

SIVSEN

Social Enterprise Comparison Survey

Sweden National Context Report

2021



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The SIVSEN project learns from the social enterprise sector to ensure that the knowledge, skills, and mindsets applicable to working in a social enterprise are embedded in Vocational Education to create enhanced opportunities for growth and internationalisation of social enterprises.

SIVSEN Social Enterprise Comparison Survey is coordinated by



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Introduction

The SIVSEN Comparative Analysis, respectively Social Enterprise Comparative Survey are aimed to explore the transition from education (e.g. vocational college, universities) into a social enterprise workplace, including international programmes that exist within the partner organizations, other sectors, VET and higher education institutions.

During the spring and summer of 2021, the SIVSEN partners conducted research on the social enterprise sector and their interaction with the education system and work placement programmes run for learners by VET and higher education institutions, with a special focus on work placement programmes in social enterprises.

First, the partners researched already available data, reports, and studies on the topics mentioned above. They prepared four reports on their national contexts and one comparative analysis for the UK, Sweden, Italy, and Romania. Further, they wanted to explore the relationship between the social enterprise sector and the VET and higher education organizations in more depth. Thus, they organized focus groups and online surveys with 51 social entrepreneurs or representatives of social enterprises and 46 representatives of universities, high schools, public or private VET providers, etc. This report here presents the national context for Sweden, looking at three key areas relevant for the SIVSEN research and its objectives: 1) the educational system; 2) the apprenticeship system; 3) insights into education and apprenticeships in the social entrepreneurship sector.



1. Educational system in Sweden

Formal educational system

Children in Sweden can go to preschool from the age of 1 and the Preschool is voluntary. From the autumn of the year that children in Sweden turn 3, children have the right to attend public preschool. Public preschool comprises 15 hours a week and is free of charge. In preschool, the children are to be given the opportunity to develop and learn through play and creativity, both on their own, in groups and together with preschool teachers.

For children from the age of 6, it is compulsory to begin in a reception class (kindergarten) After the reception class (kindergarten), the children begin compulsory school or equivalent types of school. Pupils between 6 and 13 years of age can attend activities at a recreation centre that is open before and after school and during school breaks and offers meaningful activities during the time that their parents are at work or doing studies.

Compulsory school education is compulsory for all children between the ages of 7–16. In Sweden, school attendance is required for the reception class (kindergarten) and years 1–9 of compulsory school, in other words for ten years. (However, this is about to change, it is suggested that the compulsory school will start at age of 6, so compulsory school will be 1–10 instead of 1–9)

If you are an asylum seeker, you have the right to begin upper-secondary education before you turn 18, but some requirements on passing grades apply. The upper-secondary school can prepare you to begin working directly afterwards or to continue studying at vocational college or at university.

Almost all compulsory school pupils continue straight on to upper secondary school. Every municipality in Sweden is required by law to offer all students who have completed compulsory school an upper secondary education. There are 17 national programs, all of which last for three years. The various upper secondary programs can be seen as preparation for further studies, vocationally-oriented, or a combination of the two. All programs provide a comprehensive general education and make students eligible for studies at the university or post-secondary level.

Pupils have the right to enrol in a regular upper secondary school until they are at age 20. After the year of 20 people have various forms of adult education organised by many different operators, from national and municipal adult education, to labour market training, in-service training and skills enhancement in the workplace. The adult education organised by the municipality (known as Komvux) includes basic- and upper secondary education, as well as continuing education programs. At Komvux adults also can do shorter educations for specific professions for example bus driver, carpenter or electrician.



Upper secondary education in Sweden

A programme in upper secondary education may lead to an upper secondary diploma. The higher education preparatory programme (Högskoleförberedande examen/Higher education preparatory diploma) with six national programmes has a general education content.

Vocational programme (Yrkesexamen / Vocational diploma) with 12 national programmes has a vocational content. The vocational diploma can give access to higher education only if supplemented with passing grades in specified courses in Swedish and English. All upper secondary programmes have a duration of three years.

Post-secondary vocational education diploma

Swedish post-secondary vocational education

- is at post-secondary level
- is designed in close cooperation with the labour market
- has content and focus that vary with the needs of the labour market
- theory is alternated with practice – work-integrated learning at a workplace is included on the programmes
- is organised by municipalities, county councils, higher education institutions or private businesses

A post-secondary vocational education diploma covers at least 1 year of full-time study. An advanced post-secondary vocational education diploma covers at least 2 years of full-time study, with at least 25% of the time being spent in work-integrated learning.

Swedish higher educational qualifications

All higher education is divided into courses and programmes in the first, second and third cycle of the Bologna Higher Education Qualifications Framework.

The Swedish credit system högskolepoäng (hp) is based on the ECTS, whereas one week of full-time studies represents 1.5 hp, and one year of studies represents 60 hp.

