

# **TEACHER PROFESSIONAL LEARNING FOR INCLUSION**

**Policy Mapping Grid: Sweden**



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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## SECTION 1: WIDER POLICY CONTEXT

### Wider policy context

Together, the following information gives a wider policy context:

1. information from SALAR about the Swedish decentralised society;
2. information about the agencies in the education system at state level;
3. information about the Swedish Higher Education Authority, UKÄ, and quality assurance of higher education and research;
4. information about governance of higher education.

#### 1. The [Swedish Association of Local Authorities and Regions \(SALAR\)](#)

##### *Municipalities and regions*

Sweden is divided into 290 municipalities and 21 regions. All have their own self-governing local authorities with responsibility for different activities. The Parliament, Riksdagen, is the supreme political decision-making body in Sweden.

The country's municipalities and regions are responsible for providing a significant proportion of all public services. They have a considerable degree of autonomy and have independent powers of taxation.

##### *The Constitution:*

- Art. 1. Swedish democracy is founded on the free formation of opinion and on universal and equal suffrage. It shall be realised through a representative and parliamentary policy and through local self-government.
- Art. 7. Sweden has municipalities and county councils. The decision-making power in these local authorities is exercised by elected assemblies.

##### *Employment in municipalities and regions*

Overall, municipalities and regions employ more than one million people, corresponding roughly to 25% of total employment in Sweden. (Further reading: [The Swedish Local Government Act](#))

#### 2. State level

At state level there are three agencies with different roles:

- The [National Agency for Education](#) is the central administrative authority for the public school system, publicly organised pre-schooling, school-age childcare and for adult education. It prepares knowledge requirements, regulations, general recommendations and national tests.

Development and in-service training: the National Agency for Education also ensures that Swedish education maintains a good standard of quality. This is achieved with the help of national schools development programmes and



## Wider policy context

in-service training of the staff. We distribute grants and arrange head-teacher training programmes.

National certification for teachers: the agency issues diplomas of certification to teachers and pre-school teachers. It has an expressed sectoral responsibility for issues concerning the disabled and the rights of new arrivals in Sweden to receive the same high-quality education as everyone else. The agency is also responsible for the Teachers' Disciplinary Board.

Reference centre for vocational education: the agency's task is to secure the national supply of competence and help young people establish a foothold on the labour market. It therefore supports education providers, employers and other organisations in their efforts to improve the quality of upper-secondary vocational education.

Official statistics of Sweden: the government has appointed The National Agency for Education responsible for official statistics in education and research within the school system and childcare.

- The [National Agency for Special Needs Education and Schools \(SPSM\)](#) ensures that children, young people and adults – regardless of functional ability – have adequate conditions to fulfil their educational goals. This is done through special needs support, education in special needs schools, accessible teaching materials and government funding.
- The [Swedish Schools Inspectorate](#) scrutinizes schools and assesses applications to run an independent school. You can also turn to the Swedish Schools Inspectorate if you think that a school has done something wrong. The objective is good education in a safe environment.

There are 29 universities offering [teacher education](#). Teacher education is divided into four teacher's degrees:

- Pre-school teacher's degree
- Initial teacher's degree with a focus on pre-school class and school years 1–3, 4–6 or leisure home
- Subject teacher's degree with a focus on school years 7–9 or secondary school
- Vocational teacher's degree.

### 3. The [Swedish Higher Education Authority \(UKÄ\)](#)

UKÄ evaluates the quality of higher education and research in Sweden.

UKÄ is an independent government agency. Our operations comprise three main areas:

- Quality assurance of higher education and research, and appraisal of the degree-awarding powers of public-sector higher education institutions.
- Legal supervision of higher education.



## Wider policy context

- Monitoring efficiency, follow-up and horizon scanning as well as responsibility for [statistics in the higher education sector](#).

[Quality assurance](#) and degree-awarding powers: Four separate evaluations form a national system for quality assurance. The objectives of UKÄ's reviews are to assess the performance of the study programmes and contribute to the higher education institutions' work with quality improvements in higher education.

[Student rights and legal supervision](#): To ensure that student rights are respected, UKÄ monitors and reviews how the higher education institutions apply the laws and statutes.

### 4. Governance of higher education

[Eight agencies](#) are involved in higher education.

The [Higher Education Ordinance](#) (1993:100)

Continuing education and skills development for teachers and school leaders (19 September 2019)

[Profession Programme, a proposal](#): Every learner should have access to safe schooling and competent teachers with high expectations for each learner. Skilled teachers and school leaders are the most important thing for all learners to learn more. The attractiveness of the teaching profession must continue to increase so that more teachers can be trained and hired. A national professional programme with a structured range of skills development, among other things, will raise the status of the teacher and pre-school teacher profession, and thus attract more people to apply for these professions. The programme aims to increase the attractiveness of the teaching profession and to strengthen educational leadership by creating the conditions for the professional development of teachers, pre-school teachers and school leaders throughout their professional lives. In the budget bill for 2020, the government allocated SEK 20 million in 2021 and SEK 30 million from 2022 for the introduction of a professional programme.

