



United Nations  
Educational, Scientific and  
Cultural Organization

Education  
Sector

# UNESCO 2015 Recommendation concerning Technical and Vocational Education and Training

First consultation 2015-19

Guidelines and questionnaire

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### How to fill in the questionnaire

1. The following questionnaire has been developed to guide and assist Member States with their reporting on the implementation of the 2015 Recommendation concerning TVET. It aims to collect information on the extent to which Member States have applied the principles of the 2015 TVET Recommendation in their education and training systems.
2. The questionnaire is structured in the following way:
  - Part I: Items in this part of the questionnaire aim to assess the changing conceptualization of TVET in Member States and the overall implementation of the Recommendation.
  - Part II: This part of the questionnaire aims to collect more detailed information on the specific policy areas where the instrument makes recommendations. As such, its questions are directly aligned with the relevant sections of the Recommendation (pp. 6-14). The objective of these questions is to establish the extent to which Member States have been using the principles of the Recommendation in their TVET policy and programme development.
  - Part III: The final part of the questionnaire contains questions that aim to collect further information on the TVET systems and policies of Member States. The aim of this section is to give Member States the opportunity to provide UNESCO with any additional information on recent reforms and changes to their TVET systems and policies, including any promising practices or initiatives they wish to showcase and share with the international community.
3. Prior to completing the questionnaire, Member States are encouraged to organize necessary consultations within and outside the Ministry in charge of TVET, including with relevant employers and workers organizations and civil society partners, to collect the necessary information and data.
4. Responses to this questionnaire will be considered the official national report for each Member State.
5. Hence, only one questionnaire per country is to be submitted to UNESCO, which will represent the official country report. It is recommended that the questionnaire be completed by the Ministry/Authority with primary responsibility for TVET in the country.
6. Member States are encouraged to submit the questionnaire in the one of the following ways:
  - (i) Online: the questionnaire can be completed and submitted online through a link that will be sent to the designated country focal point;
  - (ii) Email: the questionnaire can be completed electronically and sent to: [info.tvet@unesco.org](mailto:info.tvet@unesco.org)
7. Building on the information contained in the country questionnaires, UNESCO will update the UNESCO-UNEVOC World TVET Database ([www.unevoc.unesco.org/go.php?q=World+TVET+Database](http://www.unevoc.unesco.org/go.php?q=World+TVET+Database)).

This unique online repository has the function to monitor changes in TVET systems and facilitate trends analysis. By providing accurate and reliable information in the questionnaires, Member States contribute to offering TVET officials, experts and stakeholders, but also researchers and students who consult the TVET Database, access to concise, quality and up-to-date information on their TVET systems.

8. The provision of quality information will also allow Member States to reflect their achievements in the synthesis report that will be produced based on national reports, and made available at: <https://en.unesco.org/themes/skills-work-and-life>
9. The exercise can also be seen as a self-assessment opportunity, to benchmark the country's progress and challenges against international trends.

### III. Information about the respondent

1. Country:

Sweden

2. Date of submission:

23<sup>rd</sup> of January 2019

#### IV. Questionnaire

##### I. TVET Conceptualization: Scope, vision and aims

1. What is the common term used for TVET in your country? Please provide the term in your country's official language(s) and a direct English/French translation of the definition commonly used based on legal or policy documents.

Grundläggande yrkesutbildning (Initial VET), yrkeshögskola (Higher VET)

Some programmes within higher education institutions can be classified as TVET. There are 32 different first-cycle professional qualifications (programutbildningar på grundläggande nivå) that falls into the scope of TVET, for example Bachelor of Science in Nursing (180 HE credits), Bachelor of Science in Engineering (180 HE credits) and Higher Education Diploma in Dental Hygiene (120 HE credits). First-cycle programmes are classified as ISCED level 6.

2. In the last four years, have there been any major changes in the conceptualization of TVET? If yes, please indicate the principles and areas on which there has been increased emphasis in the last four years. (*Please tick all that apply*)

- (a) Main vision and aims of TVET – please specify below

Sweden has a strong tradition of adult education and training with a high level of participation in an international comparison. Already prior to the adoption of the recommendation Sweden has a very well-developed and flexible adult education and training both within the formal and non-formal education system, in line with the recommendation.

