

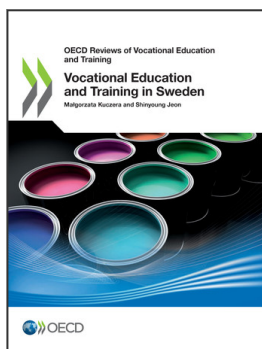
## *Foreword*

Over recent years, Sweden has committed itself to an ambitious reform programme to enhance involvement of social partners in vocational education and training (VET), to increase provision of work-based learning within VET programmes and to promote apprenticeship. The Swedish VET system has many strengths. Sweden has a strong evaluation culture ensuring that policy is based on solid evidence; upper-secondary VET is provided in a flexible way, allowing individuals to build on their previous experience and knowledge, and Higher Vocational Education and Training launched in 2002 has filled a gap in the market for professional post-secondary qualifications and has been expanding. But many challenges remain. Numerous sectors are grappling with labour shortages increasing pressure on VET to better match provision to the changing demand for skills. The Swedish VET system also needs to respond to an increasingly diverse cohort of learners following a recent arrival of humanitarian migrants.

This OECD report, *Vocational Education and Training in Sweden*, compares VET policy in Sweden with practice in other relevant countries, and on this basis draws policy conclusions. Among others, the report argues for a stronger collaboration across schools and for concentrating VET provision in fewer institutions. It also argues that social partners should be vested with more responsibility over VET; that stronger progression pathways from upper-secondary VET to post-secondary level should be developed; and that challenges of an increasingly diverse cohort of learners should be more deeply addressed, in particular to better integrate migrants into VET. Sweden has been carrying out national investigations on a number of issues addressed in this report. This report aims to complement this work by drawing on international evidence.

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