In-service training may be provided by:

- The Swedish Agency for Education
- The National Agency for Special Needs Education and Schools, SPSM
- Universities/university colleges
- Municipalities
- Private educational companies.



## SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

### 2.1 Policy vision

Policy priorities	Findings
2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education	<p>2.1.1.1</p> <p>The word or concept of ‘inclusion’ is not used in policies or in the Swedish <a href="#">Education Act</a>. There are paragraphs on how teachers are expected to work with children and learners. ‘It will promote the development and learning of all children and pupils, as well as a lifelong desire to learn.’</p> <p>2.1.1.2</p> <p><a href="#">Education Act</a>, Chapter 1: The purpose of education in the school system</p> <p>4§ The education in the school system aims to ensure that children and pupils acquire and develop knowledge and values. It will promote the development and learning of all children and pupils, as well as a lifelong desire to learn. The education must also convey and anchor respect for human rights and the fundamental democratic values on which Swedish society rests.</p>
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	<p>2.1.2.1.</p> <p>On 1 July 2019, a revised curriculum for pre-primary education came into force:</p> <p><i>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</i> (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 3).</p>



Policy priorities	Findings
	<p>This vision emphasises the teacher’s role in inclusive education. It is difficult to separate care from inclusive education in ‘a whole in pre-primary education’.</p> <p>2.1.2.2</p> <p><i>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 (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 5; Education Act, Chapter 1, 5§).</i></p> <p>2.1.2.3</p> <p>Every learner should have a safe schooling and be met by really competent teachers with high expectations for each learner. Skilled teachers and school leaders are the most important thing for all learners to learn more. The attractiveness of the teaching profession must continue to increase so that more teachers can be trained and hired.</p> <p>2.1.2.4</p> <p><i>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.</i></p> <p><i>[...] 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. [...] 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 (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, pp. 10–11).</i></p>





Policy priorities	Findings
<p>2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners</p>	<p>2.1.3.1</p> <p><i>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§) (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 4).</i></p> <p>2.1.3.2</p> <p>The three main topics on the recent political school agenda are:</p> <ul style="list-style-type: none"><li>• <i>raising achievement for all pupils;</i></li><li>• <i>education for the large number of immigrant children and young people in Sweden;</i></li><li>• <i>an offer to all teachers about skill development around special needs and disabilities.</i></li></ul> <p>(European Agency, <a href="#">Raising the Achievement of All Learners in Inclusive Education – Country Report: Sweden</a>, p. 14)</p>

### Evaluative comments for 'Policy vision'

See the Swedish Higher Education Act (1992:1434) chapters 1 and 2 about teachers (in English).

*Courses in core education subjects shall be linked to future professional practice and comprise the following:*

- *history of the school system, its organisation and conditions as well as the core values of early years education, including fundamental democratic values and human rights*
- *syllabus theory and didactics*
- *theory of knowledge and research methodology*



- *development, learning and special needs education*
- *social relationships, conflict management and leadership*
- *assessment and grading, and*
- *evaluation and development processes* ([Higher Education Ordinance \(1993:100\), Annex 2](#)).

The teacher education training will be revised in order to raise quality and make the training more attractive in 2020 (Ministry of Education, [Reforming teacher education](#), 17 October 2019).

In the regulatory letters for 2020, the government is [investing in meeting the teacher shortage](#). Through the knowledge lift, socially important education is expanding throughout the country – including pre-school and teacher education. Work-integrated [teacher education](#) at several higher education institutions increases the opportunity to work and study at the same time for teachers. Distance education is developing and improved.

## 2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	<p>2.2.1.1 A new proposal of policy document for professionals at school: <a href="#">With teaching skills in the centre – a framework for teachers and principals' professional development</a> (SOU 2018:17).</p> <p>2.2.1.2 Teacher and pre-school teacher identification is an indicator of quality. Teachers must have teaching credentials in order to become permanent employees and be able to score. Pre-school teachers must have pre-school teacher credentials in order to become permanent employees.</p>



