

Facts and figures 2011

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



Swedish National Agency for Education
SUMMARY OF REPORT NR 363

Facts and figures about pre-school activities, school-age childcare, schools and adult education in Sweden 2011

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

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

Previously published reports in the same series:

Rapport nr 8:	Beskrivande data om skolverksamheten 1993	Not available
Rapport nr 52:	Beskrivande data om skolverksamheten 1994	Not available
Rapport nr 75:	Beskrivande data om skolverksamheten 1995	Not available
Rapport nr 107:	Beskrivande data om skolverksamheten 1996	Not available
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Rapport nr 157:	Beskrivande data om barnomsorg och skola 1998	Not available
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Rapport nr 335:	Beskrivande data om förskoleverksamhet, skolbarnsomsorg, skola och vuxenutbildning 2009	Ordering code: 09:1137
Rapport nr 349:	Skolverkets lägesbedömning 2010 Del 1 – Beskrivande data Summary of Report 349: Facts and figures 2010	Ordering code: 10:1187
Rapport nr 363:	Skolverkets lägesbedömning 2011. Del 1 – Beskrivande data	Ordering code: 11:1247

From the internet:

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

The reports from 2000, 2003, 2006, 2009 and 2010 are also available in English: select *In English* and then *Statistics*.

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Preface

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

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

This report Facts and Figures 2011 has been shortened and translated into English and the content has been adapted to a target group outside of Sweden.

A new Education Act has recently come into force. Since Facts and Figures 2011 is based on statistics from 2010, it contains terms and definitions from 2010.

The report has been published in Swedish annually since 1992. Reports from 2000, 2003, 2006, 2009 and 2010 are also available in English. These reports and more details about the Swedish school system can be found on the Swedish National Agency for Education's website <http://www.skolverket.se/sb/d/190>

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

Stockholm, February 2012

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Head of Unit

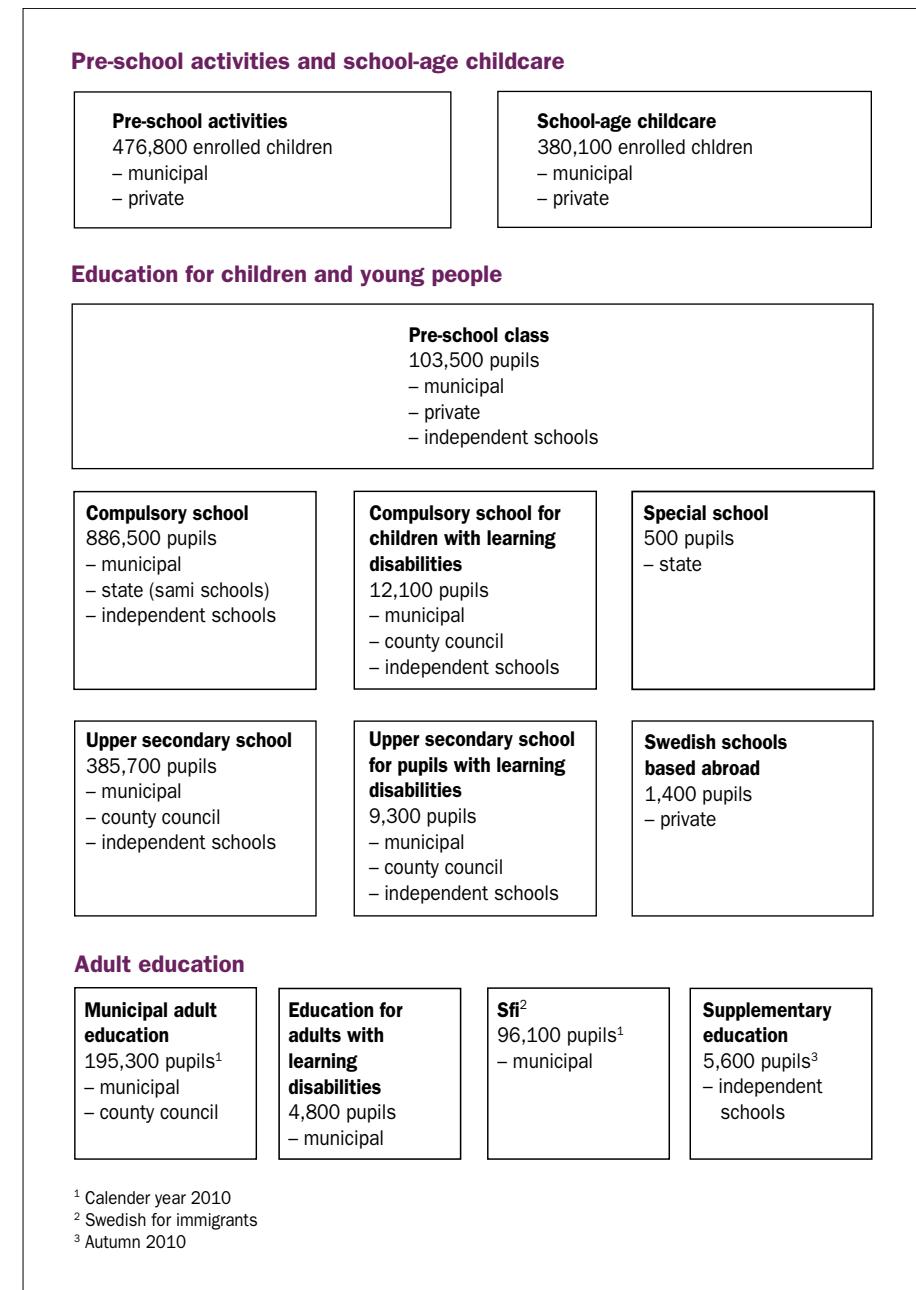
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Director of Education

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Diagram 1

Types of childcare and schools for which the National Agency for Education is responsible for – number of children/pupils and the principal organizers 15th October 2010



¹ Calender year 2010

² Swedish for immigrants

³ Autumn 2010

1.

PRE-SCHOOL AND
SCHOOL-AGE CHILDCARE

1. Pre-school and school-age childcare

FACTS

Pre-school and school-age childcare

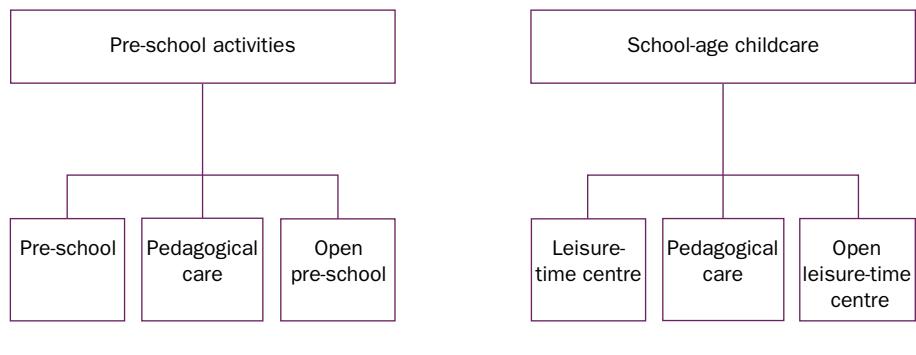
Under the Education Act the municipalities are required to provide pre-school activities and childcare for children aged 1–12 years to the extent necessary for their parents to be able to work or study or for the child's own needs. This requirement also includes pre-school for children whose parents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

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

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

Diagram 1.1

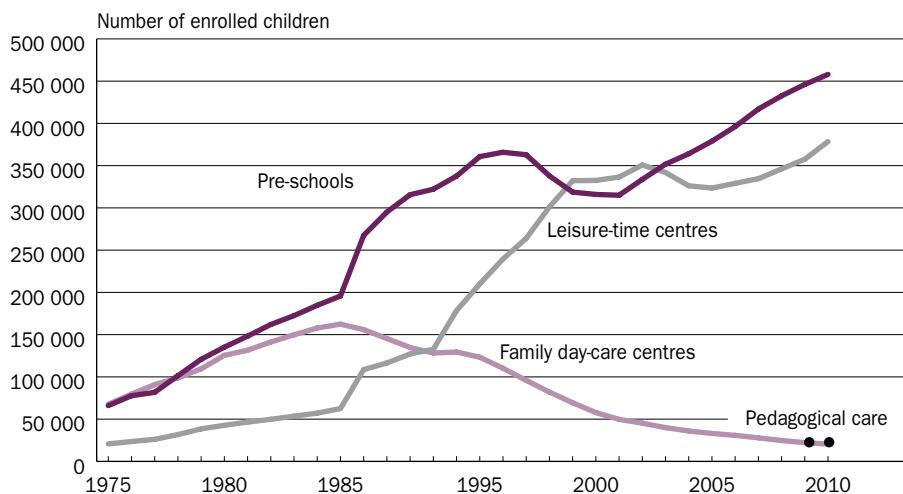
Available facilities within pre-school and school-age childcare



Pre-school activities and school-age childcare have expanded very rapidly in Sweden. Today, the availability generally corresponds to the demand. Most children of pre-school age attend pre-school. This means that the demand for places follows population growth in a different way than ever before. In 2010, a total of 856,900 children were enrolled in pre-school or school-age childcare.

Diagram 1.2

Number of enrolled children in pre-school, family day-care centres up to and including 2008 known as pedagogical care from 2009 and leisure-time centres 31st December 1975–1997 and 15th October 1998–2010



The gross municipal cost of pre-schools and school-age childcare in 2010 was 68.3 billion Swedish crowns. Pre-schools accounted for 78 percent of the cost, leisure-time centres for 18 percent and pedagogical care for 3 percent. Open pre-schools and open leisure-time centres together accounted for less than one percent of the total cost.

Pre-school

Pre-school is the most common type of pre-school activity. In autumn 2010, 458,000 children were enrolled in pre-school. A total of 83 percent of all children aged 1–5 years old attend pre-school. The distribution between boys and girls is generally equal. The proportion of enrolled children has increased to some extent in all age groups. 47 percent of 1 year olds attended pre-school, 87 and 92 percent respectively of 2 and 3 year olds and 94 percent of all 4 and 5 year olds.

FACTS

Pre-schools operated by private management

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

Pre-schools operating under independent management became more prevalent in the 1990's. In 2010, 19 percent of the children enrolled in pre-school attended an independently-managed pre-school. The most common type of independently-managed pre-school has changed from the parental cooperative to those that are operated by private companies. In autumn 2010, 44 percent of children attending independently-managed pre-schools attended pre-schools operated by private companies, compared with 24 percent attending parental cooperatives.

Native language support

Although the pre-school curriculum is designed to help children with a native language other than Swedish by giving them the opportunity to develop both their Swedish and their native language, it is rare that children receive support in their native language. In the autumn of 2010, 19 percent of children in pre-school had a native language other than Swedish. Of all of these children only 22 percent received native language support in pre-schools.

Group sizes

In autumn 2010, the average number of children per group in pre-school was 16.9. 56 percent of the groups had 17 or fewer children. In 18 percent of the groups there were 21 or more children. Almost one third of the groups in pre-school were toddler groups, i.e. only accepting children aged 0–3 years. In 2010 just under half (45 percent) of the toddler groups had 14–16 children. 15 percent of the toddler groups had 17 or more children.

Staff

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

In autumn 2010 there were 5.4 children per full-time employee in pre-school. There were very large variations between the municipalities.

In 2010, 95 percent of the full-time employees in pre-schools had training qualifications to work with children. The proportion of full-time employees with teacher training qualifications (pre-school teacher, youth worker or teacher training) was 54 percent.

Table 1.1

Average group sizes in pre-schools, family day-care centres/pedagogical care and leisure-time centres 1990–2010

Year	Children/group in pre-schools	Children/group in family day-care centres and pedagogical care	Children/group in leisure-time centres
1990	14.4	5.3	17.8
1995	16.7	5.8	23.7
1996	16.9	5.7	24.1
1997	16.9	5.7	26.2
1998	16.5	5.6	29.4
1999	.	5.5	.
2000	.	5.5	.
2001 ¹	17.5	5.3	.
2002 ¹	17.4	5.3	34.1
2003	17.2	5.2	30.1
2004	17.2	5.2	31.0
2005	17.0	5.1	30.6
2006	16.7	5.0	31.7
2007	16.7	4.9	33.5
2008	16.9	4.8	34.9
2009	16.8	4.9	36.7
2010	16.9	5.0	38.1

. Data on average group sizes is missing

¹ The data for 2001 and 2002 is based on sample surveys

Table 1.2

Number of children per full-time employee in pre-school and leisure-time centres together with the number of children per day-care worker in family day-care centres up to 2008 / pedagogical care from 2009, 31st December 1990, 1995 and 15th October 2000–2010

Year	Number of children per full-time employee ¹ in pre schools	Number of children per full-time employee ¹ in leisure time centres	Number of children per staff member ² in pedagogical care
1990	4.4	8.3	5.3
1995	5.5	11.4	5.8
1998	5.7	15.5	5.6
2000	5.4	17.5	5.5
2001	5.4	17.4	5.3
2002	5.3	18.4	5.3
2003	5.4	18.2	5.2
2004	5.4	18.2	5.2
2005	5.2	18.6	5.1
2006	5.1	18.9	5.0
2007	5.2	19.5	4.9
2008	5.3	20.5	4.8
2009	5.3	20.9	4.9
2010	5.4	21.5	5.0

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

² The data on the number of pedagogical care workers refers to the number of people employed in pedagogical care.

Expenditure

In 2010 the total cost for pre-schools was 53.4 billion Swedish crowns. In the municipal pre-schools personnel costs accounted for 73 percent of the total cost and the cost of premises was 14 percent. The cost per enrolled child was 117,500 Swedish crowns. The cost of pre-school varies widely between the municipalities.

Leisure-time centres

The number of children attending leisure-time centres continues to increase. In autumn 2010 there were circa 378,500 enrolled children. 82 percent of 6–9 year olds were enrolled. It is much rarer for children aged between 10–12 years old to attend leisure-time centres. In 2010, 15 percent of all 10–12 year olds were enrolled. It is more often the case that boys rather than girls in the 10–12 age group are enrolled in a leisure-time centre whilst the gender distribution amongst 6–9 year olds is equal.

In 2010, 10 percent of children who attended a leisure-time centre attended an independently-managed leisure-time centre.

Group sizes

In autumn 2010 there was an average of 38.1 children per section in leisure-time centres, an increase of 8 children in five years. At the start of the 1990's an average group contained 18 children. There were very large variations between the municipalities.

Staff

In autumn 2010 there were 21.5 children per full-time employee in leisure-time centres. There were very large variations between the municipalities.

Leisure-time centre teachers and other staff in the leisure-time centres are in many places a resource in the schools. In autumn 2010, 41 percent of the leisure-time centre teachers and 17 percent of the pre-school teachers had working hours located in compulsory schools and/or pre-school classes.

In the leisure-time centres the proportion of full-time employees with teacher training qualifications was 58 percent.

Expenditure

In 2010 the total cost of leisure-time centres was 12.4 billion Swedish crowns. The cost per registered child was 33,900 Swedish crowns. Of the costs of municipal leisure-time centres, personnel costs were 71 percent and the cost of premises was 16 percent. The cost of leisure-time centres varies widely between the municipalities.

