

# **COUNTRY POLICY REVIEW AND ANALYSIS**

**Sweden**



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## Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

### Country priorities

#### **United Nations Convention on the Rights of the Child (UNCRC)**

In June 2018, a majority in the Parliament voted for the government's proposal to make the UNCRC Swedish law (SOU 2016: 19). The decision clarified that courts and legal practitioners must take the rights arising from the Convention into account. The rights of the child must be taken into consideration in the case of balance and judgements made in decision-making processes in cases and matters relating to children. Incorporation of the UNCRC helps to make children's rights visible. It creates a foundation for a more child-based approach in all public activities. The law is proposed to enter into force on 1 January 2020.

#### **A revised Curriculum for Pre-primary Education**

On 1 July 2019, a revised Curriculum for Pre-primary Education (Lpfö 18) comes into force. The starting point was that the pre-primary curriculum should have a similar structure to that of the other school forms, especially the Curriculum for Compulsory School (Lgr 11).

The concept of care has been introduced in several places in the curriculum to clarify that care, development and learning constitute a whole in pre-primary education. Care is included in everything that happens in pre-primary education, and it is about both attitude and treatment.

The 'Basic values' section in Part 1 of Lpfö 18 states that pre-primary education should reflect the values expressed in the Convention on the Rights of the Child:

*The education must therefore be based on what is deemed to be the child's best interests, that children have the right to participation and influence and that the children should be informed about their rights.*

This perspective runs throughout the curriculum.

The national minorities' right to their national minority languages is clarified in Part 1 of Lpfö 18. Pre-primary education should lay the foundation for the children's understanding of different languages and cultures, including the languages and cultures of the national minorities.

Children who are deaf, have a hearing loss or who for other reasons need Swedish sign language are entitled to it in pre-primary education.

All children should receive an education that is designed and adapted so that they develop as far as possible. Children who temporarily or permanently need more support and stimulation should receive it, based on their own needs and conditions.



## Country priorities

From 1 July 2019, pre-school managers will be named principals. As a result, all principals who are newly recruited in the pre-schools must also attend the mandatory job training for principals.

Read, write, count – a guarantee for early support efforts: the Education Act introduced new provisions as a guarantee for early support. Learners who need support must receive it early and based on their needs. The head teacher is responsible for ensuring that there are sufficient organisational and financial conditions to fulfil the guarantee.

### **Education Act chapter 3, 4§: from 1 July 2019**

From 1 July 2019, schools are obliged to follow up the support a learner has received as extra adaptation in Swedish, Swedish as a second language and mathematics at the end of pre-primary and primary school. The teacher who will be responsible for the learner the following year can then use the results of the follow-up. This applies to learners who will start in year 1 and year 4 in compulsory school, Sami school and special school.

### **Classification of the curricula for deaf learners and learners with hearing impairments and developmental disabilities in the special school**

The Swedish National Agency for Education intends to develop the curricula for deaf learners and learners with hearing impairments and developmental disabilities in special school. In addition, knowledge requirements are introduced for Swedish in grade 3 for the same learner group. The curricula and the knowledge requirements are expected to enter into force in the summer of 2019.

### **Migrant pupils' knowledge should be assessed when they start upper-secondary at language introduction**

Newly-arrived learners who start with language introduction should have their knowledge assessed. This means that the learner's background, school experiences, language and subject knowledge and other professional experience must be mapped. The rules came into force on 1 July 2018 but will be applied from 1 July 2019.

### **All learners should have a mentor**

All learners in upper-secondary school and upper-secondary school for learners with learning disabilities should have a mentor who follows the learner's knowledge development and study situation as a whole. The change enters into force on 1 July 2019 (Education Act, chapter 15, 19a§).



## Section 2: Analysis grid

### Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p>1.1.1 The Swedish education system is based on the philosophy that all pupils have the same right to personal development and learning experiences. This right is stated in Chapter 1, 1§ of the Education Act. The inclusion of all pupils within this principle is crucial and the rights of pupils in need of special support are not stated separately.</p> <p>1.1.2 Chapter 1: The design of education, 5§. Education shall be designed in accordance with fundamental democratic values and human rights, such as the inviolability of human life, the freedom and integrity of the individual, equal value of all people, equality and solidarity between people. Anyone who works in education should promote human rights and actively counteract all forms of offensive treatment.</p> <p>1.1.3 Chapter 3: 3§ of the Education Act: All children and pupils shall be given the support they need to learn and develop in perspective to their personal capacity, and also be given the possibility to develop as far as possible according to the goal of education (<a href="#">Raising Achievement Country Report</a>, 2016).</p> <p>1.1.4 The basic principle guiding all Swedish education, from childcare to the transition period, is access to equivalent education for all, according to the Swedish Education Act (SFS 2010:800, Chapter 1, 4§). This means that pupils in need of special support should not be treated or defined as a group that is any different from other pupils and their rights are not stated separately.</p> <p>1.1.5 Upper-secondary school is not compulsory, but almost all pupils attend. Schools are free of charge and there are no fees for educational materials, food or healthcare.</p>



Agency recommendation	Findings
	<p>1.1.6 Upper-secondary school for individuals with learning disabilities (USSILD) is a free voluntary school that young people with developmental disorders or acquired brain injuries can choose to attend once they have completed compulsory school for pupils with learning disabilities. USSILD consists of national programmes, individual programmes and programmes that diverge from the national programme structure. Each national programme spans four years and consists of fundamental subjects, programme-specific subjects, more in-depth programme-specific courses and assessed coursework:</p> <ul style="list-style-type: none"><li>• <a href="#">Curricula for USSILD years 1–10</a></li><li>• <a href="#">Curricula for USSILD years 11–14.</a></li></ul> <p>1.1.7 In 2018, Sweden implemented a ten-year (eleven for special schools) basic compulsory school level. This includes compulsory schools, compulsory schools for learning disabilities and Sami schools for all children between 6 and 16 years of age (6 and 17 for special schools). Children can start school at the age of 5 (Education Act 2010:800, chapter 7, 4§, 10§ and 12§).</p> <p>1.1.8 According to the Education Act, chapter 3, 3§ (entered into force 1 July 2018, New designation chapter 3, 2§ U:2019-07-01), all learners should be given the leadership and stimulus they need in their learning and personal development so that they can develop as far as possible according to the education objectives. Pupils who, as a result of a disability, find it difficult to meet the different knowledge requirements or levels of competence that are available should be supported, with the aim of reducing the consequences of disability as far as possible. Pupils who easily reach the minimum knowledge requirements or the required levels of competence should be given guidance and incentives to reach their knowledge development.</p>



Agency recommendation	Findings
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p>1.2.1 On 13 June 2018, the Swedish Parliament adopted a <a href="#">bill</a> making the UN Convention on the Rights of the Child (UNCRC) Swedish law from 1 January 2020. In order for the Convention to have a greater impact, the government is also proposing a guidance document, an education initiative and continued systematic transformation work. The UNCRC message can be summarised in the four basic principles formulated in Articles 2, 3, 6 and 12, which state that:</p> <ul style="list-style-type: none"><li>• All children have the same rights and equal value.</li><li>• No child may be discriminated against.</li><li>• The best interests of the child should be taken into account in all decisions affecting children, and not only their survival but also their development must be ensured to the utmost of society's ability.</li><li>• The child's views should appear and be respected.</li></ul> <p>1.2.2 The UN Convention on the Rights of Persons with Disabilities was <a href="#">ratified in 2008</a>.</p> <p>1.2.3 From 1 January 2017, a <a href="#">Discrimination Act</a> (SFS 2008:567) introduced new rules on active measures against discrimination. The new rules apply to pre-primary, school and other activities regulated under the Education Act and form a part of discrimination law. The active measures against discrimination contained in <a href="#">Chapter 3</a> of the Discrimination Act stipulate actions against seven grounds of discrimination: gender; gender identity or gender expression; ethnicity; religion or other beliefs; disability, sexual orientation; age.</p> <p>1.2.4 According to the national curricula, deaf pupils may communicate in both written Swedish and sign language, but sign language is stated as their first language.</p> <ul style="list-style-type: none"><li>• <a href="#">Language Act</a></li><li>• <a href="#">UN Convention on the Rights of Persons with Disabilities</a></li></ul>



Agency recommendation	Findings
	<ul style="list-style-type: none"><li>• <a href="#">Administrative Procedure Act</a>: Right to an interpreter, 8§</li><li>• <a href="#">Education Act (SFS 2010:800)</a>, Chapter 12, 3§</li><li>• <a href="#">School Ordinance (SFS 2011:185)</a>, Chapter 11, 5§</li><li>• <a href="#">Amendment to the Special School Curriculum</a>, p. 3.</li></ul> <p>Language, learning and identity development are closely related. Through rich opportunities to converse, read and write, each learner must develop their ability to communicate and thus gain confidence in their linguistic ability. Schools are responsible for giving deaf learners and learners with hearing impairments the opportunity to develop language skills to enable them to read and express thoughts and ideas in Swedish sign language and use interpreters. Through this bilingualism, the learner's opportunity for further study and participation in society increases.</p> <p><a href="#">Salamanca Declaration</a></p> <p><a href="#">Sign Language: Knowledge and Research Overview</a></p> <p>1.2.5 On 1 January 2015, there was an addition to the Discrimination Act (SFS 2008:567) stating that lack of accessibility is a form of discrimination (4§):</p> <p>Lack of accessibility: impairment of a person with disabilities by preventing such persons from having access compared to persons without this disability in a comparable situation, that are reasonable based on requirements for access by law and other constitution; and with respect to:</p> <ul style="list-style-type: none"><li>• the economic and practical conditions;</li><li>• the duration and extent of the relationship or contact between the operator and the individual;</li></ul>





Agency recommendation	Findings
	<ul style="list-style-type: none"><li>• other circumstances of importance.</li></ul> <p>1.2.6 The state authorities have a particular responsibility for implementing disability policy, which the government sets in a special regulation (SFS 2001:526):</p> <p>Implementation of the Disability Policy Objectives, 1§: Government authorities shall design and conduct their activities in consideration of the disability policy objectives. The authorities shall ensure that people with disabilities receive full participation in social life and equality in living conditions. In particular, the authorities shall ensure that their premises, activities and information are available to persons with disabilities. In this work, the Convention on the Rights of Persons with Disabilities shall be indicative.</p> <p>Planning and consultation, 2§: In making efforts to make the authorities' premises, activities and information more accessible to persons with disabilities, the authorities shall carry out inventories and draw up action plans. However, this obligation does not apply if it is obvious that it is not necessary in view of the nature of the business.</p> <p>3§: The authorities shall consult the Agency for Participation on how actions under this regulation shall be formulated.</p>



Agency recommendation	Findings
<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	<p>1.3.1 <b>Inclusion</b> refers to the school/business aspiration to organise education based on the variation found between learners in a group. The term is interpreted as the school/business endeavour to include all learners. <b>Integration</b> implies adapting a learner (who is considered to 'deviate' from the business) to an organisation, rather than adapting the organisation to the learner (<a href="#">Special Support in Individual and Group Teaching</a>, p. 41).</p> <p>1.3.2 Curriculum for Compulsory School, 2011, chapter 1, The mission and values of education:</p> <p>Values: The school's task is to allow each individual learner to find their unique character and thereby participate in community life by giving their best in responsible freedom.</p> <p>An equivalent education: Teaching should be adapted to each learner's requirements and needs. It will promote continued learning and knowledge development, based on learners' backgrounds, previous experiences, languages and knowledge.</p> <p>The Education Act stipulates that education in each school form and in the leisure-time centre must be equivalent, wherever in the country it is organised. The standards of equivalence are stated through the national objectives. Equal education does not mean that the teaching is to be designed in the same way everywhere or that the school's resources are distributed equally. Attention should be paid to the learners' different conditions and needs. There are also different ways to reach the goal. The school has a special responsibility to those learners who, for various reasons, have difficulty in achieving the goals of education. Therefore, teaching can never be designed the same way for everyone.</p> <p>The school will actively and consciously promote learners' equal rights and opportunities, regardless of gender identity. The school also has a responsibility to counter gender patterns that limit learners' learning, choice and development. How the school organises education, how the learners interact, and what demands and expectations they assume, shape their perceptions of what is female and male. The school should therefore organise education so that learners meet and work together, as well as try and develop their abilities and interests,</p>



