of expenditure between the country's municipalities, four out of five municipalities have a level of upper secondary expenditure that varies between SEK 63 700 and SEK 88 700 per registered pupil.

As mentioned earlier, the municipal cost picture is influenced by the programmes that the pupils follow. The variation in expenditure per pupil between different programmes is great. This has been shown in a study carried out in a selected number of municipalities where the costs of the upper secondary education were divided per programme. The Social Science programme had the lowest average cost at around SEK 51 100 per pupil. Comparatively low costs were also found in the Natural Science programme (SEK 54 200 per pupil), the Business and Administration programme (SEK 57 900 per pupil) and the Child and Recreation programme (SEK 59 400 per pupil).

The most expensive programme in municipal school education is Natural Resource Use, which costs on average around SEK 132 900 per pupil. Other programmes which are comparatively expensive to run are the Industry (SEK 96 700 per pupil), Vehicle Engineering (SEK 93 600 per pupil), Construction (SEK 91 800 per pupil) and Food (SEK 90 700) programmes.

The costs for the different programmes obviously interrelate to some extent with the varying needs for premises and equipment. Equipment and teaching materials cost, for example, on average SEK 3 200 per pupil for those following the Social Science programme. The equivalent cost for the Industry programme is SEK 11 400 per pupil. The need for premises also varies greatly from programme to programme. The Natural Resource Use programme had the highest cost for premises in 1999, amounting to SEK 43 900 per pupil. The Food programme also had a fairly high cost for premises (SEK 38 000 per pupil). The preparatory study programmes had the lowest costs for premises.

Table 41. Expenditures for upper secondary schools in 1997, 1998 and 1999 by principal organiser and the type of expenditure (current prices)

	All principal organisers ¹⁾		Municipal principal organisers ²⁾		County council		Independent schools ³⁾	
	expenditure total MSEK	expenditure per pupil ⁴⁾ , SEK	expenditure total SEK	expenditure per pupil ⁴⁾ , SEK	expenditure total SEK	expenditure per pupil ⁵⁾ , SEK	expenditure total SEK	expenditure per pupil ⁴⁾ , SEK
1997 Total	20 713	66 600	18 413	64 600	1 676	100 000	395	67 600
1998 Total	21 320	68 400	19 051	66 600	1 523	100 800	492	72 800
1999 Total	22 028	72 200	20 327	70 800	713	131 100	731	77 300
<i>of which</i> Tuition	9 156	30 100	8 526	29 700	236	43 400	286	31 600
Premises	5 089	16 700	4 672	16 300	213	39 200	145	16 100
School meals	872	2 900	789	2 700	35	6 400	38	4 200
Teaching mat/equip/lib.	1 948	6 400	1 725	6 000	109	20 100	93	10 200
School transport	775	2 500	775	2 500	.	.	.	.
Pupil care	292	960	272	950	9	1 600	8	900
Other	3 865	12 700	3 567	12 400	111	20 400	131	14 500

¹⁾ Expenditure for national boarding schools, international schools and supplementary schools are included in the expenditure total.

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

³⁾ Independent schools with municipal or central government grant, expenditure for national boarding schools, international schools and supplementary schools are not included in the expenditure for independent schools, expenditure per pupil refers to independent schools which have engaged in activities throughout 1997, 1998 and 1999. Total expenditure also includes expenditure for schools which have not engaged in activity throughout the whole year (SEK 3.3 million for 1997, SEK 30.4 million for 1998 and SEK 30.7 million for 1999).

⁴⁾ Average number of pupils 15 October 1998 and 15 October 1999.

⁵⁾ No. of full-time pupils during 1999.

The Social Science and Natural Science programmes, for example, had expenditure for premises of SEK 12 500 and SEK 13 200 per pupil respectively.

7.3 Results

During the 1998/99 school year over 75 700 pupils completed their upper secondary school education, just under 2 500 fewer than the previous year. The number of pupils in classes leaving in 1998/99 was nearly 1 000 more than the year before but the number of pupils with leaving certificates did not increase to a corresponding degree. The trend therefore continues of more and more pupils starting upper secondary education, taking longer to complete their studies, taking breaks from study and/or leaving upper secondary school without completing their education.

Pupils who completed upper secondary school in 1998/99 were the third cohort to receive their leaving certificate according to the new grading system, whereby if it has not been possible to assess a pupil on a course, they will not receive a grade or certificate for that course. Leaving certificates from a national or specially-designed programme are only issued when the pupil has received the requisite qualifications from all the courses included in his/her programme of study and from special work (see Chap 7, section 8, of the Upper Secondary education ordinance). A pupil who has followed an individual programme will receive a leaving certificate when they have completed the course of study that has been devised. Therefore, all pupils who completed upper secondary school in 1998/99 received, like the cohorts of the two previous years, certificates for all the courses included in their programmes of study.

Practically all pupils who left upper secondary school during the 1998/99 school year received their leaving certificate in accordance with the new grading system, i.e. letter grades according to a goal-related scale. 220 pupils re-

Table 42. Pupils who received their leaving certificate from upper secondary school in the 1998/99 school year

Study path Sex Principal organiser	Pupils with leaving certificate from programme ¹⁾		Average grade points			Pupils with reduced programme		Pupils with augmented programme	
	Number	Prop. (%)	Total	Men	Women	Number	Prop. (%)	Number	Prop. (%)
National programmes	69 297	91.8	13.3	12.8	13.8	4 552	6.6	13 612	19.6
<i>of which</i>									
Child and Recreation (BF)	4 510	6.0	12.1	11.1	12.4	221	4.9	585	13.0
Construction (BP)	1 601	2.1	11.4	11.4	11.5	79	4.9	323	20.2
Electrical Engineering (EC)	3 222	4.3	12.0	12.0	12.3	105	3.3	870	27.0
Energy (EN)	561	0.7	11.5	11.5	13.2	22	3.9	146	26.0
Arts (ES)	3 342	4.4	13.6	12.9	13.9	224	6.7	1 039	31.1
Vehicle Engineering (FP)	2 288	3.0	11.1	11.1	11.1	193	8.4	635	27.8
Business & Administration.(HP)	3 376	4.5	12.1	11.5	12.6	266	7.9	384	11.4
Handicraft(HV)	924	1.2	13.1	12.3	13.2	47	5.1	147	15.9
Hotell and Restaurant (HR)	3 298	4.4	12.2	11.7	12.6	218	6.6	833	25.3
Industry (IP)	1 666	2.2	11.5	11.5	12.1	112	6.7	418	25.1
Food (LP)	499	0.7	11.9	11.7	12.0	18	3.6	128	25.7
Media (MP)	2 626	3.5	13.3	12.9	13.7	65	2.5	677	25.8
Natural Resource Use (NP)	1 628	2.2	12.2	11.8	12.6	67	4.1	463	28.4
Natural Science (NV)	17 271	22.9	14.8	14.3	15.3	764	4.4	3 380	19.6
Health Care (OP)	2 552	3.4	12.6	11.5	12.7	257	10.1	330	12.9
Social Science (SP)	19 933	26.4	13.7	12.9	14.1	1 894	9.5	3 254	16.3
Specially designed programmes (SM)	5 853	7.7	13.4	12.9	14.0	367	6.3	1 079	18.4
Individual programmes (IV)	354	0.5	8.8	8.8	8.8	.	.	.	.
All programmes	75 504	100.0				4 923	6.5	14 714	19.5
Lines²⁾	24	0.0	.	.	.	.	.	.	.
Upper secondary school, total	75 528	100.0	13.3	.	.	4 923	6.5	14 714	19.5
<i>of which</i>									
Men	36 702	48.6	12.7	.	.	2 447	6.7	7 457	20.3
Women	38 826	51.4	13.8	.	.	2 476	6.4	7 257	18.7
Municipality	72 565	96.1	13.3	12.7	13.8	4 729	6.5	13 856	19.1
County Council	1 158	1.5	12.2	11.7	12.6	64	5.5	305	26.3
Independent schools	1 573	2.1	15.2	14.9	15.5	96	6.1	454	28.9
National boarding schools	232	0.3	14.8	14.5	15.1	34	14.7	99	42.7

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

²⁾ Numerical grades from lines and programmes.

ceived their leaving certificates after having started their upper secondary studies in 1993 or earlier (numerical grades from course or programme).

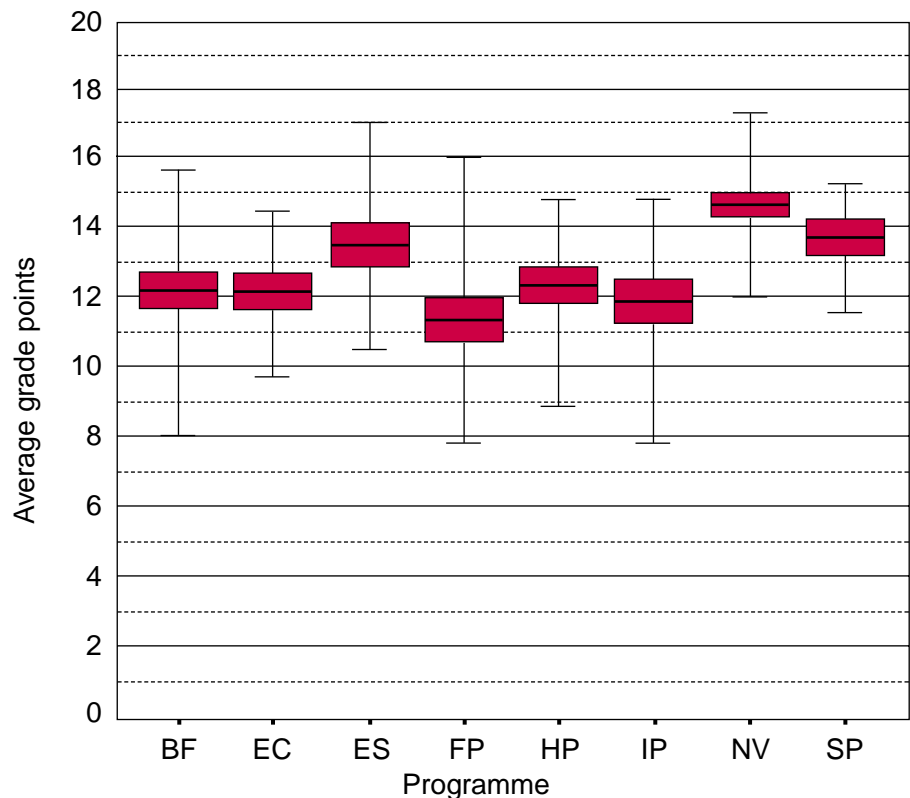
As a comprehensive measure of comparison of the grade results the average grade point is used, i.e. the average value of all grades recorded in the pupils' leaving certificates. The grade points are worked out in accordance with the National Agency for Higher Education's model of assessment for leaving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

The average grade points for all who left upper secondary school programmes in 1998/99 with a leaving certificate was 13.3, which is 0.4 points higher than the previous year and 0.7 points higher than the year before that. The grades were better for all pupil groups compared with 1997/98. Women had higher average grades than men in all programmes apart from Vehicle Engineering and the individual programme, where women and men had the same average grade points. Pupils with foreign backgrounds had lower grade averages than the other pupils (12.4).

The highest average grade points were found among the students taking the Natural Science programme (14.8). Pupils on preparatory study programmes had on average higher grade points than pupils on programmes involving vocational subjects. Of the national programmes the lowest average grades were found among the pupils on the Vehicle Engineering programme (11.1), followed by the Construction (11.4), Energy and Industry (11.5 each) programmes. The Energy programme was the only programme that had lower average grade points than the year before (11.5 compared with 11.6 in 1997/98).

Diagram 3 shows how the average grade point varies between the municipalities for eight of the upper secondary national programmes. Half of all the municipalities are in "the box" and the line in "the box" symbolises the median grade point, i.e. the grade point where half of the municipalities are above and half below. The outer lines show the highest and lowest grade point for the programme.

Diagram 3. Average grade points for the municipalities, 1998/99 school year (median, quartiles, max and min values) for eight of the upper secondary national programmes



The average grade point for pupils on specially-designed programmes during 1998/99 was 13.4, slightly higher than the average for all programmes. Compared with the previous year, the average grade increased by 0.5 points, which makes the specially-designed programme the programme where the increase was greatest between the years. The lowest average grade was found among pupils with leaving certificates from individual programmes, 8.8 points (the same as the previous year). There were substantial differences in average grade points for different programmes between the municipalities. It is not unusual to find differences of several grade points between highest and lowest municipal averages for a programme (see Diagram 3).