Policy priorities	Findings
	<p>2.2.1.3</p> <p><i>The National Agency for Education issues diplomas of certification to teachers and preschool teachers. We have [an] expressed sectoral responsibility for issues concerning the disabled and the rights of new arrivals in Sweden to receive the same high-quality education as everyone else. The agency also has the responsibility for the Teachers' Disciplinary Board. (Swedish National Agency for Education, <a href="#">National certification for teachers</a>)</i></p>
<p>2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education</p>	<p>2.2.2.1</p> <p>All teachers have to follow the Education Act. The word or concept of 'inclusion' is not used in policies or in the Swedish Education Act.</p>
<p>2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.3.1</p> <p><i>Since 2014 it is no longer mandatory to complete an induction year in order to obtain the teacher registration (lärarlegitimation), but it is the right of a newly qualified teacher to get an induction year with a mentor from the employer. The responsibility to provide an induction year with a mentor lies with the employer, i.e. the municipality or the organisation managing the grant-aided independent school. Only half of all newly qualified teachers get an induction year from their employer. The induction period should offer support in using various teaching methods, to plan and carry out lessons, development plans for pupils, assessment and documentation. It is also important to develop the ability to lead, meet students and interact with others in the role of teacher (Eurydice, National Education Systems, Sweden, <a href="#">Conditions of Service for Teachers Working in Early Childhood and School Education</a>).</i></p>



Policy priorities	Findings
	2.2.3.2 Further reading: <a href="#">Higher Education Ordinance (1993:100), Annex 2</a>
2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.4.1 <i>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 (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 60).</i>  2.2.4.2 The head teacher is responsible for the quality of the teaching environment and for ensuring that the staff are able to meet the needs of the learners.  2.2.4.3 <i>In Sweden the involvement of teachers in continuing professional development (CPD) is not stated in terms of professional duty or directly linked to promotion mechanisms. On occasions, certain CPD courses become necessary for some groups of teachers in the wake of fresh legislation [...] The only general admission requirement for competence development courses is that the teacher is employed at a school. Certain courses, however, can require that participants are teaching certain subjects or within certain sectors of education (Eurydice, National Education Systems, Sweden, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>).</i>



Policy priorities	Findings
	<p>2.2.4.4</p> <p><a href="#">Education is open to all teachers.</a></p> <p><a href="#">State grant for special education for learning 2018/19</a>: This state grant will be used to develop teachers' special pedagogical skills. The purpose is to give them greater opportunity to meet the different needs of learners. It is not limited to special teachers.</p> <p>2.2.4.5</p> <p><i>Under the Education Act the organiser of education is obliged to ensure that CPD is available for teaching staff. Higher education institutions and the regional development centres are the primary organisers of publicly funded CPD. Other organisers are the public service company which produces educational broadcasting, the teachers' trade unions, state authorities, independent educational companies and civil society organisations (Eurydice, National Education Systems, Sweden, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>).</i></p>
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1</p> <p><i>Teacher training in special needs education is offered at an advanced level for those who have a teaching degree. There are varieties of the course, but they are typically 90 higher education credits or 1.5 years full-time studies (Eurydice, National Education Systems, Sweden, <a href="#">Teachers and education staff</a>).</i></p>



Policy priorities	Findings
<p>2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy</p>	<p>2.2.6.1 <i>Higher education institutions wishing to organise teacher or pre-primary teacher education apply to the Swedish National Agency for Higher Education and the Swedish Council for Higher Education for entitlement to award the new professional degrees (European Agency, Country information for Sweden, <a href="#">Teacher Education for inclusive education</a>).</i></p> <p>2.2.6.2 Information about the specific requirements for teacher educators can be found in the <a href="#">Higher Education Ordinance (1993:100)</a>, Chapter 4.</p> <p>2.2.6.3 <i>In July 2012, a system of teacher and preschool teacher registration (lärarlegitimation) entered into force. To be qualified to teach at a school, a teacher should be registered and qualified for certain subjects and grades. Registration is required for a teacher to be able to independently set grades and to be a mentor to new teachers. Only registered teachers are qualified for permanent employment (Eurydice, National Education Systems, Sweden, <a href="#">Teachers and education staff</a>).</i></p> <p>2.2.6.4 There is no longer any formal requirement for working in mentorship.</p> <p>2.2.6.5 <i>There are no national regulations for how teachers working in institutions providing teacher education are trained themselves. It is up to each higher education institution to decide, although a normal requirement is a relevant PhD. Many teacher educators have own teaching experience from schools.</i></p>



Policy priorities	Findings
	<p><i>Teachers who choose to be mentors to teachers in training must have a relevant degree and be certified teachers. There is a 7.5 ECTS voluntary mentoring course offered at higher education institutions open to all mentors (Eurydice, National Education Systems, Sweden, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>)</i></p> <p>2.2.6.6</p> <p><i>During the induction, the newly qualified teacher is entitled to a mentor who will provide support in the professional development. The mentor must be a registered teacher, have sufficient experience of working as a teacher or a preschool teacher, and as far as possible have the same training as the newly qualified teacher (Eurydice, National Education Systems, Sweden, <a href="#">Conditions of Service for Teachers Working in Early Childhood and School Education</a>).</i></p>

#### Evaluative comments for 'Main principles'

Today, teachers' opportunities for professional development are characterised by the same inequality as in the school as a whole. One of the main problems is that the opportunities for development in the profession depend on which head of education is the employer. The government's proposal of a new framework for professional development is therefore needed but not yet in place.



## SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

### 3.1 Goals

Policy priorities	Findings
<p>3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda</p>	<p>3.1.1.1</p> <p>A new law on teacher education came into force in 2010: ‘Top of the class – new teacher education programmes’ (Govt. Bill 2009/10:89). It regulates four professional degrees for teachers:</p> <ul style="list-style-type: none"> <li>• the degree in pre-primary education (210 ECTS);</li> <li>• the degree in primary education – 240 or 180 ECTS, depending on the specialisation chosen: for the youngest or the oldest group (240), or for out-of-school activities (180);</li> <li>• the degree in subject education: in compulsory school (270 ECTS) or in upper-secondary school (300 or 330 ECTS);</li> <li>• the degree in vocational education (90 ECTS).</li> </ul> <p>For consecutive subject teacher programmes, 90 ECTS are required. Each programme has 30 ECTS for school placement and a 60 ECTS educational science core.</p> <p>3.1.1.2</p> <p><i>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</i></p>





Policy priorities	Findings
	<p><i>knowledge about the groups of pupils in these schools</i> (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 61).</p> <p>3.1.1.3</p> <p><i>A special supplementary educational programme is offered at higher education institutions to those with foreign teaching qualifications to enable them to qualify for employment in the Swedish school system</i> (Eurydice, National Education Systems, Sweden, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>).</p>
<p>3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)</p>	<p>3.1.2.1</p> <p>In initial teacher education, there are:</p> <p><i>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 (equivalent to one year of full-time studies).</i></p> <p>It is however not specified whether the educational science core states competences for inclusive education. (Eurydice, National Education Systems, Sweden, <a href="#">Teachers and education staff</a>).</p> <p>3.1.2.2</p> <p><i>The teacher education programme consists of three education areas: 1. The general education area, common for all students, covering key topics such as learning, special needs education, socialisation, fundamental values as well as interdisciplinary subject studies (at least 1.5 years); 2. Subject/subjects that the prospective teacher intends to teach (at least 1 year); 3. Specialisation complementing earlier acquired knowledge (at least one term). In the general education area, practical supervised training in a school should account for at least half a term</i> (Eurydice, National Education Systems, Sweden, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>).</p>



Policy priorities	Findings
	<p>3.1.2.3</p> <p><i>The teacher education programme emphasises the importance of competence in special needs education, enabling the teacher to identify frequently recurring problematic situations in the school and to assist pupils. All teachers, irrespective of category, obtain special needs education within the general education area. In addition, teachers can deepen their knowledge in this area by studying orientations or specialisations within special needs education. There is a 1.5 year long teacher training programme in special needs education for those who already are teachers (Eurydice, National Education Systems, Sweden, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>).</i></p>
<p>3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education</p>	<p>3.1.3.1</p> <p>The Special Teacher Programme is supplementary education at the advanced level for those who have a teacher degree, work as a teacher and want to further educate themselves to become special education teachers.</p>
<p>3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion</p>	<p>–</p>



Policy priorities	Findings
<p>3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education</p>	<p>3.1.5.1</p> <p><i>The National Agency for Education (Skolverket) is the central administrative authority for the public school system, publicly organised preschooling, school-age childcare and for adult education. The agency also ensures that Swedish education maintains a good standard of quality through national schools development programmes and continuing professional development of the staff. The agency also distribute grants and arrange head-teacher training programmes. There are several government organisations that offer professional development for teachers, including the Swedish Council for Higher Education (Universitets- och högskolerådet), the National Agency for Special Needs Education Schools (Specialpedagogiska skolmyndigheten) and many others (Eurydice, National Education Systems, Sweden, <a href="#">Teachers and education staff</a>).</i></p> <p>3.1.5.2</p> <p><i>The Qualifications Ordinance (Examensordningen) states which learning outcomes to be fulfilled to obtain a particular degree in addition to those laid down in the Higher Education Act. The higher education institutions may lay down additional specific goals and decide themselves the content of their courses as well as how to organise the education in order to reach the goals (Eurydice, National Education Systems, Sweden, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>).</i></p> <p>3.1.5.3</p> <p><i>The local authorities are formally responsible for providing skills development for teachers. No central directives are issued by the government, the Ministry of Education and Research or the Swedish National Agency for Education stating that teachers must take specific training programmes. But the agency does provide grants to local authorities and schools for skills development in national priority areas (Eurydice, National Education</i></p>