Agency recommendation	Findings
	<p>with the same opportunities and on equal terms regardless of gender identity (<a href="#">Curriculum for Compulsory School</a>, 2011).</p> <p>1.3.3 General advice on additional support, special educational needs and action plans:</p> <p>It is the school’s task to provide all learners with guidance and stimulation they need in their learning and in their personal development so that they can develop as far as possible according to their educational needs. Learners who easily reach the minimum knowledge requirements must be given the guidance and stimulation that they need to reach further in their knowledge development.</p> <p>The rules on guidance and stimulation mean that the school has a compensatory assignment. Education should take into account the different needs of all pupils, with the aim of balancing differences in their prerequisites. This involves organising activities for individuals, groups and schools so that learners are given the opportunity to develop as far as possible according to the education objectives.</p> <p>A learner who, due to a disability, has difficulty fulfilling the various knowledge requirements is to be given support aimed at minimising the consequences of disability. As a result, these learners are supported even if they reach minimum knowledge requirements.</p> <p>(<a href="http://www.skolverket.se/sitevision/proxy/publikationer/svid12_5dfce44715d35a5cdfa2899/55935574/wtpub/ws/skolbok/wpubext/trycksak/Blob/pdf3299.pdf?k=3299">www.skolverket.se/sitevision/proxy/publikationer/svid12_5dfce44715d35a5cdfa2899/55935574/wtpub/ws/skolbok/wpubext/trycksak/Blob/pdf3299.pdf?k=3299</a>)</p>
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	<p>1.4.1 The authorities have a general duty to co-operate in accordance with Chapter 6§ of the <a href="#">Administrative Procedure Act</a> (SFS 2017:900). An authority shall ensure that contact with individuals is smooth and simple.</p> <p>1.4.2 All decisions concerning the implementation of the Education Act and the curriculum are made within the local self-government of the municipalities. There is therefore great</p>



Agency recommendation	Findings
	<p>variation among the municipalities (<a href="#">IECE Country Survey Questionnaire</a>, p. 16). The same laws and policies apply to independent schools.</p> <p>1.4.3 Social services, schools and healthcare are obliged to co-operate around children who are ill or are at risk of falling ill, according to Chapter 5 1§ of the <a href="#">Social Service Act</a> (SFS 2001:453), Chapter 29, 13§ of the Education Act, 2§ of the Act of Health and Medical Care (SFS 2017:30) and Chapter 6, 5§ of the Police Act (SFS 984:387). The Social Affairs Committee is primarily responsible for co-operation. According to the law of co-operation concerning children at risk, the authorities should also co-operate with community bodies, organisations and others involved. This may include, for example, the leisure and cultural sector, non-profit organisations and other public and private representatives of different social interests.</p> <p>1.4.4 The National Board of Institutional Care (<i>Statens institutionsstyrelse</i> or SiS) and the National Agency for Special Needs Education and Schools (SPSM) have developed and tested a model (SiSam) for school collaboration for learners placed in special youth homes on behalf of the government. The model is organised as a project, but the work has been integrated into regular business. The National Board of Institutional Care is an independent Swedish government agency that delivers individually-tailored compulsory care for young people with psychosocial problems and for adults with substance abuse issues.</p> <p>1.4.5 <a href="#">SiSam</a> is a model for school collaboration between three parties: SiS youth home, social services and the school in the home municipality. The goal is that education should run without interruption so that young people receive the education they are entitled to and need (SiSam Model, 2015).</p> <p>1.4.6 Another model, <a href="#">SAMS</a>, is designed to facilitate the interaction between social services and schools, to allow learners who need to change school locations to have an unbroken education. The purpose of the model is also to contribute to better school anchoring. It is based on the municipality's responsibility and current regulations. The SAMS model contains</p>



Agency recommendation	Findings
	procedures based on a clear division of responsibilities between schools and social services. It describes what will be done, who will do it and why (SAMS Model, 2018).
1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.	1.5.1 Chapter 4, 1–6§ of the Education Act: Systematic quality work is a prerequisite for everyone working in pre-primary, school, leisure-time centre and adult education to provide children and learners with an equivalent education.
1.6 Policy outlines how education policy-makers need to take responsibility for all learners.	1.6.1 Education Act, chapter 3, 10§: Special support shall be given to learners in primary school, compulsory school for learners with learning disabilities, special school and Sami school in the manner and to the extent necessary to enable learners to attain the minimum knowledge requirements
1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.	<p>1.7.1 <a href="#">School Ordinance</a> (SFS 2011:185), Chapter 5, 2§, Training, Structured teaching: Teachers will, through structured education, receive continuous and active teacher support to the extent necessary to create the conditions for learners to reach the minimum knowledge requirements and, as a rule, develop as far as possible within the framework of education.</p> <p>1.7.2 The ordinance concerning eligibility and registration of teachers and pre-primary teachers entered into force on 1 July 2011. It contains regulations about eligibility and registration of teachers and pre-school teachers (<a href="#">lärarlegitimation</a>). The ordinance concerns pre-primary education (<a href="#">förskolan</a>), the pre-school class (<a href="#">förskoleklassen</a>), compulsory school (<a href="#">grundskolan</a>), upper-secondary school (<a href="#">gymnasieskolan</a>), municipal adult education (<a href="#">kommunal vuxenutbildning</a>), Swedish tuition for immigrants (<i>Svenskundervisning för invandrare</i> or <a href="#">sfi</a>), the Sami school (<a href="#">sameskolan</a>), as well as the leisure-time centre (<a href="#">fritidshemmet</a>). It also applies to education for learners with learning disabilities and to education for learners with impaired hearing, and/or with severe speech and language disabilities.</p>



Agency recommendation	Findings
	<p>There are eight school development programmes for all schools run by the Swedish National Agency for Education. One programme is Special Educational Needs for Learning, which is free in-service training, connected with funding to schools which allows head teachers to run the programme. This mission has now passed to the Swedish National Agency for Education, together with the National Agency for Special Needs Education and Schools.</p>
<p>1.8 Policy requires learning material to be accessible.</p>	<p>1.8.1 The <a href="#">National Agency for Special Needs Education and Schools</a>' teaching material section includes a number of teaching material production units which develop, produce and distribute specialist teaching aids and certain technical aids.</p> <p>1.8.2 The National Agency for Special Needs Education and Schools adjusts teaching materials for learners with disabilities in pre-primary, compulsory and upper-secondary schools.</p> <p>Primarily, adaptations are made for pupils with visual impairment or blindness, but also for learners with reading and writing difficulties and disabilities, so that learners can use the same teaching materials as their classmates. The teaching materials are adapted in accordance with the <a href="#">Copyright Act (SFS 1960:729) Chapter 2</a>, 17§.</p> <p>1.8.3 Everyone working at school should:</p> <ul style="list-style-type: none"> <li>• pay attention and support learners in need of additional adjustments or special support;</li> <li>• co-operate to make the school a good environment for development and learning.</li> </ul> <p>The teacher should:</p> <ul style="list-style-type: none"> <li>• take into account every individual's needs, conditions, experiences and thinking;</li> <li>• strengthen the learners' will to learn and the learners' confidence in their own ability;</li> <li>• provide space for the learners' ability to create and use different expressions;</li> </ul>



Agency recommendation	Findings
	<ul style="list-style-type: none"> <li>• stimulate, supervise and provide additional adjustments or special support for learners with difficulties;</li> <li>• collaborate with other teachers in the work to achieve the educational goals;</li> <li>• organise and implement the work.</li> </ul> <p>The learner will:</p> <ul style="list-style-type: none"> <li>• develop according to their conditions while being stimulated to use and develop all of their ability;</li> <li>• experience that knowledge is meaningful and that knowledge development is moving forward;</li> <li>• receive support in their language and communication development;</li> <li>• use digital tools in a way that promotes knowledge development;</li> <li>• gradually complete more and more independent tasks and gain increased self-autonomy;</li> <li>• receive opportunities for subject matter, overview and context;</li> <li>• receive opportunities to work independently (National Curriculum for Compulsory School, 2011, <a href="#">chapter 1</a>).</li> </ul>
<p>1.9 Policy describes an effective framework of support for schools to implement inclusive education.</p> <p><i>(Support structures focus on different forms of educational resource centres</i></p>	<p>1.9.1 State support – National Agency for Special Needs Education and Schools (SPSM) Regulation (SFS 2011:130).</p> <p>Policy on support from SPSM (policy instruction): SPSM shall ensure that all children, learners and adult education learners with disabilities have access to equivalent education and other good-quality activities in a safe environment.</p>



Agency recommendation	Findings
<p><i>that are locally organised to offer support to individual or clusters of schools.)</i></p>	<p>The authority shall contribute to good conditions for children’s development and learning, as well as improved knowledge outcomes for learners and adult learners.</p> <p>The authority is responsible for special education support and advice to teachers in mainstream schools and for education in special schools and in pre-school classes and leisure-time centres at a school unit with special school. The authority also has other tasks arising from this Regulation or by other special provisions or specific decisions.</p> <p>1.9.2 From Education Act, Chapter 2, Learner Health Service: Learner Health Scope</p> <p>25§ There should be learner health for learners in pre-primary classes, primary school, compulsory school, Sami school, special school, secondary school and upper-secondary school. Learner health should include medical, psychological, psychosocial and special educational efforts. Learner health should primarily work with prevention and health promotion in schools. Learners’ development towards the goals of the education should be supported.</p>
<p>1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners’ needs.</p>	<p>1.10.1 Due to the large degree of independence of the municipalities, special needs education can be organised in different ways. Support includes variations of the following options:</p> <ul style="list-style-type: none"> <li>• Management and stimulation in learning activities in classroom should allow learners to develop as far as possible.</li> <li>• Learners with disabilities should be supported with the aim of reducing the consequences of disability as far as possible.</li> <li>• Learners who easily reach the minimum knowledge requirements or the required levels of competence should be given guidance and incentives to reach their knowledge development.</li> </ul>





Agency recommendation	Findings
	<ul style="list-style-type: none"> <li>• If a learner will not reach the required knowledge requirements, the learner should promptly be supported in the form of extra adjustments within the framework of the regular teaching.</li> <li>• Special support demands an action plan for the learner. The support could be a specialist teacher who works with the learner within the framework of the activities of the larger group for shorter periods; the learner leaving the larger group for longer periods to work with a specialist teacher; making adjustments to the timetable or courses; the learner being placed in a special group.</li> <li>• A local resource centre or the learner’s health service supports the learner’s teachers.</li> <li>• Local resource centres may receive support from an advisor from the National Agency for Special Needs Education and Schools.</li> </ul> <p>1.10.2 From Education Act, Chapter 3, 2§ (entry into force 1 July 2019): All children and learners of all types of school and kindergarten will be given the management and stimulation they need in their learning and personal development to develop as far as possible to the best of their ability according to the education objectives. Learners who, as a result of a disability, find it difficult to meet the different knowledge requirements or levels of competence that are available should be supported, with the aim of reducing the consequences of disability as far as possible. Learners who easily reach the minimum knowledge requirements or the required levels of competence should be given guidance and incentives to reach their knowledge development.</p>
1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.	–