Pedagogical care

The number of children enrolled in some form of pedagogical care reached a peak at the end of the 1980's and has largely decreased in every year that has followed. This reduction can be linked with pre-schools' expansion. In 2010 there were just over 20,000 enrolled children. The proportion of 1–5 year olds enrolled in some form of pedagogical care of all children in this age group was 3 percent in 2010. The distribution between girls and boys did not differ significantly.

In 2010 there were 1,600 children aged between 6–12 years attending some form of pedagogical care. The majority of school children enrolled in some form of pedagogical care are aged between 6–9 years. The distribution between the girls and boys did not differ significantly.

24 percent of children who were enrolled in some form of pedagogical care attended an independently-managed form of pedagogical care.

Native language support

In pedagogical care, 8 percent of the children had a native language other than Swedish. Of all of these children 17 percent received native language support in pedagogical care.

Group sizes

In contrast to the pre-schools and leisure-time centres the children's groups in any form of pedagogical care have not increased in size. In 2010 there was an average of 5.0 children per staff member in any of the forms of pedagogical care.

Staff

People that work in pedagogical care have, in principle, sole responsibility for a children's group. For pedagogical care the number of children in the group is therefore, a measure of both the group size and the staffing level (as measured by the number of children per employee). In autumn 2010, the average staffing level was 5.0 children per member of staff.

76 percent of the personnel in pedagogical care have some form of training for working with children, often trained as nannies (39 percent) or another type of training for working with children – other than higher education or nanny training (30 percent). The proportion of full-time employees with pre-school teacher training qualifications was 5 percent.

Expenditure

As fewer and fewer children are enrolled in pedagogical care, the total cost of pedagogical care declines. In 2010, the total cost was 2.1 billion Swedish crowns. The cost per registered child was 94,800 Swedish crowns. The cost of pedagogical care varies widely between the municipalities.

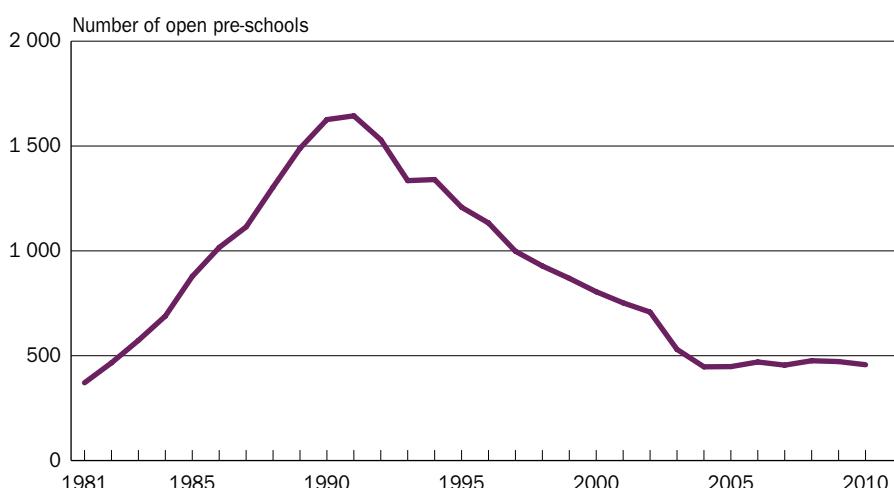
Open pre-schools

Since the 1980s, many open pre-schools have been closed in order to save money. In autumn 2010 there were 457 facilities in Sweden. Around half of the municipalities had no open pre-schools. Since children are not enrolled, there is no data as to how many children attend open pre-schools.

The open activities represent a small fraction of the cost of pre-school and school-age childcare. In 2010, the cost of open pre-schools amounted to 300 million Swedish crowns.

Diagram 1.3

Number of open pre-schools
31st December 1980–1997
and 15th October
1998–2010



Open leisure-time centres

According to the Education Act, school-age childcare for children aged between 10–12 years old can be carried out within open leisure-time centre activities. This is an alternative to enrolled activities (i.e. leisure-time centres and family day-care centres) for children in this age group. In 2010 there were 617 open leisure-time centre facilities. The availability varies greatly between municipalities in Sweden. In autumn 2010 there were no open leisure-time centres in 8 of 10 municipalities.

In 2010, the cost of open leisure-time centre activities aimed at 10–12 year olds was 210 million Swedish crowns.

2.

PRE-SCHOOL CLASS

2. Pre-school class

FACTS

Pre-school class

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

In the school year 2010/11 pre-school class was available in all of the country's municipalities. The total number of pupils enrolled in pre-school class in autumn 2010 was 103,500. The distribution between girls and boys was for the most part equal. The proportion of six year olds enrolled in pre-school class 2010/11 was 95.8 percent. As in previous years 98 per cent of the pupils in pre-school class were six year olds. One percent of the pupils were five years old and one percent seven years old.

Over 9 percent of the pupils attended a pre-school class organized by independent management. The proportion of pupils attending independent facilities varied between municipalities and was highest in major cities and suburban municipalities. In one of ten municipalities, more than 13 percent of the pupils were enrolled in an independent school's pre-school class, while almost 100 municipalities had no pupils in such facilities.

In autumn 2010 hardly 19 percent of the pupils attending a pre-school class had a native language other than Swedish. However, the proportion who received support in their native language was considerably lower, just over 8 percent. Of those who had a native language other than Swedish, almost 44 percent participated in native language support and more than 14 percent participated in Swedish as a second language.

Table 2.1

Number of pupils in pre-school classes 2010

School Year Principle organizer Gender	Number of municipalities with pre-school class	Enrolled in pre-school class Total	Proportion of all six year olds that are enrolled in pre-school class
2010/2011	290	103,529	95.8
Of which			
Municipal	290	94,092	91.2
Independent management ¹	10	74	0.1
Independent schools ²	171	9,363	8.8
Girls		50,158	48.5
Boys		53,371	51.5

¹ This includes activities in special schools and Sami schools.

² Include international schools.

Staff

In the school year 2010/11 there were just over 6,300 permanent employees (i.e. employees counted as working full-time) working with children in a pre-school class. The majority of these employees were female, 94 percent. Of all the permanent employees circa 10 percent worked in a independent schools' pre-school class.

The staffing level was 6.2 permanent employees per 100 pupils. The staffing level was lower in municipal pre-school classes than in those organized independently.

In autumn 2010 the proportion of permanent employees with teacher training qualifications working in pre-school classes was hardly 83 percent. Within municipally run facilities the proportion of permanent employees with teacher training qualifications was 86 percent and in the independent school facilities it was 66 percent.

Among the permanent employees 59 percent were qualified pre-school teachers, 7 percent were qualified leisure-time teachers and 17 percent qualified teachers.

Expenditure

In 2010 the total cost of pre-school class was just over 5 billion Swedish crowns. This represents 3.7 percent of the school system's total costs. The activities in pre-school class are often in terms of both location and personnel integrated with compulsory schools and leisure-time centres. This means that the respondents sometimes have had to estimate the costs. For this reason the data should be interpreted with some caution.

The cost per pupil in pre-school class was a total of 49,900 Swedish crowns. Municipally run facilities accounted for 89 percent of the total cost, in these the average cost per pupil was 48,400 Swedish crowns. The differences between the municipalities' cost per pupil were very large.

The bulk of the cost, on average, 65 percent, was the personnel costs. The cost of premises constituted an average of 21 percent of the total cost. This cost is likely to be underestimated because of the difficulty to separately calculate the cost of pre-school class, as mentioned previously.

The costs for pupils in a independent school pre-school class were 65,700 Swedish crowns per pupil. Of this cost 61 percent of the cost was for personnel and 23 percent of the cost was for premises.

3.

COMPULSORY SCHOOL

3. Compulsory school

FACTS

Compulsory school

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

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

Independent compulsory schools are open to all children and must have been approved by the National Agency for Education. Teaching in independent compulsory schools must be based around similar objectives to those in municipal schools, but can have an orientation that differs from that of municipal schools or denominational schools. If the school fails to comply with current regulations, the National Agency for Education can withdraw its permit.

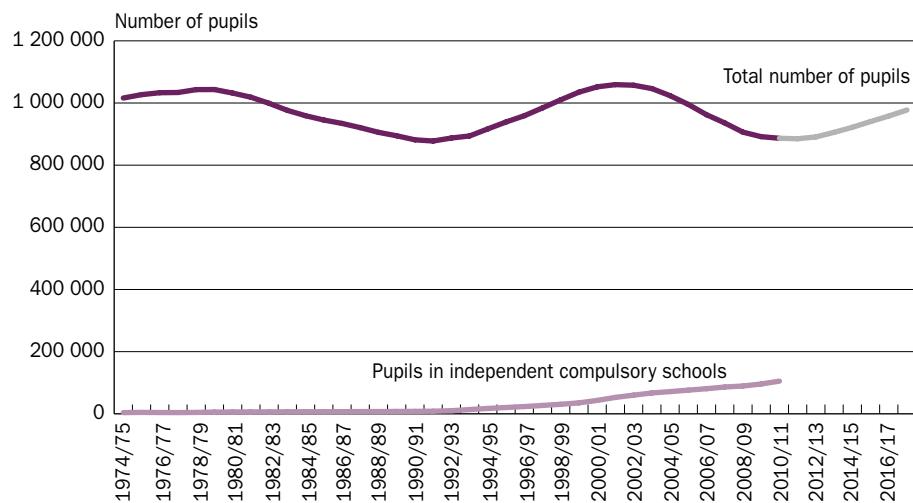
In the school year 2010/11 there were just over 886,000 pupils in compulsory schools. In autumn 2010 the total number of compulsory schools was 4,630. Compulsory school education is arranged by municipal schools, state run Sami schools, independent compulsory schools, international schools and national boarding schools. In the school year 2010/11 there were 741 compulsory level independent schools.

The vast majority of compulsory school pupils, 88 percent, attend municipal schools. At the same time, the number of pupils attending independent compulsory schools is at its highest level ever, over 105,000 pupils, which represents 12 percent of the total school population. In major cities 22 percent of pupils attended an independent compulsory school.

In autumn 2010 compulsory school education was organized by all the municipalities in the country. The number of pupils varied widely between the municipalities, from 230 to 52,700, which reflected the large variation in local

Diagram 3.1

Total number of pupils in all compulsory schools, school years 1974/75 – 2010/11 with the predicted numbers up to and including the school year 2016/17 and the number in independent compulsory schools, school years 1974/75 – 2010/11.



population sizes. Large variations between municipalities were revealed even when examining the average number of pupils per school, which ranged from 76 to 410. Municipal schools had on average considerably more pupils per school than independent schools, 201 compared with 142.

Gender distribution in the schools is almost equal, however the proportion of girls in independent schools is 50.6 per cent which is slightly higher than in municipal schools where the corresponding share is 48.5 percent.

Earlier school start

Six year olds have the right to start compulsory school if their parents choose to. In autumn 2010, 103,300 pupils started grade 1. Of these around 1,200 pupils were six years old or younger, this represents 1 percent of all the pupils in grade 1. In the school year 2010/11 the proportion of those six years old or younger in grade 1 was four times larger (4 percent) in independent compulsory schools than in municipal schools (1 percent). A reduction in the proportion of six year olds has occurred over time.

Girls were overrepresented amongst the pupils who began school a year before compulsory school. Among the six year olds in grade 1 nearly 63 percent were girls whilst boys accounted for only 37 percent. The distribution showed that the proportion of girls among six year olds in grades 1 was almost 2 percent and the proportion of boys was 1 percent.

Language Electives

Modern languages can be read within both the language elective and the pupil elective frameworks. The language electives are generally chosen in grade 6. In the school year 2010/11, 78 percent chose a language elective. In grades 7 and 8 the proportion of pupils who chose a language elective went up to 98 percent and in grade 9 to 97 percent.

The highest percentage of pupils reading modern languages within the language elective framework was, as in previous years, amongst those in grade 7 where 83 percent of the pupils chose a language elective. In grade 9 the proportion was much lower, only 67 percent. Choosing modern languages was more common amongst the girls. The most common language choice for pupils in grade 9 was Spanish. The increase in those studying Spanish in recent years has meant that it is the most popular language elective for pupils in compulsory schools (English is not a choice within the language elective framework as it is a core subject and not optional).

Native language tuition and Swedish as a second language

FACTS

Native language tuition and Swedish as a second language

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

In the school year 2010/11 approximately 181,000 compulsory school pupils were reported as being eligible for native language tuition, this represents over 20 percent of all pupils. The proportion of those eligible who then participated in native language tuition was 55 percent.

The larger municipalities in the 2010/11 school year had a considerably higher proportion of pupils who were entitled to native language tuition than the smaller municipalities. The proportion of those eligible in municipal schools and in independent compulsory schools was almost the same, over was 20 percent but in the independent compulsory schools a greater proportion of the eligible pupils participated in native language tuition, 70 percent compared to 51 percent.

In the school year 2009/10, just as in the preceding years, Arabic was the language in which the largest number of pupils were entitled to native language tuition, the second largest was Bosnian / Croatian / Serbian. The proportion of those eligible who participated in native language tuition varied between languages. The participation level was relatively low for the least common languages, but also for Finnish (44 percent). The highest participation levels, over 60 percent, had pupils with Somali, Arabic, Albanian and Persian as their native language.

The variation in participation levels was even greater in the case of Swedish as a second language. The proportion of all pupils in the 2009/10 school year, who took part in Swedish as a second language tuition was 8 percent.

Results

The average merit rating has increased between 1998 and 2009. In spring 2010 the rating decreased to the value of 208.8. The girls, as in the previous school year had a noticeably higher average merit rating than the boys. In spring 2010, the girls average merit rating was 220.1 whilst the boys average merit rating was 197.9.

FACTS

How does assessment take place?