Please also see point e) below on the main reforms in this field in the last four years.

- (b) Level of education (ISCED)/Level of qualifications – please specify below

- (c) Learning sites (work-based learning, including apprenticeship, online, tertiary institutions, others) – please specify below

- (d) Governance and institutional structure – please specify below

- (e) Lifelong learning perspective – please specify below

In 2015 a major education initiative for lifelong learning and higher employment (*Kunskapslyftet*), was initiated. The education initiative involves a considerable increase in the amount of state-funded study places in municipal adult education at upper secondary level, higher vocational education, education at folk high schools, as well as at universities and university colleges.

Within the framework of this initiative state-funded training places are provided in vocational adult education and training at upper secondary level (*Regionalt yrkesvux*). The aim is re-skilling and upskilling unemployed adults and reaching out to adults lacking upper secondary education, or having an upper secondary vocational education that needs to be completed. This initiative targets all adults over 20 years of age in need of vocational training to leave or avoid unemployment, re-skilling or up-skilling. Part of the initiative targets immigrants in need of combining vocational training with language studies.

Different motivation and outreach measures are being developed and implemented as well as incentives to encourage adults to re-skill or upskill. For example, in 2017, a new form of financial aid for recruiting to studies was introduced – ‘*Education entry grant*’, with the aim to make it easier for adults with short previous education and substantial educational needs to study at basic or upper-secondary level, hence improving their prospects of becoming established in the labour market.

*Extended right for adults to participate in adult education.* In 2017, the government introduced a right for adults to study courses they need, in adult education on upper secondary level, to meet the eligibility requirements for university studies and for studies in higher vocational education.

In December 2017, Sweden introduced *Vocational Packages* (*yrkespaket*) in adult upper-secondary VET and in Introductory programmes in upper secondary school. These are clusters of courses, leading to a partial qualification that can be a stepping-stone towards a full qualification. The packages (to date approx. 60) consist of a number of VET-courses that can constitute a partial qualification that can lead to establishment on the labour market. The National Agency for Education has developed the packages together with the social partners. These courses or packages may be included in an upper secondary qualification at EQF-level 4

Sweden has a well-established *labour market training programme* administered by the Public Employment Service. The programme aims at unemployed persons who need training to be able to get or retain a job on the labour market. The education is vocational and aims towards occupations with a shortage of skilled labour. A labour market training programme usually has a duration of up to six months. The training programme is free of charge for the participant and the participant receive activity support or development allowance.

3. In the last four years, have there been any major changes in the aims of TVET? If yes, please indicate the areas on which there has been increased emphasis in the last four years (*Please tick all that apply*)

- (a) Entry into the world of work – please specify below

- (b) Preparation for further learning – please specify below

- (c) Broad preparation for working life requirements – please specify below

- (d) Personal growth and development – please specify below

- (e) Others. Please indicate which area

4. Which type of initial TVET provision is dominant in your country? (*Please select one type of provision only*)

- (a) **Institution-based TVET**
- (b) Modern apprenticeship
- (c) Traditional apprenticeship
- (d) Dual system
- (e) Other. Please specify below.

5. Has there been an increase in the number of initial TVET enrolments in the last four years?

- (a) **Yes** – please give more information below (e.g. in which sector, occupation, level of qualifications, etc.)

Enrolment in higher vocational education and vocational adult municipal education has increased, but not at upper secondary level.

- (b) No
- (c) No information available

6. To what extent are the vision and aims of the Recommendation reflected in your TVET legislation, policies and strategies?

Not at all  1  2  3  4  5 **Fully**

7. Please provide any additional information on the measures taken by your country to incorporate the vision and aims of the 2015 TVET Recommendation in legal and policy frameworks. Please provide links to the appropriate legislation/policy framework.

The vision and aims of the TVET Recommendation were largely already incorporated in Swedens legislation/policy framework prior to the adoption of the recommendation.