Agency recommendation	Findings
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>1.12.1 The National Agency for Special Needs Education and Schools offers <a href="#">special needs support</a> (SFS 2011:130) The learning environment must be accessible to everyone. In order for all children, young people and adults in need of support to receive equal opportunities in education, knowledge about accessibility is required. This is done through regional support centres, which can reach out to municipalities and schools in need of support. They include four national resource centres with specialised knowledge of learners with:</p> <ul style="list-style-type: none"><li>• visual impairment, with or without additional disabilities;</li><li>• deafness or hearing impairment combined with learning disabilities;</li><li>• congenital deaf-blindness;</li><li>• severe speech and language disorders.</li></ul> <p>1.12.2 Resource centres and knowledge of special needs education are developed at a local level with the support of the National Agency for Special Needs Education and Schools. The intention is that support will be provided at local level to better adapt individual solutions to the learner concerned.</p> <p>1.12.3 Schools and teachers consult local resource centres, which in turn consult the Swedish National Agency for Special Needs Education and Schools.</p> <p>1.12.4 Many municipalities have resource centres that offer pedagogical support to schools and teachers.</p>

*Measure 1 evaluative comments*

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**Measure 2: To support improved co-operation, including greater involvement of parents and local community**

Agency recommendation	Findings
<p>2.1 The full involvement of families in all educational processes is outlined in legislation and policy.</p>	<p>2.1.1 The Education Act (<a href="#">SFS 2010:800</a>, 13§) states the importance of parents' participation in planning pupils' education.</p> <p>Chapter 4: Quality and influence is generally about the guardians' influence over education in certain school forms and in the leisure-time centre.</p> <p>12§ Custodians for learners in pre-primary, compulsory, primary, special and Sami education and in the leisure-time centre shall be offered the opportunity to influence education.</p> <p>Forum for consultation 13§: At each pre-primary and school unit, there shall be one or more forums for consultation with the learners and the guardians referred to in 12§.</p> <p>There, such issues should be addressed that are important for the unit's activities and which may be important for the learners and their guardians.</p> <p>Within the framework of one or more of the forums referred to in the first paragraph, the learners and their guardians shall be informed of proposals for decisions in such matters that are to be dealt with there and given the opportunity to comment before decisions are made.</p> <p>The head teacher and the pre-school manager are responsible for ensuring that there are forums for consultation according to the first paragraph and for ensuring that the information and consultation obligation under the second paragraph is fulfilled.</p> <p>Chapter 3: Development of children and pupils towards the goals.</p> <p>3§ (entry into force 1 July 2019): Custodians for a child in pre-school and the learner and their guardian in the pre-school class, elementary school, the school for learners with learning disabilities, the special school, the Sami school, the leisure-time centre, the upper-secondary school and the upper-secondary school for learners with learning disabilities shall be continuously informed about the learners' development (Law 2018:1098).</p>



Agency recommendation	Findings
	<p>2.1.2 According to the Curriculum for Compulsory School, 2011: The schools' and custodians' shared responsibility for pupils' schooling should create the best possible conditions for learners' development and learning. Everyone working at school should collaborate with the learners' guardians so that they can develop the content and activities of the school together. The teacher should interact with and continuously inform the parents about the learners' school situation, well-being and knowledge development, and be informed of the individual learner's personal situation and respect the learner's integrity.</p>
<p>2.2 Policy for inclusive education places learners and their families at the centre of all actions.</p>	<p>2.2.1 Parents must give their approval when more long-term or detailed investigations made by psychologists or medical staff are needed. This is not the case for the pedagogical investigations.</p>
<p>2.3 Sharing information among professionals and families is a policy priority.</p>	<p>2.3.1 Education Act Chapter 3, 3§ (entry into force 1 July 2019): Custody of a child in pre-school, as well as the learner and their custodians in pre-primary and primary education, special school, Sami school, leisure-time centre and upper-secondary school shall be informed continuously of the learner's development (Act 2018:1098).</p> <p>2.3.2 Education Act Chapter 4 is generally about guardians' influence over education in some schools and in the leisure-time centre.</p> <p>12§ Guardians of children in pre-school and for pre-primary school pupils, primary school, upper-secondary school, special school, joint school and leisure-time centre shall be offered the opportunity to influence education.</p> <p>Forum for consultation</p> <p>13§ At each pre-primary and school unit, there shall be one or more forums for consultation with the learners and the guardians referred to in 12§. There, such matters shall be dealt with that are important to the unit's activities and which may affect learners and guardians.</p>



Agency recommendation	Findings
	<p>Within the framework of one or more of the forums referred to in the first paragraph, learners and guardians shall be informed of proposals for decisions on issues to be dealt with there and given an opportunity to comment before decision is taken.</p> <p>The head teacher and the pre-school manager are responsible for fulfilling the forum for consultation under the first paragraph and for the information and consultation obligation under the second paragraph.</p>
2.4 Policy has the goal of supporting parental interaction and communication with professionals.	2.4.1 Chapter 3, 3§ (entry into force 1 July 2019): Guardians of a child in pre-primary education, as well as pupils and their guardians in the pre-school class, primary school, school for pupils with learning disabilities, special school, Sami school, leisure-time centre, upper-secondary school and upper-secondary school for pupils with learning disabilities shall be informed continuously of the learner's development (Education Act 2018:1098).
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	2.5.1 All schools are required to co-operate in accordance with Chapter 29, 13§ of the Education Act: The obligation applies to both the head teacher and the employees in the business.

*Measure 2 evaluative comments*

[Act \(SFS 1993:387\)](#) on support and services for certain people with disabilities:

1§ This Act provides for measures for special support and special service for people:

1. with developmental disorder, autism or autism-like conditions;
2. with significant and permanent mental disability after brain injury in adulthood caused by external violence or bodily disease;



3. with other permanent physical or mental disabilities which are obviously not due to normal aging, if they are large and cause significant difficulties in daily life and thus an extensive need for support or service.

7§ People listed in Section 1 are entitled to special support and special services in accordance with 9§, 1–9, if they need such assistance in their lives and if their needs are not otherwise met. People listed in 1§ and 2§, under the same conditions, also have the right to action pursuant to 9§ of the Act.

The individual shall have good living conditions as a result of the efforts. The efforts must be durable and co-ordinated. They should be adapted to the individual's needs and designed to be easily accessible to those who need them and strengthen their ability to live an independent life. (Act 2005:125).

8§ Activities under this Act shall be given to the individual only if they so request. If the individual is under the age of 15 or is obviously unable to take a stand on the matter independently, the guardian, trustee or prospective may request action for them.

When an intervention concerns a child, the child should receive relevant information and be given the opportunity to express their views. The child's opinions must be taken into account, according to the child's age and maturity (Act 2017:313).

9§ The special support and service measures are:

1. counselling and other personal support requiring specific knowledge of problems and conditions of life for people with severe and lasting disabilities;
2. assistance from personal assistant or financial support for reasonable costs for such assistance, in so far as the need for support is not covered by the granted assistant hours under Chapter 51, social code;
3. escort service;
4. contact person's assistant;
5. relay service at home;
6. short-term stay outside of home;
7. short-term supervision for schoolchildren over 12 years old outside their own home in connection with school day and under law;



8. accommodation in family homes or homes with special services for children or young people who need to live outside the parental home;
9. special-purpose housing for adults or other specially adapted accommodation for adults;
10. daily activities for people of professional age who lack employment and do not educate themselves (2010:480).

**Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education**

Agency recommendation	Findings
<p>3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.</p>	<p>3.1.1 The Swedish education system is based on goals. The government sets national goals. The municipalities, schools, individual staff and learners make the goals concrete in their own environment and make their own plans for their activities to reach the national goals. Quality indicators must therefore stem from educational plans on several levels of the education system.</p> <p>3.1.2 Education Act Chapter 4</p> <p>The focus on systematic quality work: 5§ The focus on systematic quality work according to §§ 3 and 4 must be that the goals for education of this Act and other regulations (national objectives) are met.</p> <p>Documentation: 6§ Systematic quality work according to §§ 3 and 4 must be documented.</p> <p>3.1.3 In August 2018, the <a href="#">Swedish School Inspectorate</a> (SI) started the new Regular Quality Review inspection form. Initially, the SI only conducted Regular Quality Review at primary schools. The purpose of the SI Regular Quality Review is to help improve the quality of education in Swedish schools by focusing on a good education in a safe environment for all learners. The four areas examined when SI visit schools are: Head Teacher’s Leadership; Teaching; Safety and Study; Assessment and Grading.</p>



Agency recommendation	Findings
	<p>3.1.4 The SI conducts regular supervision of all municipal and independent schools, from pre-primary to adult education. Activities are scrutinised on a number of points. The Inspectorate states in which areas a school is failing to meet national requirements. The Inspectorate may use penalties and apply pressure so that a principal organiser rectifies its activities. If the principal organiser does not take action or seriously disregards its obligations, the Inspectorate may decide to impose a conditional fine or measures at the principal organiser's expense. In the case of an independent school, its license to operate may be revoked (IECE Country Questionnaire, 2017).</p> <p>3.1.5 In a similar way to the goals, a system of evaluation operates on several levels. The school board, staff and pupils do their own evaluations and support the school board with the results and other necessary information. Each school board evaluates their school's operation, uses the material for planning future operations and reports to the municipalities. The municipalities, which are responsible for the operation of Swedish education, report to the National Agency for Education, which in turn reports to the government. Documents are official and should be easily available.</p>
<p>3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.</p>	<p>3.2.1 The work of the <a href="#">Swedish Agency for Participation</a> is to ensure that disability policy will have an impact in all corners of society. It works on the premise that everyone is entitled to full participation in society, regardless of functional ability. It does this by: monitoring and analysing developments; proposing methods, guidelines and guidance; disseminating knowledge; initiating research and other development work; providing support and proposing measures to government. The Agency's task is determined by the goals and strategies of disability policy. These are based on the UN Convention on the Rights of Persons with Disabilities. The Agency for Participation carries out work in relation to and on behalf of national authorities, municipalities and county councils.</p>





Agency recommendation	Findings
	<p>3.2.2 From the School Inspectorate's <a href="#">indicators for monitoring and regular supervisions</a>. Assessment documents provide a detailed picture. The School Inspectorate's regular supervision is based on the authority's assessment basis. They give a detailed picture of what the School Inspectorate assesses.</p> <p>The assessment bases for the main level describe key areas of responsibility for the head teacher in various schools (pre-primary, primary school, compulsory school for learners with intellectual disabilities, leisure-time centre, upper-secondary school, upper-secondary school for learners with intellectual disabilities and adult education).</p> <p>The assessment papers for the school level describe the assessments that the School Inspectorate's inspectors should carry out when visiting school units.</p> <p>The assessment documents are structured on two levels:</p> <ul style="list-style-type: none"><li>• Work areas concerning the work of the unit or the head teacher's work in different areas (at unit level, such as teaching and learning, additional adjustments and special support, assessment and grading, etc.).</li></ul> <p>The areas of work have since been broken down into a number of <a href="#">critical factors that inspectors focus on</a>. These factors describe in more detail what will be investigated. If the supervision shows that there are shortcomings within a critical factor, this is stated in the decision. The decision also shows what measures the School Inspectorate considers that the head teacher should take.</p> <ul style="list-style-type: none"><li>• <a href="#">Indicators</a>.</li></ul>



Agency recommendation	Findings
<p>3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.</p>	<p>3.3.1 The following are areas for general inspection and every school has the tools to work on these measures for raising accountability.</p> <ul style="list-style-type: none"> <li>• The School Inspectorate: Assessment tool for pre-primary, primary and lower-secondary school, version 1.3 1 (4). Priority supervision:               <ol style="list-style-type: none"> <li>1. Teaching and learning</li> <li>2. Additional adjustments and special support</li> <li>3. Assessment and grading</li> <li>4. Security, study and anti-abuse treatment</li> <li>5. Basic conditions for the school unit</li> <li>6. Management and development of the business.</li> </ol> </li> </ul> <p>1.6. Education takes into account learners' different needs (Chapter 1, 4§; Chapter 3, 3§; Chapter 12d and 12f, §§ school day; Chapter 9, 4a§ school regulation; Grade 11, 2.2: Knowledge).</p> <p>2. Additional adjustments and special support: The school's learning environments must be adapted so that those learners who risk not reaching the minimum knowledge requirements receive support in the form of additional adjustments or special support.</p> <ul style="list-style-type: none"> <li>• Assessment basis pre-school and primary school, version 1.3 2 (4): Attention is drawn to the fact that a learner risks not developing in relation to the knowledge objectives in curriculum or towards achieving the minimum knowledge requirements; teachers need to acquire knowledge of how well the teaching has met the learner's needs.</li> </ul>