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

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

Pass (G)

Pass with distinction (VG)

Pass with special distinction (MVG)

Average merit rating

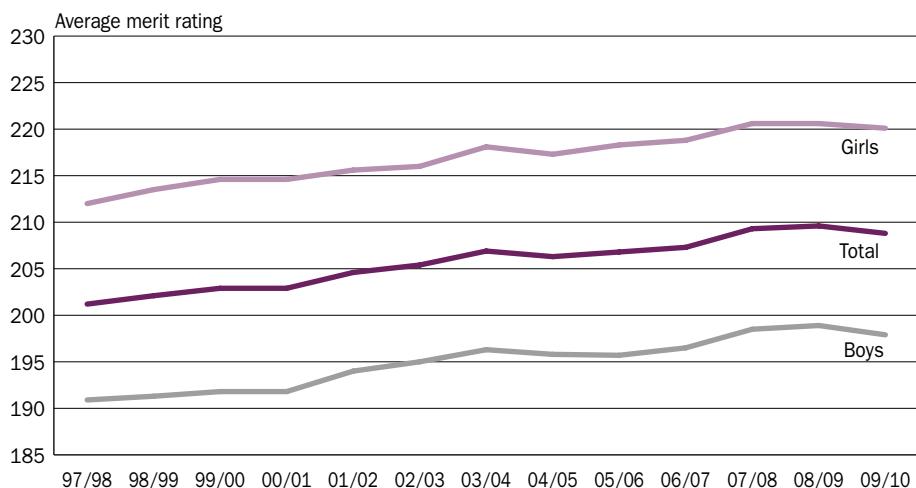
Before selection for upper secondary schools the pupils merit rating is calculated. It is calculated as the sum of the grade points of the 16 best final grades the pupil achieves (A pass is calculated as 10 points, a pass with distinction as 15 points and a pass with special distinction as 20 points).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

Eligibility to upper secondary school

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

Diagram 3.2

Average merit rating in grade 9, school years 1997/1998–2009/10

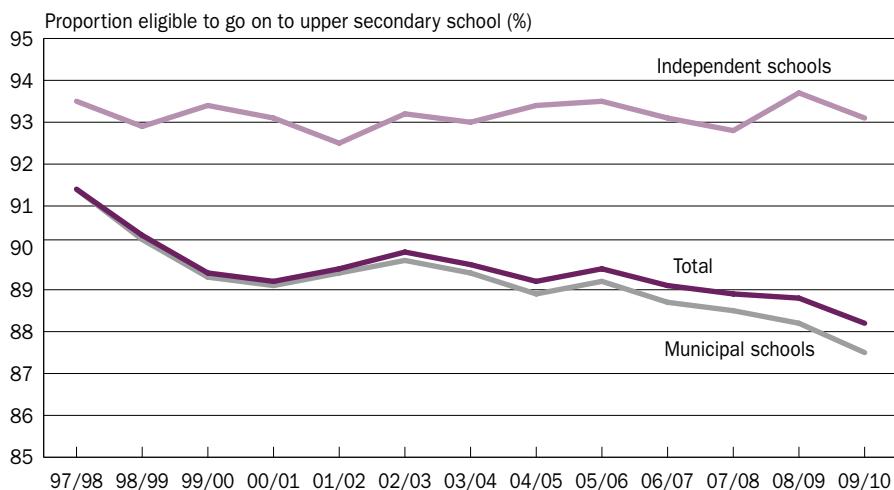


In spring 2010, the proportion of those eligible was 88.2 percent, which is the lowest proportion since 1998 when final grades using the objective and knowledge-related system were introduced for the first time. A higher proportion of girls (89.2 percent), compared with boys (87.2 percent) were eligible to go on to upper secondary school.

The proportion of pupils whom achieved eligibility to upper secondary school was 5.5 percent higher in independent compulsory schools (93.7 percent compared with 88.2 percent).

Diagram 3.3

Proportion of those eligible to go on to upper secondary school, municipal and independent principal organizers, school years 1997/98–2009/10

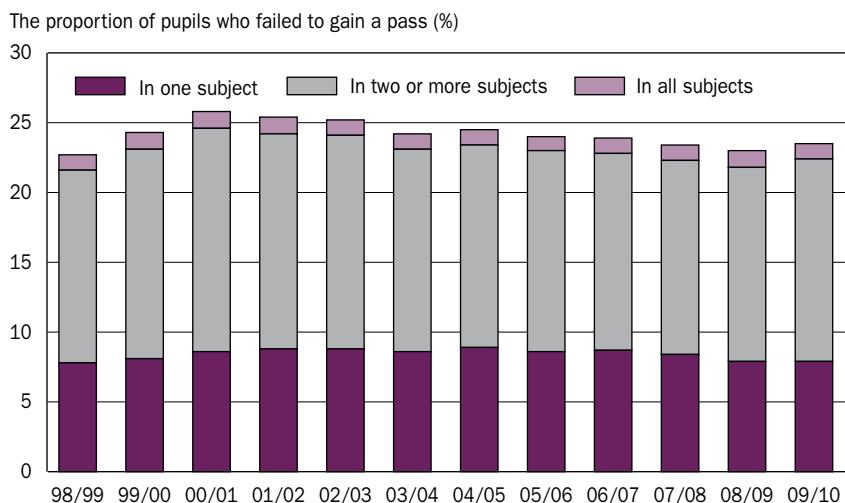
**Those not achieving a pass in one or more subjects**

Of the pupils who completed grade 9 in spring 2010, 23.4 percent did not achieve a pass in one or more subjects. The corresponding proportion in 1998 was 20.4 percent. In spring 2010, 7.9 percent did not achieve a pass in one subject, 14.5 percent in two or more subjects and 1 percent in any subject. A smaller proportion of girls, 20.4 percent, than boys, 26.3 percent, did not achieve a pass in one or more subjects.

In the case of pupils who failed to gain a pass in at least one subject 14 percent of those had parents with higher education, 29 percent had parents whose

Diagram 3.4

Proportion of pupils who failed to gain a pass in one subject, two or more subjects or in all the subjects in grade 9, school years 1998/99–2009/10



highest education level was upper secondary school and 55 percent had parents whose highest education level was compulsory school.

The proportion of pupils who failed to achieve a pass in one or more subjects varied between the municipalities, from 5 to 46 percent. Amongst the pupils who failed to gain a pass in two or more subjects those from foreign backgrounds were overrepresented.

FACTS

National tests in grade 9

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

In the subject Swedish, 94.9 percent of the pupils achieved a pass. The pass rate was lower for boys than for girls. The same test was used for both Swedish and Swedish as a second language, but the grading criteria for the pupils who studied Swedish as a second language was based outside of the subjects' standard curriculum. A total of 76.5 percent achieved a pass for Swedish as a second language. The background factor which has the most influence on the results is parental education level. Among pupils with parents who have only had compulsory schooling 12.6 percent did not achieve a pass for the Swedish subject test, compared with pupils who have at least one parent with higher education where only 2.7 percent did not achieve a pass.

In the subject tests in English 95.8 percent of the pupils achieved a pass, which means that English was the subject test that the pupils did best in.

The test results in mathematics showed that 82.5 percent of pupils achieved a pass in the subject tests. Compared with the other subjects mathematics was the subject that the pupils found the hardest to achieve a pass in.

The pass rate in English and mathematics were almost the same for boys and for girls.

FACTS

National tests in grade 9

The national subject tests in Swedish / Swedish as a second language, English and mathematics in grade three are mandatory to use. The results of the tests support the teachers in the assessment of the pupils' knowledge and in the planning of the continuous teaching.

Transition to upper secondary school

In autumn 2010, almost 99 percent of the pupils who left compulsory school in spring 2010 went on to upper secondary school. If individual programmes are excluded then the transition rate was almost 92 per cent. There were no noticeable gender differences in relation to the applicants and the transition rate to upper secondary school. On the other hand amongst those that applied for and started upper secondary school, there were fewer pupils with foreign backgrounds, which among other reasons could be that pupils with foreign backgrounds often have an incomplete compulsory education.

Teachers

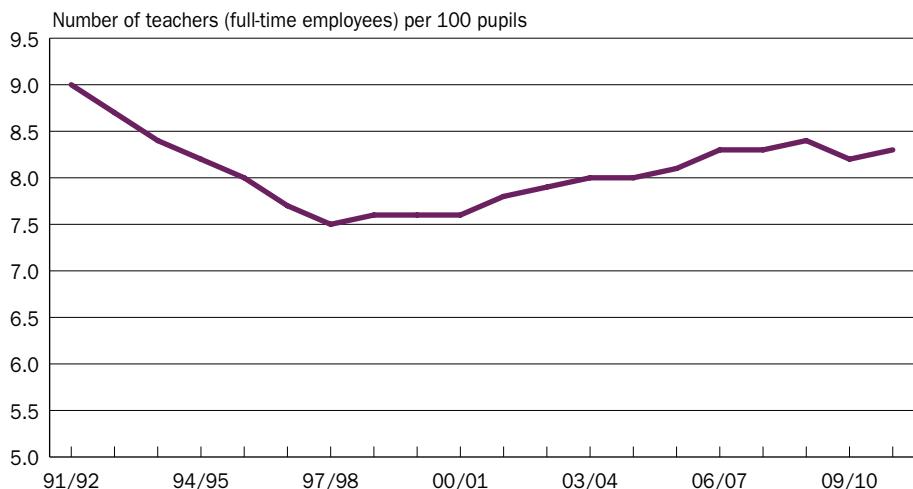
In October 2010 the number of serving teachers (excluding short term employees) in compulsory schools was 85,900. The average proportion of full-time employment was 85 percent. This means that the number of teachers counted as being in full-time positions was just over 73,300. The proportion of full-time employees (i.e. after conversion to the equivalent of full-time as some employees work less than 100% of full-time hours) who had teacher training qualifications amounted to 86 percent. More female than male teachers had teacher training qualifications.

In the independent compulsory schools, the proportion of teachers (converted to the equivalent of full-time) with teacher training qualifications was 67 percent. The proportion of qualified teachers was considerably lower in independent compulsory schools than in municipal schools where it was 86 percent. The proportion of full-time employees who had teacher training qualifications varied between municipalities from about 72 to 100 percent.

The teacher-pupil ratio, calculated as the number of teachers (converted to the equivalent of full-time) per 100 pupils, was 8.3 in autumn 2010. Teacher-

Diagram 3.5

Number of teachers (full-time employees) per 100 pupils in compulsory school 1991/92 – 2010/11



pupil ratios were lower in independent compulsory schools than in schools under municipal authority control. The activities in pre-school class, compulsory school and leisure-time centres are now integrated to a much greater extent, this means that there are more staff categories than before in the schools. In all likelihood the staff additions generated by the integrated activities primarily affects the younger grades.

The staff ratio i.e. the number of teaching staff (employed full-time) per 100 pupils, was 8.7 in the school year 2010/11. This measurement included teachers (including pre-school), leisure-time centre teachers and youth workers. The full-time staff ratio was 0.6 higher than the teacher-pupil ratio, which was 8.3.

We have known for a long time that the gender balance of serving teachers in compulsory schools is uneven, an imbalance that has grown over time. In the school year 2010/11, 76 percent of teachers were females, the same proportion as in the previous school years, while fifteen years earlier – in the school year 1994/95 – the percentage was 71. The proportion of females was high even amongst school principals. In the school year 2010/11, 65 percent of school principals were female.

Expenditure

In 2010 the cost for all compulsory level schools was 78.5 billion Swedish crowns, this includes the home municipality costs for school transport and for newly established compulsory independent compulsory schools. Almost 90 percent of the total cost was for municipal schools and 10 percent was for independent schools. The costs of national boarding schools and international schools are included in the independent schools' costs.

In 2010 the cost of municipal compulsory schools was 68 billion Swedish crowns, excluding the home municipality costs for school transport. Calculated per pupil this is equal to 85,900 Swedish crowns. The average cost per pupil in compulsory level independent compulsory schools in 2010 was 82,000 Swedish crowns.

The cost of tuition is about half of the total cost per pupil, a bit under for municipal compulsory schools and a bit over for compulsory level independent schools.

4.

COMPULSORY SCHOOL
FOR CHILDREN WITH
LEARNING DISABILITIES

4. Compulsory school for children with learning disabilities

FACTS

Compulsory school for children with learning disabilities.

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

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

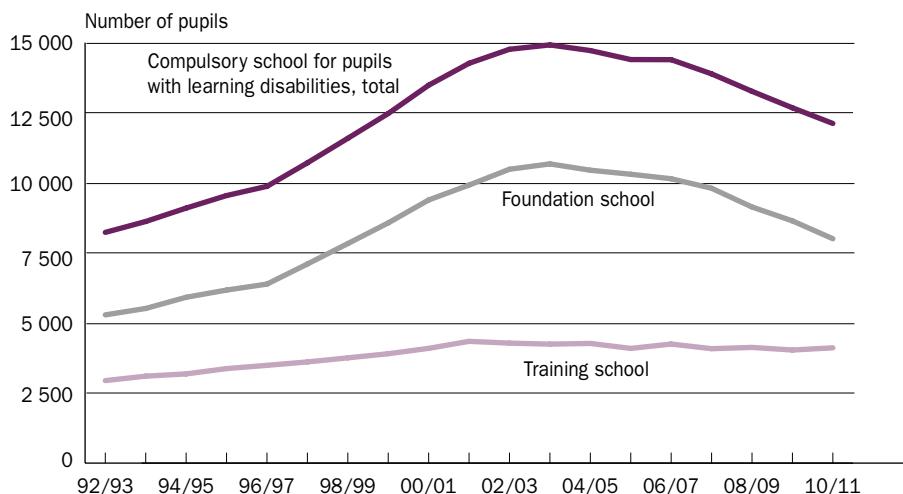
In the school year 2010/11 there were 12,100 pupils in compulsory school for children with learning disabilities. Two-thirds, 8,000 pupils attended foundation school and a third, circa 4,100 pupils attended training school. The proportion of pupils attending compulsory school for children with learning disabilities represented about 1.4 percent of all pupils attending compulsory school. This proportion has increased over a long time period but has started to decrease over the last four years. The gender distribution in compulsory school for children with learning disabilities was 39 percent girls and 61 percent boys, a balance which has remained largely unchanged over the years.

Of the total number of pupils in compulsory schools for children with learning disabilities, 19 percent were integrated into compulsory school, i.e. they spent at least half of their school time with pupils in compulsory school classes.

Over the period 1992/93–2010/11 the number of pupils in compulsory school for children with learning disabilities has increased 47 percent. The larg-

Diagram 4.1

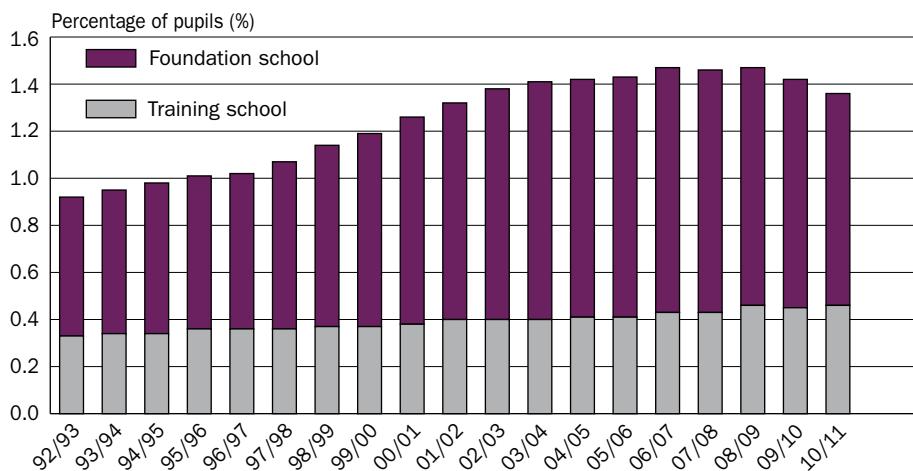
Increase in pupils numbers in compulsory school for children with learning disabilities 1992–2010



est increase has taken place in the foundation schools where the number of pupils has increased 51 percent. In training schools the number of pupils increased by 40 percent. These increases have fallen in recent years.