- General degrees in the first cycle are the Higher education Diploma (högskoleexamen), 120 hp, and the degree of Bachelor (kandidatexamen), 180 hp. General degrees in the second cycle are the degree of Master (one year) (magisterexamen), 60 hp and degree of Master (two years)(masterexamen), 120 hp. General degrees in the third cycle are the degree of Licentiate (licentiatexamen), 120 hp and Degree of Doctor (doktorsexamen) 240 hp, or 120 hp after the Licentiate degree.
- Fine arts degrees are offered at all levels.
- Professional degrees are offered in the first and second cycles.

Professional qualifications

Professional qualifications are awarded in the fields of engineering, health care, agriculture, law, education, etc. Professional qualifications may be offered within either the first or the second cycle. Programmes leading to professional qualifications may

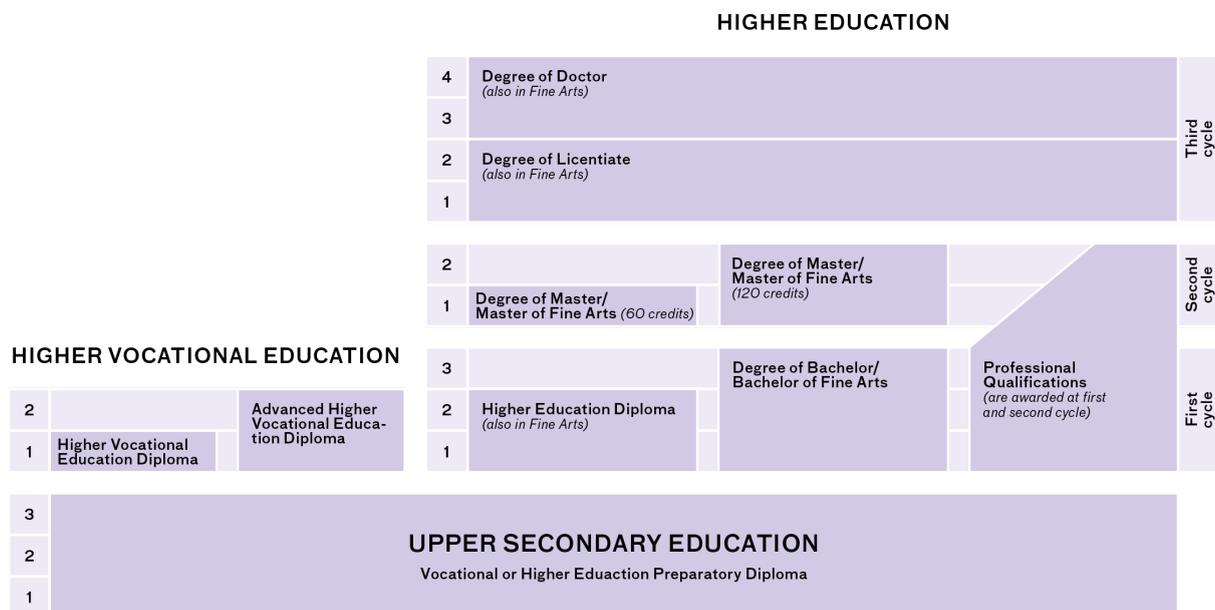


vary in length depending on their content and may stretch over two cycles. Some professional degrees (approximately 15) are awarded only after one-tier integrated programs

(<https://www.uhr.se/en/start/recognition-of-foreign-qualifications/the-swedish-education-system/>).

Framework for qualifications

Since 2015 Sweden has a framework for qualifications, SeQF, comprising all levels of education, based on the European Qualifications Framework for Life Long Learning (EQF-LLL).



Non-formal educational system

Non-formal learning is organized alongside the regular education system. Non-formal learning is also conscious and organized learning activities, conducted within some form of the educational or learning institution with teachers or leaders. Non-formal learning is learning that is goal-oriented and voluntary. Non-formal learning includes, for example, study circles, shorter courses, seminars, conferences, congresses, study days, lectures. Non-formal learning also occurs in the work in the form of internal and external staff training. For example; keeping update when new laws and rules will take place by for example the government, changing in education system, or learning new methods by courses, or by learning from other countrys.

1.2 Alignment to labour market needs

Educational and vocational guidance is offered through the entire educational system, as well as by the Swedish Public Employment Service (PES). The Swedish Education Act states that all school pupils should receive guidance before making choices about their



future, and higher education institutions are legally obliged to offer students study and career guidance. Guidance is also part of the PES's mission, and is regulated in several ordinances; the PES must provide guidance to young people, recent immigrants and people outside the labour market.