Agency recommendation	Findings
3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.	–
3.5 Policy outlines how to involve families in the process of evaluating quality of services.	<p>3.5.1 The School Inspectorate regularly reviews all school activities throughout the country, to ensure that they comply with the existing laws and regulations. The goal is to contribute to the equal rights of all learners to good education in a safe environment, where everyone reaches minimum approval in all subjects.</p> <p>A school questionnaire is addressed to learners, teaching staff and guardians. A pupil questionnaire is addressed to learners in primary school grades 5 and 9 and in upper-secondary school.</p> <p>3.5.2 A parental questionnaire is addressed to parents/guardians of learners in pre-primary and primary education and compulsory school for intellectual disabilities, regardless of grade.</p> <p>The school survey goes out once a semester. In a year, about 330,000 people usually answer the school questionnaire, which is half of the country's schools.</p> <p>The survey is used to collect views from pupils, parents and educational staff as a basis for assessing the school.</p> <p>Parts of the survey results are displayed on the Swedish National Agency for Education's <a href="#">Selecting a school</a> website.</p>
3.6 Policy describes mechanisms to evaluate demand for services.	–



Agency recommendation	Findings
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	3.7.1 An investigation has been presented on how to support opportunities for school teams to evaluate their practice through involvement in research and development activities (SOU 2018:19, <a href="#">Research together – collaboration for learning and improvement</a> ).

*Measure 3 evaluative comments*

The assignment has been to map and report on existing collaboration between universities and school head teachers about practical research, present what can now constitute obstacles to long-term co-operation and suggest how higher education institutions and school head teachers can create long-term collaboration on practical research to strengthen the scientific foundation as education according to the school's education will rest.

**Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion**

Agency recommendation	Findings
4.1 National level inclusive education strategies are linked to long-term financial support.	<p>4.1.1. Local authorities are bound by law to provide a number of basic services, of which the provision of childcare and pre-primary, compulsory and upper-secondary education are a major part. Municipalities are free to use collected taxes and state funding for whatever services and systems are deemed best for their respective areas. About 15% of the total municipality budget is based on (general and targeted) state grants (Financing of Inclusive Education – Sweden country report, p. 9).</p> <p>4.1.2 Many municipalities delegate budgets directly to individual schools.</p>



Agency recommendation	Findings
	<p>4.1.3 In compulsory education, municipalities are responsible for educational provision and the education system is financed with locally-collected tax revenues. There are no separate state funds for special education.</p> <p>4.1.4 Upper-secondary education is free of charge. Municipalities are responsible for educational provision and the education system is financed with locally-collected tax revenues. Financial assistance from the state, in the form of personal subsidies and loans, is available for adults attending most post-compulsory school education.</p> <p>4.1.5 An amount of money is granted and follows each pupil to whatever school they choose, whether municipal or independent. A school that receives grants from the municipality is not entitled to collect school fees.</p> <p>4.1.6 Responsibility for personal assistance and assistance benefit is divided between the municipality and central government, in this case represented by the Social Insurance Administration. The Social Insurance Administration makes decisions regarding assistance benefit if a person needs personal assistance for their basic needs for more than 20 hours a week. If a person needs assistance for 20 hours per week or less, the municipality makes the decision. During schooling, it is more often the municipality that is responsible for allocating resources for assistance based on local conditions and needs (Financing of Inclusive Education – Sweden country report, pp. 17–18).</p> <p>4.1.7 Another recent measure is the 2014 clarification to the Education Act that states that municipalities, head teachers and pre-school directors must allocate resources based on learners’ different abilities and needs. This measure seems a direct response to research evidence that shows that allocations of funding in municipalities were not always based on actual needs but rather on traditional spending patterns (Swedish National Agency for Education, 2011; <i>Improving Schools in Sweden: An OECD Perspective</i>, 2015).</p>



Agency recommendation	Findings
	<p>4.1.8 Chapter 2 Education Act, Municipal resource allocation, 8b§ (entered into force 1 July 2018): Municipalities shall allocate resources to education in the school system according to the different conditions and needs of the learners (SFS 2018:608).</p> <p>4.1.9 Swedish Association of Local Authorities and Regions (SKL): Schools are paid most by the municipalities. They receive almost 70% of their income from municipal taxes paid by residents. Approximately 14% of municipal income consists of general government grants that are included in the municipal economic equalisation system.</p> <p>In addition to general government grants, there are targeted state grants that represent approximately 5% of total income. Other income includes fees, such as the fee paid by parents to have their children in pre-school and the leisure-time centre.</p>
<p>4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.</p>	<p>4.2.1 By 2017, the National Agency for Education administered around 70 different targeted state grants comprising a total of approximately SEK 15 billion for various purposes at school and pre-school. The biggest contributions from taxes are in pre-school, career services for teachers and increased wages for particularly skilled teachers. In addition, municipalities may receive contributions from other state authorities, such as compensation from the Migration Board for the education of asylum-seeking children (<a href="#">Swedish Municipalities: School Costs website</a>).</p> <p>4.2.2 Education Act Chapter 2, Municipal resource allocation, 8b§: Municipalities shall allocate resources to education in the school system according to the different conditions and needs of the learners (SFS 2018:608).</p> <p>10§ (entry into force 1 July 2019): The head teacher decides on the unit’s internal organisation and is responsible for allocating resources within the unit according to the different conditions and needs of the learners.</p>



Agency recommendation	Findings
<p>4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.</p>	<p>4.3.1 For school forms in the school system, SPSM have a contribution for special national grants for schools. The contribution consists of: Development projects, teaching in hospitals, funding for individuals with disabilities, funding for producing teaching materials for pupils with disabilities and regional education activities.</p> <p>Decentralised Erasmus+ projects can also be used to finance school development.</p>
<p>4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.</p>	<p>4.4.1 The Municipality Act (SFS 2017:725), Chapter 10: Transfer of municipal affairs, 8§: When the management of municipal affairs by agreement has been transferred to a private operator, the municipality or county council shall check and follow up the activities.</p> <p>Objectives of financial management: Chapter 11, 1§: Municipalities and county councils shall have good financial management of their activities and the activities referred to in Chapter 10, §§ 2–6. The General Assembly shall decide on guidelines for good financial management for the municipality or county council. If the municipality or county council has a result-equalisation reserve, as referred to in section 14, the guidelines shall also cover the handling of it.</p> <p>Budget content, 5§: Municipalities and county councils shall draw up a budget for the following calendar year (financial year) each year. The budget should be set up so that revenue exceeds costs. Exceptions from the second paragraph may be made, to the extent that funds from a performance equalisation reserve are claimed pursuant to 14§ or 2§.</p> <p>4.4.2 The National Agency for Education is responsible for Sweden’s official statistics on pre-schools, leisure-time centres, schools, adult education and other educational activities. Every year, information is collected about learners, staff, expenses and educational results.</p>



*Measure 4 evaluative comments*

Special reasons:

6§: In the budget, the tax rate and appropriations shall be stated. The budget will also state how the operations will be financed and the expected financial position at the end of the financial year. The financial goals that are important for good financial management should be stated. The budget should also contain a plan for operations during the financial year. The plan shall set goals and guidelines that are important for good financial management. The budget shall also contain a plan for the economy for a period of three years. The financial year will then always be the first year of the period. The plan shall contain the financial targets set out in the first paragraph.

Adjustment of balance sheet results:

12§ (Termination valid for U: 1 January 2019): According to Chapter 4, 3a§ (1997:614), if municipal accounts for a particular fiscal year are negative, the balance sheet result shall be regulated for the next three years. The General Assembly shall adopt an action plan for the regulation. Decisions on regulation shall be taken at the latest in the budget in the third year after the year with the negative balance sheet result.

**Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education**

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	<p>5.1.1 All learners have the right to choose their school – whether municipal or independent – as long as the school can demonstrate that it can meet their educational needs.</p> <p>5.1.2 Chapter 8, 18§ (<a href="#">SFS 2010:800</a>): Each independent pre-school shall be open to all children who are offered pre-primary education, unless the municipality in which the pre-school is situated allows for exemption in view of the particular nature of the activity.</p> <p>5.1.3 Chapter 1: Particular consideration for the best interests of the child (<a href="#">SFS 2010:800</a>), 10§: In all education and other activities under this Act relating to children, the best interests of the child shall be the starting point. Child refers to any person under 18 years of age. The child’s attitude should be clarified as far as possible. Children should have the opportunity to freely</p>





Agency recommendation	Findings
	<p>express their views on all matters concerning them. The child's opinions must be taken into account, according to the child's age and maturity.</p>
<p>5.2 Support is available for families to recognise and understand the needs of their child.</p> <p><i>(Support focuses upon and what is in the child's best interests.)</i></p>	<p>5.2.1 Pre-school and home: Guardians are responsible for the child's fostering and development. Pre-school will supplement the home by creating the best possible conditions for each child to develop in a rich and versatile manner. Pre-school work with the children should therefore be done in close and trustworthy co-operation with the home. Parents should be able to participate in and influence the activities of pre-school within the framework of national goals. That pre-school is clear in terms of goals and content is therefore a prerequisite to enable children and parents to influence it (<a href="#">Pre-school Curriculum 1998</a>).</p> <p>5.2.2 The Convention on the Rights of the Child, Article 5:</p> <p><i>State Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognised in the present Convention.</i></p> <p>(<a href="#">Curriculum for Compulsory School</a>, Lgr 11)</p> <p>5.2.3 The schools' and custodians' shared responsibility for pupils' schooling should create the best possible conditions for their development and learning.</p> <p>Guidelines:</p> <ul style="list-style-type: none"> <li>• Everyone working at school should collaborate with the learners' guardians so that they can develop the content and activities of the school together.</li> </ul>



Agency recommendation	Findings
	<ul style="list-style-type: none"> <li>• The teacher should:               <ul style="list-style-type: none"> <li>○ interact with and continuously inform the parents about the learner’s school situation, well-being and knowledge development;</li> <li>○ be informed of the individual learner’s personal situation and respect the learner’s integrity.</li> </ul> </li> </ul> <p>5.2.4 On-going conversations and development talks:</p> <p>Chapter 8, 11§ (SFS 2010:800): The staff shall conduct on-going discussions with the child’s guardian regarding the child’s development. At least once a year, the staff and the child’s guardians will also conduct a conversation about the child’s development and learning (development talks). Pre-school teachers have overall responsibility for the development interview.</p>
<p>5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.</p>	<p>5.3.1 The Education Act states that children are entitled to early childhood education and care from the age of one (if parents work, study or are unemployed). Chapter 8, 4§: Children shall be offered pre-primary education for at least 525 hours a year from the autumn term of the year the child turns three, unless otherwise stipulated in sections 5–7.</p> <p>5.3.2 Chapter 8: Offer of pre-primary education, 3§: Children who reside in Sweden and who have not begun any education for the fulfilment of compulsory school attendance shall be offered pre-primary education, as stipulated in sections 4 to 7. Pre-primary education does not need to be offered during evenings, nights, weekends or during long weekends (Act 2017:1115).</p> <p>4§: Children shall be offered pre-primary education for at least 525 hours a year from the autumn term in the year the child is three years old, subject to sections 5–7.</p>