Diagram 4.2

Percentage (%) of pupils in compulsory school for pupils with learning disabilities compared with all pupils in compulsory schools, special schools and compulsory schools for children with learning disabilities
1992/93–2010/11



Teachers

In October 2010, there were 4,600 serving teachers in compulsory schools for children with learning disabilities of which 4,000 were registered with a municipal authority. Calculated as full-time positions, the number of teachers (serving under all the responsible authorities) was 2,800.

Overall, among all the responsible authorities, there were 26.8 teachers per 100 pupils in compulsory schools for children with learning disabilities. This calculation does not include integrated pupils. In independent schools, the number of teachers per 100 pupils was 31.8.

The proportion of teachers (full-time employees) with teacher training qualifications was 88 percent in the school year 2010/11. In independent schools for children with learning disabilities the proportion with teacher training qualifications was lower than in municipal schools, 49 percent compared with 91 percent.

Expenditure

The total cost of compulsory school for children with learning disabilities (under municipal authority) in 2010 was more than 4 billion Swedish crowns. The cost per pupil was 383,900 Swedish crowns.

The largest single cost item in compulsory schools for children with learning disabilities was the cost of personnel which accounted for 50 percent of the total cost. The cost of premises was 9 percent of the total cost. The cost of school transport accounted for 11 percent of the total cost and is the second largest cost item for the compulsory schools for children with learning disabilities.

5.

SPECIAL SCHOOL

5. Special school

FACTS

Special school

The majority of school-age children and adolescents with hearing or speech impairment are educated in ordinary compulsory schools. Education in special schools is designed for children and adolescents who are deaf or hearing impaired and can not attend compulsory school. In autumn 2010 there were 501 enrolled pupils in special schools. The teaching is based as much as possible on the education provided in compulsory schools but is also based on each pupil's individual needs.

Special school is divided into five regional and three national special needs schools. The regional schools have 415 enrolled pupils and these offer education to pupils who are deaf or hearing impaired. The national schools with 86 enrolled pupils cater for pupils with deafness or impaired combined with learning disabilities, congenital deaf-blindness, severe speech and language disabilities or visual impairment combined with additional disabilities.

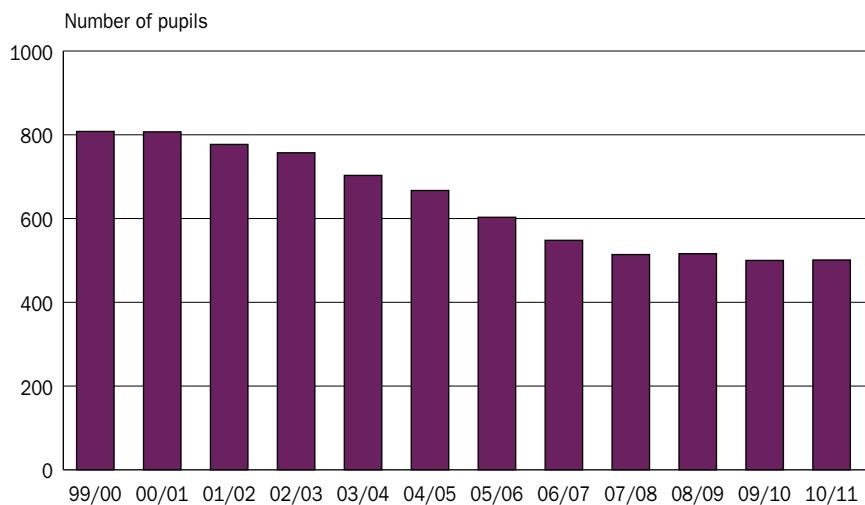
In special schools most subjects have the same curriculum as in compulsory schools. For the subjects: sign language, Swedish, English, modern languages and movement and drama, special curricula have been developed. For the pupils with learning disabilities the curricula for schools for children with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

Education in special schools is organized into ten grade years. The pupils in special schools come from 126 municipalities and 66 percent of the pupils come from another municipality than the one in which their school is located. Of the total number of pupils, 80 percent were living in their parental home during their education and 20 percent were living in different types of boarding houses near the schools.

Out of all the pupils, 5 percent were visually impaired, 88 percent were deaf or hearing impaired and 7 percent had speech impairment.

Diagram 5.1

Number of pupils in
Special school 15th
October 2000-2010



Teachers

In October 2010 the number of serving teachers (excluding short-term employees) in special schools was 243. Calculated as full-time employees the special schools had 210 available teachers, this means that there were 42 full-time teachers per 100 pupils. Of all the teachers 81 percent were female.

The proportion of all the full-time employees (i.e. converted to full-time employees) who had teacher training qualifications was 84 percent in the school year 2010/11. The proportion of teachers with special education teacher training qualifications has fallen sharply over the last decade, from 50 percent in the school year 2000/2001 to 33 percent in the school year 2010/11.

Expenditure

In the fiscal year 2010, the total cost of special schools was approximately 451 million Swedish crowns. The cost per pupil was 901,400 Swedish crowns.

Teaching costs constituted 38 percent of the total cost. Premises were the second largest cost, except for the cost type 'other costs' and accounted for 16 percent of the total cost.

The cost of dormitories was 12 per cent of the total cost. The cost of school transport accounted for 8 percent of the total cost. Student welfare and school meals together accounted for 8 percent of the total cost.

6.

UPPER SECONDARY SCHOOL

6. Upper secondary school

FACTS

Upper secondary school

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

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

Over 48 percent of upper secondary schools are independent schools however 24 percent of pupils attend independent schools, though this percentage is increasing every year. Independent schools are open to everyone but may set different admission rules if the places are oversubscribed.

New upper secondary school from July 1 2011

From autumn 2011, substantial changes in secondary school under reforms in GY11, is implemented. For information on the new upper secondary school, see www.skolverket.se. This report describes secondary school school year 2010/11, when the curriculum Lpf 94 was still in force. The conditions described, for example program structure, will be phased out over the coming years.

Nearly 386,000 pupils attended upper secondary school in autumn 2010. The pupil level has reached its peak in 2008 and the annual increase in the number of pupils since the school year 2000/01 has stopped. In the school year 2010/11 there were 290,000 pupils in municipal schools, 92,000 pupils in independent schools and 3,800 pupils in county council schools.

Applicants and admissions

In total 122,500 eligible persons applied to upper secondary school in autumn 2010 and 142,300 pupils attended the first year of upper secondary school in October 2010. Of these 16,800 pupils had not applied for upper secondary school in autumn 2010.

The number of municipalities, schools and pupils

In autumn 2010 upper secondary education was organized in 278 of the country's 290 municipalities, either under municipal or independent management (upper secondary independent schools). In line with the increased pupil numbers the number of upper secondary schools has also increased. Above all the number of independent schools has increased. The number of municipal schools has also increased to some degree and these account for 50 percent of the total number of schools. In autumn 2010 county councils had 21 schools. The average number of pupils per school was 380. There are significantly more pupils per school in municipal schools (574) than in county council schools (181) and independent schools (188).

In autumn 2010 75 percent of all pupils in upper secondary school were educated in municipal schools, 24 percent in independent schools and 1 percent in education organized by county councils. Almost all pupils in independent schools attended one with a general orientation. Other pupils were equally distributed between the denominational schools, Steiner-Waldorf schools and boarding and international schools. It was much more common for pupils in large cities to attend independent schools (just over 47 percent) compared with pupils in rural communities (4 percent). Of the total number of pupils in upper secondary schools, a third of the pupils attended a school located in a municipality other than their resident municipality. Almost half of the pupils in upper secondary independent schools attended a school located in another municipality, compared with a quarter of pupils that attended municipal schools.

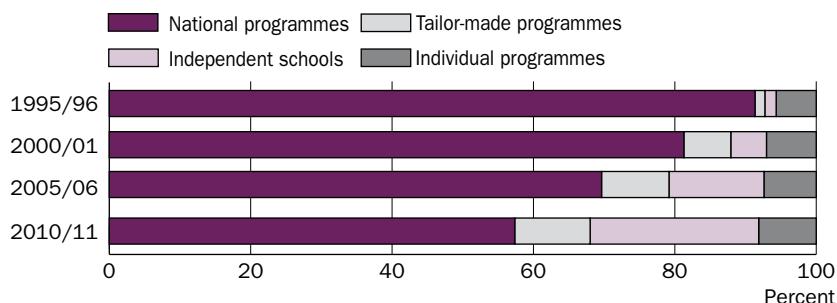
Of all the pupils in upper secondary school in autumn 2010, 52 percent were male and 48 percent were female. Around 18 percent of the pupils had foreign backgrounds. The gender balance and the proportion of pupils with foreign backgrounds was for the most part the same in municipal and independent schools. The county councils mostly organize education in natural resources, a subject chosen by a higher proportion of females.

Education and study alternatives

The proportion of pupils studying national programmes continues to decline, this mainly benefits education in independent schools and the tailor-made programmes. In the school year 2010/11, 57 percent studied a national programme. Even more pupils are also choosing to study tailor-made programmes. The proportion of pupils studying an individual programme increased above all because of the introduction in 1998 of new eligibility rules, after this the numbers have remained relatively stable. In the school year 2010/11, 8 percent of pupils studied an individual programme.

Diagram 6.1

The proportion of pupils (%) in national programmes, tailor-made programmes, independent schools and individual programmes.
15th October 1995, 2002, 2005 and 2010



Regardless of the authority responsible (municipal or independent) or the type of education, 48 percent of the pupils in upper secondary school chose training with an academic focus and 44 percent chose training with a vocational focus. Other pupils studied individual programmes or tailor-made programmes which were not connected to the national programmes.

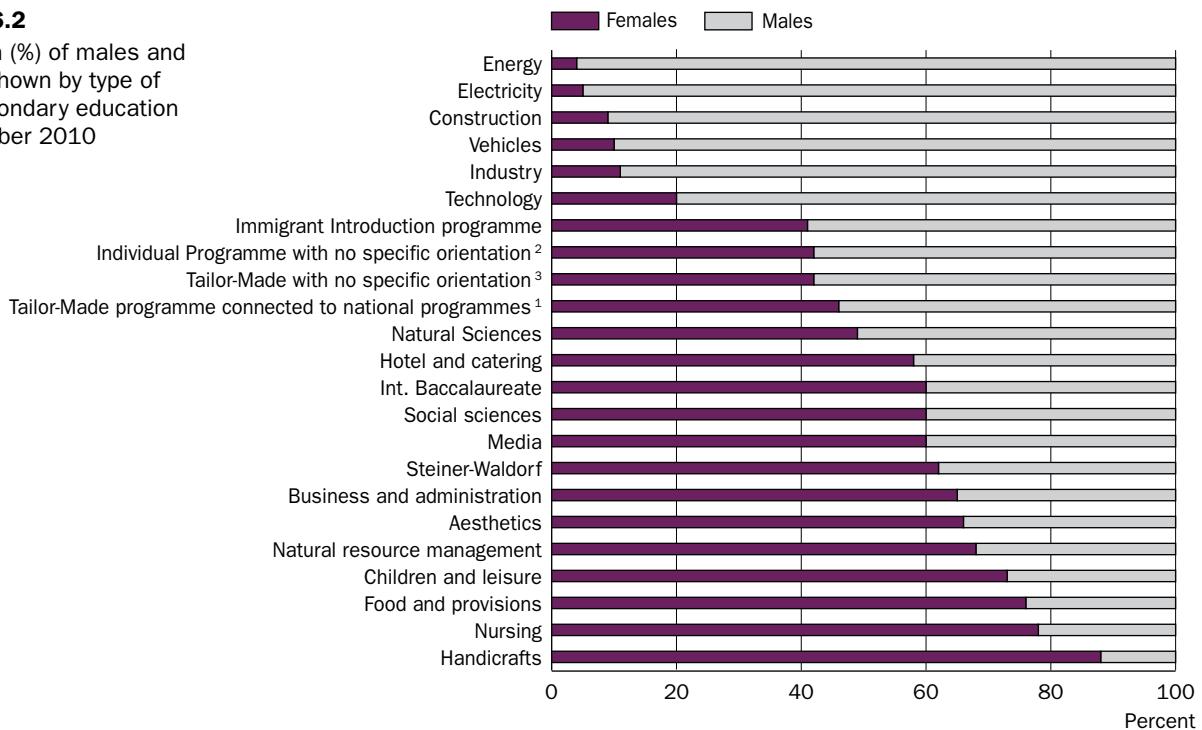
Social and natural sciences are still the most popular choices. In the school year 2010/11, 36 percent of upper secondary pupils chose these.

Gender differences in education choices

Large gender differences remain concerning education choices in upper secondary education. The gender distribution was most unequal in energy, electrics, construction and vehicle education. For these programmes the proportion of males was over 90 percent. The proportion of females was highest in handicrafts, care and nursing, food and provisions and also children and leisure education. The training with the most even gender distribution was natural science.

Diagram 6.2

Proportion (%) of males and females shown by type of upper secondary education
15th October 2010



¹ Tailor-made programmes and independently-run schools upper secondary education categorized by connection to national programmes. Programme targeted individual programmes (PRIV) categorized by the respective programme.

² Individual programme without specific orientation

³ Tailor-made programme without specific orientation including national recruitment

Teachers

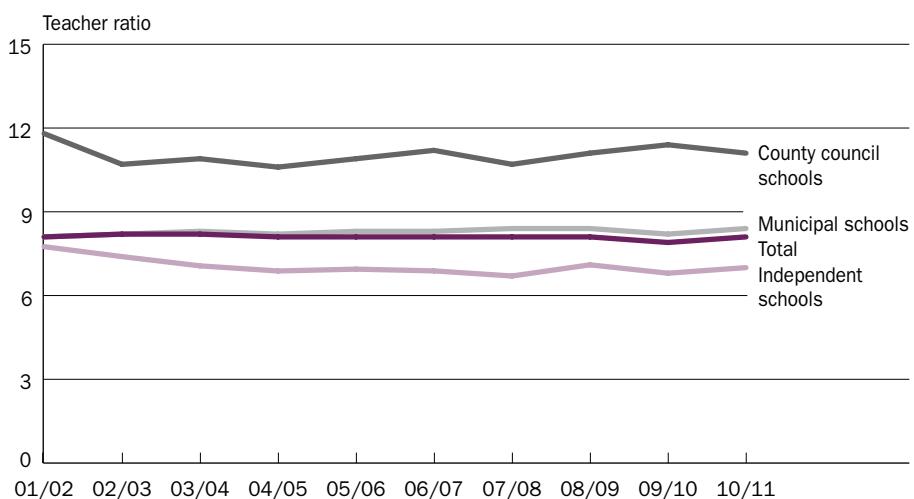
In October 2010 there were 37,400 serving teachers (excluding short-term employees) in upper secondary schools, with an average service rate of 83 percent. Converted to full-time employees there were 31,100 teachers in upper secondary schools. The majority of teachers taught in municipal schools, but an increasing proportion taught in independent schools.

Of all the teachers (converted to full-time employees) 75 percent had teacher training qualifications. Municipal schools had the highest proportion of qualified teachers (80 percent) whilst independent schools had the lowest proportion (58 percent). The proportion of qualified teachers is highest in large and major cities and lowest in rural communities.