Augmented programme

Pupils on national or specially-designed programmes may be permitted to follow an augmented programme where the pupil voluntarily takes one or more courses over and above what is included in his/her normal course of study. A prerequisite for this is that the pupil must be satisfactorily judged to be capable of meeting the lesson requirements of all the courses he/she follows. Around 20 per cent of the pupils received a leaving certificate from an augmented programme, an increase of just over one per cent compared with the previous year's pupil cohort. The lowest proportion was found in the Business and Administration programme (11%). It was most common in the Arts programme, where nearly one pupil in three followed an augmented programme. It was more common for pupils in independent schools to be granted an augmented programme (29%) than those from schools run by municipalities and county councils (19% and 26% respectively). Men took more augmented programmes than women.

Reduced programme

Pupils on national or specially-designed programmes with clear study difficulties that cannot be resolved in any other way may be permitted to follow a reduced programme. This means that the pupil is freed from lessons relating to one or more courses but to a maximum of ten per cent of the number of upper secondary grade points required for a complete national or specially-designed programme (Chap 5, section 24, of the Upper Secondary Education Ordinance). Of the pupils with leaving certificates from programmes in spring 1999, a total of 6.5 per cent had followed a reduced programme, a decrease of 0.6 per cent compared with the previous year's cohort of school leavers. Compared with those who left in spring 1997, the proportion of pupils with leaving certificates from reduced programmes fell by nearly a third. Of the national programmes, the most common reduced programmes were found among pupils on the Health Care programme (10.3%), followed by pupils on the Social Science programme (9.5%). The least common examples were from those on the Media programme (2.5%).

Permanent and temporary study breaks

Breaks from study can be measured in several different ways. One method is to follow individuals over a period of time and see whether they continue the course they started. Of the pupils who started year 1 of a national programme in autumn 1998, 4.5 per cent (4.5%) were not found in upper secondary education in autumn 1999 as a result of a study break and 8.8 per cent (9.6%) had changed their course of study. From the point of view of all programmes (including individual programmes and specially-designed programmes), 7.9 per cent (7.8%) took a study break/postponement of study while 11.4 per cent (12.7%) changed their course of study. Figures in brackets refer to the corresponding figures for the previous year.

Pupils on individual programmes had a considerably higher proportion of study breaks (31.7%) than pupils on national programmes. The proportion of pupils who changed courses after one year is also considerably higher on individual programmes (30.6%) than on national programmes, which is in accordance with the aims of the individual programme. As mentioned earlier, one of the objectives for the individual programme is to encourage pupils to take up further study on a national programme.

Of the pupils who started year 1 on a national programme in autumn 1997, a total of 0.7 per cent postponed their study for a year and returned in year 1 or 2 (on the same or another programme) in autumn 1999. 81.5 per cent of all pupils on programmes who took a one-year break from study were on the Natural Science and Social Science programmes. The proportions of pupils taking a study break who started Year 1 on a course of study or a national programme in 1995 and 1996 were 0.9 and 1.0 respectively.

Completed education

Of all pupils in Year 1 on a course of study or programme in October 1995, 69 per cent completed upper secondary education on the same or another course of study within four years. Of those who were first-time students at upper secondary school in 1995, a total of 76 per cent received their leaving certificate after four years. The corresponding proportions were 73 per cent for pupils in year 1 in 1994 and 78 per cent for first-time students in year 1 in 1994. Among pupils with foreign backgrounds the degree of completion for first-time students in 1995 was 57 per cent after four years.

Of all first-time students in year 1 on a national programme in autumn 1995, a total of 81 per cent completed their education within four years. The degree of completion was higher for the Natural Science and Social Science programmes (91% and 86% respectively) than the other national programmes (74%). Among first-time students on the individual programme in 1995 only 19 per cent completed a programme within four years. Pupils with foreign backgrounds on national programmes also had a lower degree of completion, 71 per cent. The proportion of pupils who received their leaving certificate after four years was lower in, for example, smaller municipalities (69%), big towns (70%) and rural districts (74%) than in medium-sized and bigger cities (78% each).

Transition to university

Of the pupils who finished upper secondary school in the spring term of 1996 a total of 37 per cent (approximately 30,400 pupils) started university within three years. This was a decrease of eight per cent compared with the pupil group that finished upper secondary school in spring 1995, but an equal proportion when compared with the cohort from 1994. As a result of the upper secondary reform, the number of pupils leaving vocational programmes in 1995 were fewer than normal, which meant that the proportion of pupils going on to university was greater for pupils who finished upper secondary school in 1995 compared with both earlier and later pupil cohorts. As the number of applicants to university has increased, so it has become more difficult for all applicant groups to find a place, especially those seeking to enter straight from compulsory school.

There were big differences in the transition frequency between the municipalities. The lowest proportion was in Älvdalen (11%) and the highest in Lund (62%). As expected, pupils from the Natural Science and Social Science programmes (79% and 51% respectively) started at university within three years far more than pupils from the other national programmes (12%). 42 per cent of the women went on to university within three years, which was ten per cent higher than for the men. See Table 43.

Table 43. Transition to university within three years for pupils who finished upper secondary school in the 1995/96 school year

Study path Sex Principal organiser	Pupils with leaving certificate, 1995/96 school year							
	Total number	of which Women	of which Students in higher education at the latest by spring term 1999					
			Total		Women		Pupils with foreign background	
	Number	Prop. (%)	Number	Prop. (%)	Number	Prop. (%)	Number	Prop. (%)
National programmes	77 140	37 983	27 352	35.5	15 490	40.8	2 476	30.9
<i>of which</i>								
Child and Recreation (BF)	6 304	4 986	1 037	16.4	939	18.8	44	9.2
Construction(BP)	2 472	41	34	1.4	0	0.0	5	3.4
Electrical Engineering (EC)	4 189	53	422	10.1	11	20.8	39	9.5
Energy (EN)	800	14	108	13.5	1	7.1	19	21.8
Arts (ES)	3 180	2 119	948	29.8	701	33.1	73	21.3
Vehicle Engineering (FP)	3 147	48	24	0.8	1	2.1	3	1.0
Business and Administration (HP)	5 387	2 946	483	9.0	297	10.1	70	8.1
Handicraft (HV)	983	849	60	6.1	55	6.5	3	1.7
Hotel and Restaurant (HR)	3 142	1 830	146	4.6	99	5.4	13	4.5
Industry (IP)	2 162	118	59	2.7	7	5.9	8	3.7
Food (LP)	519	234	9	1.7	8	3.4	0	0.0
Media (MP)	1 819	1 093	430	23.6	297	27.2	29	19.6
Natural Resource Use (NP)	1 921	923	125	6.5	80	8.7	5	7.4
Natural Science (NV)	13 197	4 522	10 466	79.3	3 915	86.6	997	74.7
Health Care (OP)	4 554	3 985	1 012	22.2	940	23.6	134	19.4
Social Science (SP)	23 364	14 222	11 989	51.3	8 139	57.2	1 034	42.5
Specially designed programmes (SM)	820	472	211	25.7	136	28.8	31	30.4
Individual programmes (IV)	160	62	2	1.3	.	.	.	.
All programmes	78 120	38 517	27 565	35.3	15 626	40.6	2 507	30.7
All lines	6 325	3 205	3 691	58.4	1 942	60.6	378	47.1
Upper secondary school, total	84 445	41 722	31 256	37.0	17 568	42.1	2 885	32.2
<i>of which</i>								
Men	42 723	.	13 688	32.0	.	.	1 275	29.3
Women	41 722	41 722	17 568	42.1	17 568	42.1	1 610	35.0
Municipality	77 256	36 550	29 601	38.3	16 276	44.5	2 691	32.9
County Council	6 133	4 563	1 037	16.9	923	20.2	119	18.9
Independent schools	779	482	465	59.7	292	60.6	51	49.5
National boarding schools	277	127	153	55.2	77	60.6	24	41.4

8



Municipal adult education

8.1 Organisation

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

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

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

Through the government's special investment in upper secondary adult education for the unemployed the municipalities received extra state subsidies dur-

ing the school years 1993/94–1996/97 to arrange upper secondary education and supplementary education. Since 1 July 1997 extra state subsidies have been paid for basic and upper secondary education in accordance with the regulations relating to the government’s five-year education initiative for the unemployed and those with little education, known as the Special Adult Education Initiative.

The Special Adult Education Initiative means that the government pays state subsidies for education equivalent to approximately 100 000 full-time places. The Special Adult Education Initiative represents an increase compared with the investment of previous years in courses for the unemployed. During the 1995/96 school year approximately 30 200 full-time places for the unemployed were financed with the help of state subsidies. By autumn 1996 the number had risen to 44 100 full-time places and by spring 1997 to 53 600 full-time places. The Special Adult Education Initiative has thus meant an increase of around 46 000 extra full-time places since spring 1997. The term “full-time places” is used to estimate state subsidies to the municipalities and does not reappear in the rest of the report on adult education.

Municipal adult education is arranged in the form of courses. The educational objectives are the same as for youth education but the content, scale and focus of the courses may vary. The municipalities and county councils are the authorities responsible for municipal adult education. The county councils only arrange upper secondary and supplementary education in the areas of Natural Resource Use and Health Care. The authorities may employ other education providers as necessary.

The 1998/99 school year

During the 1998/99 school year 350 870 pupils took part in municipal adult education. Compared with the 1997/98 school year this was an increase of 27 548 (8.5%). 99 per cent of the pupils took part in courses arranged by municipalities (including purchased courses), while the county councils accounted for the remaining 1 per cent. Pupil numbers in the municipalities increased by 10.8 per cent (34 070 pupils) while the number of pupils in the county councils fell by 76 per cent (–6 522 pupils) between the school years of 1997/98 and 1998/99. The decrease is due to the fact that the county councils’ Health Care courses were transferred to the municipalities. The number of pupils in upper secondary adult education increased by 31 538 (12%) and the number of pupils in basic adult education fell by 3 010 pupils (–6%). The number of pupils in supplementary education fell by 980 (–12%).

Table 44. Number of pupils in municipal adult education in the school years 1994/95–1998/99

Educational level	1994/95	1995/96	1996/97	1997/98 ¹⁾	1998/99 ²⁾
Principal organiser					
Basic adult education	48 460	47 643	47 422	48 643	45 633
Upper secondary adult education	140 868	157 559	177 732	266 160	297 698
Supplementary education	6 563	5 798	11 974	8 519	7 539
Municipal adult education (all levels)	195 891	211 040	237 128	323 322	350 870
of which Municipality	188 760	203 704	229 081	314 780	348 850
County council	7 131	7 336	8 047	8 542	2 020

¹⁾ Information has been corrected after publication of the National Agency for Education’s reports no. 159, no. 173 and no. 181.

²⁾ Information has been corrected after publication of the National Agency for education’s report no. 181.

Seven municipalities in the country did not have any municipal adult education during the 1998/99 school year. The educational requirements in these municipalities were met through municipal associations or various forms of collaboration with other municipalities. 16 of the country’s 20 county councils organised municipal adult education. In the remaining county councils the education was

transferred in its entirety to the municipalities. The education was geographically moved to 36 municipalities.

The number of schools that arranged municipal adult education courses was 470. The schools might be either special municipal adult education schools operating under the management of their own school head or an upper secondary or compulsory school where municipal adult education is under the organisational control of the school head. Irrespective of the type of organisation, municipal adult education is often locally integrated with the upper secondary or compulsory school.

During the 1998/99 school year education was organised in accordance with 4 135 syllabuses at various levels, an increase of 644 syllabuses compared with the previous school year. The increase in the number of syllabuses has been striking since the start of the Special Adult Education Initiative. During the 1996/97 school year the number of syllabuses was 2 588. The increase is caused by the fact that the number of local courses rose considerably. The courses most frequently run using local syllabuses are courses in IT, Administration, Business Economics and Health Care.

Of the total number of pupils in municipal adult education during the 1998/99 school year 199 468 (56.8%) were newly-registered pupils, i.e. pupils who did not take any municipal adult education courses the previous year.