Some links to relevant legislation/policy measures in recent years are however provided below:

The Education Initiative Kunskapslyftet:

<https://www.regeringen.se/regeringens-politik/kunskapslyftet/>

Vocational packages (partial qualifications) published by the National Education Agency:

<https://www.skolverket.se/undervisning/vuxenutbildningen/komvux-gymnasial/laroplan-for-vux-och-amnesplaner-for-komvux-gymnasial/yrkespaket-for-komvux-gymnasial>

State-funded training places in adult education and training on upper secondary level (ordinance):

[https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/forordning-2016937-om-statsbidrag-for-regional\\_sfs-2016-937](https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/forordning-2016937-om-statsbidrag-for-regional_sfs-2016-937)

Study entry grant (The Govt Bill that passed the Parliament):

<https://www.regeringen.se/rattsliga-dokument/proposition/2017/03/prop.-201617158/>

Extended right for adults to participate in adult education (The Govt Bill that passed the Parliament):

<https://www.regeringen.se/rattsliga-dokument/proposition/2016/09/prop.-2016175/>

National Qualifications Framework (Govt Bill that passed the Parliament)

[https://www.regeringen.se/rattsliga-dokument/proposition/2015/04/prop.-201415107-  
/](https://www.regeringen.se/rattsliga-dokument/proposition/2015/04/prop.-201415107-/)

8. In addition to the 2015 Recommendation UNESCO adopted in 1989 a Convention on Technical and Vocational Education and Training. Has your country ratified the 1989 Convention?

(a) Yes

(b) **No** - please specify below what the main obstacles to its ratification are

The Convention on Technical and Vocational Education in total contains important aspects on, among others, how TVET should be organised, what should be included in TVET or the background and criteria for teachers in TVET. These are all aspects of an educational system, that should be a matter of national legislation rather than laid down in a convention. In the same way Sweden supports the principle of each Member State of the European Union to decide on issues concerning their national educational system, Sweden holds the opinion a recommendation to Member States are more appropriate than a convention regarding a topic like TVET.

## II. TVET POLICIES AND GOVERNANCE

*The purpose of this section is to outline how TVET in your country is aligned with the 2015 TVET Recommendation.*

8. Is there a TVET policy in your country?

(a) Yes. Please specify (e.g. exact title, date of adoption, ministry in charge, web-link if any, etc.)

(b) **No**

No, not as a separate strategic document. TVET policy is formulated in a number of different ways - i.e. through yearly steering documents to relevant government agencies, financial steering through state grants and through a number of ordinances and laws that regulate different forms of TVET.



9. Please indicate the principles and topics on which there has been increased emphasis in the last four years. (*Please tick all that apply*)

**Governance and regulatory framework**

- (a) **Establishment/reinforcement of stakeholders' participation and partnerships**
- (b) Set-up of inter-ministerial coordination mechanisms
- (c) **Development of governance model of TVET institutions, including cooperating with business associations, involving relevant local stakeholders, supporting work-based learning, etc.**
- (d) Other – please specify below

**Social dialogue, private sector and other stakeholders' involvement**

- (a) **Involvement in TVET policies and strategies**
- (b) **Contribute to TVET programmes**
- (c) **Contribution to TVET institutions governance**
- (d) Other. Please specify below.

**Financing**

- (a) Adoption/reform of measures aiming at diversifying sources of funding
- (b) Establishment/reinforcement of incentives and accountability mechanisms

- (c) Establishment/reinforcement of measures aiming at supporting TVET institutions to generate revenues
- (d) Other financing principles/topics. Please specify below.

### Equity and access

- (a) **Measures to widen access and participation**
- (b) **Measures to promote equal access and participation of women and girls**
- (c) Other principles/topics. Please specify below.

## III. QUALITY AND RELEVANCE

### Learning processes

10. In the last four years, have there been any major changes in the content of initial TVET programmes? If yes, please indicate the areas on which there has been increased emphasis in the last four years. *(Please tick all that apply)*

- (a) Job-specific skills
- (b) Foundation skills
- (c) Transversal skills including entrepreneurial skills
- (d) Green and sustainable skills
- (e) **Digital skills**
- (f) Others. Please specify.

11. To what extent are there adequate teaching and resource materials (including ICTs and audiovisual materials) to teach/deliver the skills below and engage learners? *(Please tick all that apply)*

- (a) Foundation skills      Not at all    1    2    3    4    5 Fully
- (b) Transferable skills      Not at all    1    2    3    4    5 Fully
- (c) Job-specific skills      Not at all    1    2    3    4    5 Fully
- (d) Other. Please specify below.      Not at all    1    2    3    4    5 Fully

We don't have information on teaching and resource materials to deliver the above mentioned skills. Teaching materials are the responsibility of the education providers.