The number of teachers (converted to full-time employees) per 100 pupils in upper secondary school was 8.1 in autumn 2010. The teacher/pupil ratio varied widely between schools under different types of management. The teacher/pupil ratio was lower in independent schools than in municipal schools (7.0

Diagram 6.3

The number of teachers (full-time employees) per 100 pupils in upper secondary schools, school years 2000/01 – 2010/11



compared with 8.4). In county council schools the teacher/pupil ratio was 11 teachers per 100 pupils.

Educational and vocational guidance counsellors

The number of educational and vocational guidance counsellors in the school year 2010/11 was just under 1,000. The proportion of educational and vocational guidance counsellors (converted to full-time employees) with guidance counsellor training was 77 percent. 3 out of 4 educational and vocational guidance counsellors were female. Access to educational and vocational guidance counsellors is significantly lower in independent schools.

Expenditure

In 2010 the total cost of upper secondary schools was 37 billion Swedish crowns. Upper secondary schools under municipal management accounted for 77 percent of the total cost, independent schools accounted for 21 percent. County council schools accounted for 2 percent of the total cost.

The average cost per pupil in upper secondary school was 95,900 Swedish crowns in 2010. The average cost for a pupil in a municipal school was 93,400 Swedish crowns and in an independent school 86,400 Swedish crowns.

The largest cost item in upper secondary schools was the teaching which accounted for just over 44 percent of the total costs. The teaching cost is mainly made up of the teachers' salaries but even includes the cost of developing teaching skills.

Results – Final grades from upper secondary school

By 2010, 72 percent of the country's 20 year olds had received their final grades from upper secondary school. This means that circa a quarter of all 20 year olds were missing final grades. Another way to record final grades is to look at the pass rate i.e. the proportion of pupils with final grades for the different pupil groups. When examining the last ten beginner groups that were monitored over three years, between 65–69 percent of the pupils received their final grades within three years. After another year of study, the proportion of pupils increased to 73–76 percent. After five years of study, the proportion of pupils

with final grades was 74–77 percent. This data applies to all pupils, including those studying individual programmes which have a high number of pupils who have problems with their studies or are not motivated to study. These pupils achieve final grades to a lesser extent. For pupils who started their studies in the individual programmes the pass rate within three years is at most 6 percent. The corresponding proportion within four years is between 17–21 percent. Within five years, 21–25 percent of pupils who began their upper secondary school studies in an individual programme have completed their studies.

The latest statistics on the proportion of pupils who achieved final grades within three years is for the pupil group that started upper secondary school in the school year 2007/08. Almost seven out of ten in this pupil group achieved their final grades within three years.

When comparing the different types of school management the pass rate is highest for county council schools, followed by independent schools and lowest for municipal schools. Individual programmes, where students with study difficulties or not motivated students study, are organized mainly by municipal schools.

Females generally have a higher pass rate than males. Of those who started upper secondary education in autumn 2005, 72 percent of females and 66 percent of males achieved final grades within three years.

The proportion of pupils with final grades is lower among pupils with foreign background than among pupils with Swedish backgrounds. Within three years, 53 percent of pupils with foreign backgrounds achieve their final grades, compared with 72 percent of the pupils of Swedish descent.

Average grade points

FACTS

Grade points in upper secondary school

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

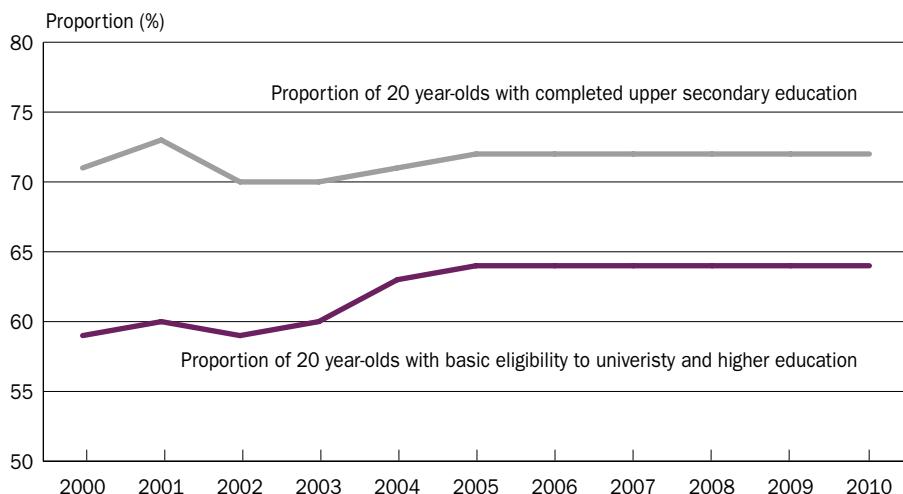
In 2009/10, the average grade points for all the outgoing pupils with final grades from upper secondary school programmes were 14.0. The difference in the average grade points between independent and municipal upper secondary schools has reduced in recent years.

Basic eligibility to university and higher education

By 2010 the proportion of all 20 year olds in Sweden that had achieved basic eligibility to further education was 64 percent. The trend over time has been that the proportion with final grades from upper secondary school and the pro-

Diagram 6.4

Proportion of 20 year olds with completed upper secondary school education and those that achieved basic eligibility to go on to university and higher education, 2000–2010



portion achieving basic eligibility to further education have followed each other. Since 2002, these proportions have remained stable.

Of the 99,200 pupils in spring 2010 that received final grades from upper secondary school, 87 percent had achieved the basic eligibility requirements for university and higher education studies.

The proportion with basic eligibility to further education, among the pupils with final grades in spring 2010, was higher among females (90 percent) than males (84 percent). There were also a higher proportion of pupils with Swedish backgrounds (88 percent) who achieved basic eligibility to further education, compared with pupils of foreign descent (79 percent).

Scope

A pupil who has tangible study difficulties may be granted a reduced upper secondary school programme, which means that the pupil would not be required to study one or more subjects. These pupils do not receive grades in all the courses that are normally included in the training. Over the last eight years, the proportion of pupils studying a reduced programme has decreased from 10.6 to 0.7 percent. A slightly higher proportion of females than of males studied reduced programmes in spring 2010. It was more common for pupils with foreign backgrounds to study a reduced programme than for pupils with Swedish backgrounds. In spring 2010 the proportion of pupils studying reduced programmes in municipal upper secondary schools was 0.6 percent. In the county council schools it was 3.1 percent and in independent schools it was 0.9 percent.

In cases where a pupil is deemed capable of studying more courses than required to complete upper secondary school, the pupil can be granted the right to study extra courses. 43 percent of the pupils who received their final grades in spring 2010 had studied an extended programme. In the municipal schools 41 percent of pupils had studied an extended programme. In the county council schools, the proportion of pupils who had studied extended programmes was 54 percent and in independent schools the proportion was 50 percent. Males were more likely to study an extended programme than females. A slightly higher proportion of pupils with foreign backgrounds than those with Swedish backgrounds studied an extended programme.

Breaks in study and changes of study path

In autumn 2009 7 percent of all the pupils in the first grade of upper secondary school dropped out or took a break from their studies during or after the first year (year 1). This proportion has remained relatively stable over the past five years (6-7 percent). There were no noticeable differences between females and males in the drop out rate or in those that take a break from their studies after the first year. Pupils with foreign backgrounds were more than twice as likely to drop out or take a study break as pupils with Swedish backgrounds.

Approximately 13 percent of the pupils changed programmes during the same period. Many of the pupils who switched began their studies on an individual programme (IV). The proportion of pupils who changed their study path after the first year is also noticeably higher for those studying individual programmes than those studying national programmes (27 compared with 12 percent).

Transition to university and higher education

Of all the pupils who completed upper secondary school and received their final grades or equivalent in spring 2007, 42 percent began higher education within three years (the last in spring 2010). Females were more likely to go on to higher education than males. Of all the pupils who completed upper secondary school in spring 2007, 48 percent of females and 37 percent of males started higher education within three years.

For pupils who completed their studies at an independent school, the proportion that went on to higher education within three years was higher than for those in municipal and county council schools. For pupils with Swedish backgrounds and final grades from upper secondary school, 41 percent went on to higher education within three years. The corresponding proportion of pupils with foreign backgrounds was 52 percent. There are large differences between the municipalities regarding the transition to higher education. Between the various municipal groups the transition to higher education within three years varies from 31 percent (rural municipalities) to 50 percent (large cities).

Transition to municipal adult education

Of all the pupils in the third year of upper secondary school in autumn 2009, 9 percent continued their studies in municipal adult education in the following school year. Of the pupils who did not achieve final grades or the equivalent from upper secondary school, 14 percent started municipal adult education in the following school year. There were considerably more females studying in municipal adult education after their last year of upper secondary school. Among pupils who did not have final grades, the proportion who continued in municipal adult education was 16 percent of the females and 12 percent of the males. The corresponding proportion for those with final grades was 10 percent of the females and 8 percent of the males.

The proportion of pupils with final grades that went on to study in municipal adult education in the following school year was 18 percent for pupils with foreign backgrounds and 7 percent for pupils with Swedish backgrounds. The corresponding proportion for those without final grades was 23 percent for

pupils with foreign backgrounds and 11 percent for pupils with Swedish backgrounds.

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

7.

UPPER SECONDARY SCHOOL
FOR INDIVIDUALS WITH
LEARNING DISABILITIES

7. Upper secondary school for individuals with learning disabilities

FACTS

Upper secondary school for individuals with learning disabilities

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

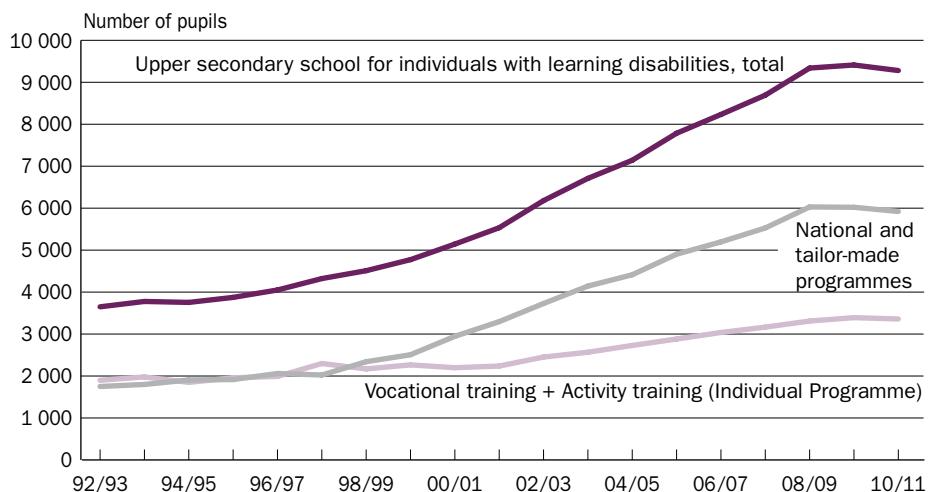
Upper secondary school for individuals with learning disabilities is free and non compulsory. All municipalities are legally required to provide this form of education for those pupils who have completed compulsory school for children with learning disabilities. The schools offer national, individual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

In the school year 2010/11 the number of pupils in upper secondary school for individuals with learning disabilities was 9,300. This means that the number of pupils has increased by 158 percent since the school year 1992/93 when the number of pupils was 3,600. In 2010/11, 36 percent of upper secondary school for individuals with learning disabilities pupils took part in vocational or activity training within the framework of an individual programme (IV programme) whilst 64 percent took part in a national or a tailor-made programme. The gender distribution in upper secondary school for individuals with learning disabilities was 42 percent girls and 58 percent boys, a balance that has not changed over the years

The majority of the pupils in upper secondary school for individuals with learning disabilities (92 percent) attended schools run by municipal authorities. Six percent of the pupils attended a independent school.

Diagram 7.1

Increase in pupil numbers in upper secondary school for individuals with learning disabilities 1992–2010



In the school year 2010/11 a total of 272 upper secondary schools for individuals with learning disabilities were organized in 176 municipalities. 34 of these were run by independent authorities and 8 by county councils. The average number of pupils per school was 34. 35 percent of the pupils were resident in another municipality than the one in which the school was located. The number of upper secondary school for individuals with learning disabilities pupils integrated into upper secondary school classes was approximately 3 percent.

Teachers

In the school year 2010/11 there were approximately 2,900 teachers, of which 2,600 were in municipally run schools. The service rate was 73 percent and when converted to full-time positions the number of teachers (under all the authorities) was 2,100. There were 199 serving teachers in upper secondary independent schools for individuals with learning disabilities where the average service rate was 51 percent. Converted to full-time positions the number of teachers was 101.

When including all the responsible authorities the teacher/pupil ratio was 23 teachers per 100 pupils. In the independent schools the number of teachers per 100 pupils was slightly lower than in municipally run schools, 19.1 compared with 23.4 teachers per 100 pupils.

The proportion of teachers (full-time employees) with teacher training qualifications was 80 percent. In the upper secondary independent schools for individuals with learning disabilities the proportion of teachers with teacher training qualifications was lower than in municipally run schools, 44 percent compared with 82 percent.

Expenditure

The total cost of upper secondary school for individuals with learning disabilities (under municipal management) was in 2010, 2.4 billion Swedish crowns. The cost per pupil was 293,400 Swedish crowns. The largest cost item in upper secondary school for individuals with learning disabilities was, as in compulsory school for children with learning disabilities, the cost of teaching. This made up 44 percent of the total costs. The cost of teaching per pupil was 125,800 Swedish crowns. The cost of premises made up 13 percent of the total costs. The cost of school transport made up 8 percent of the resident municipalities total cost.

8.

MUNICIPAL ADULT EDUCATION

8. Municipal Adult Education

FACTS

Municipal Adult Education

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

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

Upper secondary adult education aims to provide adults who have completed compulsory school with the same skills and knowledge as upper secondary school. The schooling is free and non compulsory. It is available for adults aged 20 and over who wish to supplement their education or perhaps need additional qualifications in order to change their career. Municipalities are required to provide upper secondary adult education to meet the requested demand.

Post-secondary training programmes provide non compulsory professional training. These programmes generally last 1–1 ½ years and are designed to help students achieve a higher level within their chosen profession or to learn a completely new profession. The programmes are available to those aged 20 and over who have completed upper secondary education. From 1st September 2009 these programmes have ceased to exist in their current form any ongoing courses can be completed under the regulations that applied previously. Post-secondary training is from 1st July 2009 organized in vocational higher education schools and follows the vocational higher education school's education regulations.

In 2010 the number of students was 195,300. In principle all, 99.8 percent of the students participated in education organized by the municipalities (including outsourced education), whilst the county councils organized the rest.