Policy priorities	Findings
	<p>Systems, Sweden, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>).</p> <p>3.1.5.4</p> <p><i>Today the guiding principle is that continuing professional development is a local responsibility, whilst setting the goals for this training, in compulsory and upper secondary schools, is a state responsibility. It is also a state responsibility to follow-up and evaluate local activities. It is the responsibility of the employers to make sure that the teachers get the CPD needed and it is, in principle, compulsory for teachers to take part in such training (Eurydice, National Education Systems, Sweden, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>).</i></p>
<p>3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education</p>	<p>3.1.6.1</p> <p><i>The needs and training are established locally, by municipalities and schools, in consultation with various interests, including teachers. A CPD plan is not compulsory, but the education provider (the municipality or a private body) must ensure that staff has opportunities for professional development (Eurydice, National Education Systems, Sweden, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>).</i></p>
<p>3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system</p>	<p>3.1.7.1</p> <p>According to the Education Act, Chapter 4, 1–6§: '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' (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 13).</p>



## Evaluative comments for 'Goals'

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## 3.2 Continuum of support

Policy priorities	Findings
<p>3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work</p>	<p>3.2.1.1</p> <p><i>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) (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 60).</i></p> <p>3.2.1.2</p> <p>The purpose of the assignment is to strengthen the special pedagogical competence in general in the school. The content of the continuing education must be based on the teachers' needs and be closely related to school activities.</p> <p>The target group is wide and includes all legitimate teachers in compulsory school, corresponding education in special residential homes for young people and in the Sami school, with priority for teachers in compulsory school years 7–9.</p> <p>3.2.1.3</p> <p><i>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</i></p>



Policy priorities	Findings
	<p><i>implementation of continuing education in special education. 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. 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 (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 60).</i></p> <p>3.2.1.4</p> <p><i>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 (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 60).</i></p>
<p>3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities</p>	<p>3.2.2.1</p> <p>For pre-primary education: ‘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’ (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 4).</p> <p>3.2.2.2</p> <p><i>The municipalities are responsible for recruiting and appointing school heads. A precondition to be appointed a position as school head is good pedagogical insight through training and experience. Appointed school heads at compulsory and upper secondary school levels are obliged to take part in the national school head training programme [...] The purpose of this programme is to enable school heads to develop and apply democratic learning and communicative leadership as laid down in the curricula.</i></p>



Policy priorities	Findings
	(Eurydice, National Education Systems, Sweden, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a> ).
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	3.2.3.1 <i>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 (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 14).</i>
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	3.2.4.1 In 2018, a government official investigation on joint research was reported in ' <a href="#">Research together – collaboration for learning and improvement</a> ' (SOU 2018:19) (no English version available). It aimed to map and account for existing collaboration between higher education institutions (HEIs) and school principals on trainee research. It also aimed to report on obstacles to long-term collaboration and suggest how HEIs and school principals can create long-term collaboration on trainee research to strengthen basic research.  The research includes recommendations for principals, for higher education institutions with teacher education and for the government. Overall, the recommendations aim to: <ul style="list-style-type: none"> <li>• strengthen the participation of school principals in practical research;</li> <li>• strengthen the role of higher education institutions in the educational system;</li> <li>• strengthen support for a school on a scientific basis through an increased assignment to the School Research Institute;</li> </ul>



Policy priorities	Findings
	<ul style="list-style-type: none"><li>• increase funding for internship-developing research in the long term.</li></ul> <p>It also recommends that the government clarifies the assignment for the pilot study with traineeship-related research that will take place in 2017–2021 and a number of areas for exploration. (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 28)</p> <p>3.2.4.2</p> <p>In the '<a href="#">Research together – collaboration for learning and improvement</a>' (SOU 2018:19) report, the investigations propose three recommendations for head teachers in the school system, six recommendations for higher education institutions with teacher and pre-school teacher training and eleven recommendations to the government.</p> <p>All in all, the recommendations relate to:</p> <ul style="list-style-type: none"><li>• strengthening the involvement of head teachers in school in practical research;</li><li>• strengthening the role of higher education institutions in the education system;</li><li>• strengthening support for schools on a scientific basis through an expanded assignment to the School Research Institute;</li><li>• increasing funding for internship development research in the long-term;</li><li>• creating room for collaboration in daily work.</li></ul> <p>The commission also recommends that the government clarify the assignment to the experimental activities with internship-related research running in 2017–2021. The investigation has identified a number areas that the investigation can test and develop.</p>





Policy priorities	Findings
	3.2.4.3 'The placement of students is a collaboration between municipalities and the higher education institutions' (Eurydice, National Education Systems, Sweden, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a> ).

