

Project Connected learning

Desk research from Sweden

- 1) In your partner country what is the state of play regarding digital skills and competencies? What is the level of attainment and gaps identified by employers and/or young people? What is the national strategy to support development of these strategies?**

About digital competence on the government webpage: In Sweden, everyone should be able to develop and use their digital skills. Digital competence includes the ability to follow digital development in ways that enable and retain employment, to start and run companies or to strengthen the capacity and competitiveness of organizations or companies. The Digitization Commission has identified enhanced competence as a strategically important area for a forward-looking digitization policy.

In order to achieve the overall goal, the strategy includes five sub-goals on digital competence, digital security, digital innovation, digital management and digital infrastructure. The sub-goals explain how digitization can contribute to a positive social development.

There are four important areas under the digital competence goal:

- Ability and ability to contribute to and participate in the digital society

- Modernization of the education system

- Matching skills

- Digital competence in public activities and in companies with state ownership

Under the area of "Modernization of the education system" there are four strategies presented:

- National digitization strategy for the school system

- Strengthened digital competence in curricula and curricula

- Assignment to the National Agency for Education to digitize the national samples, etc.

- Clearer regulations to make it easier for higher education institutions to organize open online education

<https://www.regeringen.se/regeringens-politik/digitaliseringsstrategin/digital-kompetens/>

<https://www.skolverket.se/om-oss/organisation-och-verksamhet/skolverkets-prioriterade-omraden/digitalisering/digital-kompetens>

2. What are the key statistics regarding YW in the partner country (numbers, growth, employed/unemployed, school leaver statistics, undertaking part-time work, volunteering, etc)?

The unemployment rate for youth aged 15-24 is about 18%. Among the whole population it is about 6%.

Among young people aged 16-24, it was 7.6 per cent who neither worked nor studied in 2016. The proportion has remained unchanged since 2015.

The proportion of young people aged 16-24 who did not study and had not attended upper secondary education for at least 2 years was 7% in 2017. The proportion has decreased slightly since 2008.

The proportion of graduates with basic eligibility for higher education / university increased from 70 percent in 2014 to 73 percent in 2018.

The proportion of registered unemployed who have been without work for more than 90 days in the age of 16-24 years decreased from 7 per cent in 2009 to 3 per cent in 2018.

The median time in unemployment for registered unemployed between 16 and 24 years increased from 101 days in 2009 to 148 days in 2018.

The proportion of young people aged 18-24 who received financial assistance decreased slightly in 2011 to 2017. In 2017, the proportion was 7%

3. What types of non-formal digital education exists in the partner country and what qualifications are offered?

You can learn almost anything on online digital education, everything from low-level dog care to skilled authorised electrician or psycho therapist.

4. What types of formal digital education exists in the partner country and what qualifications are offered?

The formal learning sector in Sweden offer all kinds of the education below in some digital way, except Special Education for adults-Särvux. See question 5.

5. What types of formal learner (FL) digital education providers exist within the partner country? Who are these including size, location, ownership, educational offering, activities organised, etc.

There are many ways to choose in adult education. The Municipality helps to assess the individual pupil's knowledge and experience.

Sfi, Swedish for adults

Education in Swedish For Immigrants (SFI) is designed for those who need basic knowledge of Swedish. Students Learn Swedish to be able to communicate orally and in writing in everyday life, in society and in the world of work. Those who cannot read or write in their mother tongue may have the opportunity to learn.

Municipal Adult Education Municipal Adult Education (KOMVUX) is for students who need courses at basic or secondary level, but are too old to study at the compulsory school or the upper secondary school.

Folk high school The general course of the Folk high school is an alternative to upper secondary school and municipal adult Education (KOMVUX) for those over the age of 18. The Folk high School also has vocational training. Some Vocational training is at tertiary level, while others are at upper secondary level. Some courses are specifically aimed at those who have recently arrived in Sweden. The "Establishment course" for newcomers is one, as is education in Swedish for Immigrants (SFI).

Polytechnic post upper secondary school

There are hundreds of professions to choose from within the Polytechnic post upper secondary school. The Courses are usually between one and three years long and alternate theory in school with internships in the workplace.

Universities and Colleges

Courses at universities and colleges start spring and autumn. Full-Time studies cover approximately 40 hours a week. You can choose to study part-time, for example, at half speed or quarter of a lot of courses. Then you study fewer hours per week and take fewer higher education credits. There are also lectures on evenings or weekends. This makes It easier for those who want to combine their studies with work. An upper secondary school diploma is required to enter a course or education. There are two types — basic permissions and special permissions. For some courses, basic competence is sufficient, but many courses also require special competence.

