

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Sweden 2012/2013 and 2014/2015 data
background information**



BACKGROUND INFORMATION

How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition

An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.

Pupils' legal entitlements under what legislation

The Education Act, decided by the *Riksdag* (parliament), contains the fundamental regulations concerning compulsory schools and other school forms.

How additional support is understood within the country context

It consists of a child's right to be educated according to special programmes for pupils with learning disabilities and special schools' curricula.

The criteria for an official decision are

There has been an educational assessment procedure involving a multi-disciplinary team

The municipality is responsible for pupils' school attendance and for the educational assessment procedure. The assessment involves medical, social, psychological and pedagogical evaluation.

The multi-disciplinary team includes members from within and external to the pupil's school

Different specialists are involved in the different evaluations. The team includes a licensed physician, a licensed psychologist, an educational welfare officer and SEN experts.

The multi-disciplinary team may include members from within and external to the pupil's school.

The municipality is responsible for carrying out the overall assessment based on the evaluations.

There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning

The responsible decision maker in the municipality signs the official decision. When the decision is signed, the child has the right to attend a special programme for pupils with learning disabilities or a special school. The decision also requires written approval by the child's legal guardian.

The document gives the pupil right to attend a special programme for pupils with learning disabilities or a special school. The evaluation can be used as the basis for planning, but is not regulated under the Education Act. According to the Education Act, there are other



documents that can be used as the basis for planning, e.g. an individual development plan and an action plan of provision.

The official decision is subject to a formal, regular review process

If the school detects that the pupil does not belong to the target group for a special programme for pupils with learning disabilities or a special school, as per the decision, the municipality of residence has to be notified and an investigation must be conducted.

Proxy indicator(s) for the 80% benchmark used for the country's data collection

Placement in a mainstream class implies over 50% or more with non-disabled peers.

Details on what the country proxy is

For half the time or more, the pupils are educated according to the special programmes curriculum when educated in mainstream classes.

Why this proxy was used

Data about pupils in special programmes is collected as grouped data and integration has to be measured in the same way for all pupils. This proxy indicates that the pupils spend more time in mainstream settings than in segregated settings.

Difficulties in using any proxy

There is always uncertainty in grouped data, for example the risk of double registration of pupils.

Detailed description of what is meant by 'out of formal education' within the country's data collection

The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for



Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).

Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)

Pupils in compulsory education (ISCED levels 1 and 2) can attend schools with different curricula and different providers. The Swedish National Agency for Education collects data from alternative compulsory schools, such as Sami schools (ethnic schools), special schools and special programmes. There are also other alternatives in the education system, including international schools, national boarding schools, special youth homes and Swedish schools abroad.

The section on 'Special forms of education' in the Education Act regulates education in the health sector, special youth homes, international schools and home education. The data monitoring system considers special forms of education as temporary settings and data about pupils relates to the school they normally belong to. Data is only collected from international schools as an ordinary educational setting. The EASIE project has opened up a discussion on how to define special forms of education from a data collection perspective. It is currently impossible to provide any data about non-formal education, as defined by ISCED.

The following sections of Chapter 24 of the Swedish Education Act (*Skollagen 2010:800*) regulate special education forms in the compulsory education system (no English translation available):

- *internationella skolor* (§§ 2–7)
- *utbildning vid särskilda ungdomshem* (§§ 8–9)
- *utbildning för barn och elever som vårdas på sjukhus eller annan motsvarande institution* (§§ 16–19)
- *utbildning i hemmet eller på annan lämplig plats* (§§ 20–22)
- *annat sätt att fullgöra skolplikten* (§§ 23–25).

Provision of data on private sector education

The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

Private sector education in the country

Municipalities, the county council and the state regulate teaching within the education system. Private actors may also be permitted to provide education. Public and private schools have equal rights and, basically, follow the same set of regulations. However, private sector schools are led by a school board and not by the municipality's educational administration.



Pupil population counted for each relevant question

Private sector schools (independent schools) have the same obligation as public sector schools to provide data to the National Agency for Education.

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 7 to 12

Usual pupil age ranges in the country at ISCED level 2: 13 to 15