Table 45. Number of municipalities, schools, courses, pupils and course participants in municipal adult education during the school years 1996/97–1998/99

School year Educational level Principal organiser	No. of municipalities arranging course	Number schools	Number of course plans	Number pupils	Proportion (%) newly enrolled pupils ¹⁾	Number course participants	Proportion (%) course participants at other providers ²⁾	Number courses per pupil
Läsåret 1996/97	282	443	2 588	237 128	59.9	1 214 347	.	5.1
of which Municipality	282	336	2 461	229 081	60.1	1 143 980	.	5.0
County council	90	107	301	8 047	52.1	70 367	.	8.7
Läsåret 1997/98³⁾	282	491	3 491	323 322	66.1	1 757 767	14.4	5.4
of which Municipality	282	377	3 308	314 780	66.3	1 673 533	15.0	5.3
County council	89	114	538	8 542	57.5	84 234	1.7	9.9
Läsåret 1998/99⁴⁾	282	470	4 135	350 870	56.8	1 958 195	19.3	5.6
of which Municipality	282	430	4 025	348 850	56.9	1 936 353	19.5	5.6
County council	36	40	394	2 020	52.7	21 842	0.0	10.8
Basic	273	306	103	45 633	56.4	147 557	4.3	3.2
Upper secondary	282	459	2 559	297 698	56.9	1 738 628	21.3	5.8
of which Municipality	282	420	2 542	296 336	57.0	1 722 775	21.5	5.8
County council	35	39	191	1 362	53.6	15 853	0.0	11.7
Supplementary	146	216	1 473	7 539	56.1	72 010	1.6	9.6
of which Municipality	138	192	1 380	6 881	56.6	66 021	4.7	9.6
County council	23	24	203	658	50.8	5 989	0.0	9.1

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

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

³⁾ These figures have been corrected after publication of the National Agency for Education's reports no. 159, no. 173 and no. 181.

⁴⁾ This information has been corrected after publication of the National Agency for Education report no. 181.

The statistics for municipal adult education use two terms with different meanings: pupil and course participant. A pupil is a natural person taking one or more courses in municipal adult education. It follows from this that a pupil can study at several different levels during the school year. In the tables each pupil is shown at the level where they have the most lessons. This procedure avoids any double counting of the pupils but it also means that the number of pupils at each level is slightly underestimated. For each course that the pupil takes they are entered as a course participant. The number of course participants during the 1998/99 school year was 5.6 times greater than the number of pupils, i.e.

each pupil took part in an average of 5.6 courses per year. This was an increase of 0.2 courses per pupil compared with the 1997/98 school year.

The total number of course participants increased by 200 488 (11%) between the school years 1997/98 and 1998/99. The number of course participants in upper secondary adult education increased by 216 397 (14%) and the number of course participants in basic adult education fell by 11 937 (-7%). The number of course participants in supplementary education fell by 3 972 (-5%).

The Special Adult Education Initiative has meant that the proportion of course participants taking part in courses run by education providers other than county councils/municipalities has increased. During the first year of the Special Adult Education Initiative, the 1997/98 school year, 16.3 per cent of the course participants in upper secondary adult education took part in courses arranged by other education providers. During the 1998/99 school year the proportion was 21.3 per cent.

Of the total number of course participants 92.4 per cent took part in courses arranged during the daytime. This was an increase compared with the 1997/98 school year when the corresponding proportion was 91.2 per cent.

Table 46. Municipal adult education courses with the most course participants, 1998/99 school year

Educational level Courses	No. of municipalities arranging the course	No. of course participants ¹⁾			
		Total Number	Proportion (%)	Women Number	Proportion (%)
Basic adult education	273	1 47 557	100.0	95 829	64.9
English	268	38 347	26.0	25 100	65.5
Mathematics	271	36 399	24.7	24 615	67.6
Swedish as a second language	168	24 970	16.9	15 861	63.5
Swedish	269	23 366	15.8	14 587	62.4
Civics	239	13 196	8.9	8 407	63.7
Upper secondary adult education	282	1 738 673	100.0	1 180 026	67.9
Computing (computer science)	219	99 820	5.7	54 560	54.7
Mathematics A	282	67 431	3.9	45 917	68.1
Computing-basic course	267	65 964	3.8	46 765	70.9
English A	282	65 290	3.8	44 645	68.4
Swedish B	268	51 402	3.0	36 111	70.3
Mathematics B	282	49 753	2.9	32 211	64.7
Civics A	282	49 383	2.8	34 120	69.1
Computer science	231	41 797	2.4	28 796	68.9
Swedish A	282	41 649	2.4	28 817	69.2
Business Economics A	275	41 128	2.4	30 651	74.5
Supplementary education	146	72 025	100.0	37 592	52.2
Computing (Computer science)	75	13 648	19.0	5 467	40.1
Business Economics	85	6 145	8.5	4 213	68.6
Swedish	31	2 370	3.3	1 675	70.7
All levels	282	1 958 225	100.0	1 313 447	67.1

¹⁾ Information has been corrected after publication of the National Agency for Education report no.181.

The ten biggest courses out of a total of 4 135 included 29 per cent of all course participants. The most popular course was Computing (Computer science). The number of course participants was 99 820 and the course was run in 219 municipalities.

The majority, 65.9 per cent, of the pupils were women. The proportion of women increased by 0.7 per cent compared with the previous year and was highest in the county councils' upper secondary adult education (74.3%).

During the 1998/99 school year the number of pupils in municipal adult education who were born abroad was 81 705 or 23.3 per cent. In the previous year the number was 78 011 (24.1%). In basic adult education the proportion of pupils born abroad increased from 61.1 to 63.8 per cent.

The median age of the pupils throughout municipal adult education as a whole was 31. This was an increase of one year compared with the 1997/98 school year. The highest median age was found among the pupils in basic adult education (34), the lowest among those in supplementary education (23).

Table 47. Number of pupils, women pupils, immigrant pupils and pupils from other municipalities in municipal adult education during the 1998/99 school year

Educational level Principal organiser	Pupils		of which Women		Born abroad		Resident in another municipality	
	Number	Prop. (%)	Number	Prop. (%)	Number	Prop. (%)	Number	Prop. (%)
Basic	45 633	13.0	29 158	63.9	29 111	63.8	1 869	4.1
Upper secondary	297 698	84.8	197 903	66.5	51 662	17.4	22 703	7.6
of which Municipal	296 336	84.5	196 815	66.4	51 496	17.4	22 055	7.4
County council	1 362	0.4	1 088	79.9	166	12.2	648	47.6
Supplementary	7 539	2.1	3 987	52.9	932	12.4	3 820	50.7
of which Municipal	6 881	2.0	3 574	51.9	897	13.0	3 368	48.9
County council	658	0.2	413	62.8	35	5.3	452	68.7
All levels 1998/99	350 870	100.0	231 048	65.9	81 705	23.3	28 392	8.1
of which Municipal	348 850	99.4	229 547	65.8	81 504	23.4	27 292	7.8
County council	2 020	0.6	1 501	74.3	201	10.0	1 100	54.5

The figures have been corrected after publication of National Agency for Educational report no. 181.

Autumn 1999

The proportion of pupils who received their education in a municipality other than the one in which they are registered fell from 8.8 per cent in 1997/98 to 8.1 per cent in 1998/99. In previously published statistics the proportion for 1997/98 has been incorrectly stated as 13.6 per cent.

In previous years the record of activity during the autumn has been based on statistics collected in week 42 every autumn, the measuring week. Since (and including) 1998 this collection of statistics has been discontinued. Instead, to give a picture of developments during the last year, a record is made of certain data relating to the activity throughout the entire autumn period. The data is based on a special processing of the statistics that form the basis of the National Agency for Education's reports on the Special Adult Education Initiative in autumn 1998 and autumn 1999. The change means that statistics from previous years cannot be compared with those recorded here.

The number of pupils in municipal adult education during autumn 1999 came to 236 000, which was a reduction of slightly more than 26 000 pupils (-10 %) compared with autumn 1998.

Upper secondary adult education fell by around 22 000 pupils (-10 %), while basic adult education and supplementary education fell by 4 000 pupils (-11%) and 300 pupils (-6 %) respectively.

The pupils studied fewer courses than in the previous year. In autumn 1999 each pupil took an average of 4.1 courses, which was a reduction of 0.3 courses or six per cent compared with autumn 1998.

The number of schools organising municipal adult education fell from 464 in autumn 1998 to 417 in autumn 1999.

The number of syllabuses continued to increase and was nearly 3 500 (+6%). The increase is due to a continued rise in the number of local courses.

The proportion of women was 67 per cent, which is unchanged in comparison with autumn 1998. The number of pupils born abroad in autumn 1999 was 58 000. This represented 24 per cent of all pupils, an increase of one per cent since autumn 1998.

The proportion of course participants in upper secondary adult education taking part in courses arranged by another education provider increased from 21 to 24 per cent between autumn 1998 and autumn 1999.

The number of pupils receiving their education in a municipality other than the one in which they are registered was 21 000 (8.9%). This was a slightly higher proportion than in autumn 1998 (8.2%).

8.2 Resources

Teachers

The number of active teachers (excluding temporary staff) in municipal adult education came, when measured in October 1999, to 12 738. The average level of duty was 63.3 per cent, which is over one per cent higher than the previous year. Converted to full-time posts this means that there were over 8 000 teachers in municipal adult education. The proportion of the annual work force teaching in the county council's adult education fell from 5.6 per cent in autumn 1998 to 1.1 per cent in autumn 1999.

Compared with the previous school year the number of active teachers fell by 10 per cent while the number of teachers when converted to full-time posts fell by 8 per cent. The number of pupils converted to full-time students fell by about the same amount. This means that the teacher density in municipal adult education, expressed as the number of teachers (full-time posts) per 100 full-time students, is unchanged (4.5) compared with the 1998/99 school year. The proportion of the courses run by education providers other than the municipality/county council has increased substantially over recent years, as mentioned earlier. It is probable that information on teachers involved with courses purchased from other education providers has not been fully reported and that the teacher density may therefore have been underestimated.

In autumn 1999 a total of 22.5 per cent of the annual work force lacked formal teacher training. This is a reduction of 1.5 per cent compared with the previous autumn. Among the approximately 200 municipalities that had at least 10 annual staff, the proportion of teachers without teacher training varied between zero and 60 per cent.

Table 48. Teachers in municipal adult education, week 42 in 1997, 1998 and 1999

School year Teacher training Principal organiser	Number of teachers			Average extent of duty in per cent	No. of teachers converted to full-time posts		No. of teachers (full-time) per 100 full-time stud. ¹⁾
	Total	of which			Total	of which with permanent posts	
		Men	Women				
1997/98 All teachers	12 600	5 403	7 197	60.8	7 662	5 646	4.4
<i>of which</i>							
No. with teacher training	10 065	4 153	5 912	62.1	6 251	5 245	.
Proportion (%) with teach. training	79.9	76.9	82.1	.	81.6	92.9	.
1998/99 All teachers	14 128	6 180	7 948	62.1	8 773	6 191	4.5
<i>of which</i>							
No. with teacher training	10 477	4 262	6 215	63.6	6 662	5 573	.
Proportion (%) with teach. training	74.2	69.0	78.2	.	75.9	90.0	.
1999/00 All teachers	12 738	5 480	7 258	63.3	8 059	5 936	4.5
<i>of which</i>							
No. with teacher training	9 629	3 805	5 824	64.8	6 244	5 378	.
Proportion (%) with teach. training	75.6	69.4	80.2	.	77.5	90.6	.
Per principal 1999/00							
Municipality (all teachers)	12 515	5 346	7 169	63.7	7 970	5 868	4.5
<i>of which</i>							
Proportion (%) with teach. training	75.7	69.4	80.4	.	77.5	90.6	.
County council (all teachers)	225	134	91	39.6	89	68	7.1
<i>of which</i>							
Proportion (%) with teach. training	69.8	70.9	68.1	.	74.7	87.9	.

¹⁾ The number of full-time students has been calculated with the aid of the number of pupils hours reported and entails that the number of sixty-minute lessons during the respective autumn term has been divided by 270 (18 weeks* 15 sixty-minute lessons).

Expenditure

Total expenditure on municipal adult education in 1999 was SEK 6 587 million, a reduction since 1998 of one per cent in fixed prices. Between 1993–1998 municipal adult education increased substantially both in terms of resources and volume. One explanation for the increases in municipal adult education is that since autumn 1993 the municipalities have received extra state subsidies for educational measures to counteract unemployment. Autumn 1997 saw the introduction of the government's five-year investment in the Special Adult Education Initiative, which means that during 1998 and 1999 the government financed over half of the operation.

Adult education run by the municipalities accounted for 98 per cent of expenditure. The county councils' adult education accounted for 2 per cent. Per pupil (when converted to full-time students) the cost of education with the municipality as education provider was SEK 32 600. Expenditure on basic adult education arranged or purchased by the municipality (SEK 35 300) was higher than that of upper secondary adult education and supplementary education (SEK 30 400). This also includes education run by the county councils where the cost per full-time pupil in upper secondary adult education and supplementary education is SEK 30 800.