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

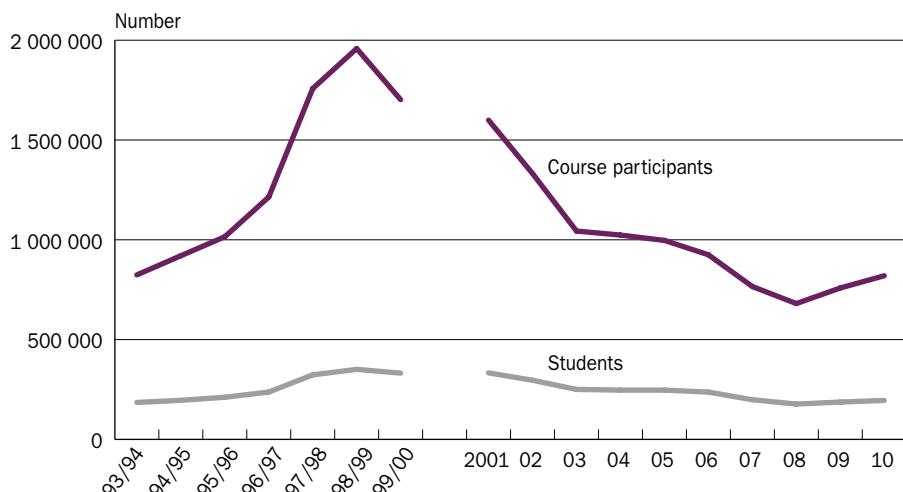
In 2010, 24 out of Sweden's 290 municipalities did not organize some form of adult education. The educational needs in these municipalities were met by municipal associations or other municipal forms of collaboration. Out of the country's 20 county councils and regions, 8 of them organized adult education. In the remaining counties adult education has been completely transferred to the municipalities.

The number of schools that arranged adult education courses was 327. The schools can either be specific adult education schools under the direction of their own head or they can be upper secondary or compulsory schools where adult education is organized under the direction of the head of the school. In recent years a growing number of municipalities have chosen to hold adult edu-

Diagram 8.1

Indexed changes in the number of students and course participants in adult education school years 1993/94 – 1999/00 and 2001–2010¹

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



cation in so-called 'adult learning centres' where various forms of adult education are held together in the municipality and where the coordination between the education organizers and the employers takes place.

In 2010 the proportion of newly enrolled students in adult education was 56 percent. This proportion has been relatively stable over the last ten years. 'Newly enrolled students' refers to students who have not studied in adult education in the previous school year.

In 2010 the number of courses per student was 4.2 i.e. every student participated in an average of 4.2 courses over the year.

Out of the total number of course participants around 2 percent studied in evening classes in 2010. The proportion of course participants who took part in distance courses has continued to grow to 14 percent.

The most popular upper secondary level course was – as in previous years – the Orientation course with 28,300 course participants. 4 percent of all the course participants studied this course. Orientation courses are local courses that help students make well informed decisions about study and career choices, provide increased technical study skills, provide an introduction to the courses in various subjects or provide an opportunity to assess a student's knowledge in different subjects or courses. Orientation courses were organized in 178 municipalities.

The majority of students were female, nearly two thirds. In 2010, four out of ten students in adult education were born abroad. The student's median age for all the different levels in adult education was 27 in 2010. The highest median age was for students studying basic adult education (32 years old). Students in upper secondary adult education had the lowest median age (26 years old) and students in post-secondary adult education had a median age of 29 years old.

The proportion of students who studied in a municipality other than their resident municipality was just over 14 percent in 2010.

Teachers

In October 2010 there were 5,100 serving teachers (excluding short-term employees) in adult education. 63 percent of the serving teachers were female and 10 percent were born abroad. Converted to full-time positions, there were 3,400 teachers in adult education. The average service rate was 66 percent.

The teacher-student ratio in adult education, expressed as the number of teachers (full-time employees) per 100 full-time students, was 4.6.

The proportion of teachers (full-time employees) with teacher training qualifications was 76 percent. Among the permanently employed teachers 81 percent had teacher training qualifications.

In 2010 there were 339 educational and vocational guidance counsellors (converted into full-time positions). The study and vocational guidance counsellors staffing ratio, calculated as the number of study and vocational guidance counsellors per 100 full-time students was 0.39.

Expenditure

The total cost of adult education in 2010 was 3,835 billion Swedish crowns. A quarter of the total cost consisted of the cost of education that was procured i.e. training purchased from external providers such as study associations, colleges and private education providers.

Calculated per full-time student, the cost for the education organized or procured by all of the responsible authorities amounted to 42,900 Swedish crowns per full-time student.

The cost per full-time student in municipal or county council organized education (excluding procured training) amounted to 48,400 Swedish crowns. For basic adult education together with upper secondary adult education and post-secondary education, the corresponding costs were 48,000 and 48,600 Swedish crowns respectively.

For county councils, which offer upper secondary education in the expensive field of natural resources, the cost of adult education was on average 149,500 Swedish crowns per full-time student.

Results

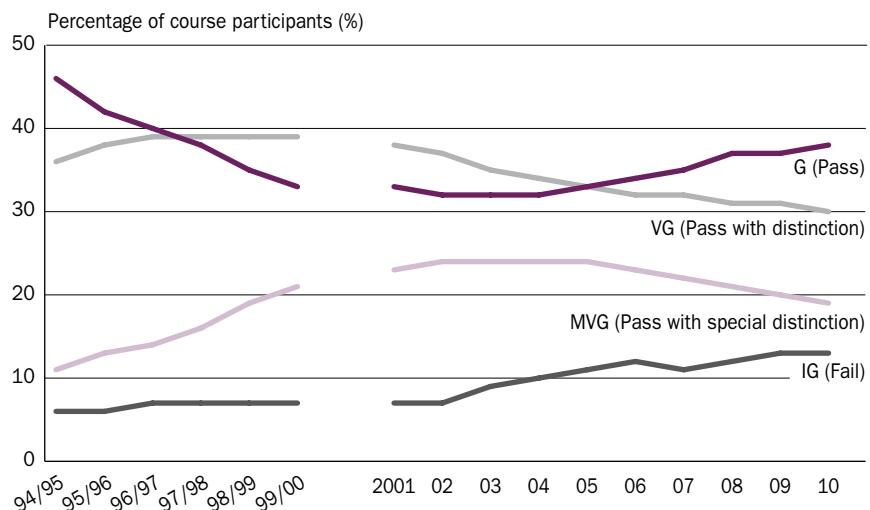
Of the 819,900 course participants who were registered at any time during 2010, 73 percent completed the course they had begun during the school year while 19 percent dropped out. The drop out rate was higher for males than for females. The drop out rate was slightly higher for those that were born abroad than for those who were born in Sweden. The drop out rate was highest for the course participants studying basic adult education, where 24 percent dropped out of a course. In upper secondary education the proportion was 18 percent and in post-secondary education it was 9 percent.

In 2010, the average grade distribution was: 13 percent failed, 38 percent passed, 30 percent passed with distinction and 19 percent passed with special distinction.

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

Diagram 8.2

Percentage distribution of grades in upper secondary adult education during the school years 1995/96 – 1999/00 and 2001–2010



9.

ADULT EDUCATION
FOR INDIVIDUALS WITH
LEARNING DISABILITIES

9. Adult education for individuals with learning disabilities

FACTS

Adult education for individuals with learning disabilities

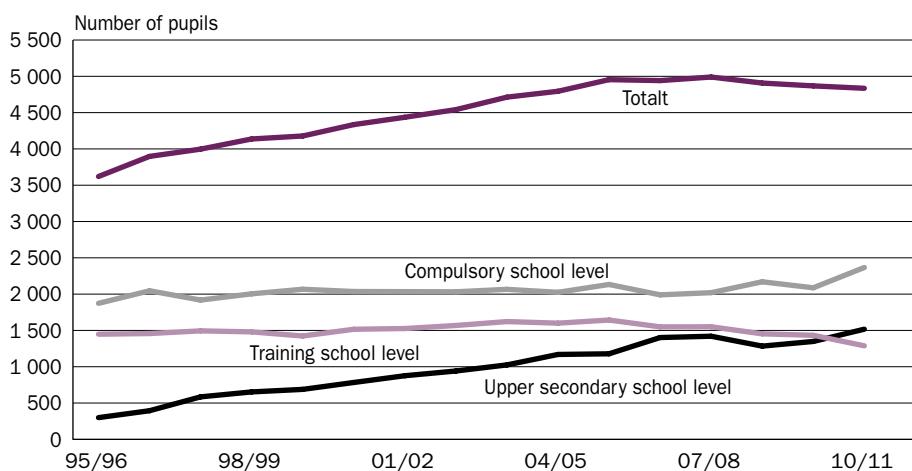
Adult education for individuals with learning disabilities (Särvux) is a free and voluntary form of education. It is available for pupils with learning disabilities who wish to continue their studies from compulsory school for children with learning disabilities or from training school.

In autumn 2010 there were a total of 4,800 pupils in adult education for individuals with learning disabilities. Since 1995/96, the number of pupils in adult education for individuals with learning disabilities at upper secondary school level has risen by 34 percent.

In autumn 2010 adult education for individuals with learning disabilities was organized by a total of 214 municipalities. For pupils in 16 of these municipalities the teaching was coordinated by 6 upper secondary associations. Pupils in adult education for individuals with learning disabilities were based in 251 of the municipalities. Just over 6 percent of the pupils attended schools outside of the municipality that they were resident in.

Diagram 9.1

Number of pupils in Adult education for individuals with learning disabilities
1995–2010



In 2010 the average number of teaching hours (60 minutes) per pupil per week was 3.1. At compulsory school level (for individuals with learning disabilities) the corresponding number was 2.9, for training school level it was 2.3 and for upper secondary school level (for individuals with learning disabilities) it was 3.5.

The average group size, including individual instruction, is 3.1 pupils.

The median age in adult education for individuals with learning disabilities was 35 years and the proportion of foreign-born pupils was 11 percent.

Teachers

In October 2010 the number of serving teachers (excluding short-term employees) was 459. The average service rate was 61 percent. Converted to full-time positions, the number of teachers was 280. Nearly 11 percent of the employees had no teaching qualifications.

The teacher-pupil ratio, calculated as the number of teachers (converted to full-time) per 100 pupils, was 5.4. The teacher-pupil ratio in adult education for individuals with learning disabilities cannot be compared with teacher-pupil ratios in other types of school. Pupils in adult education for individuals with learning disabilities are taught in small groups and in addition, there are considerably fewer teaching hours per week than for pupils in other types of school.

Expenditure

The total cost of adult education for individuals with learning disabilities was 221 million Swedish crowns in 2010. Calculated per pupil the total cost was 43,000 Swedish crowns. Teaching costs constituted 63 percent of the total cost.

10.

SWEDISH FOR IMMIGRANTS (SFI)

10. Swedish for immigrants (SFI)

FACTS

Swedish for immigrants (SFI)

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

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

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

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

In 2010 96,100 students took part in SFI which was the highest number of students that has ever been recorded. Of the students around 37,700 were beginners in SFI.

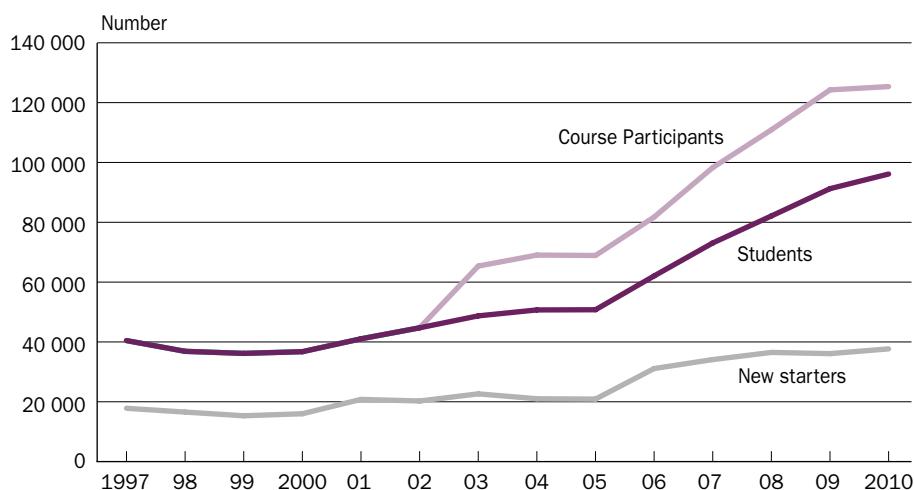
Up to and including the school year 2001/02 SFI was organized as a single course. Since the study path system was introduced in the school year 2002/03 students have had the possibility to study more than one course during the school year. For every course that the student takes part in they are counted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

In 2010 the number of course participants was 125,400. The number of course participants has increased every year since the study path system was introduced in 2002/03 and the increase over this time frame has been 92 percent. Every student took part in an average of 1.3 courses over the school year. The number of courses per student has remained unchanged over time.

In 2010, 260 municipalities had students in SFI. In 46 municipalities the number of SFI students was lower than 25. Only 132 municipalities or municipal associations had more than 100 students.

Diagram 10.1

The number of students, beginners and course participants in SFI, 1997–2010

**The student's backgrounds**

Of the total number of students in 2010, 57 percent were female and 43 percent male. The proportion of females has increased since the middle of the 90's. The majority of the students, 57 percent, were aged between 25 and 39 years old, just under a fifth were younger than 25 and a quarter were older than 39.

The only information that is available on the educational backgrounds of SFI students is the number of years of education they received in their home country, which is a rough measure of earlier education. Around 60 percent of the students had at least ten years of previous education, 15 percent had 7–9 years, 11 percent had 4–6 years and 15 percent had previous education of three years or less.

Amongst the students Arabic was the most common language. 20,000 students had this as their native language. After this came Somali, Thai and Polish. Around two-thirds of the students had one of the 10 most common languages as their native language. Amongst the rest of the students over 130 different languages were represented. Many of these languages were spoken by only a few students. 64 languages were spoken by fewer than 50 students and 8 languages were each only spoken by one student.

The proportion of females varied between the ten most common languages. 24 percent of the males had Arabic as their native language whilst only 19 percent of the females did. The next most common language amongst the females was Thai with 10 percent whilst only one percent of the males had this as their native language.

Amongst the students Iraq was the most common country of birth. 17 percent of females indicated that Iraq was their birth country, followed by Thailand, Somalia and Poland. The most common country of birth amongst the males was also Iraq with 20 percent, followed by Somalia and Poland.

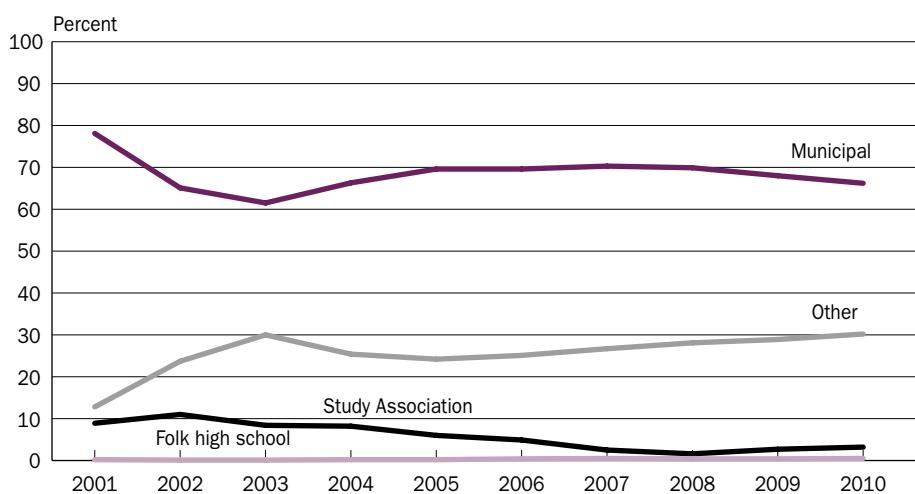
In 2010 a quarter of the students took part in reading and writing training within the SFI framework.