**Evaluative comments for 'Continuum of support'**

[In-service training and skills development for teachers and school leaders](#) (September 2019)



## SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

### 4.1 Capacity building

Policy priorities	Findings
<p>4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education</p>	<p>4.1.1.1</p> <p><i>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):</i></p> <ul style="list-style-type: none"> <li>• <i>SNAE Lead Change</i></li> <li>• <i>SNAE Special Education for Learning</i></li> <li>• <i>SPSM Courses and Activities.</i></li> </ul> <p><i>SNAE offers national school development programmes on different platforms and some of them in collaboration with SPSM (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 62).</i></p> <p>4.1.1.2</p> <p><i>At present, many teachers are employed to teach subjects for which they lack formal qualifications. The government has therefore initiated a further educational programme for unqualified teachers. Through this, higher education institutions can validate previous professional teaching and offer individualised educational programmes. These enable participants to meet the requirements for a degree in education (European Agency, Country information for Sweden, <a href="#">Teacher education for inclusive education</a>)</i></p>



Policy priorities	Findings
	<p>4.1.1.3</p> <p><i>The Swedish National Agency for Education (Skolverket) provides digital materials and organises conferences on specific themes with funding from the Ministry of Education and Research (Utbildningsdepartementet) (Eurydice, National Education Systems, Sweden, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>).</i></p>
<p>4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all</p>	<p>4.1.2.1</p> <p><i>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 (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 24).</i></p> <p>4.1.2.2</p> <p>The Swedish Agency for Participation tasks are determined by the goals and strategies of disability policy but they are not involved in the education of teachers.</p> <p>The Swedish National Agency for Education are involved as described above several times.</p> <p><u>News:</u> The <a href="#">National Agency for Special Needs Education and Schools</a> (SPSM), will start <a href="#">16 new collaboration offices in the spring of 2020</a>. The goal of starting collaborative offices around the country is to better reach the schools that need the authority's support most. The support from</p>



Policy priorities	Findings
	<p>SPSM to schools and school principals will still be voluntary to receive and will be based on the municipality's or free school's own resources. The first offices will be in Luleå, Umeå, Östersund, Härnösand, Gävle, Västerås, Solna, Stockholm, Örebro, Linköping, Jönköping, Växjö, Kalmar, Halmstad, Gothenburg and Malmö.</p> <p>The Collaboration Offices will work to:</p> <ul style="list-style-type: none"> <li>• Find out what the situation looks like for schools and school principals in each county. This will be done by looking at analyses, reports and surveys from others, and by better utilising the authority's local knowledge.</li> <li>• Find out what needs the principals and schools have in each county. This will be done by better utilising and systematising the authority's local knowledge.</li> <li>• Have regular close dialogue and collaboration with the schools, principals and other community actors in each county.</li> <li>• Based on the overall picture of needs, propose initiatives that go to other parts of the authority's overall special educational support. This means that the support provided by the special education school authority will more clearly respond to the needs that exist in the county.</li> </ul>
<p>4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education</p>	<p>4.1.3.1</p> <p><i><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) (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 46).</i></p>



Policy priorities	Findings
	<p>4.1.3.2</p> <p><i>The school head is responsible for ensuring that teachers receive the support they need. The details of such support are not centrally regulated. Support may be provided as extra resources (staff) to a class or to one or more pupils, smaller classes, individual support for the teacher etc as well as internal or external mentorship (Eurydice, National Education Systems, Sweden, <a href="#">Conditions of Service for Teachers Working in Early Childhood and School Education</a>).</i></p> <p>4.1.3.3</p> <p>The Swedish Agency for Education/The National Agency for Special Needs and Schools' professional training for all teachers in special needs education – Special Needs Training for Learning.</p> <p>The first course is <a href="#">Inclusion and Participation – students and learning environment in focus</a></p> <p><a href="#">The National Agency for Special Needs and Schools – Accessibility</a>: A tool for accessible education supports pre-schools and schools to develop the learning environment. By making the environment accessible for all learners the opportunities to participate and learn increase.</p> <p>The Swedish Association of Local Authorities and Regions (SALAR): <a href="#">Difference is the norm – to create inclusive learning environments in schools</a></p> <p>Ifous (Innovation, research and development in schools and pre-schools) is a non-profit independent research and development institute that works to stimulate practice-oriented research in the field of education. <a href="#">Reports from the research and development programme Inclusive learning environments</a></p>



Policy priorities	Findings
4.1.4 There are guidelines that support all teachers to collaborate to support all learners	<p>4.1.4.1</p> <p><i>State support – National Agency for Special Needs Education and Schools (SPSM) Regulation (SFS 2011:130) [...] 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 (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 16).</i></p> <p>4.1.4.2</p> <p><i>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 [...] Schools and teachers consult local resource centres, which in turn consult the Swedish National Agency for Special Needs Education and Schools [...] Many municipalities have resource centres that offer pedagogical support to schools and teachers (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 18).</i></p> <p>4.1.4.3</p> <p><i>According to the Swedish Education Act (Skollagen, 2010:800, 4§), the basic principle guiding all Swedish education, from childcare to the transition period, is access to equivalent education for all. This means that pupils in need of special support should not be treated differently or defined as a group that is any different from other pupils. Their rights are not stated separately, but the obligation for schools to attend to all pupils' needs is emphasised. Social services, schools and healthcare are obliged to collaborate for children at risk. The social services have main responsibility for ensuring that the collaboration is enacted (stipulated in the Social Services Act, the Health and Medical Services Act and the Police Act) (European Agency, Country Information for Sweden, <a href="#">Legislation and policy</a>).</i></p>