Table 49. Expenditure for municipal adult education in 1997, 1998 and 1999 by principal organiser and the type of expenditure (current prices)

	All principal organisers			Municipal principal organisers			County council		
	Expenditure, total MSEK	Prop. (%)	Expenditure per full-time stud, SEK	Expenditure total MSEK	Prop. (%)	Expenditure per full-time stud ¹⁾ , SEK	Expenditure total MSEK	Prop. (%)	Expenditure per full-time stud ²⁾ , SEK
all levels 1997³⁾	5 021	100	32 600	4 573	100	30 900	448	100	75 400
all levels 1998⁴⁾	6 641	100	30 300	6 197	100	29 100	444	100	69 200
all levels 1999	6 587	100	31 400	6 468	100	31 000	119	100	79 100
of which education provided by the municipality									
Total	5 428	100	33 200	5 309	100	32 600	119	100	79 100
<i>of which</i> tuition	2 887	53	17 500	2 839	53	17 400	48	40	32 000
premises	814	15	5 000	779	15	4 800	35	29	22 900
teaching mat/equip/lib	314	6	1 900	300	6	1 800	15	12	9 700
pupil welfare	35	1	200	34	1	200	1	1	560
other	1 378	25	8 600	1 357	26	8 300	21	18	13 900
Basic adult education									
Total	957	100	35 300	957	100	35 300	.	.	.
of which education provided by the municipality									
Total	926	100	36 100	926	100	36 100	.	.	.
<i>of which</i> tuition	535	58	20 900	535	58	20 900	.	.	.
premises	140	15	5 500	140	15	5 500	.	.	.
teaching mat/equip/lib.	40	4	1 600	40	4	1 600	.	.	.
student welfare	9	1	350	9	1	350	.	.	.
other	202	22	7 900	202	22	7 900	.	.	.
Upper secondary adult and supplementary education									
Total	5 630	100	30 800	5 511	100	30 400	119	100	79 100
of which education provided by the municipality									
Total	4 502	100	32 400	4 383	100	31 900	119	100	79 100
<i>of which</i> tuition	2 352	52	16 900	2 304	53	16 800	48	40	32 000
premises	673	15	4 800	639	15	4 600	35	29	22 900
teaching mat/equip/lib	275	6	2 000	260	6	1 900	15	12	9 700
pupill welfare	26	1	200	25	1	180	1	1	560
other	1 176	26	8 500	1 156	26	8 400	21	18	13 900

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

²⁾ Students have been converted to full-time students during the year according to the number of students weeks in the courses they have participated in.

³⁾ Due to the number of full-time students being underestimated for 1997, expenditure per full-time student has been overestimated by just over 1 per cent for municipal principals and by 0.5 per cent for county councils. Expenditure has been overestimated by just over one per cent for all principals.

⁴⁾ Due to the number of full-time students being underestimated in 1998, expenditure per full-time students has been overestimated by 2.5 per cent for municipal principals and by 0.8 per cent for county councils. For all principals, expenditure has been overestimated by over 2.4 per cent.

A comparison between the two authorities responsible for education provision shows that the expenditure per pupil was more than twice as high in the education run by the county councils as in that run by the municipalities. The reason for the higher expenditure in the education provided by the county councils is that the content of the courses offered by the two authorities is different. The county councils only run courses in the areas of Care and Environment. Environment courses in particular had a high expenditure per pupil (SEK 109 500). Compared with 1998 the expenditure per full-time student taking courses run by the county council increased by around SEK 10 000. The reason for the increase is that the less cost-demanding courses in Care fell substantially by 4 774 full-time students to 726 during 1999. During the same period the number of full-time students in the more cost-demanding National Resource Use courses fell by only 105 pupils to 778 full-time students.

8.3 Results

Of the 1 958 255 course participants registered at any given time during the 1998/99 school year, 1 512 893 (77.3 %) completed the course that they started during the school year and 308 786 (15.8%) dropped out. The remaining 136 576 course participants (7.0%) took part at the end of the school year in courses that had not yet finished. The highest proportion of course participants who dropped out of courses was in basic adult education, where 28.5 per cent discontinued the course. In upper secondary education the proportion was 14.8 per cent. Men dropped out of courses more than women, i.e. 18.2 per cent as opposed to 14.6 per cent. Course participants in education run by the county council dropped out less (9.2 per cent) than those on courses arranged by the municipality (15.8 per cent).

Table 50. Number of course participants who completed or discontinued courses in municipal adult education during the school years 1996/97–1998/99

School year Educational level Sex Principal organiser	No. of course participants	of which		Course interrupted		Continuing next school year	
		Completed course No.	Prop.(%)	No.	Prop.(%)	No.	Prop.(%)
1996/97 All levels	1 214 347	905 591	74.6	206 091	17.0	102 665	8.5
1997/98¹⁾ All levels	1 757 767	1 342 982	76.4	281 623	16.0	133 162	7.6
1998/99²⁾ All levels	1 958 255	1 512 893	77.3	308 786	15.8	136 576	7.0
<i>of which</i>							
Basic adult education	147 557	82 616	56.0	42 004	28.5	22 937	15.5
Upper secondary adult education	1 738 673	1 371 516	78.9	257 882	14.8	109 275	6.3
Supplementary education	72 010	58 761	81.6	8 900	12.4	4 364	6.0
<i>of which</i>							
Men	644 808	48 176	75.1	117 174	18.2	43 458	6.7
Women	1 313 447	1 028 717	78.3	191 612	14.6	93 118	7.1
Municipality	1 936 353	1 495 685	77.2	306 776	15.8	133 892	6.9
County council	21 902	17 208	78.8	2 010	9.2	2 684	12.0

¹⁾ Information has been corrected after publication of National Agency for Education reports no. 159 and no.173.

²⁾ Information has been corrected after publication of National Agency for Education reports no. 181.

The number of course participants who completed courses in upper secondary adult education was 1 371 516. For around 18 per cent of the course participants there is no information on the grades they achieved. The grade distribution for the remaining 1 131 692 course participants, who received their grades in accordance with the goal-related grading system, is recorded in table 51.

The average grade distribution was: Failed 6.8 (7.3) per cent, Passed 35.1 (38.0) per cent, Passed with Distinction 39.4 (38.5) per cent and Passed with Special Distinction 18.7 (16.2) per cent. Figures in brackets relate to the 1997/98 school year. The proportion of course participants with Passed with Distinction and Passed with Special Distinction has thus increased slightly

while the proportion with Failed and Passed has fallen correspondingly. It can be seen from the table that the proportion of course participants with Distinction was lower than the average in English, Mathematics and Swedish A. The highest proportion with Distinction was from pupils taking Civics A and IT-related courses. As in compulsory school and upper secondary school, the female pupils in municipal adult education achieved on average higher grades than their male counterparts.

Table 51. Distribution of grades for course participants who completed courses in upper secondary adult education during the school years 1996/97 – 1998/99

School year Course Sex Principal organiser	No. of course participants completing the course	No. of course participants goal-related grades ¹⁾	of which with grade							
			Failed (IG)		Passed (G)		Passed with distinction (VG)		Passed with special distinction (MVG)	
			Number	Prop.(%)	Number	Prop.(%)	Number	Prop.(%)	Number	Prop.(%)
Upper secondary adult 1996/97	750 676	674 891	50 090	7.4	270 224	40.0	259 521	38.5	95 056	14.1
Upper secondary adult 1997/98²⁾	1 185 570	983 546	71 592	7.3	373 987	38.0	378 605	38.5	159 362	16.2
Upper secondary adult 1998/99³⁾	1 371 516	1 131 692	76 713	6.8	397 392	35.1	445 501	39.4	212 086	18.7
<i>of which</i>										
Computing (Computer science)	83 930	70 714	4 351	6.2	26 082	36.9	26 560	37.6	13 721	19.4
Mathematics A	47 710	42 207	3 635	8.6	15 850	37.6	15 361	36.4	7 361	17.4
Computing-basic course	56 068	45 751	3 424	7.5	17 150	37.5	15 962	34.9	9 215	20.1
English A	42 147	38 123	2 784	7.3	13 839	36.3	15 986	41.9	5 514	14.5
Swedish B	35 294	32 333	1 655	5.1	8 983	27.8	15 253	47.2	6 442	19.9
Mathematics B	39 481	34 964	4 887	14.0	14 043	40.2	11 269	32.2	4 765	13.6
Civics A	36 739	32 932	2 046	6.2	10 071	30.6	13 942	42.3	6 873	20.9
Computer science	32 887	26 941	1 590	5.9	10 286	38.2	9 641	35.8	5 424	20.1
Swedish A	31 908	28 104	1 704	6.1	9 615	34.2	12 750	45.4	4 035	14.4
Business Economics A	35 035	28 292	1 588	5.6	10 376	36.7	10 672	37.7	5 656	20.0
Other upper secondary adult courses	930 317	751 331	49 049	6.5	261 097	34.8	298 105	38.4	143 080	17.0
<i>of which</i>										
Men	428 935	351 861	33 976	9.7	133 949	38.1	123 987	35.2	59 949	17.0
Women	942 581	779 831	42 737	5.5	263 443	33.8	321 514	41.2	152 137	19.5
Municipality	1 358 502	1 121 177	76 418	6.8	394 078	35.1	440 518	39.3	210 163	18.7
County council	13 014	10 515	295	2.8	3 314	31.5	4 983	47.4	1 923	18.3

¹⁾ Information about grades is lacking for 18 per cent of course participants with the date of course completion in the 1998/99 school year.

²⁾ Information has been corrected slightly after publication of National Agency for Education reports no. 159 and 173.

³⁾ The information has been corrected slightly after publication of National Agency for Education report no. 181.

9



Education for adults with learning disabilities (särsvux)

9.1 Organisation

Särsvux, education for adults with learning disabilities, aims to provide knowledge and skills that correspond to those provided in compulsory education for pupils with learning disabilities (compulsory school for pupils with learning disabilities and training school) and on the national or specially designed programmes at upper secondary education for pupils with learning disabilities. Särsvux has its own curricula and time plans. The type of school is intended for adults with learning disabilities who wish to complement their education. Teaching is carried out in the form of separate courses and the pupils can choose to study a single course or different combination of courses.

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

As in the case of education for pupils with learning disabilities, responsibility for särsvux has been transferred from the county councils to the municipalities during the first half of the 1990s. This type of education was provided in 203 municipalities in autumn 1999. Särsvux pupils lived in 246 municipalities. Just over seven per cent of the pupils (314) lived in another municipality than that where the school was located which can be compared with the previous year when 4.9 % of the pupils (202) lived in another municipality.

Table 52. Number of pupils in sÄrvux 1995–1999

	w 41 1994	w 41 1995	w 42 1996	w 42 1997	w 42 1998	w 41 1999
Compulsory school level	1 733	1 873	2 046	1 918	2 004	2 067
Training school	1 430	1 448	1 457	1 494	1 480	1 423
Upper secondary education	208	299	394	585	653	688
Education for adults with learning disabilities	3 371	3 620	3 897	3 997	4 137	4 178
of which municipality	1 512	2 909	3 897	3 997	4 137	4 178
county council	1 859	711	0 ¹⁾	0 ¹⁾	0 ¹⁾	0 ¹⁾

¹⁾ The municipalities have complete responsibility for adult education for the mentally handicapped from the 1996/97 school year.

4 178 pupils studied at SÄrvux in autumn 1999. The number of pupils has increased by just over one per cent (+41 pupils) from the previous school year. The number of pupils at compulsory school level and at upper secondary education level was responsible for the increase as last year by 63 and 35 pupils respectively, while the number of pupils at training school fell by 57.

Table 53. Pupils in sÄrvux week 42 1999 by level of study

Level of study	Pupils		of which				No. of pupils per group ¹⁾	No. of pupil hours per pupil during measurement week
	Total no.	Prop. (%)	Women		Born abroad			
			No.	Prop. (%)	No.	Prop. (%)		
Compulsory school level	2 067	49	1 062	51	139	7	.	2.4
Training school	1 423	34	636	45	88	6	.	1.9
Upper secondary education	688	16	345	50	48	7	.	3.0
All	4 178	100	2 043	49	275	7	2.3	2.3

¹⁾ Information about the educational level is not collected per tuition group. The number of pupils per group is not therefore reported by educational level but as an average of the size of all groups taught.

The average number of pupil hours (60 minutes) per week totalled 2.3 for sÄrvux which was slightly higher than for the 1998/99 school year when the corresponding number was 2.2. The corresponding information per study level for the 1999/00 school year was 2.4 (2.4) for compulsory school for adults with learning disabilities, 1.9 (1.7) for training school and 3.0 (2.9) pupil hours for the upper secondary education for adults with learning disabilities. The figures in brackets refer to the 1998/99 school year.

The average group size including individual tuition was 2.3 pupils for sÄrvux, a small increase compared with the 1998/99 school year when the group size was 2.2 pupils. Information about the educational level has not been collected from the 1999 school year for each tuition group. The number of pupils per group cannot therefore as before be presented according to level of study.

The median age at sÄrvux was 35 in the 1999/00 school year and a considerably larger portion of the pupils, approximately seven per cent compared with four per cent in 1998, were born abroad.