Agency recommendation	Findings
	<p>5§: Children shall be offered pre-primary education from the age of one year to the extent necessary for the parents' employment or studies, or if the child has a personal need because of the family's situation in general.</p> <p>6§: Children whose parents are unemployed or, in accordance with the Parental Leave Act (1995:584), care for another child shall be offered pre-primary education from at least one year of age for at least three hours a day or 15 hours a week.</p> <p>7§: Children shall also be offered pre-primary education in cases other than those referred to in sections 5 and 6 if they physically, mentally or for other reasons need special support in their development in the form of pre-primary education.</p> <p>8§: The head teacher shall ensure that the children's groups have an appropriate composition and size and that the children are also offered a good environment.</p> <p>9§: Children who, for physical, psychological or other reasons, need special support in their development, shall be given the support that their special needs require. If it appears that a child is in need of special support, through information from pre-school staff, a child or child's custodian or otherwise, the pre-school manager shall ensure that the child is given such support. The child's custodian should be given the opportunity to participate in the design of the special support measures.</p> <p>10§: Pre-primary education shall contribute to the fact that children with a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue.</p> <p>5.3.3 Early childhood education and care is regulated by the Education Act and the curriculum. Activities should be based on individual needs. Children in need of special support should receive care related to their needs (<a href="#">Education Act SFS 2010:800</a>, Chapter 8, 3–7§).</p>



Agency recommendation	Findings
	<p>5.3.4 The municipalities also have a duty to organise pre-primary activities from the age of five. In most municipalities, these activities are integrated in the compulsory school.</p> <p>5.3.5 Chapter 8, 15§: A child shall be offered a place at a pre-school unit as close to the child's own home as possible. Reasonable consideration should be given to the wishes of the child's guardian.</p> <p>5.3.6 Chapter 7, 10§ (SFS 2010:800) stipulates obligatory school for all children at six years of age.</p>
<p>5.4 Policy states that in risk situations, the child's rights should come first.</p>	<p>5.4.1 On 13 June 2018, the Riksdag (Swedish Parliament) <a href="#">adopted a bill</a> to make the UN Convention on the Rights of the Child Swedish law. In order for the Convention to have a greater impact, the government is also proposing a guidance document, an education initiative and continued systematic transformation work, which will be active in 2020.</p> <p>The Convention's message can be summarised in the four basic principles formulated in Articles 2, 3, 6 and 12. They say that:</p> <ul style="list-style-type: none"> <li>• All children have the same rights and equal value.</li> <li>• No child may be discriminated against.</li> <li>• The best interests of the child should be taken into account in all decisions affecting children, and not only their survival but also their development must be ensured to the utmost of society's ability.</li> <li>• The child's views should appear and be respected.</li> </ul>
<p>5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.</p>	<p>5.5.1 Aspects of documentation are specified in the curriculum. For example, it states that there is a responsibility for documenting each child's learning and development regularly and systematically, followed up and analysed in a way that makes it possible to evaluate how pre-primary education provides opportunities for children to develop and learn in accordance with the goals stipulated in the curriculum. The curriculum also requires the pre-schools'</p>



Agency recommendation	Findings
	<p>conditions, organisation, structure, contents, activities and pedagogical processes to be documented, followed up and evaluated.</p> <p>The following should also be documented:</p> <ul style="list-style-type: none"> <li>• how the child participates in and influences documentation and evaluations;</li> <li>• where and how the child can exercise influence and how their perspective, explorations, questions and ideas are used;</li> <li>• the influence of parents in evaluations;</li> <li>• where and how parents can exercise influence and how their perspectives can be used (IECE Country Questionnaire, 2017).</li> </ul> <p>5.5.2 Education Act Chapter 8, The purpose of the education.</p> <p>2§: Pre-primary education should stimulate children’s development and learning and offer children safe social care. The activities will be based on a holistic approach to the child and the child’s needs and be designed so that care, development and learning form a whole.</p> <p>Pre-primary education should promote versatile contacts and social community and prepare children for further education.</p>
<p>5.6 Early childhood guidance is developed jointly by departments of health, education and social services.</p>	<p>5.6.1 All parents should be offered parental support during the child’s growing years (0–17 years). This includes increased co-operation between actors whose activities are directed at parents (care, school, welfare) (<a href="#">National strategy for developed parental support – A profit for all, S2013.00</a>).</p>
<p>5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.</p>	<p>5.7.1 Curricula (Lgr 11), 2.5 Transition and Co-operation</p> <p>Collaborative forms between pre-primary education, school and leisure-time centres will be developed to enrich each learner’s diverse development and learning. In order to support the</p>



Agency recommendation	Findings
	<p>learners' development and learning in a long-term perspective, the school will also seek to establish a trustworthy co-operation with pre-primary and upper-secondary education that the learners continue to. The co-operation shall be based on the national goals and guidelines that apply to each activity.</p> <p>5.7.2 Guidelines: The teacher should:</p> <ul style="list-style-type: none"> <li>• develop co-operation between pre-school class, school and leisure-time centre;</li> <li>• exchange knowledge and experience with staff in pre-school classes and relevant schools;</li> <li>• in particular, pay special attention to pupils in need of special support.</li> </ul>
<p>5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.</p>	<p>5.8.1 Education Act, Chapter 8, Offer of pre-school, 3§: Children who are resident in Sweden and who have not started any training for the completion of compulsory education will be offered pre-primary education as specified in 4–7§§. Pre-primary education does not need to be offered during evenings, nights, weekends or during long weekends (Act 2017:1115).</p>
<p>5.9 Policy outlines how cost-free services/provision are made available for families.</p>	<p>5.9.1 Childcare is financed by locally-collected tax revenues, state grants and parental fees and the funds cover all learners. Municipalities decide upon allocations in the same way for all childcare, and parental fees vary.</p>
<p>5.10 Policy ensures the same quality of service irrespective of differences in geographical location. <i>(Such as isolated or rural areas).</i></p>	<p>5.10.1 On the national level, the Education Act stipulates that education should be equal, irrespective of location, which is specified by national goals which pre-schools should strive to achieve (IECE Questionnaire, 2017).</p> <p>5.10.2 Education Act, Chapter 1, Equal access to education, 8§: All should, regardless of geographical location and social and economic conditions, have equal access to education in the school system, subject to specific provisions of this Act.</p>



Agency recommendation	Findings
	<p>5.10.3 Education Act Chapter 10, 32§, The right to a free school shuttle: Learners in primary and lower-secondary school with the public head teacher are entitled to a free school shuttle from a place adjacent to the learner’s home to the place where the education is conducted, and returned, if such transport is required in view of the length of the route, traffic conditions, the learner’s disability or any other particular circumstance.</p> <p>5.10.4 National Curriculum 2011: The Education Act stipulates that education in each school form and in the leisure-time centre must be equivalent, wherever in the country it is organised.</p>

*Measure 5 evaluative comments*

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**Measure 6: To improve learner-focused measures such as mentoring, personalised learning approaches and improved guidance**

Agency recommendation	Findings
6.1 High expectations for all learners’ achievements underpin policy for inclusive education.	–
6.2 Policy outlines that learners’ voices should be listened to in decision-making that affects them.	<p>6.2.1 Children’s opinions shall be taken into consideration, according to their age and maturity. (Education Act 2010:800, Chapter 1, 10§)</p> <p>6.2.2 Chapter 4, Influence and consultation: General about the influence of children and learners. 9§: Learners shall be given influence over the education. They will be continuously encouraged to take an active part in the work of further developing the education and being kept informed about issues relating to them.</p>



Agency recommendation	Findings
	<p>The information and forms for the influence of learners should be adapted to their age and maturity. Learners should always be able to initiate issues to be addressed within the framework of their influence over education. In addition, the work of the learners and their associations with influence issues should also be supported and facilitated.</p> <p>In Chapter 6, 17§ and 18§ of the Work Environment Act (1977:1160), there are provisions on learner protection representatives.</p>
<p>6.3 Teaching, support and guidance has the goal of empowering all learners.</p>	<p>6.3.1 All children and learners should be given the leadership and stimulus they need in their learning to reach as far as possible based on their prerequisites. Even those who easily reach knowledge requirements will be given guidance and incentives to reach further (Education Act, 2010:800, chapter 3, 3§).</p> <p>6.3.2 The school, in co-operation with the home, will promote learners' versatile personal development to become active, creative, competent and responsible individuals and citizens. The school will stimulate learners' creativity, curiosity, self-confidence and willingness to try their own ideas and solve problems. The teacher will organise and implement the work so that the learner develops based on their prerequisites, stimulated to use their ability, gradually becoming more independent (Lgr 11).</p>
<p>6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.</p>	<p>6.4.1 Learners in need of special support have the right to specialist provision (see chapter 3, Education Act, measure 1).</p> <p>6.4.2 Upper-secondary school pupils have the same right to special support as compulsory school pupils.</p>





Agency recommendation	Findings
	<p>6.4.3 The change in the Education Act in 2014 notes that learners who have difficulty reaching the different knowledge requirements because of disabilities shall be given assistance to counter the effects of the disability as far as possible (<i>Improving Schools in Sweden: An OECD Perspective</i>, 2015).</p>
<p>6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.</p>	<p>6.5.1 All education corresponds as far as possible to the national curricula, but with the emphasis on meeting individual learning needs.</p> <p>6.5.2 For pupils in need of special support in compulsory school, an action plan of provision must be drawn up. The school’s head is responsible for decisions in investigating the needs before setting up the action plan. The teachers, in consultation with the learner themselves, their parents and specialist support teachers, usually draw up the plan. This plan, which identifies needs and provision to meet them, is continuously evaluated and progress and changes of solutions are possible (<a href="#">Education Act</a> SFS 2010:800, Chapter 3, 9§).</p> <p>6.5.3 There is a special curriculum for pupils with learning disabilities. The National Agency for Education decides on the syllabuses for the special school and the school for learning disabilities.</p> <p>6.5.4 There are nine national upper-secondary school programmes. Each programme spans four years and consists of USSILD foundation subjects, programme-specific subjects, more in-depth programme-specific courses and assessed coursework.</p> <p>6.5.5 Each school is accordingly bound by national goals and leading values, but is free to organise its means to reach those goals as it chooses.</p> <p>6.5.6 Primary education curricula. An equivalent education: Teaching should be adapted to each learner’s requirements and needs. It will promote learners’ continued learning and knowledge development based on their backgrounds, previous experiences, languages and knowledge.</p>



Agency recommendation	Findings
	<p>6.5.7 The <a href="#">Education Act</a> stipulates that education in each school form and in the leisure-time centre must be equivalent, wherever in the country it is organised. The standards of equivalence are stated through the national objectives. Equal education does not mean that the teaching is to be designed in the same way everywhere or that the schools' resources are distributed equally. Attention should be paid to the learners' different conditions and needs. There are also different ways to reach the goal. The school has a special responsibility for those learners who, for various reasons, have difficulty in achieving the goals of education. Therefore, teaching can never be designed equally for everyone.</p> <p>6.5.8 Education Act Chapter 3, 10§: For a pupil in compulsory school, compulsory school for pupils with intellectual disabilities, special school or Sami school, special support shall be given in the manner and to the extent necessary to enable the learner to attain the minimum knowledge requirements.</p> <p>6.5.9 Education Act Chapter 3, 11§: If there are special reasons, a decision pursuant to 9§ for a pupil in primary school, special school or Sami school may mean that specific support is given individually or in another teaching group (special teaching group) than the learner normally belongs to.</p> <p>6.5.10 Chapter 3, Adapted curricula, 12§: If the specific aid for a learner in primary school, compulsory school, special school or Sami school cannot reasonably be adapted to the learner's needs and circumstances, a decision under 7§ may result in deviations from the timetable, as well as the topics and goals that would otherwise apply to education (adapted study). In primary school, special school and joint school, the customised study programme shall be designed so that the learner, as far as possible, is given the opportunity to gain admission to national upper-secondary school programmes.</p>



Agency recommendation	Findings
	<p>The head teacher is responsible for ensuring that a learner with a customised study programme receives an education that, as far as possible, is equivalent to other education in the current school form (Act 2017:620).</p> <p>6.5.11 Education Act Chapter 3, 12§: If the special support for a pupil in compulsory school, compulsory school for pupils with intellectual disabilities, special school or Sami school cannot reasonably be adapted to the learner's needs and conditions, a decision under 7§ may result in deviations from the timetable as well as the topics and objectives that apply to the education (adapted study). In primary school, special school and Sami school, the customised study programme shall be designed so that the learner, as far as possible, is given the opportunity to gain admission to national upper-secondary school programmes.</p> <p>6.5.12 The head teacher is responsible for ensuring that a learner with a customised study programme receives an education that, as far as possible, is equivalent to other education in the current school form. Act (SFS 2017:620).</p> <p>The school has a far-reaching responsibility to provide learners with support so that they meet the knowledge requirements. If the school considers that other support measures are not enough to assist the learner, the head teacher may decide to adapt the course of study as the last resort.</p> <p>A customised study path means that the school departs from a learner's timetable, for example, by removing topics. Customised learning is a last resort for a successful schooling for pupils where other support efforts did not work (Education Act Chapter 3, 12§).</p>

#### *Measure 6 evaluative comments*

Schools Inspectorate, Success in teaching: A compilation of research results in support of research on a scientific basis in school, by Charlotte Johansson, file. Dr, Investigator, School Inspectorate (Dnr 2010:1284).