Special Education for adults-Särvux

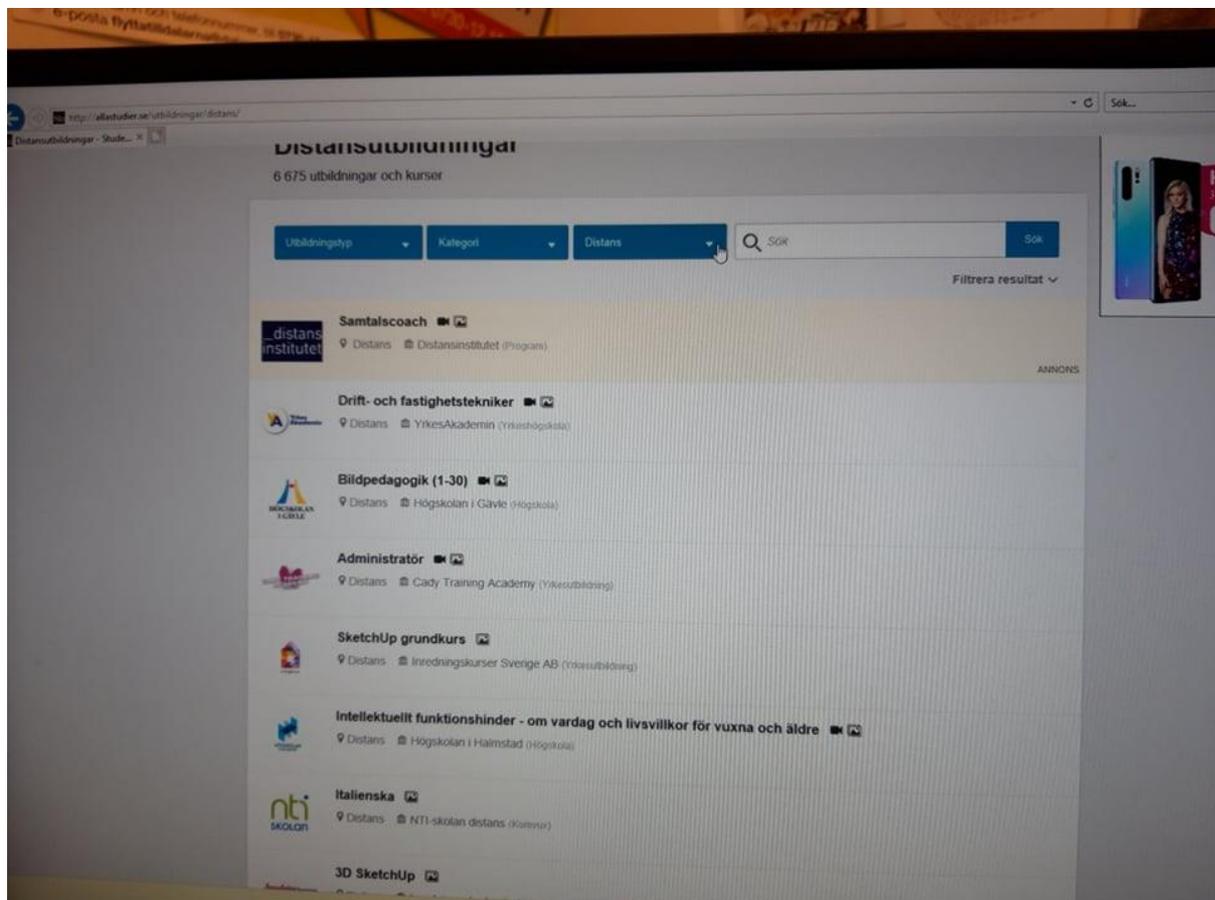
Those who have a disability or brain injury are entitled to special education for adults. The school helps the student to find out what he or she already can and each student follows an individual study plan.

6 What types of non-formal learner (NFL) digital education providers exist within the partner country? Who are these including size, location, ownership, educational offering and activities organised, etc.