12. Is your country using Open Education Resources (OER) in initial TVET teaching and learning?

- (a) Yes. Please specify (e.g. which programmes, sectors and trades, level of qualification, etc.)

- (b) No
- (c) **No information available.**

### TVET Staff

13. What is the common term used for initial TVET teachers in your country? Please provide the term in your country official language(s) and a direct English/French translation or explanation of differences.

Yrkeslärare (VET teacher)

14. Has your country developed a TVET teacher policy?

- (a) **Yes.** If there is a TVET teacher policy, please provide the full reference or hyperlink to the document.

A number of initiatives have been launched in order to strengthen the supply of VET teachers and their skills:

The National Agency for Education has been tasked to take initiatives to strengthen the supply of VET-teachers on upper secondary level. The NAE will report these initiatives in March 2020.

A state grant has been made available for the social partners to take initiatives to stimulate professionals to become VET teachers.

A state grant has been introduced to enable VET-teachers to up-date their skills through on the job training in their respective industry.

A state grant has been introduced to facilitate for VET teachers without a full teachers qualification to obtain such a qualification.

- (b) No
- (c) No information available

15. What major areas is the TVET teacher policy/strategy trying to address? *(Please tick all that apply)*

- (a) Teaching staff recruitment and retention
- (b) Teaching staff education (Initial training)
- (c) Teaching staff deployment
- (d) Career structure/path
- (e) Teaching staff employment and working condition
- (f) Teaching staff reward and remuneration
- (g) Teaching staff standards
- (h) Teaching staff accountability

16. Please indicate the overall percentage of TVET teachers estimated to have the minimum level of qualifications required by law.

- (a) 0 - 20%
- (b) 21 - 40%
- (c) **41 - 60%**
- (d) 61 - 80%

- (e) 81 - 100%

17. Are there specific policy measures for TVET institution leaders (principals, managers, etc.) in the policy?

- (a) Yes. Please specify in which areas (e.g. status, qualifications requirements, training, etc.)

- (b) **No**
- (c) No information available

### Qualifications systems and learning pathways

18. Have there been any specific reforms of qualifications systems?

- (a) **Yes**
- (b) No
- (c) No information available

If yes, please indicate the range of reforms. *(Please tick all that apply)*

- (a) **Established a national qualifications framework**
- (b) Established a regulatory mechanism for flexible learning pathways
- (c) Established a system for the recognition, validation and accreditation of prior learning
- (d) Developed a system for credit transfer and accumulation
- (e) **Developed quality assurance of qualifications**
- (f) **Other. Please specify below.**

The introduction of vocational packages in upper secondary VET and adult VET at initial level, described under question 2 b.

19. Please describe practical steps that your country has taken to help graduates of TVET programmes to progress into further and higher education and training programmes. (Please tick all that apply)

- (a) **Use national qualifications framework to support transitions**
- (b) Support credit recognition agreements linked to learning outcomes
- (c) **Develop systems for recognizing prior learning**
- (d) **Offer quality career guidance, backed by data on labour market**
- (e) Ensure that initial TVET equips young people for lifelong learning
- (f) **Provide optional bridging programmes for TVET students allowing them to access further and higher education**
- (g) **Widen participation in higher and further education, thus allowing more access for TVET graduates**
- (h) **Develop shorter post-secondary vocational programmes**
- (i) **Others. Please specify below.**

In a Swedish context it is possible for graduates from Higher Education institutions to progress into Higher Vocational Education.

20. Have there been any specific reforms/legislation on the right to TVET from a lifelong learning perspective?

- (a) **Yes**
- (b) No
- (c) No information available

If yes, please indicate the types of reforms and policy reforms. *(Please tick all that apply)*

- (a) Learning account
- (b) **Learning entitlement**
- (c) Vouchers
- (d) Other. Please specify below.