During the period 2008–2012, the School Inspectorate carried out almost 6,000 school visits and more than 40 quality audits.

Some conclusions can be drawn from the research on how teaching influences pupils' academic achievements and which the School Inspectorate emphasises:

- Learners whose teachers use a broad arsenal of methods and tools and their good subject knowledge in teaching learn more than those whose teachers lack or do not fully utilise their didactic and methodological skills.
- Learners whose teachers are clear leaders, who challenge, drive and create trustful relationships, learn more than those whose teachers do not see it as their task to point out the direction of learner development and provide tools that can guide the learner correctly.
- Learners whose teachers know that it is their responsibility to organise teaching according to learners' individual needs learn more than those whose teachers believe that learners learn the same way and then teach.
- Learners taught by teachers who know and show that all learners can learn, learn more than those whose teachers believe that some learners can learn and others cannot.
- Learners who are given the opportunity to participate in and choose activities and whose experiences and knowledge become a starting point in teaching learn more than those whose teachers believe that learners do not have what it takes to get involved and to influence.

**Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)**

Agency recommendation	Findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	7.1.1 Education Act Chapter 2, 9§: The educational work at a school unit is led and co-ordinated by a head teacher. The educational work at a pre-school unit is managed and co-ordinated by a pre-school manager. These will especially work to develop the education. 7.1.2 Chapter 2, 10§: The head teacher and pre-school manager decide on the internal organisation of the unit and are responsible for allocating resources within the unit according to the different conditions and needs of the learners. The head teacher and the pre-school



Agency recommendation	Findings
	<p>manager also make the decisions and have the responsibility as set out in the special regulations of this Act or by any other statutes.</p> <p>7.1.3 National Curriculum 2011, Chapter 2, Head teacher’s responsibility: As an educational leader and head of teachers and other staff at school, the head teacher has overall responsibility for the activities as a whole to focus on the national goals.</p> <p>The education and teaching are organised so that the learners meet and work together, independently of gender identity.</p>
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.	–
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	–



Agency recommendation	Findings
<p>7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs.</p> <p><i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i></p>	<p>7.4.1 <a href="#">SPSM</a> offers special educational support in the form of counselling, specialist education, information and skills development to pre-schools and school activities throughout the country (SFS 2011:130).</p> <p>7.4.2 National Curriculum 2011: Knowledge, Guidelines. Everyone working at school should:</p> <ul style="list-style-type: none"> <li>• pay attention and support learners in need of additional adjustments or special support;</li> <li>• co-operate to make the school a good environment for development and learning.</li> </ul>
<p>7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.</p>	<p>7.5.1 National Curriculum 2011, Chapter 1: The school will stimulate each learner to form and grow with their duties.</p>
<p>7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.</p>	<p>7.6.1 National Curriculum 2011, Chapter 1: Equal education does not mean that the teaching is to be designed in the same way everywhere or that the school's resources are distributed equally. Attention should be paid to the learners' different conditions and needs. There are also different ways to reach the goal. The school has a special responsibility to those learners who, for various reasons, have difficulty in achieving the goals of the education. Therefore, teaching can never be designed equally for everyone.</p>
<p>7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.</p>	<p>7.7.1 National Curriculum 2011, Chapter 1: The school's task is to allow each individual learner to find their unique character and thereby participate in community life by giving their best in responsible freedom.</p>



Agency recommendation	Findings
7.8 School strategic plans have clear statements on the value of diversity.	7.8.1 National Curriculum 2011, Chapter 1: Education will convey and anchor respect for human rights and fundamental democratic values that Swedish society is based on. Everyone who works in school should also promote respect for each person’s self-esteem and respect for their common environment.
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	7.9.1 <a href="#">Shared leadership</a> is available in several different forms: equally – subordinated, jointly – divided, on two or more persons. Several forms are possible within school and pre-school, that is, for head teachers and pre-school managers.

*Measure 7 evaluative comments*

There is not a policy stating that schools need a strategic plan, but there is policy for systematic quality work which must be documented. Therefore, schools sometimes refer to it as their school strategic plan.

Education Act Chapter 4, The focus on systematic quality work, 5§: The focus on the systematic quality work according to §§ 3 and 4 must be that the goals of this Education Act and other regulations (national objectives) are met.

Documentation, 6§: Systematic quality work according to §§ 3 and 4 must be documented.



**Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention<sup>1</sup>**

Agency recommendation	Findings
<p>8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.</p>	<p>8.1.1 Education Act Chapter 1, Purpose of education in the school system, 4§: Education in the school system aims at learners acquiring and developing knowledge and values. It will promote the development and learning of all learners, as well as a lifelong desire to learn. Education will also convey and anchor respect for human rights and fundamental democratic values that Swedish society is based on.</p> <p>The education will take into account the different needs of Learners. Learners should be given support and stimulus so that they develop as far as possible. An endeavour is to outweigh differences in the learners' prerequisites to take advantage of education.</p> <p>The education also aims at promoting, in collaboration with the homes, the childhood and learners' all-round personal development to become active, creative, competent and responsible individuals and citizens.</p> <p>The design of education, 5§: Education shall be designed in accordance with fundamental democratic values and human rights, such as the inviolability of human life, the freedom and integrity of the individual, equal value of all people, equality and solidarity between people.</p> <p>Anyone who works in education should promote human rights and actively counteract all forms of offensive treatment.</p>

<sup>1</sup> Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding learners back to repeat school years, instead of providing flexible individual support.





Agency recommendation	Findings
<p>8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available.</p> <p><i>(Support structures prevent early tracking and streaming of pupils at an early age).</i></p>	<p>8.2.1 According to the Education Act, every school must have a learners' health team under the head teacher. They work with prevention, intervention and compensation for learners with educational needs. Health services and psychologists are available for learners, parents and childcare and school staff to consult. There are regular health checks for all children.</p> <p>8.2.2 In every school and municipality, there is a learners' health team consisting of a special education teacher, nurse, doctor, psychologist and social worker. They are a local resource team for teachers and are supervised by the head teacher. They focus on prevention, intervention and compensation for all learners.</p> <p>8.2.3 An equivalent education (National Curriculum 2011): The teaching should be adapted to each learner's requirements and needs. It will promote learners' continued learning and knowledge development based on learners' backgrounds, previous experiences, languages and knowledge.</p>
<p>8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.</p>	<p>8.3.1 The resource centres offer assessments of children and young people and training programmes for educators and parents.</p> <p>8.3.2 A special assessment of pupils' knowledge development, Chapter 3, 4§ (New designation, chapter 3, 3§, U: 1 July 2019): The learner and their guardians shall be informed continuously of the learner's development.</p> <p>4§ (entry into force 1 July 2019): Special assessment of learners' knowledge development in:</p> <ul style="list-style-type: none"> <li>• pre-school class, if it is based on the use of a national survey material, an indication that the learner will not meet the knowledge requirements to be obtained in Grades 1 and 3 in Swedish, Swedish as a second language or mathematics;</li> <li>• primary and lower-secondary schools, whether based on the use of national assessment support or a national exam in Swedish, Swedish as a second language or</li> </ul>



Agency recommendation	Findings
	<p>mathematics, indicates that the learner will not meet the knowledge requirements for Grades 1 or 3;</p> <ul style="list-style-type: none"> <li>the final grade in special school, if it is based on the use of a national assessment support or a national exam in Swedish, Swedish as a second language or mathematics, indicates that the learner will not achieve the knowledge requirements for Grades 1 or 4 to be achieved.</li> </ul> <p>If, after such an assessment, the learner is unable to meet the knowledge requirements stated therein, the support referred to in section 5 shall be urgently planned or a notification made to the head teacher under 7§.</p> <p>There is no need to make any specific assessment of whether the conditions in 5§ or 7§ are already met. In such case, support shall be promptly planned as specified in 5§ or a notification to the director pursuant to 7§ (Act 2018:1098).</p> <p>8.3.3 Support in the form of extra adjustments, 5a§ (New designation, Chapter 3, 5§, U: 1 July 2019): If within the framework of the teaching, through the use of a national assessment support, the result of a national test or information from teachers, other school staff, a learner or their guardian, or in other ways it appears that a learner will not attain the knowledge requirements that must at least be attained or the requirement levels that apply, and unless otherwise stipulated in §8, the learner shall be promptly supported in the form of extra adjustments within the framework of the regular teaching. The support should be given on the basis of the learner's education as a whole, if it is not obviously unnecessary (Education Act 2018:749)</p> <p>8.3.4 Assessment 7§ (New designation, Chapter 3, 8§, U: 1 July 2019): Special support may be given instead of the education the learner would otherwise receive or as a supplement. The special support must be given within the learner group to which the learner belongs, unless otherwise provided by this law or other statute.</p>



Agency recommendation	Findings
	<p>7§ (entry into force 1 July 2019): If within the framework of the teaching, through the use of a national mapping material or a national assessment support, the result of a national test or information from teachers, other school staff, a learner or their guardian, or in other ways it appears that it can be feared that a learner will not achieve the knowledge requirements that should at least be achieved or the requirement levels that apply, even though support has been given in the form of extra adjustments within the framework of the regular teaching according to 5§, this is reported to the head teacher. The same applies if there are special reasons to suppose that such adjustments would not be sufficient. The head teacher must ensure that the learner's need for special support is investigated promptly. The need for special support should also be investigated if the learner presents other difficulties in their school situation. Consultation shall take place with the learner health service, if it is not obviously unnecessary. If an investigation shows that a learner is in need of special support, they should be given such support. The support should be given on the basis of the learner's education as a whole, if it is not obviously unnecessary. The provisions of the paragraphs 1–3 and §§9–12 shall not apply if a learner's support needs are deemed to be met by a measure in support of newly-arrived and other learners whose knowledge has been assessed in accordance with 12§c (Law 2018:1098).</p>
8.4 Data is available relating to learners' rights to age appropriate education.	–