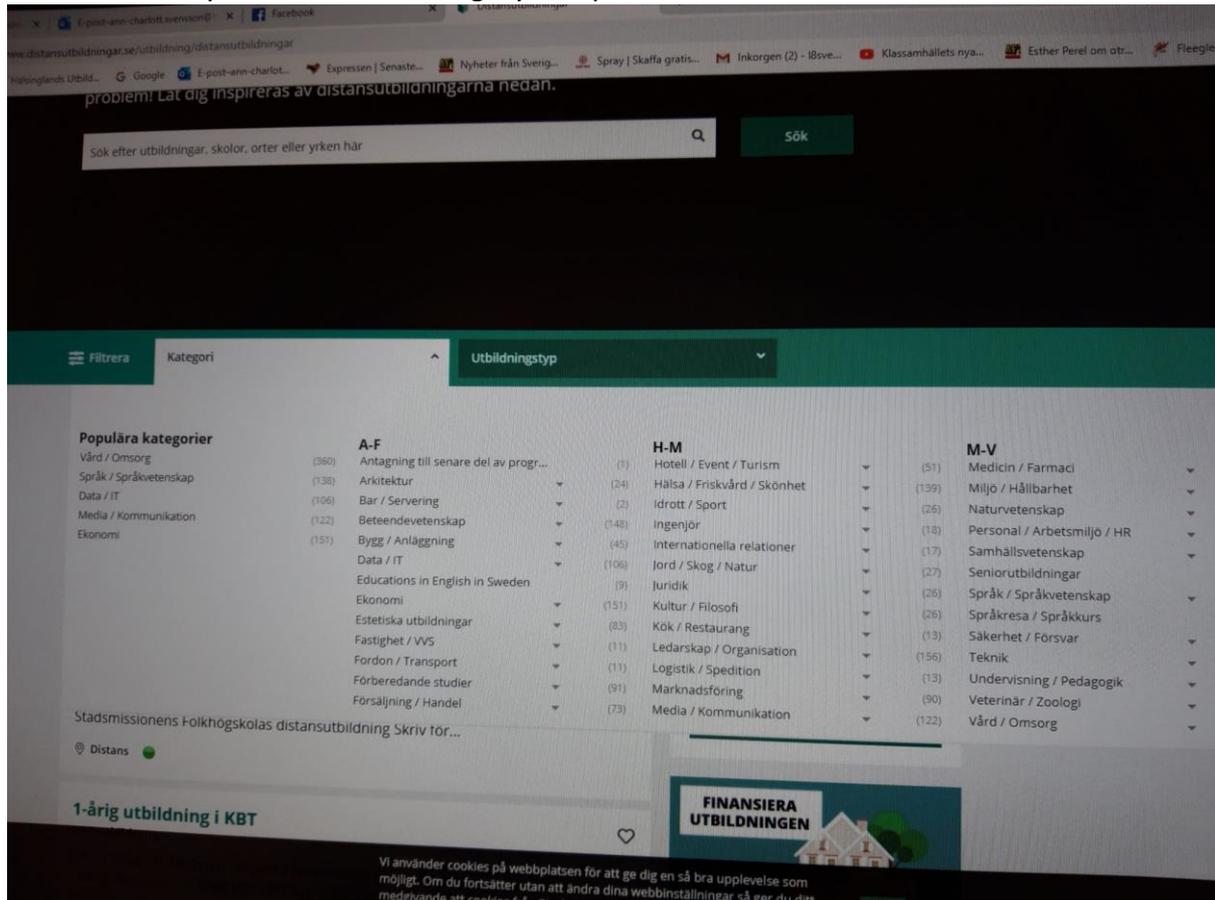
There are lots of companies offering digital learning, some very specialized in one field, specialized for e.g. one profession or one special skill - but others offering the education someone will ask for or mediating different kinds of courses. There are also websites e.g. the one on the picture below, that offers an overview and links to click on to get information directly from the providers. These sites are private initiatives.

In the one below you can select provider, category and region/municipality:

<http://allastudier.se/utbildningar/distans/>



In this website you can choose category and provider.



<https://www.distansutbildningar.se/utbildning/distansutbildningar>

7. What is the National Youth Work Strategy (or similar policy provision) in your partner country and the key priorities regarding work? How does this policy support developing digital competencies?

Some of the organisations that we have identified as important related to the issue:

A. Swedish Agency for Youth and Civil Society (www.mucof.se)

produces and disseminates knowledge in two principal areas: Youth policy and policy focused on civil society.

Youth policy: There are a total of 1.6 million children, youths and young adults aged between 13 and 25 in Sweden. We produce knowledge on their living conditions across a range of areas such as work, housing, education, health, leisure time and influence.

Swedish Agency for Youth and Civil Society also has the task of working to ensure that the youth perspective is developed in the work of other state agencies and to provide support for the municipalities in their youth policy work.

The goal of the youth policy is that all young people between the ages of 13 and 25 should have good living conditions, power to shape their lives and influence over social development.

Civil society policy: Civil society is a concept that is used to describe all types of organisations and associations that are not constituted by the state, the market or by individual households. One could also speak of the voluntary sector, i.e. when people come together and organise themselves because they have a common goal, ideal or interest of some kind.

Swedish Agency for Youth and Civil Society has the task of disseminating knowledge on prevailing conditions and trends in civil society. One important objective is that of improving conditions for associations, organisations and other voluntary sector activities.

The aim of the policy is to make it easier for civil society to remain an important part of democracy - to involve people and to contribute to the development of society and welfare.

