

# National Situation of Training Infrastructure in: **Sweden**

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# Overview of the National Training System

## **The governance of the Swedish educational system**

Competence provision has been seen as a public matter for a long time in Sweden. Sweden has a weak tradition of dual training (apprenticeship system). Attempts with dual systems have generally failed. This means that both academic and vocational education mainly are school-based with small elements of company-based practice.

The educational system is clearly governed by the state with municipalities and independent schools as executors at upper secondary school level, a mix in terms of higher vocational education and, basically, only carried out by the state at university and college level.

The education policy is based on the Parliament and the Government with central authorities (National Agency for Education and the Swedish National Agency for Higher Vocational Education) as the governing bodies. As the implementation primarily occurs within the municipalities, the municipalities have a major impact on design and dimensioning of the educational programs.

The degree of regulation is high and a large part of the regulatory system are laws made by the Parliament. This creates a top down system of governance.

## **Education providers, curricula and financing**

The educations are mainly provided by public schools, independent schools and some independent providers in terms of higher vocational education.

The curricula are set by the National Agency for Education for upper secondary schools while the higher vocational educations are given more freedom to work out the curricula together with the associated industry.

The upper secondary school is financed by the municipalities with public government grants. The higher vocational education is financed by the state. Student financial aid is also financed by the state

## The Role of the Social Partners

The social partners have no formal influence on the education system, even if they participate in a number of advisory bodies and are often asked by referrals before major changes. The possibility to influence the education is done, among other things, by national program councils (the upper secondary school) and political cooperation.

There are no joint educational bodies within the industry. In several sectors originating from the industry, the social partners together with the municipalities have however created systems to develop and affect the quality and the content of the education to better correspond to the needs of the labour market (Technical Colleges).

## How are Future Skills Needs Identified

The upper secondary school. There is a certain discussion about future skills requirements within the framework of the national program councils. Many of the changes that come into place are made through political influence or outside the political system (Technical Colleges).

The industry and educators describe the need for higher vocational educations and how the educations will cover the need. After that, the Swedish National Agency for Higher Vocational Education evaluates the need based upon legal requirements in consultation with concerned industry.