9.2 Resources

Teachers

The number of teaching posts (excluding temporary staff) was 386 during the measurement week in October 1999. The average level of service was 58.2 per cent. Adjusted to full-time posts, the number of teachers was 225. Compared with the previous year, the number of full-time employees has increased by 9.2 per cent. Over six per cent of the annual employees did not have teacher training.

The staffing number, calculated as the number of teachers adjusted to full-time posts per 100 pupils, was 5.4 in October 1999. There were 5.0 teachers per 100 pupils last year. Staffing numbers at sÄrvux cannot be compared with

Table 54. Teachers at srvux, week 42 in 1997 and 1998 and week 41 in 1999

School year Teacher training	No. of teachers			Average extent of duty in per cent	No. of teachers converted to full-time posts	
	Total	of which			Total	of which with permanent posts
		Men	Women			
1997/98 All teachers	371	53	318	56.4	209	173
<i>of which</i>						
No. with teacher training	339	47	292	57.3	194	169
Prop. (%) with teacher training	91.4	88.7	91.8	.	92.8	97.8
1998/99 All teachers	357	60	297	57.8	206	165
<i>of which</i>						
No. with teacher training	304	45	259	59.2	180	158
Prop. (%) with teacher training	85.2	75.0	87.2	.	87.2	95.6
1999/00 All teachers	386	63	323	58.2	225	183
<i>of which</i>						
No. with teacher training	346	52	294	60.8	211	181
Prop. (%) with teacher training	89.6	82.5	91.0	.	93.7	98.5

those in other types of schools, due to pupils being taught in smaller groups and also receiving a considerably smaller number of hours of tuition per week than what pupils receive in other types of schools.

Expenditure

The total expenditure for srvux in 1999 was SEK 107 million which is an increase by 11 per cent since 1998. The number of pupils was 4 200, an increase by four per cent.

Total expenditure per pupil was SEK 25 500 in 1999, an increase of seven per cent since 1998. Tuition costs account for 67 per cent, a reduction of three percentage points compared with the previous year.

The tuition expenditure per pupil was SEK 17 200 and varies considerably from municipality to municipality, from the upper quartile of SEK 23 4000 to the lower quartile of SEK 11 500. The highest expenditure for tuition is in sparsely populated municipalities at SEK 23 700 and the lowest in industrial municipalities at SEK 14 000 per pupil. In comparisons between the cost per pupil between municipalities and groups of municipalities, the number of pupils has been counted with the aid of the national average of teaching hours per week.

Table 55. Expenditure for srvux 1997, 1998 and 1999 (current prices)

	Municipal principal organiser		
	Expenditure total MSEK	Proportion (%)	Expenditure per pupil ¹⁾ SEK
Total 1997	93	100	23 900
Total 1998	96	100	23 700
Total 1999	107	100	25 500
<i>of which</i> tuition	72	67	17 200
premises	12	11	2 800
other	23	22	5 500

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

10



National Schools for Adults (SSV)

10.1 Organisation

The National Schools for Adults at Härnösand (SSV-H) and Norrköping (SSV-N) complement municipal adult education. SSV enrolls students from all over Sweden, and offers skills-focused education in the form of distance teaching of the same kind provided in municipal adult education. However, SSV is in the first place intended to provide courses that cannot be made available in municipal adult education on a sufficient widespread basis or sufficiently regularly. As from the 1997/98 school year, SSV has participated in the Government's special adult education initiative. The following description includes students who have taken part in courses financed by ordinary grants or the special funds made available within the framework of the special adult education initiative. In addition, schools carry out a relatively large number of commissioned courses, by, for instance, selling student places to the municipalities. This teaching is not taken up here. The special adult education initiative has meant increased collaboration with the municipalities since distance learning and flexible learning have been of great interest to the municipalities.

Distance teaching at SSV is either carried out as distance teaching by correspondence where the student studies at home with the aid of support from teachers at SSV, or in the form of interval courses which involve a combination of shorter teacher-led course periods at school and studies at home. Students pay a fee for the study material which is specially adapted for self-study.

The total number of students at SSV in the 1998/99 school year was 10 608, a reduction of 1 254 students (11 %) compared with 1997/98.

Students took part in an average of 1.9 courses during the school year. 35 per cent of the students were men and 65 per cent women.

Table 56. Number of students at SSV 1998/99 school year by educational level, type of studies and sex

Educational level Type of study Sex	Students Härnösand		Norrköping		Total	
	No.	Prop (%)	No.	Prop (%)	No.	Prop (%)
Basic adult education	0	0.0	243	4.4	243	2.3
<i>of which</i>						
Correspondence distance teach	0	0.0	243	4.4	243	100.0
Interval courses	0	0.0	0	0.0	0	0.0
Upper secondary adult education	5 105	100.0	5 133	93.3	10 238	96.5
<i>of which</i>						
Correspondence distance teach	0	0.0	5 031	91.4	5 031	47.4
Interval courses	5 105	100.0	102	1.9	5 207	49.1
Supplementary education	0	0.0	127	2.3	127	1.2
<i>of which</i>						
Correspondence distance teach	0	0.0	72	1.3	72	0.7
Interval courses	0	0.0	55	1.0	55	0.5
All students	5 105	100.0	5 503	100.0	10 608	100.0
<i>of which</i>						
Correspondence distance teach	0	0.0	5 346	97.1	5 346	50.4
Interval courses	5 105	100.0	157	2.9	5 262	49.6
Men	1 906	37.3	1 851	33.6	3 757	35.4
Women	3 199	62.7	3 652	66.4	6 851	64.6

The major part, 10 238 students, 96.5 per cent, participated in upper secondary adult education. 243 students, 2.3 per cent, participated in courses at compulsory school level and 127 students, 1.2 per cent, participate in supplementary education.

The proportion of students aged over 30, is successively increasing. In the 1998/99 school year, this proportion was 62 per cent, an increase from the 1997/98 school year when the proportion was 55 per cent and the 1996/97 school year when only 50 per cent of the pupils were aged over 30.

The age structure varied between the two schools. At SSV-H, where tuition took place in the form of interval courses, the proportion of students who were aged over 30 was 70 per cent (69%). At SSV-N, which has mostly distance teaching by correspondence, the proportion was 54 per cent (46%). The figures in brackets refer to 1997/98.

The ten largest courses accounted for 60 per cent of all course participants. Mathematics A, 9.9 per cent, and English A, 9.3 per cent had the largest number of students. Course participants at SSV-H studied in one of the ten most frequent courses to a greater extent than course participants in SSV-N, 74 and 47 per cent respectively.

Table 57. Courses with most participants, 1998/99 school year

Courses	Härnösand		Norrköping		Total	
	No.	Prop. (%)	No.	Prop. (%)	No.	Prop. (%)
Mathematics A	1 094	11.5	875	8.4	1 969	9.9
English A	1 261	13.2	598	5.8	1 859	9.3
Swedish A	909	9.5	618	6.0	1 527	7.7
Swedish B	765	8.0	539	5.2	1 304	6.5
Business Economics A	725	7.6	333	3.2	1 058	5.3
Mathematics B	577	6.0	479	4.6	1 056	5.3
Civics A	491	5.1	549	5.3	1 040	5.2
English B	582	6.1	365	3.5	947	4.8
Mathematics C	388	4.1	268	2.6	656	3.3
Business Economics B	284	3.0	229	2.2	513	2.6
Other courses	2 464	25.8	5 516	53.2	7 980	40.1
All courses	9 540	100.0	10 369	100.0	19 909	100.0

10.2 Resources

Teachers

When presenting information on teachers at SSV, a somewhat different measure is used than for other types of schools. In other types of schools, the number of teachers and extent of duty is presented for teachers only if they are employed for a longer period of time than a month. The statistics are collected for a particular

measurement week in the autumn. Since SSV has a large number of teachers employed by the hours, this type of presentation would give a misleading picture of the total teacher resources. For SSV, the number of active teachers and the number of teachers converted to full-time posts for the whole school year are shown in Table 58. As a comparison, the number of active teachers during the measurement week for the years 1997 to 1999 is shown in table 59.

From the comparison, it is evident that the number of active teachers during the 1998/99 school year was considerably higher than during the measurement week in autumn 1998. The greatest difference was for SSV at Härnösand, which offers interval courses.

Table 58. Number of teachers at SSV 1998/99 school year

Course provider	No. of active teachers	No. of teachers converted to full-time posts
Total	102	57
<i>of which</i>		
SSV – Härnösand	55	35
SSV – Norrköping	47	22

The number of active teachers during the 1998/99 school year converted to full-time posts totalled 57, an increase by nine full-time posts compared with the 1997/98 school year.

During the school year an average of 5 full-time posts have been devoted to development work at SSV-H. This work has mainly consisted of development of web courses. Of the teaching posts at SSV-N, 7.8 full-time posts have been devoted to development work. Development work within SSV-N includes teaching material, educational methods, and methods for distance education, and has, among other things, been focused on study guides, methods for distance examination, validation and diagnosis.

Table 59. Teachers at SSV in week 42 1997, 1998 and 1999

School year Teacher training Course provider	No. of teachers			Average extent of duty in per cent	No. of teachers converted to full-time posts	
	Total	<i>of which</i> Men	Women		Total	<i>of which</i> with permanent posts
1997/98 All teachers	57	34	23	84.5	48	39
<i>of which</i>						
No. with teach. training	46	27	19	87.7	40	33
Proportion (%) with teach. training	80.7	79.4	82.6	.	83.7	84.5
1998/99 All teachers	71	36	35	63.2	45	37
<i>of which</i>						
No. with teach. training	51	27	24	64.0	33	30
Proportion (%) with teach. training	71.8	75.0	68.6	.	72.8	80.3
1999/00 All teachers	78	31	47	54.4	42	29
<i>of which</i>						
No. with teach. training	62	28	34	54.7	34	25
Proportion (%) with teach. training	79.5	90.3	72.3	.	79.9	86.0
Course provider 1999/00						
Härnösand	29	13	16	75.3	22	19
<i>of which</i>						
Proportion (%) with teach. training	75.9	92.3	62.5	.	75.1	80.6
Norrköping	49	18	31	42.1	21	9
<i>of which</i>						
Proportion (%) with teach. training	81.6	88.9	77.4	.	85.0	96.9

The table shows the number of teachers in week 42 for the years 1997, 1998 och 1999. Active teacher in this table means persons who have a post that includes teaching. Teachers employed by the hour and teaching by headteachers and deputy heads are also included. Persons employed for a shorter period of time than a month are not included, however.

The number of active teachers has increased by 10 per cent between autumn 1998 and autumn 1999, while the number of teachers converted to full-time posts has fallen by 5 per cent.

From the table, it is evident that the proportion of teachers with teacher training has increased after falling in 1998.

Expenditure

The expenditure for SSV totalled almost SEK 45 million for the 1999 budget year.

Compared with 1998, expenditure has fallen by SEK 5 million (9.6 %), in fixed prices.

Expenditure for SSV was financed predominantly by government grants (SEK 36.3 million). Student fees for teaching materials (SEK 4.2 million) and local government grants for premises (SEK 3.2 million) are other important sources of finance.

In addition to the grant, schools have received an additional central government grant within the framework of the special adult education initiative (SEK 8 million). The special adult education initiative is not included in the financial report, however.

The largest item of expenditure is administration which makes up 32 per cent of SSV's expenditure, while teaching accounts for 28 per cent of the expenditure. Compared with the previous year, administration expenditure has increased by six percentage points.

Table 60. Expenditure for SSV 1997, 1998 and 1999 (current prices)

	All principals		Härnösand		Norrköping	
	Expenditure total MSEK	Prop. (%)	Expenditure total MSEK	Prop (%)	Expenditure total MSEK	Prop. (%)
Total 1997	58	100	27	100	31	100
Total 1998	49	100	25	100	24	100
Total 1999	45	100	22	100	23	100
<i>of which</i> tuition	12	28	6	28	7	28
premises	4	10	3	12	2	8
administration	14	32	8	37	6	27
teaching material/equip./lib.	6	13	2	11	4	15
development work	5	11	1	7	4	15
other	3	6	1	6	1	6

10.3 Results

In the 1998/99 school year, 8 114 course participants underwent upper secondary adult education or supplementary training at SSV. Of these 6 796 were awarded grades according to the goal-related grade system.

The breakdown of grades in SSV was Failed 3.7 per cent, Passed 30.8 per cent, Passed with distinction 43.2 per cent and Passed with great distinction 22.3 per cent. Compared with municipal adult education, the proportion of failed and passed is considerably lower at SSV and the proportion of passed with distinction and passed with great distinction considerably higher. As at municipal adult education, the subject with the highest proportion of Failed grade is Mathematics.

