



Postsecondary Vocational Education and Training in Sweden Strengths and Challenges

STRENGTHS

- Higher vocational education (HVE) is a highly innovative model of postsecondary provision, particularly in its capacity to encourage partnership between employers and training providers.
- Higher vocational education benefits from substantial, quality assured and mandatory workplace learning.
- The social partners in Sweden are fully engaged in postsecondary provision.
- Quality assurance arrangements for both higher vocational education and professional programmes in higher education are strong.
- There are relatively good data available, particularly through longitudinal register data covering labour market outcomes.

CHALLENGES

- There is limited provision for those who might wish to pursue postsecondary VET courses part-time, particularly adults in work.
- Transition from higher vocational education to higher education is sometimes hard, with no systematic arrangements for credit transfer.
- Development of a more systematic qualification framework for the whole postsecondary system, including both HVE and higher education would help to reinforce consistency of qualifications. Among other valuable benefits, this could promote more effective articulation between the HVE and higher education sectors.
- Workplace learning opportunities in higher education vocational programmes are patchy, with strong arrangements in place in some programmes and some institutions.
- Further expansion of higher vocational education is attractive, but needs to be backed by evidence of demand.

FURTHER INFORMATION

Increasingly countries look beyond secondary school to more advanced qualifications to provide the skills needed in many of the fastest growing technical and professional jobs in OECD economies. The OECD study, *Skills beyond School*, is addressing the range of policy questions arising, including funding and governance, matching supply and demand, quality assurance and equity and access. The study will build on the success of the previous OECD study of vocational education and training *Learning for Jobs* which examined policy through 17 country reviews and a comparative report.¹ The study also forms part of the horizontal OECD Skills Strategy (OECD, 2012).²

Full country policy reviews are being conducted in Austria, Denmark, Egypt, Germany, Israel, Korea, the Netherlands, Switzerland, the United Kingdom (England), and the United States (with case studies of Florida, Maryland and Washington State). Shorter exercises leading to an OECD country commentary will be undertaken in Belgium (Flanders), Canada, Iceland, Romania, Spain, Sweden and in Northern Ireland and Scotland in the United Kingdom. Background reports will be prepared in all these countries, and in France and Hungary.

[A Skills beyond School Commentary on Sweden, OECD Reviews of Vocational Education and Training](#) (M. Kuczera, 2013) was published on 15 November 2013.

Further information about the policy review and reports on VET systems in other countries is available on the OECD website: www.oecd.org/education/vet

1. OECD (2010), *Learning for Jobs*, OECD Reviews of Vocational Education and Training, OECD Publishing.
doi: <http://dx.doi.org/10.1787/9789264087460-en>

2. OECD (2012), *Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies*, OECD Publishing.
doi: <http://dx.doi.org/10.1787/9789264177338-en>