*Measure 8 evaluative comments*

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## Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. <sup>2</sup>	<p>9.1.1 The Swedish School Inspectorate (SI) inspects schools regularly, especially those with lower educational outcomes.</p> <p>9.1.2 The SI Mission: The SI examines schools and assesses applications for running an independent school. They have supervisory responsibility for school, adult education, leisure-time centre, pre-school and other educational activities. The SI aims to ensure that children and learners are well placed for their development and learning, as well as for improved knowledge outcomes for pupils and adult learners.</p> <p>9.1.3 Supervision and quality review: In the field of supervision and quality inspection, the SI shall, among other things: contribute to increased goal achievement, quality and equivalence; regularly review the quality and supervision of head teachers and businesses; communicate results from supervision and quality review; urgently handle signals of maladministration.</p> <p>9.1.4 In addition, the SI shall supervise the municipalities' responsibility for licensing and supervision in respect of individual pre-primary activities and learners and individual pre-school classes. Furthermore, the inspection shall examine the work of the activities of following up learners' results in adult education.</p> <p>9.1.5 The Swedish National Agency for Education <a href="#">supports schools and pre-schools</a> with low knowledge results and which have particularly difficult conditions for improving learner outcomes on their own. Their mission is to strengthen the pre-school, the school and the head teacher (the municipality or school board if it is an independent school) through the efforts to plan, follow up and develop the education according to their unique goals and needs. The Agency offers personal contact and help for three years in finding different</p>

<sup>2</sup> This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Findings
	<p>methods, working methods and tools, depending on the development needs that exist. Support and the developed solutions are based on proven experience. The National Agency for Education co-operates closely with several researchers from different institutions at work.</p>
<p>9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes.</p> <p><i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i></p>	<p>9.2.1 There is great variation in how staff monitor and evaluate the participation and learning of children. The pre-school teacher’s documentation and comments are communicated at individual annual meetings with parents. Examples of documentation include drawings and other pieces of work produced by the child in pre-school, or photography and documentation of the child’s reasoning in relation to a drawing, for example. These kinds of documentation might be collected into a portfolio covering the child’s entire time in pre-primary education. There are also parental meetings on a group level. Documentation such as drawings, photographs and comments from children might be accessible within the classroom, which is open for parents to visit. This form of documentation focuses on the child, it is from the child’s perspective and the child is active in creating it (IECE Country Questionnaire, 2017).</p> <p>9.2.2 At upper-secondary level, businesses and other stakeholders are represented in the different programmed boards, run by the Swedish National Agency for Education (SNAE). Their role is to advise the SNAE on the development of the programme content and to make sure that education meets standards and correspond to the demands of working life. A school survey is carried out prior to school visits by the Inspectorate. All learners in years 5 and 9, their parents and all teachers are addressed in the survey. The topics concern safety and the learning environment, educational leadership, basic values, and the working of the school. During a regular inspection, the Inspectorate interviews the responsible staff in the local authority, the operator of independent schools, and the school head. A visit lasting several days can include classroom observations if all other data collection means have not provided sufficient information on the school. An in-depth inspection includes, in addition, interviews</p>



Agency recommendation	Findings
	<p>with teachers, learners and learner social welfare staff (<i>Quality Assurance for School Development</i>, European Commission, 2017).</p> <p>9.2.3 Education Act (SFS 2010:800) Chapter 4, Quality and influence. Chapter content – 1§: This chapter contains provisions on systematic quality work (2§–8§), and influence and consultation (9§–17§).</p> <p>Systematic quality work:</p> <ul style="list-style-type: none"><li>• National level: Chapter 26, 2§. There are provisions on supervision, state quality review and national follow-up of the school system and other education programmes.</li><li>• Body level: 3§. Every head teacher of the school system shall systematically and continuously plan, follow up and develop the education at the master level.</li><li>• Unit level: 4§. The planning, follow-up and development of the education as specified in 3§ shall also be carried out at pre-school and school level. Unit-level quality work will be carried out with the help of teachers, pre-school teachers, other staff and learners. Learners and their guardians shall be given the opportunity to participate in the work.</li></ul> <p>The head teacher and pre-school manager are responsible for the quality of the unit being carried out according to the first and second paragraphs.</p> <p>The focus on systematic quality work: 5§. The purpose of the systematic quality work under 3§ and 4§ shall be that the education objectives of this Act and other regulations (national objectives) are met.</p>



Agency recommendation	Findings
<p>9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities.</p> <p><i>(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i></p>	<p>9.3.1 For pupils in need of special support, their teachers must work out an action plan of provision in consultation with the pupils themselves, their parents and specialist support teachers. This plan, which identifies needs and provision to meet them, is continuously evaluated and progress and changes of solutions are possible. The head teacher is responsible for the prompt investigation of pupils' special needs. Action plans and a decision not to develop action plans may be appealed.</p> <p>9.3.2 Support could include variations of the following options:</p> <ul style="list-style-type: none"><li>• Pupils in need of special support have written action plans of provision, set up in co-operation with the pupils themselves, parents and the professionals involved.</li><li>• The pupil's teachers receive consultation from a specialist teacher.</li><li>• A specialist teacher or assistant helps the teacher or works with the pupil concerned for longer or shorter periods within the framework of the activities of the larger group.</li><li>• The pupil receives teaching materials adapted to their needs.</li><li>• The pupil leaves the larger group for limited periods to work with a specialist teacher.</li><li>• A classroom assistant works with the pupil in need of special support or in the pupil's class.</li><li>• The pupil in need of special support works in a group for pupils with similar needs for longer or shorter periods within the same organisation.</li><li>• A local resource centre supports the teachers.</li><li>• Resource centres at the local level may receive support from an advisor from the National Agency for Special Needs Education and Schools.</li></ul>



Agency recommendation	Findings
	<p>9.3.3 Various forms of support (Support activities in school) – What do I need to know as a parent? (Guidelines in English from the Swedish National Agency for Education).</p> <p>It is always the responsibility of the school to plan and implement teaching. This also applies to the support measures available at school, namely additional adjustments and special assistance.</p> <p>Additional adjustments: If a teacher or other member of school staff notices that a pupil is at risk of not achieving the knowledge requirements, the school must find out why. If it emerges that the pupil requires additional adjustments to the teaching, these adjustments must be made immediately.</p> <p>9.3.4 Additional adjustments may include giving the pupil clear instructions or explaining terms, concepts or relationships before a new topic is introduced. They may be in the form of additional training in reading, mathematics, study technique or swimming. Access to scanned material or digital aids are further examples of additional adjustments, as well as a special education teacher working with the pupil during a short period. The additional adjustments can be entered in the written individual development plan.</p> <p>9.3.5 Special support: If a pupil is at risk of not achieving knowledge requirements despite additional adjustments, the school must investigate whether the pupil is in need of special support. The investigation is usually carried out by the teacher together with staff from the school health service.</p> <p>9.3.6 An investigation consists of a survey of the pupil's school situation and an analysis of the pupil's special needs. It is important that the school listens to the pupil's and parents' points of view. An investigation can sometimes be made quickly and easily, but at other times a more extensive investigation is required. It is always best to co-operate with the guardian, but the school may conduct an educational investigation even if the guardian does not want it.</p>





Agency recommendation	Findings
	<p>9.3.7 Special support is provided for a longer time period and is more extensive. Examples of special support are a special education teacher who works with the pupil for a long time, special teaching groups or a pupil's assistant who accompanies the pupil throughout most of the school day.</p> <p>Action programme, Chapter 3, 9§ (SFS 2010:800, entry into force 1 July 2019): An action programme is prepared for a learner who requires special support. The programme should state the need for specific support and how it is to be met. The programme should also indicate when the measures are to be followed up and evaluated and who is responsible for the follow-up and the evaluation. The pupil and pupil's custodian shall be given the opportunity to participate when drawing up a programme of measures.</p> <p>The action programme is decided by the head teacher. If the decision means that special support is given in another learner group or individually according to 11§ or in the form of a customised study programme under 12§, the head teacher may not change their decision.</p> <p>If an inquiry pursuant to 7§ shows that the learner does not need special support, the head teacher or the delegated person decides that a programme of measures shall not be elaborated. Act (2018:1098).</p> <p>Entry into force 1 July 2019, The design of the special support in some forms of school, 10§: For a pupil in compulsory school, compulsory school for pupils with intellectual disabilities, special school and Sami school, special support shall be given in the manner and to the extent necessary for the learner to have the opportunity to attain the minimum knowledge requirements.</p> <p>Special teaching group or individual education, 11§: If there are special reasons, a decision pursuant to 9§ for a pupil in compulsory school, compulsory school for pupils with intellectual disabilities, special school and Sami school may mean that specific support is given</p>



Agency recommendation	Findings
	<p>individually or in a teaching group (special teaching group) other than the one the learner normally belongs to.</p> <p>9.3.8 Chapter 3, 12§ (entry into force 1 July 2018): If the special support for a pupil in compulsory school, compulsory school for pupils with intellectual disabilities, special school and Sami school cannot reasonably be adapted to the learner’s needs and conditions, a decision under section 7 may result in deviations from the timetable as well as the subjects and objectives that apply to the course (adapted curriculum). In compulsory school, special school and Sami school, the customised study programme shall be designed so that the learner, as far as possible, is given the opportunity to gain admission to the upper-secondary school’s national programmes.</p> <p>The head teacher is responsible for ensuring that a learner with a customised study programme receives an education that, as far as possible, is equivalent to other education in the current school form. Act (2017:620).</p>
<p>9.4 Policy outlines clear incentives for schools to take all learners from their local community.</p>	<p>–</p>
<p>9.5 Policy requires school strategic plans to outline preventive educational action against dropouts.</p> <p><i>(Including necessary measures so that learners who become disengaged find new educational alternatives.)</i></p>	<p>9.5.1 <a href="#">General advice on attendance and absence from school:</a></p> <p>The general advice on the work to promote attendance, attention, investigation and remedies for absence from school applies to compulsory school, compulsory school for pupils with intellectual disabilities, special school, Sami school, upper-secondary school and upper-secondary school for pupils with intellectual disabilities.</p> <p>The material is divided into three areas: promoting attendance; attention, investigation and remedies; and how invalid absence is documented in the grade documents.</p>



Agency recommendation	Findings
	<p>In 2014, new regulations for additional adjustments came into force (Chapter 3, 2010:800). This means that there are sections of the general advice that need to be revised. It has not been decided when this will happen.</p> <p>Note: On 1 January 2017, the rules on active anti-discrimination measures were amended. Because of this, parts of the content of the publication may be out of date.</p> <p>Discrimination Act (SFS 2008:567): <a href="#">Active actions in the field of education</a>, Chapter 3, 16§, 18§ to 20§</p> <p><b>Requirements for work with active measures:</b> Schools, pre-schools and other educational institutions shall promote equal rights and opportunities for all children, pupils and learners regardless of their sex, gender identity or expression, ethnicity, religion or other beliefs, disability, sexual orientation or age.</p> <p>Work on active measures means that the training organiser, in the course of its activities, will carry out preventive and promotion work by:</p> <ul style="list-style-type: none"><li>• conducting continuous work in four steps (investigate, analyse, correct, evaluate and follow up);</li><li>• developing guidelines and practices against harassment and sexual harassment.</li></ul> <p>The work will be done in co-operation with children and learners, as well as with employees in the activities. The training organiser shall document the work on a continuous basis.</p>

*Measure 9 evaluative comments*

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**Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership**

Agency recommendation	Findings
<p>10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners.</p> <p><i>(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i></p>	<p>10.1.1 Assignments to be responsible for the implementation of continuing education in special education for primary school teachers, corresponding education at special youth and community schools, Diary Number U2018/03106/S: This assignment replaces the task of the government of 10 December 2015 to be responsible for the implementation of continuing education in special education for primary school teachers, corresponding education at special youth and community schools (U2015/05783/S).</p> <p>10.1.2 The government instructs the Swedish National Agency for Education and the National Agency for Special Needs Education and Schools (SPSM) to be jointly responsible for the implementation of continuing education in special education.</p> <p>The purpose of the assignment is to strengthen the special education skills generally in school. The content of the education should be based on the needs of the teachers and be closely related to the activities.</p> <p>The target group is all legitimate teachers in primary school, corresponding education in special youth homes and in the co-school, with priority for teachers in primary school grades 7–9.</p> <p>The assignment also includes responding to the training of supervisors who will be responsible for supervising teachers in the special educational field. Supervisor training will primarily be offered to qualified specialists and special educators.</p> <p>10.1.3 National Curriculum 2011 Chapter 2, The Head teacher’s Responsibility, 14§: The staff gain the skills development needed to professionally perform their tasks and are continuously given opportunities to share their knowledge and to learn from each other to develop education.</p>