Table 61. Distribution of grades for course participants who have completed a course in upper secondary adult education and supplementary education, 1998/99 school year

Educational level Course School Sex	No. of course participants who completed the course	No. of course participants with goal related grades	Of which grade							
			Failed (IG)		Passed (G)		Passed with distinction (VG)		Passed with special distinction (MVG)	
			No.	Prop.(%)	No.	Prop.(%)	No.	Prop.(%)	No.	Prop.(%)
Upper secondary adult education	7 711	6 491	238	3.7	1 976	30.4	2 762	42.6	1 515	23.3
<i>of which</i>										
Mathematics A	651	580	27	4.7	171	29.5	259	44.7	123	21.2
English A	593	541	7	1.3	191	35.3	242	44.7	101	18.7
Swedish A	566	512	12	2.3	145	28.3	270	52.7	85	16.6
Swedish B	405	329	4	1.2	70	21.3	174	52.9	81	24.6
Business Economics A	576	531	17	3.2	239	45.0	191	36.0	84	15.8
Mathematics B	391	337	43	12.8	138	40.9	112	33.2	44	13.1
Civics A	403	344	8	2.3	94	27.3	118	34.3	124	36.0
Other courses	4 126	3 317	120	3.6	928	28.0	1 396	42.1	873	26.3
Supplementary education	403	305	11	3.6	119	39.0	175	57.4	0	0.0
All students	8 114	6 796	249	3.7	2 095	30.8	2937	43.2	1 515	22.3
<i>of which</i>										
Correspondence distance teaching	3 600	2 829	133	4.7	725	25.6	1 116	39.4	855	30.2
Interval courses	4 569	3 967	116	2.9	1 370	34.5	1 821	45.9	660	16.6
Härnösand	3 843	3 473	101	2.9	1 222	35.2	1 537	44.3	613	17.7
Norrköping	4 326	3 323	148	4.5	873	26.3	1 400	42.1	902	27.1
Men	2 649	2 238	99	4.4	703	31.4	999	44.7	437	19.5
Women	5 520	4 558	150	3.3	1 392	30.5	1 938	42.5	1 078	23.7



Swedish for immigrants (sfi)

11.1 Organisation

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

The target for the duration of tuition is 525 hours. The actual number of hours of tuition may be less or more than this depending on the amount of teaching required by the student to achieve the goals for knowledge in the syllabus. Students start studying at the language level determined by their prior knowledge and stop when the objective for the tuition has been achieved.

For those who are illiterate, Sfi should be combined with teaching of reading and writing in basic adult education. For young people aged from 16 to 19, sfi can be combined with an individual programme at the upper secondary school. Further study can be undertaken in basic adult education, the course Swedish as a foreign language.

The municipalities are responsible for sfi and decide how teaching is to be organised. This concerns, for instance, the intensity of tuition and who arranges the course. Sfi is organised in the majority of municipalities in conjunction with municipal adult education. Some municipalities use adult education associations, folk high schools or private providers to carry out sfi.

The 1998/99 school year

In the 1998/99 school year, a total of 34 701 students took part in sfi. This is about a thousand students fewer than the previous school year. 14 336 of the students in the 1998/99 school year were beginners in sfi. The others, i.e. 20

365 students, had started sfi one or more school years earlier. The number of beginners in sfi in 1998/99 was approximately as many as in 1996/97 and 1997/98 but considerably fewer than in the mid-90s. In 1994/95, the number of beginners was just over 32 000.

Table 62. Course providers and students in sfi in the 1994/95–1998/99 school years

Year	No. of municipalities	No course providers	No. of students	No. of students per	
				Municipality	Course provider
1994/95	277	310	61 017	220	197
1995/96	276	309	51 486	187	167
1996/97	268	306	41 334	153	134
1997/98	255	288	35 746	140	124
1998/99	246	267	34 701	141	130
<i>of which</i>					
Municipality	234	243	30 866	132	127
Adult education association	10	11	1 384	138	126
Other	12	13	2 451	204	189

Of all students 1998/99, 12 647 (36 %) were refugees, 718 (2 %) applicants for permits and 21 336 (61 %) other immigrants. It is the number of refugees in sfi who have fallen in recent years while the number of applicants for permits and other immigrants has been relatively unchanged. By refugee is meant a person who, after having been granted a residence permit, has been received by the municipality and for whom the municipality has the right to receive a grant for according to the government regulations for reception of refugees in the municipality. Applicants for a residence permit means foreign citizens who have applied for a residence permit in Sweden but who have not yet received a decision. Other immigrants mean students in sfi who are neither refugees nor applicants for permits.

Among the students in 1998/99, Arabic was the most common mother tongue. 5 807 students had Arabic as a mother tongue. Next most common was Bosnian/Croatian/Serbian, 4 159 students. Kurdish (2 488 students), Albanian (2 257 students), Spanish (2 013 students), followed by English (1 563 students) and Persian (1 522 students). 57 per cent of the students had one of these seven languages as their mother tongue. Somali is the eighth most common language. The same languages have been most common among sfi-students in recent years, although the number of students with Bosnian/Serbian/Croatian as a mother tongue has dropped considerably from 27 000 in 1994/95 to 4 159 in 1998/99. The number of students with Albanian as a mother tongue has halved during the period while the differences in the number of pupils are less for other languages. Altogether, there were 127 mother tongues represented among students in sfi in 1998/99. Most languages were spoken by just a few students. Atjeh, Aymara, Basque and Kru and a further five language, for instance, were only spoken by one student in each case.

246 municipalities had students in sfi in the 1998/99 school year compared with 255 municipalities in 1997/98 and 277 in municipalities 1994/95. Sfi is a small activity in many municipalities. In 73 municipalities, the number of students was under 25, and in 27 municipalities the number of students was lower than 10. Only 69 municipalities had more than 100 students in 1998/99.

Of the total number of students in the 1998/99 school year, 60 per cent were women and 40 per cent men. The gender breakdown was therefore unchanged compared with 1997/98. The proportion of women has increased compared with previous years. In 1994/95 the proportion was 51.6 per cent.

The students' median age was 32 in the 1998/99 school year. 17.9 per cent of the students were younger than 25 while 3.4 per cent were 55 or older. The women in sfi were on average slightly younger than the men.

The only information which is available about the sfi students' educational background is the number of years of schooling in their native country, i.e. a

rough measure of earlier education. A majority of sfi-students in 1998/99 had at least a ten-year education. 62 per cent had education of this length while 20 per cent had at most six years of education and 18 per cent had a 7-9-year education from their native country.

The educational level in 1998/99 was thus slightly higher among students in 1997/98 and 1996/97.

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

The educational background varied greatly among students with different mother tongues. Students with Korean as a mother tongue had on average 15 years of education, and students with French and Japanese on average 14 years of education and students with Russian and English 13 years of education. Students with Romany as their mother tongue had on average five years of education, students with Vietnamese, Thai and Somali as a mother tongue on average seven years.

The proportion of women also varied between language groups. Among students with Estonian, Tagalog and Thai as mother tongues, the proportion of women was 94 and 93 per cent respectively. Among students with Italian and Greek as mother tongues, the proportion of women was 31 and 34 per cent respectively.

Autumn term 1999

Statistics on students in sfi were previously collected for the school year and for a special measurement week, the week including 15 October. As from 1999/2000, information is collected twice a year.

In autumn 1999, 26 071 students participated in sfi. This was substantially the same number that were enrolled in autumn 1998, 26 045 students. Sfi-tuition was arranged in 242 municipalities in autumn 1999. In 12 municipalities, all students attended courses where the municipality used another course provider, for instance, an adult education association, folk high school or private course provider. This is the same number of municipalities as in autumn 1998. In eleven municipalities, there were students both in courses arranged by the municipality and by other course providers.

The number of refugees among sfi-students in autumn 1999 was 9 249, i.e. 35.5 per cent. The number and the proportion of refugees in sfi have fallen. At most, the number of refugees was 27 350 in autumn 1994.

11.2 Resources

Teachers

The number of teachers (excluding temporary employees) was 1 456 during the measurement week in October 1999. This is 59 teachers less than in October 1998. The average level of employment increased, however, to 77.6 per cent compared with 75.6 per cent in 1998. Converted to full-time posts, the number of teachers was thus 1 130 in October 1999, which is 15 posts fewer than at the measurement in October 1998.

As previously mentioned, statistics on students have only been collected twice a year since the 1999/00 school year. However, it can be seen retrospectively how many students started sfi during the measurement week when the teachers statistics are collected.

The number of students increased slightly between October 1998 and October 1999. This meant that the staffing numbers (the number of teachers converted into full-time posts per 100 students) fell from 5.6 to 5.3 teaching posts per 100 students.

17.6 per cent of the annual employees had not undergone teacher training, substantially the same proportion as in the previous year. The proportion of teachers without teacher training is as previously considerably greater among other course providers than in sfi organised by the municipalities. 84.4 per cent of the teachers in municipal-run sfi had teacher training compared with 61 per cent of the teachers in sfi which was not run by the municipality.

Table 63. Teachers in sfi week 42 in 1997 and 1998 and week 41 in 1999

School year Teacher training Course provider	No. of active teachers			Average extent of duty in per cent	No. of teachers converted to full-time posts		No. of teach- ers (full- time posts) per 100 students
	Total	of which			Total	of which with perma- nent post	
		Men	Women				
1997/98 All teachers	1 495	216	1 279	77.2	1 153	895	5.2
<i>of which</i>							
No. with teacher training	1 231	170	1 061	76.9	947	815	.
Prop. (%) with teach. training	82.3	78.7	83.0	.	82.1	91.0	.
1998/99 All teachers	1 515	228	1 287	75.6	1 145	873	5.6
<i>of which</i>							
No. with teacher training	1 250	186	1 064	75.6	945	798	.
Prop. (%) with teach. training	82.5	81.6	82.7	.	82.5	91.5	.
1999/00 All teachers	1 456	228	1 228	77.6	1 130	862	5.3
<i>of which</i>							
No. with teacher training	1 201	183	1 018	77.5	931	795	.
Prop. (%) with teach. training	82.5	80.3	82.9	.	82.4	92.3	.
Per course provider							
Municipality (all teachers)	1 341	208	1 133	77.3	1 036	813	5.5
<i>of which</i>							
Prop. (%) with teach. training	84.3	82.2	84.6	.	84.4	93.3	.
Other (all teachers)	115	20	95	81.2	93	59	4.0
<i>of which</i>							
Prop. (%) with teach. training	61.7	60.0	62.1	.	61.0	76.0	.

Expenditure

The municipalities' expenditure for sfi totalled SEK 604 million in 1999. This is approximately SEK 70 million more than what was reported for 1998. The expenditure presented for 1998 in the previous years' report are probably underestimated, however by approximately SEK 40 million. The increase in expenditure in 1999 can therefore probably be estimated at approximately five per cent. The proportion of students converted to full-time students was also slightly underestimated in the report for 1998. It is estimated that the proportion of students converted to full-time students has fallen by approximately three per cent in 1999. It is estimated that the expenditure per full-time student has therefore increased somewhat more than the total expenditure, by approximately eight per cent. The expenditure per full-time student totalled SEK 37 800 in 1999.

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

The expenditure per full-time student in sfi was higher than in municipal adult education, SEK 37 800 compared with 35 300 per full-time student in basic adult education and SEK 30 800 per full-time student in upper secondary level adult education and supplementary courses. In previous years, the reverse has applied, the expenditure per full-time sfi student has been lower.

The expenditure per student hour in sfi in 1999 was approximately SEK 89. This means that the expenditure for a student who has been approved after having participated in sfi for 525 hours, the target for the time taken to successfully complete the sfi course, was SEK 46 700 in 1999.

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

11.3 Results

Sfi is a type of schooling where students can start and finish tuition at any time during the year. Teaching for a student with the right to sfi shall be available as soon as possible. Unless there are special reasons, teaching shall start within three months. Teaching should take place continuously throughout the year, only interrupted by holidays. Since the student begins studies at their own language level and finishes them with the goal of the course has been achieved, the period of study can vary greatly.

In order to assess the results in sfi, a group of students who began at the same time period must be followed up for a relatively long period. Through the system of statistics that was introduced in 1993/94, it is now possible to monitor students for a longer period of time, to date for six years, up to and including 1998/99.

Of the approximately 35 500 students who started sfi some time in 1993/94, 48.4 per cent had passed up to the 1995/96 school year inclusive, i.e. after an average of two and a half years. After a further year, another 1.5 per cent had passed, i.e. altogether 50 per cent after three and a half years on average. 12 per cent passed already during the first year, 25 per cent during the second year, 11 per cent during the third year and 1.5 per cent during the fourth year. During the fifth year, 1997/98, 2.2 per cent were approved. During the sixth year, 1998/99, a further 0.8 per cent were approved, i.e. in all 52.9 per cent were approved after an average of five and a half years. At the end of the 1998/99 school year, there were still 629 students in sfi. The majority have undoubtedly interrupted their studies on one or more occasions during the six-year period. On average, the students who were taking part in courses at the end of 1998/99 participated in 839 hours in sfi. Some ten students had participated in more than 2 000 hours.