### Quality and quality assurance

21. Have there been any specific reforms/legislation on quality assurance?

- (a) **Yes**
- (b) No
- (c) No information available

If yes, please indicate the range of reforms and policy reforms. (*Please tick all that apply*)

- (a) **Clear and measurable objectives and standards have been established.**
- (b) TVET system evaluation and performance data have been made accessible.
- (c) **Regulation of private TVET providers has been introduced.**
- (d) Others. Please specify below.

### Relevance to labour markets

22. In the last four years, has there been any specific investment in TVET Management Information Systems?

- (a) **Yes**
- (b) No
- (c) No information available

If yes, please indicate the range of reforms and policy reforms. (*Please tick all that apply*)

- (a) Data on learners' registration (enrolment and completion) from TVET institutions is systematically collected
- (b) Data on learners' certificates from TVET institutions been systematically collected
- (c) **Data on teachers and instructors from TVET institutions been systematically collected**
- (d) Data on infrastructure and equipment from TVET institutions is systematically collected

- (e) **TVET authority used labour market information (e.g. labour force surveys, enterprise surveys, etc.) for making evidence-based TVET policies, strategies and programmes**
- (f) **Others. Please specify below.**

In 2017, The Public Employment Services adopted a strategy for improved matching through education. The strategy entails strengthened co-operation between PES and other providers of education. The purpose is to enable more people with short education to study within the formal education system.

23. Has there been any specific investment in TVET Management Information Systems to include labour market data?

- (a) **Yes**
- (b) No
- (c) No information available

If yes, please indicate the range of reforms and policy reforms. (*Please tick all that apply*)

- (a) Impact studies
- (b) **Tracer studies**
- (c) Measures to use open and real-time labour market data
- (d) Set-up of special bodies/entities (Observatory, Labour Market Intelligence, etc.)
- (e) Other principles/topics. Please specify below.

### Information and guidance

24. Have there been any specific measures to improve information and guidance services for learners?

- (a) **Yes**
- (b) No
- (c) No information available

If yes, please indicate the range of measures. (*Please tick all that apply*)



- (a) Set-up of counselling and guidance at TVET institutions
- (b) Information gateways
- (c) Jobs fairs
- (d) Set-up of special bodies/entities (Centre for guidance and counselling, etc.)
- (e) **Other principles/topics. Please specify below.**

The government appointed a commission of inquiry in 2017 with the aim of improving career guidance services for students. Link to the directives to the commission (in Swedish) [www.regeringen.se/4ae3dd/contentassets/5f8265408ed44411820051eebb709d4a/kommittedirektiv-en-utvecklad-studie--och-yrkesvagledning.pdf](http://www.regeringen.se/4ae3dd/contentassets/5f8265408ed44411820051eebb709d4a/kommittedirektiv-en-utvecklad-studie--och-yrkesvagledning.pdf)

#### IV. MONITORING AND EVALUATION

25. Have there been any specific measures to improve monitoring and evaluation of TVET?

- (a) **Yes**
- (b) No
- (c) No information available

If yes, please indicate the range of measures. *(Please tick all that apply)*

- (a) **Studies of impact and outcomes of TVET policies**
- (b) Investigation of cost-benefits
- (c) **Measurement of effectiveness and efficiency**
- (d) Set-up of special bodies/entities
- (e) Other principles/topics. Please specify below.

## V. RESEARCH AND KNOWLEDGEMENT MANAGEMENT

26. Has there been any other specific investment in TVET research and knowledge management?

- (a) **Yes**
- (b) No
- (c) No information available

If yes, please indicate the range of reforms and policy measures. *(Please tick all that apply)*

- (a) **Measures to increase academic and applied research in TVET**
- (b) Measures to support interdisciplinary research on TVET
- (c) Mechanisms to support dissemination of research (setting up of TVET research institutes, TVET journals, TVET research fora, etc.)
- (d) Other initiatives. Please specify below.

## VI. INTERNATIONAL COOPERATION

27. Does your country actively promote international cooperation and knowledge sharing in TVET, e.g. through relevant United Nations organizations or other international or regional bodies?

- (a) **Yes. Please specify below.**

EU, Council of Europe, OECD, World Skills, ILO and Nordic Council of Ministers.