B. The National Agency for Education (www.skolverket.se)

is the central administrative authority for the public school system, publicly organised preschooling, school-age childcare and for adult education.

The Swedish National Agency for Education is tasked with ensuring that all children and students have access to the same high-quality standard of education and activities in secure environments. Our mission is to create the best conditions for the children's development and learning and to help improve the students' learning outcomes.

They are responsible to implement the governments ambitions about digital competence by:

National digitization strategy for the school system
Strengthened digital competence in curricula and curricula
Assignment to the National Agency for Education to digitize the national samples, etc.
Clearer regulations to make it easier for higher education institutions to organize open online education

Development and in-service training

The National Agency for Education also ensures that Swedish education maintains a good standard of quality. We achieve this with the help of national schools development

programmes and 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 preschool teachers. We have a 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.

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. We therefore support education providers, employers and other organisations in their efforts to improve the quality of upper-secondary vocational education.

Our task is to disseminate information about the latest education research and to share our knowledge of this operational area both in and outside Sweden. As part of this endeavour, we function as a national reference centre providing information about vocational education in Sweden, other EU countries and countries in the EEA. The agency also serves as a national reference point for quality assurance work in vocational education. We are also responsible for the national councils of the vocational programmes of upper-secondary schools.

C. *The Swedish Council for Higher Education (www.uhr.se) and (www.utbyten.se)* is a government agency tasked with providing support to the education sector through a number of various activities. The council is located in Stockholm and Visby.

8. What is the type and size of marginalised communities in your partner country? What support is being developed/provided by government, social economy and voluntary sector to support these communities in their learning?

The statistics show that people who are in socio-economically vulnerable groups, the very oldest and foreign born are less digitally involved and have a lower digital competence than other groups.

Statistics Sweden's survey on private individuals' use of computers and the Internet in 2016 shows that in the age category 75–85 years, 62 per cent have access to the internet at home and 35 per cent use the Internet virtually every day. This is considerably fewer compared to other age categories. In the ages of 65–75 many are digitally involved, but the digital competence is relatively low.

Moreover, women are less digitally involved and have lower digital skills than men in these groups.

The government has given the Public Libraries the mission to co-ordinate nationally and finance an investment on regional libraries as competence and development nodes 2018-2020. The initiative, in turn, means that the regional libraries coordinate an education of the country's public librarians for a digital knowledge increase.

My research (Lotta Svensson) and a recent survey made by Swedish Agency for Youth and Civil Society (Fokus 18, mucf.se) shows that young people from the non urban areas to a lower degree feel that they are part of and wanted citizens in the nation, partly because they don't get the same resources as others. For them digital competences could be vital.

9. What accreditation is given for Formal (FL) and Non-Formal (NFL) digital Learning in your partner country? Are these widely recognised by employers? Are there any digital competencies frameworks for young people to use to accredit their skills, learning and/or experiences?

The accreditations given in FL digital learning are the same as in FL in general. In NFL the accreditations varies a lot, there are e.g diplomas, certifications, auktorisations. Some of them are wellknown in their own field - as further training in the specific professional field. Or the only way to get a certain profession. But many others are just a diploma with an unspecific content to put into your cv.

10. Are there any examples of best practices/learning cities/learning maps within your partner country?

In another EU-project, Erasmus, we are working together in a concept of "KnowHubs". <http://know-hubs.eu/en>. Knowledge centres are gaining a more general significance and may include several levels of education, where both college/university education and higher vocational education can be included, as well as upper secondary education, primarily in adult education and SFI - Swedish for immigrants - and commissioned education and training. In some cases, there are also folk high school courses and study circle activities. And the education is provided both face to face and digital.

In Sweden we have *knowledge centres* based in several small municipalities. Some knowledge centres offer everything from adult basic education, adult education for the intellectually challenged, SFI (Swedish For Immigrants), adult education VET to study circles. The knowledge centres offering Higher VET programs are a natural link to working life, as the representatives of the latter need to be the majority in the management group for each Higher VET program. Linked to the knowledge centres of Halsingland Education Association there are also so-called "competence mediators", who have regular meetings with the business world, and thus can hear what companies need in terms of skilled labour. The ambition is, in one way or other, to try to ensure that such trainings are licensed. This can

be done by organising AE VET, applying for Higher VET programs or by persuading other AE VET organisers to use several knowledge centres and in the case of tertiary education try to interact with universities to relocate requested programs, either as a blended learning approach or as pure distance education.

It might interest that HEA also is involved in another project– about implementing the acquisition, evaluation and certification of digital competence in primary and secondary schools through a digital platform.

www.crissh2020.eu/

See also answers to question 6.