Of the 32 400 beginners in sfi some time during 1994/95, 44.1 per cent passed sfi after an average of two and a half year, i.e. up to and including the 1996/97 school year. For the beginners group in sfi in the 1995/96 school year, the proportion of passes after the same time (i.e. up to and including the 1997/98 school year) was lower, only 37.4 per cent. Of the beginners in sfi during 1996/97, 13 997 students, only 34.6 per cent had been approved up to 1998/99 inclusively. The proportion of beginners who were still undertaking education was approximately the same as for those starting as beginners earlier, 11 per cent. It is the proportion that left without passing and the proportion that interrupted their studies that has increased from approximately 42 per cent among beginners in 1993/94 to 54 per cent among beginners in 1996/97.

Table 64. Study results two years after starting year for beginners in sfi 1993/94 – 1996/97 (i.e. study result to 1995/96 – 1998 inclusive)

	No. of students	of which prop. (%) completed and passed course (%)	of which two years after start year interrupted course/taken a break	of which two years after start year continuing course next school year
Beginners 1993/94	35 500	48.4	41.8	9.8
Beginners 1994/95	32 400	44.1	44.8	11.1
Beginners 1995/96	17 300	37.3	52.6	10.1
Beginners 1996/97	14 000	34.6	54.4	11.0

There is a strong correlation between earlier education and results in sfi. Half of the beginners in 1996/97 with at least 13 years of previous education passed sfi within two and a half years against only 12 per cent of those who only had six years of education. In all language groups, the pass rate was higher among students with longer education than those with short education. However, there were also differences between language groups. Approximately a third of the highly educated students (over 12 years of education) with Chinese, Somali or English as their native language passed sfi within two and a half years compared with two-thirds of the highly educated with Finnish, German, Russian or Polish as their native language.

19 per cent of beginners in 1996/97 had a very short education of at most six years of schooling. This was two percentage points more than among beginners in 1995/96 and six percentage points more than among beginners in 1994/95 and this may be an explanation why the proportion of passes after two and a half years has fallen.

The guidelines for the number of hours required to pass sfi is 525 hours. The time can be more or less depending on what the individual student needs to successfully complete the course objectives. Students who passed during their first year have naturally participated in fewer hours of tuition than those who pass during their third year of study. Due to interruption of studies and study intensity, however, the number of hours also varies considerably among the students who passed in 1998/99. On average, the beginners in 1996/97, who passed the course up to and including 1998/99, had participated in 390 hours of tuition. Many students have passed after considerably more hours. The average number of hours in sfi after two and a half years is considerably lower for the beginners group in 1996/97 than for the beginners groups in 1994/95 and 1995/96, both among students who passed sfi, among those who interrupted their studies and those still studying.

Table 65. Study results up to and including the 1998/99 school year for beginners in sfi 1996/97

	Students Total no.	Prop. (%) of all	Concluded SFI							Discontinued/ Taken break		Continuing studies in SFI 1999/00 school year	
			No.	of which Passed ¹⁾	Prop. (%) of all	Failed ²⁾	Prop. (%) of all	Left Sweden	Prop. (%) of all	No.	Prop. (%) of all	No.	Prop. (%) of all
All	13 997	100.0	5 840	4 844	34.6	886	6.3	110	0.8	6 616	47.3	1 541	11.0
<i>of which</i>													
Arabic	2 146	15.3	735	560	26.1	172	8.0	3	0.1	1 050	48.9	361	16.8
Bosnian/Croat													
Serbian	1 349	9.6	717	578	42.8	132	9.8	7	0.5	513	38.0	119	8.8
Spanish	973	7.0	386	328	33.7	47	4.8	11	1.1	485	49.8	102	10.5
English	944	6.7	382	338	35.8	16	1.7	28	3.0	539	57.1	23	2.4
Kurdish/													
North Kurdish	687	4.9	247	193	28.1	54	7.9	0	0.0	294	42.8	146	21.3
Persian	599	4.3	297	254	42.4	41	6.8	2	0.3	240	40.1	62	10.4
Russian	555	4.0	352	328	59.1	16	2.9	8	1.4	173	31.2	30	5.4
Turkish	469	3.4	137	120	25.6	15	3.2	2	0.4	290	61.8	42	9.0
Somali	465	3.3	103	64	13.8	37	8.0	2	0.4	300	64.5	62	13.3
Polish	409	2.9	230	218	53.3	10	2.4	2	0.5	154	37.7	25	6.1
Thai	334	2.4	104	72	21.6	29	8.7	3	0.9	183	54.8	47	14.1
Finnish	316	2.3	119	106	33.5	9	2.8	4	1.3	189	59.8	8	2.5
Chinese	290	2.1	99	86	29.7	10	3.4	3	1.0	160	55.2	31	10.7
German	284	2.0	156	152	53.5	3	1.1	1	0.4	124	43.7	4	1.4
South Kurdish													
(Sorani)	225	1.6	84	65	28.9	17	7.6	2	0.9	84	37.3	57	25.3
Other	3 952	28.2	1 692	1 382	35.0	278	7.0	32	0.8	1 838	46.5	422	10.7
Women	8 309	59.4	3 433	2 891	34.8	482	5.8	60	0.7	3 948	47.5	928	11.2
Men	5 688	40.6	2 407	1 953	34.3	404	7.1	50	0.9	2 668	46.9	613	10.8

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

²⁾ Barred from the course since he/she could not benefit from tuition or left without passing and being awarded a certificate of knowledge achieved..

Table 65 shows the study result for beginnings in sfi from 1996/97 to the 1998/99 school year inclusive by students' mother tongues. As shown in the table, study results vary from group to group. The pattern is relatively similar over the years with some mother tongues having a consistently higher pass rate than others. This is, of course, related both to differences in the level of education among students from different parts of the world and the greater or lesser extent to which their language differs from Swedish. The proportion of passes is greatest among students with Russian as a mother tongue, 59.1 per cent. A large proportion of students with Polish and German as a mother tongue, 53.3 and 53.5 per cent respectively, pass sfi after 2.5 years on average. Students with Somali as a mother tongue have the lowest pass rate, 13.8 per cent. Within the respective language group, students with a longer previous education have a higher pass rate. It is also in the language groups with the shortest average period of education, that the proportion of passes is lowest.

25.3 per cent of students with South Kurdish as their mother tongue still attend sfi after two and a half years, i.e. they are not registered as having interrupted their studies and have not completed sfi at the end of 1998/99. The largest proportion of interruptions of study or study breaks is among students with Somali as their mother tongue, 64.5 per cent.

12



Swedish education abroad

12.1 Organisation

The purpose of Swedish education abroad is to make it easier for Swedes with children of school age to accept work abroad for a limited period. In this perspective, it is important that schools exist where teaching corresponds to the Swedish school. This is therefore the basic reason why the state has decided to support education of Swedish children living abroad. However, this is conditional on the employment abroad serving Swedish interests.

The following types of Swedish education supported by public funds exists at present

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

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

Norwegian compulsory school pupils who are taught at Swedish schools abroad are thereby also eligible for central government grants. A collaboration agreement has been made between Sweden and Norway according to which it has been agreed to enrol each other's children in their respective schools abroad. This agreement does not apply to upper secondary school.

The eligibility requirements for pupils who wish to take part in distance teaching are substantially the same as for regular tuition. The requirement for being eligible for complementary Swedish tuition is, however, only that one parent is a Swedish citizen.

Swedish schools abroad

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

In the 1999/00 school year, tuition for compulsory school pupils took place at 31 Swedish schools abroad in 22 countries. Compared with the previous school year, there was one less compulsory school. The compulsory school at Urrá, did not carry out any regular teaching in the 1999/00 school year. At five of the 31 schools abroad, teaching was offered at compulsory school and upper secondary school level. The largest number of schools is in Europe (16). There are seven schools in Africa, six in Asia and two in America.

Table 66. Regular education at Swedish schools abroad 15 October 1995–1999

School year	No. of countries	No. of schools/principals	No. of eligible pupils in compulsory school ¹⁾	Total no. pupils in compulsory school ²⁾	No. of eligible pupils in upper secondary school	Total no. pupils in upper secondary school
1995/96	26	33	996	1 063	119	152
1996/97	25	33	866	999	111	151
1997/98	25	33	968	1 088	111	160
1998/99	23	32	925	1 046	112	165
1999/00	22	31	891	1 031	113	166

¹⁾ Pupils from Sweden who meet the requirements for eligibility from Norway according to the collaboration agreement are to be provided with tuition.

²⁾ Both eligible and non-eligible pupils who participate in compulsory school teaching abroad.

Information about Swedish schools abroad was collected for the first time in 1994/95 within the framework of the National Agency for Education's follow-up system for the school sector.

The number of pupils in Swedish schools abroad at compulsory school level has fallen in the past two years by 57 (approximately 5 %) or by 15 pupils during the last year. The number of pupils in Swedish schools abroad receiving upper secondary education increased in the 1999/00 school year by one pupil to 166. As from the 1994/95 school year, the total number of pupils in Swedish schools at upper secondary level has increased by over 10 per cent to 166. Upper secondary education abroad started as a trial activity in four schools in the 1994/95 school year. The schools in London, Fuengirola, Madrid and Nairobi have thereafter engaged in regular upper secondary education for five years. An evaluation of the pilot activity has been carried out by the National Agency for Education. In accordance with this evaluation, the activity has been made permanent as from 1 July 1999.

The pupils who take part in teaching corresponding to compulsory school level are predominantly Swedish pupils who comply with the eligibility requirements and pupils of Norwegian and Finnish origin. Until 30 June 1996,

the whole of this group was entitled to government grants but as from 1 July 1996, the agreement with Finland has been changed so that Finnish pupils are no longer entitled to Swedish government grants. These pupils are not therefore reported separately but are included in the total number of pupils in the compulsory school. Of the total of 1031 pupils who received tuition in the 1999/00 school year, the major part (886 pupils) are in one of the years 1-6, while only 145 pupils attend year 7-9, a reduction of 13 pupils in the last year.

At Swedish schools abroad pupils from other countries besides Sweden receive tuition. Only 9 of 31 schools abroad teach Swedish pupils alone. At the other 22 schools, 98 pupils are Norwegian, 69 Finnish and the remaining 28 from other countries.

The proportion of 6-year-olds in the first year was high in most schools abroad. In October 1999, 45 per cent of the pupils in year one were six years old. This proportion can be compared with schools in Sweden where just over four per cent in the first year of the municipal compulsory school were six years old or younger. The corresponding proportion for the independent compulsory schools in Sweden was 14.5 per cent.

Table 67. The number of pupils in regular education at Swedish schools abroad, 15 October 1995-1999

School year Level	No of pupils in				
	Europe	Asia	Africa	America	All
1995/96	790	198	203	24	1 215
1996/97	741	182	182	45	1 150
1997/98	812	195	190	51	1 248
1998/99	871	145	166	29	1 211
1999/00	928	108	136	25	1 197
<i>of which with tuition at</i>					
compulsory school	778	108	120	25	1 031
year 1-6	651	108	102	25	886
year 7-9	127	0	18	0	145
upper secondary school	150	0	16	0	166
<i>of which on</i>					
Natural science programme ¹⁾	44	0	4	0	48
Social Science programme ²⁾	98	0	12	0	110
Other specialisation ³⁾	8	0	0	0	8

1) Pupils who attend the natural science programme (also natural science line prior to the 1997/98 school year).

2) Pupils who attend the social science programme (before the 1997/98 school year also the liberal arts line, three-year economic line or social science line).

3) Pupils who are studying a study path according to the Norwegian curriculum.

Upper secondary education in the 1999/00 school year consisted only of three-year programmes leading to higher education. The majority of pupils, 66 per cent had chosen a course with a social science specialisation while 29 per cent of the pupils studied the natural science courses. The remaining proportion studied a course based on the Norwegian curriculum.

Distance teaching

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

65 pupils took part in distance teaching with tutoring at Swedish schools abroad, a reduction of 34 pupils from the 1998/99 school year. A further 57 pupils took part in distance teaching without being tutored by staff at a Swedish school abroad.

Supplementary Swedish tuition

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

In all, just over 3 748 pupils (including pupils at foreign schools, see the section Foreign Schools) took part in supplementary Swedish tuition in 1999/00, of which 380 were taught at one of the Swedish schools abroad. The majority thus received tuition arranged by another principal organiser.