- (b) No

28. Does your country have an institution that is a member of the UNEVOC Network?

- (a) **Yes**
- (b) No

If yes, please indicate the range of activities in which your country's UNEVOC centre(s) has been involved. *(Please tick all that apply)*

- (a) UNEVOC TVeT-Forum and virtual conferences
- (b) UNEVOC capacity-building programmes
- (c) UNEVOC-funded projects
- (d) UNEVOC publications and knowledge products
- (e) Other UNEVOC initiatives. Please specify below.

No information available.

## VII. ADDITIONAL INFORMATION AND INNOVATIVE PRACTICES

29. Please enter below any other information on your country's implementation of the 2015 TVET Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.

In the last four years many measures have been implemented to ensure access to education and training for the large group of newly arrived migrants to Sweden after the 2015 refugee crisis.

- In IVET some changes have been introduced to improve education and training at the introductory programmes in upper secondary school, open for pupils lacking general eligibility to upper secondary national programmes.

In addition to this a number of measures targeting adults, to a large extent newly arrived immigrants but not exclusively, have been introduced:

- An Education and training obligation for newly arrived immigrants (Utbildningsplikt) involved in the Swedish PES's introduction program and who are considered in need of education and training to find work.
- Education entry grant (studiestartsstöd, already mentioned under point 7 above) with the aim of increasing the recruitment to studies among people who have a short previous education and a high educational need to establish themselves in the labour market. It is the municipality that first reviews if the person belongs to the target group for the education entry grant, which requires cooperation with the PES. The application is also submitted to the municipality.
- Vocational education at folk high schools in occupations with shortages for long-term unemployed who participate in the PES's Job and Development Guarantee Programme (since 2016) and newly arrived individuals participating in the PES's Introduction Programme (since 2018).
- State-funded training places in vocational adult education and training at upper secondary level (Regionalt yrkesvux kombinerat med sfi). As mentioned above the



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aim of the vocational adult education and training initiative is re-skilling and upskilling unemployed adults and reaching out to the adults lacking upper secondary education, or having an upper secondary vocational education needed to be completed. A specific part of the initiative targets immigrants in need of combining vocational training with language studies (Swedish for Immigrants, sfi).

Another initiative is the so-called fast tracks (snabbspår) which is an example of collaborative efforts between different stakeholders to facilitate a faster labour market integration of newly-arrived immigrants who have skills that match occupations where there are labour shortages. Through the fast tracks, newly-arrived immigrants can have their skills mapped and validated, be offered supplementary education and training when needed and offered work experience to gain a foothold on the labour market.

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30. Please enter below the most innovative initiative, programme or measure undertaken in your country that you wish to share with international community as reflecting changes in TVET in your country (**only one initiative is required**). Please provide web-links where appropriate. In your presentation of the initiative, you may wish to follow the UNESCO-UNEVOC promising practices template available here:

<http://www.unevoc.unesco.org/go.php?q=Promising+practice+-+contribute>

For more information on the UNESCO-UNEVOC promising practices database please visit:

<http://www.unevoc.unesco.org/go.php?q=TVET+Promising+Practices+Database+-+Introduction>

As mentioned above Sweden has introduced a state-grant in order to support regional cooperation in the provision of adult VET at upper secondary level (*Regionalt yrkesvux*). Adult VET provision is a municipal responsibility, but since some municipalities are small, the government wanted to introduce an incentive for a regional cooperation to increase the offer of vocational courses for the individuals. This initiative targets all adults over 20 years of age in need of vocational training to leave or avoid unemployment, re-skilling or up-skilling. In the Swedish context, with a highly decentralized system, this is an innovative way of encouraging local and regional cooperation.

The vocational packages (partial VET qualifications) mentioned several times above, were developed within the regional adult VET initiative, by the National Education Agency, in order to make the provision more flexible. These partial qualifications are stepping stones towards full qualifications. The packages can be used both at initial VET level for pupils who are not eligible for national programmes and in vocational adult education. In the Swedish context, where full qualifications traditionally have been encouraged with the view no to create a tiered labour market, this can be seen as innovative.

<https://www.skolverket.se/undervisning/vuxenutbildningen/komvux-gymnasial/laroplan-for-vux-och-amnesplaner-for-komvux-gymnasial/yrkespaket-for-komvux-gymnasial>

Thank you for your collaboration.