Bachelor of Arts in Study and Career Guidance is a three-year full-time university programme (180 ECTS credits). It is offered by three higher education institutions, Malmö University, Stockholm University and Umeå University, as well as being available via distance learning. The focus of the degree is the theory and practice of career counselling. It also includes: *Social sciences*. Knowledge of how society, working life and education are organised and function. *Behavioural sciences*. Knowledge of psychology, education and sociology.

Placements, mainly in schools and colleges, but also in other fields. On completing the course, students will have the skills required to provide young people and adults with guidance and information on issues pertaining to their choice of studies and/or occupation.

1.3 Quality Assurance

Sweden has historically chosen to organize apprenticeship training within the framework of secondary schools, unlike many other European countries, such as Germany and Austria, where apprenticeship has been a main track. This means that most apprenticeships take place within the Swedish education system.

APL (Workplace Learning) All students in the upper secondary school's vocational program and within the upper secondary special school's national program must complete 15 weeks and 22 weeks of workplace-based learning (APL), respectively. In upper secondary apprenticeship training, at least half of the training must be workplace-based. APL must also occur for students in program-oriented individual choice. Within the introductory program vocational introduction, APL or internship must occur. APL can also occur in adult education and in university preparatory programs, but the time for APL is then not regulated. On you can read more about APL, division of responsibilities, planning, implementation, follow-up and evaluation.

School providers have the main responsibility in monitoring and ensuring the quality of traineeships and apprenticeships. It is also a school's responsibility to make sure the workplace is a good working environment and fulfils the current working requirements. The same working requirements also apply to students on APL. Before an APL starts, the school providers and the employer shall, according to the regulations from the Swedish Work Environment Authority (Arbetsmiljöverket), make a risk assessment of the workplace.

The National Agency for Education has also developed general [guidelines](#), as support for schools when ensuring if an APL-place is of good quality.

Important factors for an APL-place of good quality are that the:



- activities at the workplace have sufficient width and depth within the current education area
- workplace appoints a supervisor who is prepared and suitable for the task
- workplace is a good working environment.

Adult education

APL can occur within adult education, but the time of APL is not regulated. Courses or parts of courses may be attributed to one or more workplaces.

LIA (Learning at work).

There are no apprenticeships at post-secondary level. Many or most programmes within Higher Vocational Education (*Yrkeshögskolan*) involve work placements, so called Learning in a Work Environment (*Lärandeiarbete, LIA*). However, these are undertaken within the framework of the school-based programme rather than apprenticeships. The purpose of the polytechnic's education is that they should lead to work or self-employment within a vocational area. Collaboration between education and working life is therefore very important. Polytechnic education that is two years or longer can be completed with a qualified polytechnic degree. In this case, the education must include at least 25% LIA and a degree project. LIA means that the education is located in a workplace, but just as with other courses, the education provider must prepare a syllabus for LIA. The plan must state what goals the students are expected to achieve and how the education provider grades knowledge, skills and competences. The purpose of LIA is for students to learn in a real environment in a workplace, they get the opportunity to further develop their knowledge, skills and competencies, and representatives of working life must participate actively in the planning, organization and implementation of LIA. LIA is an integral part of the education and thus contributes to the educational goals.

VFU- is a work-based education and forms part of, among other things, teacher education and education for social work at colleges and universities. VFU means that the student completes supervised internships at a possible future workplace. The scope of work-based courses in education that lead to pre-school teachers, primary school teachers, subject teachers or vocational teacher degrees VFU is also included in the education for sociologists, study and career counselors, doctors and nurses. The goal of work-based teaching (VFU) within the sociology program is that you should be able to perform professional social work in public administration, voluntary organizations and private business. Through the company-based training, you get practical and in-depth knowledge and experience of social work. Under supervision, you get to develop your ability to independently analyze and manage social problems, as well as work with a professional approach. The work-based studies are worth 30 higher education credits (credits) and are completed during period 5. VFU periods can be several times depending on what kind of program the students are studying.

By work-integrated learning in social work education in advanced post-secondary vocational education (like socialpedagog, 2 years studies) or in university (like socionomexamen, 3 years studies) the students can get experience and make contact with Social Enterprise workplaces. Another way the students can come in contact with Social Enterprise workplaces are when they will do their special work or examine work. When the students have work-integrated learning they will have formal task to do from



the education and at the same time they will have non formal learning experience from the company or organization they are doing their work-integrated learning. So both the education and organization/company have responsibilities to take care of the students learning during the work-integrated learning. Teachers from school will visit the student and have contact with the organization/company to ensure them of quality of work-integrated learning. And often their will by task as be responsible for example information, group discussion, talk with individuals.