Agency recommendation	Findings
<p>10.2 Policy supports the development of high quality and appropriately trained teacher educators.</p> <p><i>(With improvements in recruitment, induction and continuing professional development.)</i></p>	<p>10.2.1 The four new professional degrees include knowledge objectives in the subject to be taught, objectives concerning other key knowledge, and skills of a more general nature for school and pre-primary teachers. The new degrees lead to greater clarity regarding the three components of teacher education: studies in the subject to be taught, a school placement comprising 30 higher education credits and an educational science core of 60 higher education credits. Sixty higher education credits (European Credit Transfer System equivalents) are equivalent to one year of full-time studies.</p> <ul style="list-style-type: none"><li>• Degree in pre-primary education</li><li>• Degree in primary school education</li><li>• Degree in subject education</li><li>• Degree in vocational education.</li></ul> <p>The Postgraduate Diploma in Special Needs Training has been extended to include specialisations for deafness or hearing impairments, visual impairments, serious language impairments and learning disabilities. This will meet the needs of special schools and schools catering for children with disabilities, and for special needs teachers with specific knowledge about the groups of pupils in these schools.</p>



Agency recommendation	Findings
<p>10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers.</p> <p><i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)</i></p>	<p>10.3.1 A lot of in-training education is offered by the two national education agencies, the Swedish National Agency for Education (SNAE) and the National Agency for Special Needs Education and Schools (SPSM):</p> <ul style="list-style-type: none"> <li>• <a href="#">SNAE: Lead Change</a></li> <li>• <a href="#">SNAE: Special Education for Learning</a></li> <li>• <a href="#">SPSM Courses and Activities.</a></li> </ul>
<p>10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies.</p> <p><i>(Such as learning to learn and active learning approaches.)</i></p>	<p>10.4.1 SNAE offers <a href="#">national school development programmes</a> on different platforms and some of them in collaboration with SPSM:</p> <p><i>With the help of the efforts in our school development programmes, head teachers, pre-schools and schools get good opportunities to develop teaching and teaching activities. The efforts will help to create the conditions for children’s development and learning as well as improved knowledge outcomes for the learners.</i></p>
<p>10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.</p>	<p>–</p>
<p>10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.</p>	<p>–</p>



Agency recommendation	Findings
<p>10.7 Policy supports research into the effectiveness of different routes into teaching.</p> <p><i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)</i></p>	<p>–</p>

*Measure 10 evaluative comments*

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**Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications**

Agency recommendation	Findings
<p>11.1 Policy ensures that VET programmes should address labour market skill requirements.</p>	<p>11.1.1 There are five introductory programmes for learners who are not eligible to apply to a national upper-secondary school programme. These introductory programmes provide individually-adapted education to meet learners’ needs and offer clear educational alternatives. They are intended to help learners establish themselves in the labour market and to serve as the best possible foundation for continued education.</p> <p>11.1.2 <a href="#">A developed educational and vocational guidance</a>. The assignment had to be reported by 1 January 2019.</p>



Agency recommendation	Findings
	<p>Vocational Education and Training (VET) – To improve the quality of work-based education (APL), <a href="#">regional supervisors contact vocational education schools</a> to find out what need there is for trained work-based education.</p> <p>Based on the school’s wishes, expert educators make priorities and contact current employers in the region where the school is available to offer planning and implementation of supervisor training with the staff at the workplace. The service is free and adapted to the needs and wishes of the workplace.</p>
<p>11.2 Policy aims at matching labour market skill requirements and learners’ skills, wishes and expectations.</p>	<p>11.2.1 Education Act (SFS 2010:800), Chapter 2, 29§: Learners in all types of schools other than pre-primary and pre-school classes shall have access to staff with the skills required to meet their need for guidance for the selection of future education and occupation. Even those who intend to start an education should have access to guidance.</p>
<p>11.3 Policy outlines the development of partnerships and networking structures. <i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners’ supervised practical training and finding employment after graduation.)</i></p>	<p>11.3.1 In addition, learners in a compulsory school for pupils with learning disabilities have the right to work introduction or an individual alternative, if a learner wishes to take a particular programme and the municipality feels they have the prerequisites for it.</p>
<p>11.4 Policy outlines how transition from education to employment is supported by adequate provision.</p>	<p>11.4.1 <a href="#">Act (SFS 2017:527) on study start support</a>: This law contains provisions for study start-up support, which is state aid. The purpose of the Act is to increase recruitment to studies among people with high educational needs, to strengthen their opportunities to establish themselves in the labour market. Learner support may be left to the extent that there is access to funds.</p>





Agency recommendation	Findings
11.5 Policy supports the availability of meaningful VET options for learners to choose from.	11.5.1 Within the upper-secondary school, there are <a href="#">18 national high school programmes</a> : six university preparatory programmes and 12 vocational programmes. There are also six national recruiting upper-secondary school programmes and five introductory programmes.
11.6 Policy supports the availability of supervised practical training.	11.6.1 A learner may be entitled to special support if the learner has other difficulties in their school situation. Practical training is part of the learner’s education and special support may therefore be applicable even in practical training. The head teacher may investigate whether a learner would need support in their education. There may be occasional cases where the head teacher considers that it is not advisable to place a learner in a particular workplace. Such an assessment may mean that other occupational activities are considered more appropriate for an individual learner (Chapter 3, 6–9 §§, Education Act (SFS 2010:800); Guidance from SNAE).
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	<p>11.7.1 Regulation (SFS 2018:1328): Local programme councils in upper-secondary school and vocational councils in regional vocational training are the forum for co-operation on vocational education and training (Chapter 1, 8§).</p> <p>Chapter 1, 7§, Individual study plan: A learner’s individual study plan must contain the following information:</p> <ul style="list-style-type: none"> <li>• the learner’s field of study;</li> <li>• the learner’s choice of courses or subjects;</li> <li>• other courses or subjects included in the learner’s programme;</li> <li>• if the learner follows an extended programme and, if so, which courses are outside the full programme;</li> <li>• if the learner follows a reduced programme and, if so, to what extent and, if possible, which courses have been removed;</li> </ul>



Agency recommendation	Findings
	<ul style="list-style-type: none"> <li>• if the learner follows an individually adapted programme and, if so, which courses have been replaced;</li> <li>• when applicable, learner’s studies in primary school subjects.</li> </ul> <p>If the learner goes to an introductory programme in upper-secondary school, the individual study plan must also contain information about:</p> <ul style="list-style-type: none"> <li>• the objectives and duration of the course;</li> <li>• parts of courses, other vocational education, internships and other activities that are beneficial to the learner’s knowledge development and which are intended to be included in the course;</li> <li>• when applicable, the field of education to which the course is directed. Regulation (SFS 2018:1328).</li> </ul> <p><a href="#">Gymnasieförordningen (2010:2039)</a></p> <p>11.7.2 Financial contribution to workplace aids is available if the workforce is impaired due to a disability. The aid will compensate for the reduction in workforce and facilitate the individual to get or keep employment, start their own, participate in a labour market policy programme or participate in the school’s working life orientation (Regulation SFS 2017:462 on special measures for persons with disabilities which cause impaired work ability; Regulation SFS 2000:628 on labour market policy).</p>
<p>11.8 Policy outlines how VET programmes are reviewed periodically.</p> <p><i>(Both internally and/or externally in order to adapt to current and future skill needs.)</i></p>	<p>–</p>



Measure 11 evaluative comments

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**Measure 12: To improve educational and career guidance across all phases of inclusive education**

Agency recommendation	Findings
<p>12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases.</p> <p><i>(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)</i></p>	<p>12.1.1 According to the National Curriculum 2011 ‘The school and the outside world’, learners will receive high-quality education at school. They will also have the basis for choosing further education. This presupposes that the compulsory school closely co-operates with the upper-secondary education that the learners continue to. It also requires collaboration with working life and the community in general. The school’s goal is that each learner:</p> <ul style="list-style-type: none"><li>• can review various choices and take a stand on issues relating to their own future;</li><li>• has an insight into the local community and its work, associations and cultural life;</li><li>• has knowledge of opportunities for further education in Sweden and in other countries.</li></ul> <p>Everyone working at school should:</p> <ul style="list-style-type: none"><li>• work to develop contacts with cultural and working life, associations and other non-school activities that enrich it as a learning environment;</li><li>• contribute to the learner’s choice of study and career not limited by gender or social or cultural background.</li></ul> <p>The teacher should provide support for each learner’s choice of continuing education and contribute to developing contacts with receiving schools, as well as organisations, companies and others that can help enrich the school’s activities and anchor it in the surrounding community.</p>



Agency recommendation	Findings
	<p>The supervisor or professional counsellor, or the staff who perform the corresponding tasks, should inform and guide learners in pursuit of continuing education and occupational education and pay particular attention to opportunities for people with disabilities, and support other staff members' study and career orientation efforts.</p> <p>12.1.2 <a href="#">Prepare learners for study and working life:</a></p> <ol style="list-style-type: none"><li>1. Organise study and career guidance</li><li>2. Organise work in organising practical working life orientation</li><li>3. Organise work-based education (APL)</li><li>4. Lead the work with the municipalities' responsibility.</li></ol> <p>In the <a href="#">National Curriculum</a>:</p> <ul style="list-style-type: none"><li>• chapter 2.5 is about transitions and co-operation;</li><li>• chapter 2.6 is about school and society.</li></ul> <p>Transition guidelines are under reconstruction, but there is support regarding transition on a website from the Swedish National Agency for Education in which special attention is paid to learners in need of additional adjustments or special needs support.</p> <p>Roles and responsibilities that apply:</p> <ul style="list-style-type: none"><li>• <a href="#">Gymnasieförordningen</a>, chapter 4, 12§</li><li>• <a href="#">Förordning om vuxenutbildning</a>, chapter 2, 27§</li><li>• <a href="#">Vidareutbildning i form av ett fjärde tekniskt år</a> chapter 4, 8§.</li></ul>



Agency recommendation	Findings
	<p>12.1.3 Municipalities' responsibility for youth activities, Education Act (SFS 2010:800), Chapter 29, 9§: A home municipality will keep an eye on how young people in the municipality are employed if they:</p> <ul style="list-style-type: none"><li>• are under 20 years old;</li><li>• have completed their compulsory schooling or were registered in the country at a time when they do not have a compulsory school;</li><li>• do not attend education in upper-secondary school or upper-secondary school for pupils with learning disabilities or equivalent education;</li><li>• do not have an upper-secondary school diploma;</li><li>• do not have a certificate from an upper-secondary school for learning disabilities;</li><li>• have not completed education corresponding to the upper-secondary school or upper-secondary school for pupils with learning disabilities with approved results.</li></ul> <p>The home municipality shall offer these young people appropriate individual measures. The actions will primarily aim to motivate the individual to commence or resume education. The municipality shall document its actions appropriately.</p> <p>The municipality shall keep a register of the young people referred to in the first subparagraph.</p>



Agency recommendation	Findings
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities.</p> <p><i>(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)</i></p>	<p>12.2.1 The curricula for upper-secondary school and upper-secondary school for learning disabilities show that the head teacher has a special responsibility for study and vocational guidance, designed so that learners who need special support or others support measures get it.</p> <p>12.2.2 Study and career guidance, Education Act (SFS 2010:800), Access, Chapter 2, 29§: Learners in all types of schools other than pre-school and pre-school classes shall have access to staff with the skills required to meet their needs for guidance for the selection of future education and training. Even those who intend to start an education should have access to guidance.</p>

*Measure 12 evaluative comments*

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