Foreign schools

An international school, Lycée International i Saint Germain-en-Laye outside Paris receives a government grant for carrying out an expanded form of complementary Swedish tuition. The school is a French state compulsory and upper secondary school which has a Swedish section where 119 pupils were taught 6-8 hours a week in the 1999/00 school year. The three-year pilot activity has been carried out with expanded Swedish tuition at the International School of Paris and the International School of Geneva (La Chataignerai) has been terminated since the number of pupils has fallen sharply. The expanded Swedish tuition at the American School of Warsaw continued its activity in the 1999/00 school year with 40 pupils taking part.

European schools

There are approximately 17 000 children/pupils from the Member States, also from Sweden from 1995, who attend European schools. These exist at Brussels and Mol in Belgium, at Culham in England, Varese in Italy, Luxembourg, Bergen in the Netherlands, Karlsruhe and Munich in Germany. Sweden has built up Swedish sections in Brussels and Luxembourg.

The pupils attend pre-school for two years from approximately four years of age (54 Swedish pupils in the 1999/00 school year), then the primary level from 6 years old for five school years (168 Swedish pupils in the 1999/00 school year) and finally the secondary level for seven school years (136 Swedish pupils in the 1999/00 school year) where studies lead to the "European school-leaving examination" (Baccalaureate Européenne an equivalent to the IB=International Baccalaureate), which confers eligibility to universities and other institutions of higher education in the EU Member States. Teaching is in accordance with special curricula, syllabi and timetables.

The activities of the European Schools are only reported here in this way (data on pupils, etc. is not included in tables 66-71).

12.2 Resources

Teachers

In week 42 in 1999, 289 teachers were employed at the Swedish schools abroad. Of these 192 worked at schools in Europe. A slightly larger proportion of teachers than last year, 44 per cent, had posts that were less than 40 per cent of full-time.

As at schools in Sweden, women are in a clear majority in the teaching profession. A full 76 per cent of the teachers are women. 75 per cent of the teachers had undergone teacher training, a reduction of two percentage points compared with last year.

Table 68. Teachers at Swedish schools abroad in week 42 1997, 1998 and 1999

School year Teacher training	No. of teachers		
	Men	Women	Total
1997/98 Teachers total	84	251	335
no. with teacher training	62	185	247
prop. (%) with teacher training	74	74	74
1998/99 Teachers total	78	218	296
no. with teacher training	61	167	228
prop. (%) with teacher training	78	77	77
1999/00 Teachers total	69	220	289
no. with teacher training	51	166	217
prop. (%) with teacher training	74	75	75

At the time of measurement (week 42, 1999) the set tuition hours totalled just over 4 600 teaching hours. 74 per cent of these were at compulsory school and 16 per cent at upper secondary school. The remaining hours were for supplementary Swedish teaching, distance teaching and tutoring.

The average number of teaching hours per week and pupil was 3.3 at compulsory school and 4.4 hour at upper secondary school.

Expenditure

The total expenditure for schools abroad has fallen for the 1998/99 school year from the previous year by SEK 3 million to 123. A considerable part of schools' expenditure was financed as before with central government grants which totalled SEK 57 million.

Table 69. Expenditure for Swedish schools abroad 1996/97–1998/99 school years according to educational level (current prices)

	All schools Expenditure total, SEK	Expenditure per pupil ¹⁾ (SEK) as average for				
		Compulsory school		Upper secondary school	Supervision for distance teaching	Supplementary Swedish teaching
		year 1–6	year 7–9			
1996/97	110 241 692	77 400	123 000	107 700	57 900	5 300
1997/98	126 059 700 ²⁾	79 000	130 600	105 000	64 500	5 000
1998/99	122 819 788³⁾	88 200	124 500	98 100	59 200	5 200
min	411 500	30 300	41 500	42 000	5 200	300
max	38 742 868	191 000	217 300	157 200	139 500	10 900

¹⁾ No. of pupils on 15 October 1996, 1997 and 1998.

²⁾ Total expenditure for all schools 1997/98 year includes all schools except two, Guinea Bissau (due to state of war) and Sao Paulo. In the 1997/98 study year, tuition abroad was provided at 33 schools.

³⁾ Total expenditure includes figures from 31 schools. Two school have not provided information on expenditure for the 1998/99 school year.

The expenditure on activity at the Swedish schools abroad differs greatly from school to school. The average expenditure for a pupil in years 1-6 is SEK 88 200, which is an increase of SEK 9 200 per pupil compared with the previous school year. The expenditure varies per school between SEK 30 300 and 191 000 per pupil.

The average expenditure per pupil for teaching in years 7-9 is SEK 124 500. This is a considerably higher expenditure than the expenditure per pupil in year 1-6 but a reduction of expenditure by approximately SEK 6 000 compared with the preceding school year. The difference in expenditure (per pupil) in the 1998/99 school year between year 1-6 and year 7-9 is SEK 36 300 kronor. The lowest average expenditure per pupil in year 7-9 in the 1998/99 school year is SEK 41 500 and the highest SEK 217 300.

The expenditure per upper secondary school pupil is on average SEK 98 100 which is SEK 6 900 less per pupil than the preceding school year. Expenditure varies from school to school between SEK 42 000 and 157 200 per pupil.

The average expenditure for the other activities, tutoring in distance teaching and supplementary Swedish tuition which is provided at Swedish schools abroad. is SEK 59 200 and SEK 5 200 per pupil on average. Supplementary Swedish tuition only consists of a couple of hours of tuition a week per pupil.

12.3 Results

Compulsory school

In the 1998/99 school year, 48 pupils received leaving certificates from compulsory school at seven Swedish schools abroad. Seven of the pupils (15 %) had not reached the objectives, in one or more subjects, a reduction from the previous school year when 17 pupils (37 %) failed to achieve the goal in all subjects. One of the reasons for pupils not reaching the objectives in one or more subjects in a school abroad *may* be that the pupil has moved during the senior level and therefore missed tuition. Another may be that there is an insufficient basis to set a grade because the pupil has not taken part in teaching where a final grade is awarded for a sufficient period of time.

As before, the pupils' final grade was high on average. The average merit rating for all pupils was 237, 248 for girls and 222 for boys. At the Swedish compulsory school in the 1998/99 school year, the average grade score was 202, 214 for the boys and 191 for boys.

Table 70. Final grade for pupils in year 9 at Swedish schools abroad 1998/99 school year

	Pupils leaving year 9		Average grade score	Prop. (%) of pupils eligible to upper secondary school	Pupils who have not achieved the goals of those who have or should have received goal and knowledge-related leaving certificates								
	Total no.	of which leaving certificate			Total		In one subject		In two or more subjects		In all subjects		
					No.	Prop. (%)	No.	Prop. (%)	No.	Prop. (%)	No.	Prop. (%)	
Compulsory school													
Total	48	48	237	98	7	15	5	10	2	4	0	0	
<i>of which</i>													
boys	20	20	222	100	2	10	0	0	2	10	0	0	
girls	28	28	248	96	5	18	5	18	0	0	0	0	

Of the 48 pupils who received final grades from the seven compulsory schools in the 1998/99 school year all achieved the objectives in English and Mathematics while one pupil failed to achieve the objectives in Swedish. In English, the largest proportion of pupils received the grade passed with special distinction (48%). However, there was considerable variation among schools abroad.

Upper secondary school

In all, 44 pupils completed their studies and received a leaving certificate from the five schools abroad that carried out upper secondary education in 1998/99. Of these 23 pupils attended the Social Science programme and 15 the Natural Science programme. Six pupils left with leaving certificates from Specially designed programmes. Among all pupils who left upper secondary school, 12 pupils had a reduced programme and 13 an expanded programme. The proportion of those eligible for higher education fell to 84 per cent compared with 96 per cent the preceding school year.

Table 71. Pupils with leaving certificates from upper secondary school programmes in the 1998/99 school year

Study path Sex	No. of pupils obtaining leaving certificates	Average- grade points	No. of pupils with generally eligibility for university and higher education	No. of pupils with reduced programme	augmented programme
Upper secondary school total	44	14.70	37	12	17
<i>of which</i>					
men	21	14.21	17	7	8
women	23	15.14	20	5	9
National programmes	38	14.28	31	12	13
<i>of which</i>					
Natural science progr. (NV)	15	15.11	11	4	6
Social science progr. (SP)	23	13.74	20	8	7
Specially designed programmes (SM)	6	17.35	6	0	4

The average grade points for all pupils leaving upper secondary school at the five schools abroad was 14.7 in the 1998/99 school year. Like the compulsory school pupils, with leaving certificates from schools abroad, the upper secondary school pupils had slightly higher average grade points than Swedish pupils.

13



Total expenditure for child care and schools

The table below shows a summary for the expenditure for of the various component activities of child care and the school system by principal organiser. The expenditure for child care totalled SEK 39.7 billion in 1999 and SEK 93.3 billion for school. These activities together made up 44 per cent of the expenditure of the municipal sector.

Pre-school accounts for two-thirds of child care expenditure, SEK 26.1 billion in 1999. Leisure-time centres cost SEK 8.5 billion (22%) and family day-care homes SEK 4.6 billion (12%). The open activities, i.e. open pre-school and open leisure-time activities for 10-12 year olds account for one per cent of the expenditure and cost SEK 315 and. 121 million in 1999. The expenditure shown here is the municipalities' expenditure for child care which includes payments to activities arranged by private providers.

The school system consists of ten types of schools, of which compulsory school (including. the Sami school) is largest. In 1999, it accounted for 60 per cent of the total costs of the school system, or SEK 56.3 billion. Upper secondary school accounts for 24 per cent (SEK 22 billion) and municipal adult education including the special adult education initiative for seven per cent (SEK 6.6 billion). The expenditure for the pre-school class, the new type of schooling that came into existence on 1 January 1998, totalled SEK 3.6 billion, which corresponds to four per cent of the total expenditure of the school system. Education for pupils with learning disabilities account for almost four per cent (SEK 3.5 billion) and Swedish for immigrants (sfi) for just over half a per cent (SEK 604 million). Special school, sårvux [education for adults with learning

disabilities] and national schools for adults (SSV) together make up less than one per cent (SEK 620 million).

If the school's total expenditure is broken down by principal organiser, schools and courses run by the municipalities account for over 95 per cent of the expenditure. The courses run by the county council make up 0.9 per cent, state courses for 0.6 per cent and courses with private course providers for 3.2 per cent.

Compared with 1998, the total expenditure for child care is unchanged.¹ Expenditure for the largest component activity, pre-school, is the same in 1999 as in 1998. The expenditure for family day-care homes has, however, fallen while expenditure for leisure-time centres has increased.

The expenditure for the school system as a whole has increased by almost six per cent (SEK 5 billion) between 1998 and 1999.¹ This increase is largely due to increased expenditure in both the largest types of schools, compulsory and upper secondary school. The expenditure for education for pupils with learning disabilities has also increased. Many municipalities did not carry out any activity in the pre-school class during the full calendar year in 1998 and the expenditure for this type of school is therefore greater in 1999 than in 1998. The total expenditure has increased for all types of schools, except municipal adult education and the National School for Adults (SSV) compared with the previous year.

¹ The consumer price index (CPI) has been used for comparison with previous years.

Table 72. Expenditure for child care and schools 1999

	Expenditure SEK million
Child care	
total all principal organisers 1)	39 721
<i>of which</i> pre-school	26 121
family day-care home	4 616
leisure-time centre	8 548
open pre-school	315
open leisure-time activity	121
School system	
total all principal organisers	93 260
<i>of which</i> pre-school class	3 623
compulsory school (incl. sami school)	56 295
education for pupils with learning disabilities	3 503
special school	468
upper secondary school	22 028
municipal adult education	6 587
education for adults with learning disabilities (särvox)	107
Swedish for immigrants (sfi)	604
National Schools for Adults (ssv)	45
School system per principal organiser and type of school	
Municipal principal organisers	88 874
<i>of which</i> pre-school class	3 484
compulsory school	54 530
education for pupils with learning disabilities	3 355
upper secondary school	20 327
municipal adult education 2)	6 468
särvox	107
sfi	604
County councils as principal organiser	869
<i>of which</i> education for pupils with learning disabilities 3)	37
upper secondary school	713
municipal adult education	119
Government principal organiser	542
<i>of which</i> sami school	29
special school	468
ssv	45
Private principal organisers	2 974
<i>of which</i> pre-school class 4)	140
compulsory school	1 736
education for pupils with learning disabilities 5)	111
upper secondary school 6)	987

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

²⁾ The figures also include SEK 1 159 million for payments to external course providers.

³⁾ The figures refer to government grants (SEK 10 million in 1999) and grant from municipalities (27 million in 1999).

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

⁵⁾ The expenditure relates to municipal payments to independent schools.

⁶⁾ The expenditure relates only to schools entitled to municipal or central government grants.