Policy priorities	Findings
<p>4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education</p>	<p>4.1.5.1</p> <p>The <a href="#">Swedish Schools Inspectorate</a> organises quality audits.</p> <p><i>Quality audits deal with well-defined areas, for example a special matter or problem area within the school. Every school we scrutinize receives a decision about what it needs to develop and improve in that area. The experience gained, also good examples, are summarized in a joint report which other schools will also find instructive.</i></p> <p>Priority supervision involves, among other areas, additional adjustments and special support, security, study and anti-abuse treatment (European Agency, <a href="#">Country Policy Review and Analysis – Sweden</a>, p. 26).</p> <p>4.1.5.2</p> <p>When deficiencies are made visible, a measure after analysis may be to clarify the need for skills development.</p>
<p>4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda</p>	<p>4.1.6.1</p> <p>The government started a <a href="#">programme for teacher supply</a>:</p> <p><i>More lecturers and subject teachers for increased knowledge results: Knowledge outcomes at school must continue to be strengthened. Having more subject teachers and lecturers in the school is an important part of that work. By investing in the researcher KPU, the number of teachers with a degree at the doctoral level in the school can increase, which helps to raise the knowledge results further. The aim of the initiative is to get more subject teachers and lecturers in the school. To be eligible for the programme, applicants must have completed studies in one or more school subjects, primarily in mathematics, science and technology. The initiative is an experimental activity that runs until 2021 and means that those who study researcher KPU can study at a high rate with educational grants. As</i></p>



Policy priorities	Findings
	<p><i>the investment has had a high search pressure, the Government believes that it should be expanded and also continue to give the right to an educational grant of SEK 25,000 per month. That way we can get more qualified teachers in the school faster. A total of SEK 23 million is invested in 2020 and SEK 16 million in 2021.</i></p>
<p>4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education</p>	<p>4.1.7.1  <i>Higher education and higher vocational education are free of charge and Swedish citizens are entitled to post-secondary student aid (studiemedel) until the year they turn 56. The study support system is equal for all and principally granted independently of parents' or family's financial situation (Eurydice, National education systems, Sweden, <a href="#">Key Features of the education system</a>).</i></p> <p>4.1.7.2  <i>A recent example is a programme called the 'A boost for Teachers' (Lärarlyftet) where the Swedish National Agency for Education (Skolverket) publishes a catalogue of courses for teachers to choose from and which teachers can participate in while retaining 80 per cent of their salaries (Eurydice, National Education Systems, Sweden, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>).</i></p>
<p>4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools</p>	<p>4.1.8.1  <i>The Postgraduate Diploma in Special Needs Training includes specialisations for deafness or hearing impairments, visual impairments, serious language impairments and learning disabilities. This meets the needs of special schools and schools catering for children with disabilities, and of special needs teachers with specific knowledge about the groups of pupils in these schools (European Agency, Country information for Sweden, <a href="#">Teacher education for inclusive education</a>)</i></p>





Policy priorities	Findings
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	4.1.9.1 <i>For pupils in need of special support, technical aid is available from the regional counties and the state provides adapted teaching materials. Schools and teachers consult local resource centres, which in turn consult the Swedish National Agency for Special Needs Education and Schools (European Agency, Country information for Sweden, <a href="#">Legislation and policy</a>)</i>
4.1.10 There are competences for professional learning in inclusive education for all teachers	4.1.10.1 <a href="#">National school development programmes</a> : Student health and childcare. This programme aims to create better conditions for promoting and preventing support for children and learners in their learning and health in their development towards the goals of education. It includes: <ul style="list-style-type: none"><li>• Special pedagogy for learning: Skills development to strengthen special pedagogical competence. Collegiate learning with the support of supervisors and materials in the form of modules on the learning portal. The project offers tutor training. Target group: teachers.</li><li>• Challenge and support in pre-school: The National Agency for Education offers head teachers the opportunity to place the college course Challenge and support each child's development and learning in the pre-school. The target group: pre-school teachers.</li></ul>



## Evaluative comments for ‘Capacity building’

The main capacity builder for inclusion at the moment is professional training for all teachers in special needs education:

- [Special Needs Training for Learning](#)
- [Training modules](#).