The municipalities should work with the National Employment Agency to give students the possibility to practice the Swedish language in employment and so that SFI can be combined with for instance work experience. The pro-

portion of students that took part in some form of work experience was 6 percent in 2010.

The municipalities can run SFI themselves or assign other organizers to organize the training. In 2010, 66 percent of the students studied SFI organized by the municipalities. A very small percentage of students studied SFI organized by a folk high school – 0.5 percent, or by a study association – 3 percent. 30 percent of the students studied SFI, which was organized by other external providers.

Diagram 10.2
Student allocation across different education organizers, 2001–2010



Course participants in SFI

In 2010 the number of course participants was 125,400. Of these course participants 14 percent studied study path 1, 42 percent study path 2 and 44 percent study path 3.

The majority of the course participants were females, 57 percent and 43 percent were males. The female students were in the majority in all courses. 15 percent of the participants were younger than 25 years old, 59 percent were aged 25–39 and 25 percent were 40 or older.

Around 14 percent out of all of the course participants had previous education from their home country of three years or less, 11 percent had previous education of 4–6 years, 15 percent had previous education of 7–9 years, 27 percent had previous education of 10–12 years and 32 percent had previous education of 10 years or more.

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

67 percent of all the course participants studied courses that were organized by municipal authorities. Less than 1 percent of all course participants studied SFI at a folk high school and 3 percent at a study association. The rest, 29 percent, studied with other education providers.

In 2010, nearly a quarter of all course participants took part in reading and writing training. The largest proportion (nearly half) was those in study path 1 whom usually have very little education.

Of all the course participants in 2010, 5 percent took part in work experience. It was more likely for those who took part in work experience to be studying continuing courses rather than beginner's courses.

Teachers

The number of serving teachers (excluding short-term employees) in SFI was 2,800 in October 2010. 83 percent of the serving employees were females and 18 percent were born abroad. Converted to full-time positions there were 2,200 teachers in SFI. This means that the average service level was 79 percent.

The teacher/student ratio (the number of teachers converted to full-time per 100 students) was 4.1 teachers per 100 students.

In 2010 around 72 percent of the teachers (converted to full-time) had teacher training qualifications. The proportion of teachers that had teacher training qualifications was noticeably lower in education procured by the municipalities than in SFI run by the municipalities, 57 and 75 percent respectively.

Expenditure

The municipalities cost for SFI in 2010 was 1,900 million Swedish crowns. The cost per student, calculated as full-time, was 37,100 Swedish crowns.

Results – Course participants in 2010

Of the 125,400 course participants in 2010, 37 percent completed a course, 23 percent dropped out of a course and 41 percent were expected to continue the course in the next school year. Apart from in the study path course 1A a higher percentage of females than males completed a course. The highest percentage completion rate was found in the study path 3D, 47 percent. The highest percentage of those who dropped out of the course were those in the study path course 3C and course 1B had the highest proportion of those whom were expected to continue the course next semester.

Beginners in 2008 and their results up to and including 2010

As the students begin their studies at their own linguistic level and because each course can be their final one, the study time varies greatly from one student to another. To assess the results of SFI it is necessary to follow a group of students over a relatively long time. In the latest entry-level group (36,500 beginners 2008) that could be followed in the two school years after starting, 18 percent began SFI in study path 1, 43 percent started study path 2 and 39 percent study path 3.

Among the beginners in 2008, 60 percent passed a course up to and including 2010. 25 percent dropped out or took a break in their studies and 15 percent were expected to continue their education after 2010. This was true regard-

less of which study path and study path course they had begun their training in. Females had a higher pass rate than males, 64 and 55 percent respectively. Females were less likely to drop out of the training than males, 21 and 30 percent respectively. The lowest proportion that passed any course was among students who had begun their training in the study path courses 1B (49 percent). The highest proportion who passed a course was among those who had started their training in study path course 3D (76 percent).

Of the students who started studying SFI in study path course 1A (intended for those with little or no previous education) just under a third passed course 1A as the highest level study path course that they passed. 6 percent of the beginners in 1A completed and passed the 3D within two years. The more advanced the study path course that the students started in the larger the proportion of those that completed and passed the course 3D.

The students' results and their backgrounds

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

The relationship between the duration of previous education and the results in SFI is very noticeable. Among the beginners who had up to nine years of previous education, 59 percent passed a course successfully compared with 61 percent of those who had a minimum of ten years previous education. Of those who had previous education of up to 9 years, 17 percent completed and passed course 3D successfully compared with 37 percent of those with a minimum of 13 years previous education.

The study results varied also between different language groups. Amongst the ten most common native languages those that had Russian as their native language had the largest proportion (70 percent) of those who passed a course, followed by Persian (66 percent). Students with Polish and English had the lowest proportion of those that passed a course (47 and 46 percent respectively).

Time in SFI

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

The students who started their training during 2008 and completed a course successfully up to and including 2010, took on average 448 teaching hours. Females took on average a few more hours than males. The number of teaching hours was variable depending on the study path course the students started in and which course the students completed that was the most advanced. Students who began the study path course 1A and successfully completed course 3D, took an average of 676 hours. Students who began in the course 3C and successfully completed course 3D, took an average of 413 hours.

The average time between the student's start and end dates in SFI for students who successfully completed the course 3D was 59 weeks. Students who began the study path course 1A and completed course 3D successfully, took an average of 81 weeks between the start and end dates. The shortest time between the start and end dates for students whom successfully completed a course was for males who started and completed the 3D course (19 weeks).

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

11.

SUPPLEMENTARY EDUCATION

11. Supplementary Education

FACTS

Supplementary Education

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

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

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

In autumn 2010 approximately 5,600 students studied in 243 supplementary education programmes. The proportion of females was 69 percent. 70 percent of the students were under 30 years old and the median age was 29 years old.

Supplementary education offers many different fields of study. Out of nine fields of study the students were distributed fairly evenly between the five main fields of study with each one containing between 10 and 20 percent of the students. The largest proportion of students studied subjects with a focus on handicrafts, skin care, hair care, health, fitness or the environment while training in animal care, engineering and aviation each only had between three and five percent of the students.

Teachers

Many of the teachers have special skills and work only a limited number of teaching hours. In autumn 2010 the number of serving teachers on the training courses covered by student and / or government support was a total of 1,000, this represents 437 full-time positions. Barely 18 percent of the teachers (converted to full-time employees), had teacher training qualifications. Half of the teachers were female.

Expenditure

The total cost of education for those eligible for student financial aid and / or government subsidies in 2010 was 381 million Swedish crowns. The largest cost item was teaching which represented 43 percent of the total cost, whilst premises / equipment accounted for 24 percent of the total costs, textbooks for 9 percent, student welfare for 0.4 percent. 23 percent of the total costs were for other items. The cost per annual-student-place amounted to 110,000 Swedish crowns.

12.

SWEDISH EDUCATION ABROAD

12. Swedish education abroad

FACTS

Swedish education abroad

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

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

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

Swedish schools abroad

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

In the school year 2010/11 Swedish schools abroad were found in 13 countries. Education for compulsory school pupils was conducted in all of the Swedish schools abroad.

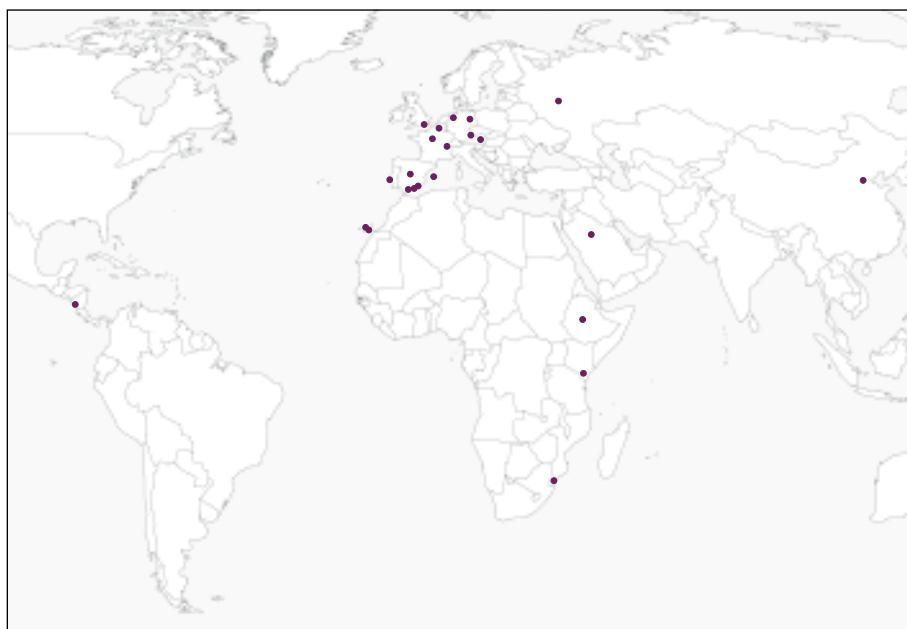
Six of the 20 schools based abroad provided both compulsory and upper secondary school education and 18 of the foreign based schools provided pre-school classes. The majority of Swedish schools abroad are found in Europe (15), Africa (2), Asia (2) and South America has one school.

In the school year 2010/11 there were 110 children in pre-school class and 813 compulsory school pupils in Swedish schools abroad. Out of the total number of compulsory school pupils the majority, 662 pupils, were in grades 1–6 whilst 151 pupils were in grades 7–9.

The majority of Swedish schools abroad, 19 out of 20, taught pupils from countries other than Sweden at compulsory school level. 203 pupils (a quarter) during the school year came from a country other than Sweden. Of the foreign pupils, the majority 82 pupils came from Norway, 49 from Finland and a total of 72 from other countries.

Diagram 12.1

Swedish schools abroad
school year 2010/11



In the school year 2010/11 as in the previous school year Upper secondary education was comprised of study only preparatory programmes. Two-thirds of the pupils had chosen an education with a focus on social science, a quarter chose one with a focus on natural science and nearly eight percent of the pupils had chosen the International Baccalaureate or alternatively Finnish or Norwegian upper secondary education.

Distance courses

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

A total of 24 pupils participated in distance education in the school year 2010/11 with supervision from 13 of the Swedish schools abroad. Another 63 pupils participated in distance courses without supervision from the staff of a Swedish school abroad.

Supplementary Swedish education

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

In the school year 2010/11 almost a total of 3,900 pupils (including pupils in foreign schools) participated in supplementary Swedish education. Of them 292 were taught in 13 of the 20 Swedish schools abroad. Foreign Schools in Beijing had the largest number of pupils, 52. The majority of the pupils were taught through other responsible authorities.

Foreign schools

An international school, the Lycée International in Saint Germain-en-Laye outside of Paris, receives government grants to carry out an expanded form of supplementary Swedish education. The school is a French state compulsory and upper secondary school which has a Swedish section where 137 pupils (togeter with 27 ineligible pupils) were taught 6–8 hours per week in the school year 2010/11. The extended Swedish teaching at the American School of Warsaw continued to operate in the school year 2010/11 with 25 eligible and 1 ineligible pupil as did the Swedish School Association in Hanoi with 16 eligible pupils, and 1 ineligible pupil.

European Schools

In the school year 2010/11 there were over 22,000 children / pupils from EU member states who attended European schools. These were in Brussels and Mol in Belgium, Culham in England, Varese in Italy, Luxembourg, Bergen in The Netherlands, Alicante in Spain, Frankfurt, Karlsruhe and Munich in Germany. Sweden has established Swedish sections in Brussels and Luxembourg.

Pupils attend pre-school for two years from about the age of four (76 Swedish pupils in the school year 2010/11), then from the age of six they attend primary schools for five school years (225 Swedish pupils) and, finally, secondary education which lasts seven school years (225 Swedish pupils). The studies are completed by taking the "European Baccalaureate" which provides the pupils with eligibility to attend EU countries' universities and colleges. The education follows special curricula, syllabi and timetables.

Teachers

In autumn 2010 there were 262 serving teachers in Swedish schools abroad. Of these 211 worked in schools in Europe. Three quarters of the teachers in Swedish schools abroad worked for at least 40 percent of full-time hours.

Just as in schools in Sweden the majority of teachers were female. The proportion of teachers with teacher training qualifications was 76 percent.

Expenditure

In the school year 2009/10 the total cost of Swedish schools abroad was 151 million Swedish crowns. A significant portion of school costs were financed by government subsidies. These government grants amounted to 71 million Swedish crowns and included government subsidies for supplementary Swedish education in its entirety.

The cost of the activities in Swedish schools abroad varies between schools. The average cost of a pupil in grades F–6 ranged from 41,400–205,800 Swedish crowns. The average cost for an upper secondary school pupil was 102,700 Swedish crowns.

For other activities, supervision for distance courses and supplementary Swedish education which was conducted by the Swedish schools abroad, the average cost was 30,500 and 4,800 Swedish crowns per pupil respectively. Supplementary Swedish education requires only a few teaching hours per pupil per week.

Results – Compulsory School

In the school year 2009/10, 34 pupils from seven Swedish schools abroad received their final grades from compulsory school. Six of the pupils did not pass one or more subjects. The proportion that did not pass one or more subjects in Swedish compulsory schools was 23 percent. The average merit rating for all pupils in the school year 2009/10 was 265.4. The girls' average merit rating was 267.5 and the boys average merit rating was 261.7. The average merit rating for girls and boys in Swedish compulsory schools was 220.1 and 197.9 respectively.

Results – Upper secondary school

A total of 57 pupils completed their studies and received final grades from the Swedish schools abroad that ran upper secondary education in the school year 2009/10. Of these pupils, 38 came from the social science programme (SP) and 14 from the natural science programme (NV). 5 pupils received final grades from tailor-made programmes (SM), all of which were connected to the social science programme (SP). Amongst all the pupils that completed upper secondary school 2 pupils studied reduced programmes and 31 pupils studied expanded programmes. The proportion of pupils who were eligible to go on to higher education was 88 percent.

The average grade points score for pupils who completed upper secondary school in Swedish schools abroad in the school year 2009/10 was 15.9. The corresponding grade points for Swedish upper secondary pupils were 14.0.

13.

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

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

Over the fiscal year 2010 the total cost of pre-schools, school-age childcare, schools and adult education was 202.9 billion Swedish crowns. Out of the total cost 66 percent (134.6 billion Swedish crowns) was for schools and adult education and 34 percent (68.3 billion Swedish crowns) was for pre-schools and school-age childcare.

