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# European alliance for apprenticeships

Member States – Planned reforms/initiatives

Sweden

**EUROPEAN ALLIANCE FOR APPRENTICESHIPS**  
**MEMBER STATES – PLANNED REFORMS/INITIATIVES**

<b>COUNTRY</b>	Sweden
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Ministry/ministries	Ministry of Education and Research
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## Implementation of the national commitment

### Progress and main achievements

Many of the initiatives regarding apprenticeship training in Sweden are in tune with the common guiding principles and were initiated prior to the declaration of apprenticeships in 2013. The initiatives were launched in conjunction with the implementation of the **reform of upper secondary school 2011**, where apprenticeship education was introduced as one of two possible pathways in upper secondary VET in Sweden. In 2013, apprenticeship education was also introduced in upper secondary school for pupils with intellectual disabilities.

Since then, the government has allocated resources to the **National Agency for Education** to strengthen monitoring and quality development of work-based learning and apprenticeship education. Other key initiatives regarding the apprenticeship training in Sweden included:

1. Setting up an **Apprenticeship Center** in 2014 by the National Agency for Education in order to support local authorities, schools and employers e.g. by generating interest in and spreading knowledge about apprenticeship, providing support and advice to schools and employers, and facilitating meetings and different projects.
2. Offering **financial support in the form of subsidies** to employers and education providers in order to stimulate the development of apprenticeship education. The Government has also allocated financial support for employers with trained instructors.
3. Providing **training courses** by the National Agency for Education (on-site and through e-learning) and also by other stakeholders.
4. A 2014 Bill adopted by the Parliament **introducing a special form of employment** for apprentices in upper secondary school. The government subsequently earmarked some of the financial support in form of subsidies for employers that employ apprentices with this form of employment. All pupils in upper secondary school obtain a study allowance. Since 2014, pupils in apprentice education, receive an extra allowance to cover induced extra costs for meals and travel.
5. Introducing **tri-partite agreements** (pupil, employer, school) in 2018 in upper secondary school for pupils with intellectual disabilities, equivalent to the agreements that were introduced in 2011 for apprentices in upper secondary school.
6. An **extra allowance** to cover induced costs for meals and travels for pupils without eligibility to national programmes in the upper secondary school admitted to an Introduction Programme with apprenticeship education since 2018. Subsidies have been introduced for employers and education providers who offer apprenticeship education for this target group.
7. The **introduction of subsidies** by the Government for adult education apprentices at upper secondary level. The purpose is increasing work experience and improving possibilities for employment, as well as meeting the needs of the local labor market.

## EUROPEAN ALLIANCE FOR APPRENTICESHIPS

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The proportion of VET-pupils in apprenticeship education in upper secondary school has increased steadily since apprenticeship education was introduced in 2011. In 2018 approximately twelve percent of the VET-pupils in upper secondary school were apprentices (approx. 12 400).



## Update of the national commitment

### Planned reforms and initiatives

As described above, the development of apprenticeship education in Sweden within the framework of upper secondary schools, upper secondary schools for pupils with intellectual impairments and adult education includes a broad spectrum of initiatives. These include **changes in the regulations** of upper secondary schools, **financial incentives** and **support provided to schools and workplaces**.

Focus now lies, therefore, mainly within two areas:

- **Continued implementation of apprenticeship education.** This includes, for example, process support offered by the National Agency for Education to education providers who wish to develop the quality of apprenticeship education. It also includes initiatives aimed at developing VET in general, such as the piloting of so-called 'vocational tests' that can be used in school-based VET or apprenticeship education.
- **Follow-up and evaluation** of the impact of apprenticeship education.

The government foresees more apprentices in Introductory Programmes as a consequence of recent funding arrangements (for the 2018 budget and onwards).

### Targets and/or indicators

The government hasn't set a particular target for the number of apprentices. As mentioned above, the share of apprentices related to the total number of VET-pupils in upper secondary school has increased steadily, since the introduction of apprenticeship education in 2011.

### Budget of the reform/initiative

In the Budget Bill for 2020, the government proposed the level of state grants for apprenticeship education in upper secondary school to Parliament. The proposal committed SEK 482 million for 2020, and the same yearly figure has been announced for the duration of the 2021-2022 budget.

State grants available for apprenticeship education for adults amounted to SEK 295 million in 2019, of which SEK 50 million was earmarked for combined apprenticeship education and language training (Swedish as a second language or Swedish tuition for immigrants). Grant levels for 2020 will be set in December 2019.

### Key stakeholders involved

**Policymakers:** Ministry for Education and Research

**Support provider:** National Agency for Education

**National partners:** Social partners

**Enablers:** Education providers, instructors and teachers

### Further measures planned as a follow up to the European Framework for Quality and Effective Apprenticeships

The National Agency for Education is regularly following up to ensure that state grants are awarded with compliance to the rules – one example is a recent follow-up of tripartite agreements for apprentices in light of a condition regarding entitlement for subsidies for apprenticeship education.

Social partners in the National Programme Councils (for VET-programmes) are involved in the formulation of learning outcomes in steering documents for VET-subjects (applicable for both apprenticeship education and school-based VET).

Continued financial support for companies/employers and education providers in the form of state grants for apprenticeships.

Continued non-financial support to companies/employers, for example in the form of training for trainers, and support by the National Agency for Education for education providers in developing high-quality work-based learning.