## 4.2 Funding

Policy priorities	Findings
<p>4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers’ professional learning for inclusion</p>	<p>4.2.1.1</p> <p><i>The municipalities have funds set aside for CPD of their staff and decide on its scope. The government can set aside funds for the municipalities and independent schools to support their work on developing the competence of teachers through extra funding to the Swedish National Agency for Education. The state shall, by means of the funds made available to the Swedish National Agency for Education, steer activities towards nationally important areas, taking into account that it is the principal organiser of the school that has the responsibility for implementing competence development (Eurydice, National Education Systems, Sweden, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>).</i></p> <p>4.2.1.2</p> <p><a href="#">Funding for Special Needs Training for Learning</a>: Schools can apply for funding for teachers to participate and for counsellors to counsel the teachers.</p> <p><a href="#">Funding for university education in special needs education in schools</a></p> <p><a href="#">Funding for reinforcement of staff numbers in special needs education in schools</a></p>



Policy priorities	Findings
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	4.2.2.1 <a href="#">Information on teaching subjects</a> is collected from the school units in October each year. The teacher's ID is issued up to and including the beginning of February each year. Teacher's eligibility is updated once a year.
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	4.2.3.1 <a href="#">National school development programmes</a> : With the help of school development programmes, principals, pre-schools and schools can develop teaching and educational activities. The efforts will contribute to creating the conditions for children's development and learning as well as improved knowledge outcomes for learners.

#### Evaluative comments for 'Funding'

The Government is making efforts to reinforce school capacity in the field of special needs. There is more funding than mentioned above. Equity funding started in 2018, where schools can apply for extra funding if their results are very low or if they have challenges concerning socio-economic backgrounds. Previously, schools had to match the funding that was given, but this is no longer the case. In 2020, [SEK 4.9 billion is available for this purpose](#).



## 4.3 Monitoring

Policy priorities	Findings
<p>4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities</p>	<p>4.3.1.1</p> <p><a href="#">Evaluation of teacher training</a></p> <p>The evaluation of teacher training includes a quality review of all pre-school and primary teacher education, subject teacher education at compulsory school and upper-secondary school and vocational teacher education.</p> <p>In the spring of 2018, a quality evaluation of all pre-school and primary teacher education started. The results were published on 16 April 2019.</p>
<p>4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed</p>	<p>4.3.2.1</p> <p><a href="#">Developing organisation and working methods at school</a></p> <p>The need for teachers is so great that it is not enough to just educate more. The organisation and working methods in the school also need to develop. This may include increased collaboration and work specialisation, variation of groups and working methods, distance education, other professional groups that complement the teachers, etc.</p>
<p>4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning</p>	<p>4.3.3.1</p> <p><a href="#">Quality assurance of higher education and research:</a></p> <p><i>The objectives of UKÄ's reviews are to assess the performance of the study programmes and contribute to the HEIs' work with quality improvements in higher education and research.</i></p>



Policy priorities	Findings
	<p><i>Higher Education Institutions (HEIs) and the Swedish Higher Education Authority (UKÄ) have a shared responsibility for quality assurance in higher education and research.</i></p> <p><i>Assessment areas</i></p> <p><i>The reviews will be based on assessment areas developed in dialogue with representatives from HEIs, teachers, students, employers and the labour market. The six assessment areas are:</i></p> <ul style="list-style-type: none"><li><i>• governance and organisation</i></li><li><i>• preconditions</i></li><li><i>• design, implementation and outcomes</i></li><li><i>• student and doctoral student perspective</i></li><li><i>• working life and collaboration</i></li><li><i>• gender equality</i></li></ul> <p><i>The system is developed and implemented in accordance with the Higher Education Act, the Higher Education Ordinance and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).</i></p>
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	4.3.4.1 <a href="#">2019-12-12 Aktuellt</a> : From 2019, UKÄ's assignments have been extended to include, besides quality assurance of higher education, quality assurance of research. Therefore, UKÄ has decided that, from 2020, supervision of the higher education institutions (the Higher Education Supervision Authority) will cover certain legal issues concerning research and researchers.



Policy priorities	Findings
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	4.3.5.1 <a href="#">Head teachers' systematic quality work</a> : According to the School Act, systematic quality work is to be conducted by both the principal and at the pre-school and school unit level. The purpose is to ensure the quality and equality based on school law, curriculum and other school regulations.
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	4.3.6.1 The Swedish Schools Inspectorate is an agency under the Swedish government. The agency is responsible for supervision and quality assurance in regard to pre-schools (primarily the municipal preschools), compulsory schools, upper secondary schools and the various forms of adult education. University colleges and universities, however, have a different supervisory authority. The primary aim of the Swedish Schools Inspectorate is to contribute to school improvement and development. The overall goal is a school system where all children have equal rights to a good education and knowledge in a secure environment ( <a href="#">The Swedish Schools Inspectorate for international audiences</a> , p. 1)

#### Evaluative comments for 'Monitoring'

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