Out of the total cost for education in 2010, the cost of municipally run activities was 110.9 billion Swedish crowns. This means that just over 82 percent of the total cost of education was made up of municipal costs. The remaining cost of 23.7 billion Swedish crowns was the cost of activities under independent, state or county council authority. A large proportion of the other authorities costs are however, financed by the municipalities.

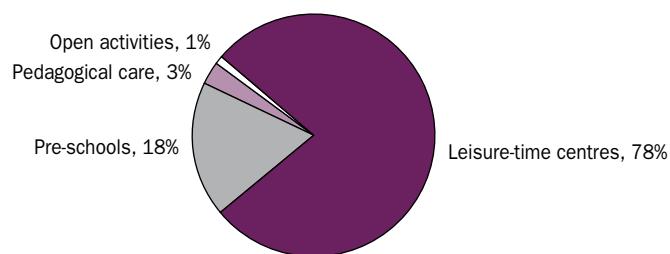
Pre-schools, school-age childcare, schools and adult education are an integral part of the municipal sector's activities. The costs of these activities represented 41 percent of the municipal sector's total costs, which amounted to 500.1 billion Swedish crowns. Of the total municipal expenditure, pre-schools and school-age childcare accounted for 14 percent whilst schools accounted for 27 percent. These costs also include payments to other education providers and authorities.

Out of the pre-schools and school-age childcare's total costs, pre-schools, accounted for the majority (78 percent) at 53.4 billion Swedish crowns in 2010.

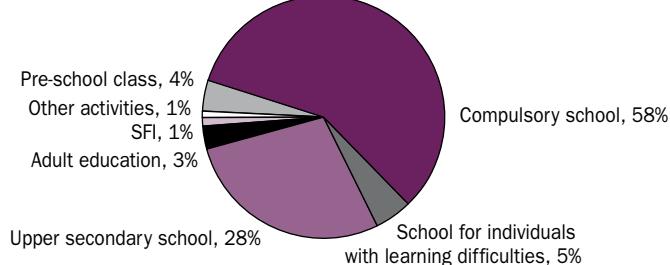
Diagram 13.1

The total cost of pre-schools and school-age childcare, schools and adult education respectively, broken down by the different types of activity in 2010

Pre-schools and school-age childcare



Schools and adult education



The cost of leisure-time centres was 12.4 billion Swedish crowns (18 percent) and for pedagogical care it was 2.1 billion Swedish crowns (3 percent). The open activities, i.e. open pre-school and open leisure-time centres, accounted for only 1 percent (0.5 billion Swedish crowns) of the cost of pre-schools and school-age childcare.

In 2010, the cost of compulsory schools was 79 billion Swedish crowns, representing 58 percent of the total cost of education. Upper secondary school accounted for 28 percent (37 billion Swedish crowns), adult education accounted for 3 percent (3.8 billion Swedish crowns), compulsory schools for children with learning disabilities for 5 percent (7 billion Swedish crowns) and Swedish for immigrants (SFI) for one percent (1.9 billion Swedish crowns). Adult education for individuals with learning disabilities, special schools and supplementary education together accounted for 1 percent (one billion Swedish crowns). Pre-school classes cost 5 billion Swedish crowns, representing 4 percent of the total cost pre-school education.

14.

INTERNATIONAL COMPARISONS

14. International comparisons

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

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

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

Education Participation

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

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

Table 14.1

Percentage (%) in education in different age groups 2009

	4 year-olds and younger as a percentage of the population of 3-4 year-olds	5-14-year-olds	15-19-year-olds	20-29-year-olds	30-39-year-olds	40 years old and older
Denmark	95	98	84	37	8	1
Finland	50	95	87	41	15	4
Japan	88	101
Korea	32	96	87	29	2	0
The Netherlands	51	99	90	29	3	1
Norway	95	99	86	29	7	2
OECD	70	99	82	26	6	2
UK	89	103	74	17	6	2
Sweden	91	99	87	34	13	3
Germany	92	99	88	30	3	0
USA	46	97	81	24	6	1

Teachers

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

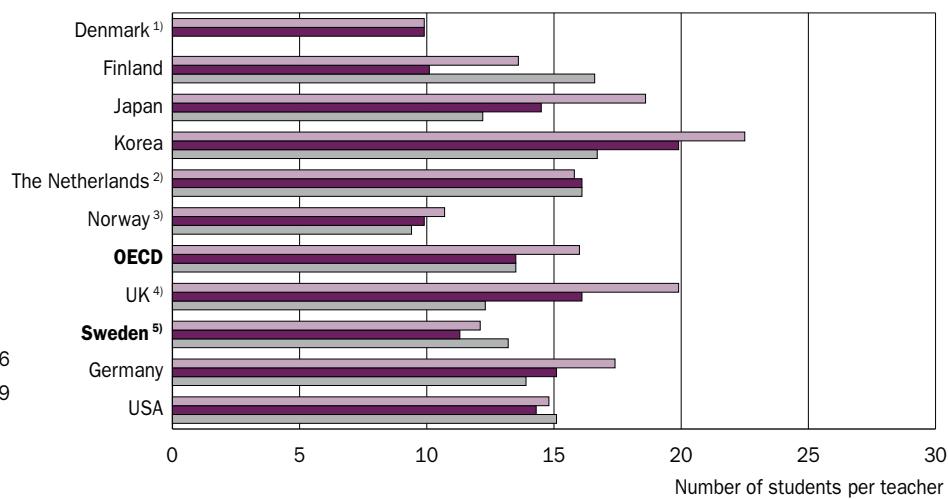
Diagram 14.1

Number of pupils per teacher at compulsory and upper secondary school level 2009

Compulsory school level years 1–6

Compulsory school level years 7–9

Upper secondary school level



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

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

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

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

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

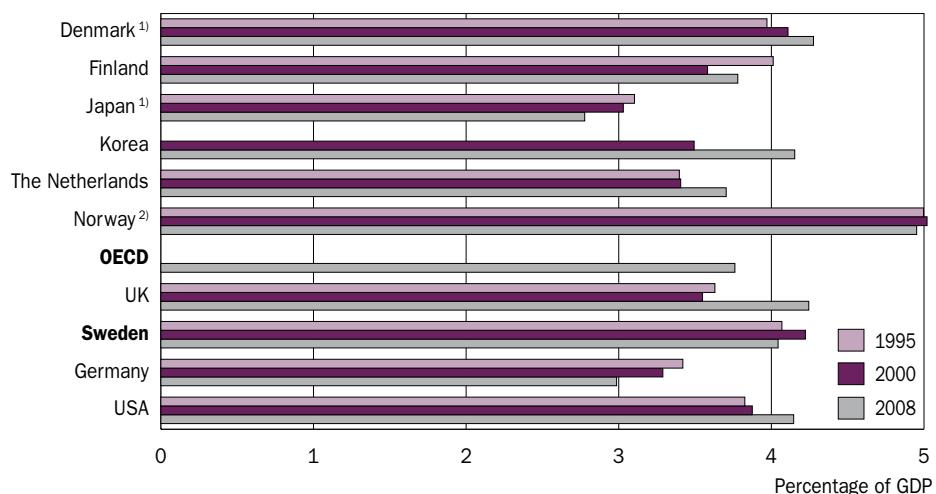
In many countries – but not in Sweden – the number of pupils per teacher is noticeably higher in the first school years than in upper secondary level. That the number of pupils in relation to the number of teachers in Sweden is comparatively higher at upper secondary level is partly linked to the fact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

Expenditure

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

Diagram 14.2

The cost of compulsory and upper secondary level education as a percentage of GDP in the years 1995, 2000 and 2008



¹ Some levels of education are included in other levels.

² Only costs from the public sector.

Results

Academic results in the form of e.g. grades are not always available to make comparisons between the countries. Each country has its own education and grading system. International education assessments have been carried out from time to time since the mid-1960s – and Sweden has participated in many of them. The following paragraph describes in brief the four international education assessments in which Sweden takes part in: PISA is an international study of reading literacy, mathematics and science skills of 15-year-olds, PIRLS is a study of reading literacy among students in grade 4, TIMSS which provides information on the ability in mathematics and science subjects of those in grade 8 and ICCS – a study of 14 and 15 year-olds knowledge and attitudes on citizenship and social issues.

PISA 2009 – Science, mathematics and reading comprehension

In PISA 2009, where reading literacy was the focus, circa 500,000 15 year-old students participated in 65 different countries. They represent approximately 26 million 15 year-olds. In Sweden, circa 4,600 students from nearly 200 schools participated.

Results from PISA 2009 shows that the Swedish 15-year-olds reading comprehension and skills in mathematics and science have declined in the 2000s. In reading comprehension and mathematics Swedish 15-year-olds perform on average when compared to other OECD countries. In previous PISA studies, Swedish students performed above average. In reading comprehension nearly one fifth of the Swedish students do not reach up to the level of knowledge that the OECD believes is essential for continued learning. In science Swedish students for the first time perform below the worldwide average. On the digital reading comprehension test, the Swedish student performed better than the OECD level.

There are seven OECD countries which at all four PISA surveys have significantly higher result than Sweden. These are Finland, Korea, Switzerland, Canada, Japan, New Zealand and Australia. Four OECD countries have – at all four surveys – significant lower results than Sweden: Italy, Greece, Mexico and Spain.

In equivalence, Sweden is now an average country according to Pisa 2009. The main reason for the relative decline between 2000 and 2009 is that the

equivalence in Sweden has deteriorated. The differences between high and low performing students have increased, the differences between high and low performing schools have increased and the importance of socioeconomic background have strengthened.

Results from PISA 2012 will be presented in December 2013.

PIRLS 2006 – Reading comprehension

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

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

Work on PIRLS 2011 has begun and the main study was conducted in spring 2011. The results will be presented in December 2012.

TIMSS 2007 – Mathematics and science subjects

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

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

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

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

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

Work on TIMSS 2011 has begun and the main study was conducted in spring 2011. The results will be presented in December 2012.

Sweden also took part in TIMSS Advanced 2008, which examined pupils in the last year of upper secondary school that studied advanced mathematics and physics. From an international perspective, Sweden had poor results in mathematics and average results in physics, in Sweden both of these results have deteriorated sharply since 1995. The difference between high and low achievers has increased. A decrease in results has also occurred amongst those performing at the most advanced level.

ICCS 2009 – Citizenship and social issues

ICCS 2009 is an international study on citizenship and social issues in schools. The aim of ICCS (International Civic and Citizenship Education Study) is to investigate how young people in different countries are being prepared to assume their roles as citizens. Approximately 170 schools took part in the main ICCS study in spring 2009. In each school a sample was taken from two grades, one from grade 8 and the other from grade 9, in total circa 7,000 Swedish pupils took part. Each pupil answered general knowledge questions on society, democracy and citizenship. The pupils also answered questions on attitudes, values and participation concerning civic and social issues. The survey was also directed at the pupils' teachers and headmasters.

The Swedish pupils' knowledge was above both the international and European averages, but was not at the top. Four countries – including Finland and Denmark – had better results in the tests. The difference in the results between pupils was larger in Sweden than on average for the other European countries that took part in the study. From an international perspective the Swedish pupils' interest in politics and social issues was low. Swedish 14 year-olds showed a strong commitment to basic democratic values such as freedom of speech and freedom to choose their leaders. When making international comparisons

there was also strong support for equal rights among different groups in society. Swedish pupils stood out specifically for the high value they placed on equality.

Education levels

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

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

In Sweden, the proportion of 25–34 year-olds with higher education is 42 percent. This is higher than the OECD average.

Diagram 14.3

The percentage of 25–64 year-olds and 25–34 year-olds respectively with upper secondary or higher education 2009

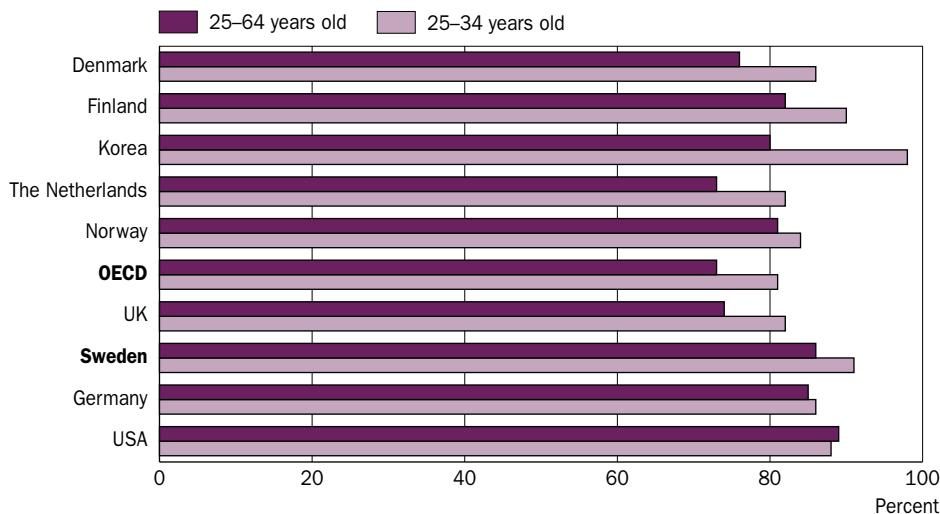
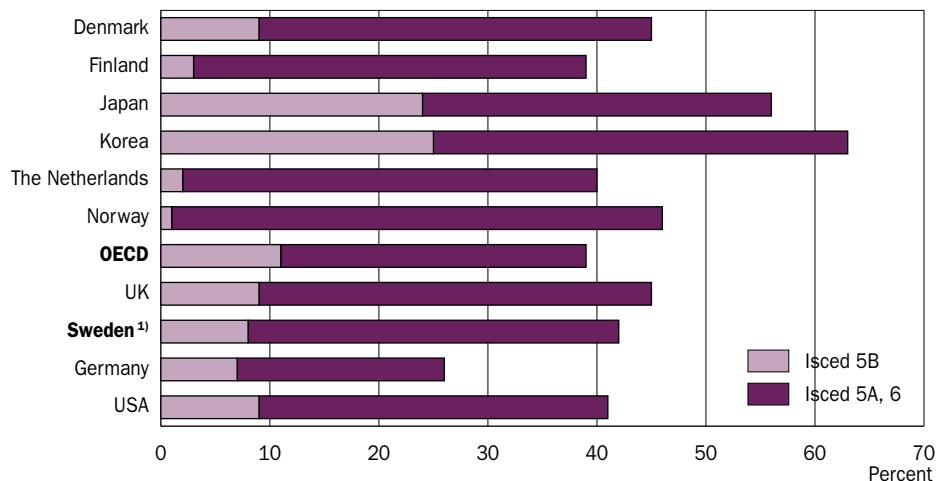


Diagram 14.4

Percentage of those aged
25–34 with higher education
2009



¹ In Sweden:

isced 5A = Bachelor and Masters degree, vocational degree consisting of at least 120 credits
isced 5B = University degree 80 credits, vocational degree less than 120 credits
isced 6 = Postgraduate research

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