Traineeship within Public Employment programmes

Young people aged between 16 and 24 years of age, who are participating in the job guarantee for youth, can be offered a traineeship for up to three months. There are no obligations to have a formal agreement between Public Employment and the traineeship provider. Neither is there an obligation to have a job description before an individual enters a workplace, but it is encouraged from the agency. However, the provider always engages in some form of planning, although the participants do not always get a job description. In general, it is up to the provider and the participant to jointly agree on appropriate tasks.

2. Apprenticeship system in Sweden

2.1 Information, Advice and Guidance

Work experince courses are given in programmes at university and yrkeshögskolan. Most of the time the school is responsible to find a work experience placement for the student. For example during termin 5 at socionomprogrammet, umeå university the students will have the work-based education (VFU) carried out.

The Universities has persons that are working with VFU to make it work out as good as possible for the students and the workplaces.

In the event of competition for VFU placement, the following priority rules apply in accordance with the following procedure:

1. Medical reasons
2. Single guardian for children under 18 years of age
3. Guardians of children under 8 years of age
4. Care of the disabled or seriously ill close relative
5. Student union work or active research
6. Other weighty personal or social reasons, such as elite sports students who have an agreement with Umeå University.

The right of priority applies to VFU placement at the place of study (for example Umeå university) but is also applied to priority to VFU placement at any place within Umeå University's placement area; Västernorrland County, Västerbotten County and Norrbotten County. Priority right to VFU placement at the study place Umeå, with day commuting distance, can be guaranteed as there are a sufficient number of VFU places with placement agreements. It is required that the student has one of these reasons and



the allocation of places takes place according to the mentioned priority order, see above.

The supervisor at the workplace during VFU

The supervisor has the role of reflection partner and is responsible for supervising and supporting the student teacher so that he or she can develop knowledge and skills about all expected study results that course plans for the current VFU periods contain. As a supervisor, he / she must, by giving the student a growing responsibility for the tasks included in the assignment, enable the student's professional development. And must understand what is relevant for the VFU course. It states the course's expected study result (FSR), what the student should be able to do after completing the course and thereby describes the level of approved achievement. The supervisor must also take part in the assessment material available for the course. At the end of that document there is also information about tripartite calls. It is the student's task to provide the supervisor with mandatory documents as well as content and tasks in the course.

2.2. Employment outcomes

NA

2.3 Certification and accreditation

NA

3. Insight into Education and Apprenticeships in Social Entrepreneurship sectors in Sweden

In Sweden there are no national apprenticeship programmes in the social Entrepreneurship sector since the SE sector itself is very small and not regulated by law. However in regions and cities where SE:s organisations are present they can offer apprenticeships in cooperation with schools and HE in need of VFU or LIA or APL placements just as any other company offering work placement. For example, Urkraft is a social enterprise in cooperation with Socionomprogrammet at Umeå University and offer VFU placement at Urkraft. But that is due to the fact Urkraft's mission and work is within the framework and goal of that particular education. Urkraft also works as an intermediary organization between the Employment office and unemployed. For example, an unemployed person in training at Urkraft can do work placement at a company, industrial or other, and we as the intermediary org are responsible for the framework, goal and follow up. But we are not the actual place for work training. This is not something specific for just Urkraft, all organisations working as intermediary organization/complementary actors to the Employment service have similar assignments and activities regarding work placements.

Formal training initiatives for work experiences placements in SE sectors				
Name of promoting / provider organisation / network	Type of training initiative (courses, programmes, projects, case studies, etc.)	Objective/s of the training initiative	Links / references	Notes



(e.g. high schools, universities)				
Umeå universitet	Socionomprogrammet VFU	University programme Social worker - work-based education, the student completes supervised internships at a possible future workplace	https://www.umu.se/student/socialt-arbete/verksamhetsforlagd-utbildning/	
Stockholm Universitet	Studie- och yrkesvägledarprogrammet FU	University programme Career guidance - work-based education, the student completes supervised internships at a possible future workplace	https://www.su.se/sok-kurser-och-program/styrk-1.411655	
Yrkehögskola Lernia	Stödpedagog LIA	Stödpedagog/Support worker for students with Neuropsychiatric disabilities, work placements, Learning in a Work Environment (LIA).	https://www.lernia.se/utbildning/yrkeshogskoleu/tbildning/socialpedagog/	
Göteborgs Universitet	Socionomprogrammet VFU	University programme Social worker - work-based education, the student completes supervised internships at a possible future workplace	https://www.gu.se/socialt-arbete/studera-hos-oss/socionomprogrammet/verksamhetsforlagd-utbildning-vfu/vfu-kursen-inom-socionomprogrammet	

Non-formal (VET) training initiatives for work experiences placements in SE sectors

Name of promoting / provider organisation / network	Type of training initiative (courses, programmes, projects, case studies, etc.)	Objective/s of the training initiative	Links / references	Notes

Not applicable in Swedish context to our knowledge.

