

OECD THEMATIC REVIEW OF TERTIARY EDUCATION
COUNTRY BACKGROUND REPORT FOR SWEDEN

Annexes to the Report

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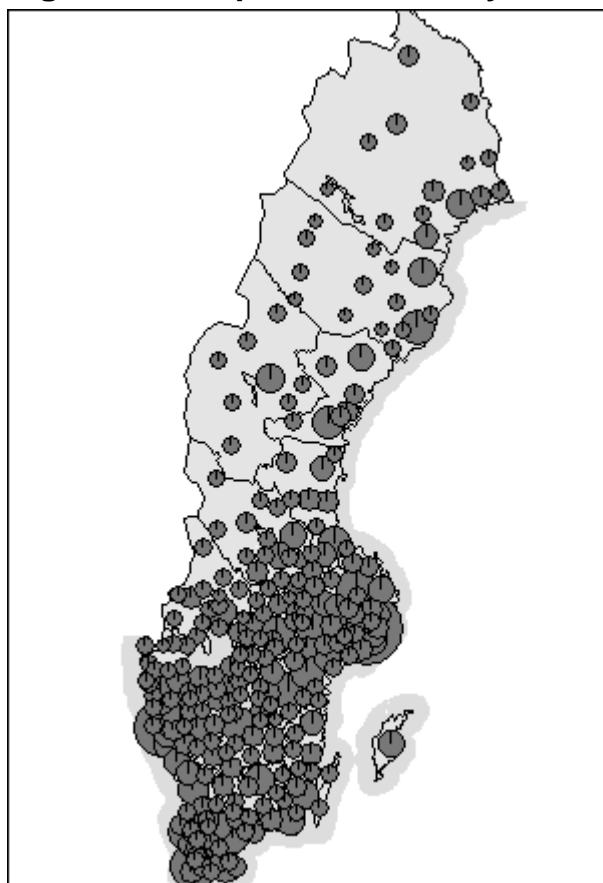
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Annex Chapter 1

Figure 1.1. Population Density in Sweden, 2004



Source: SCB (Statistics Sweden)

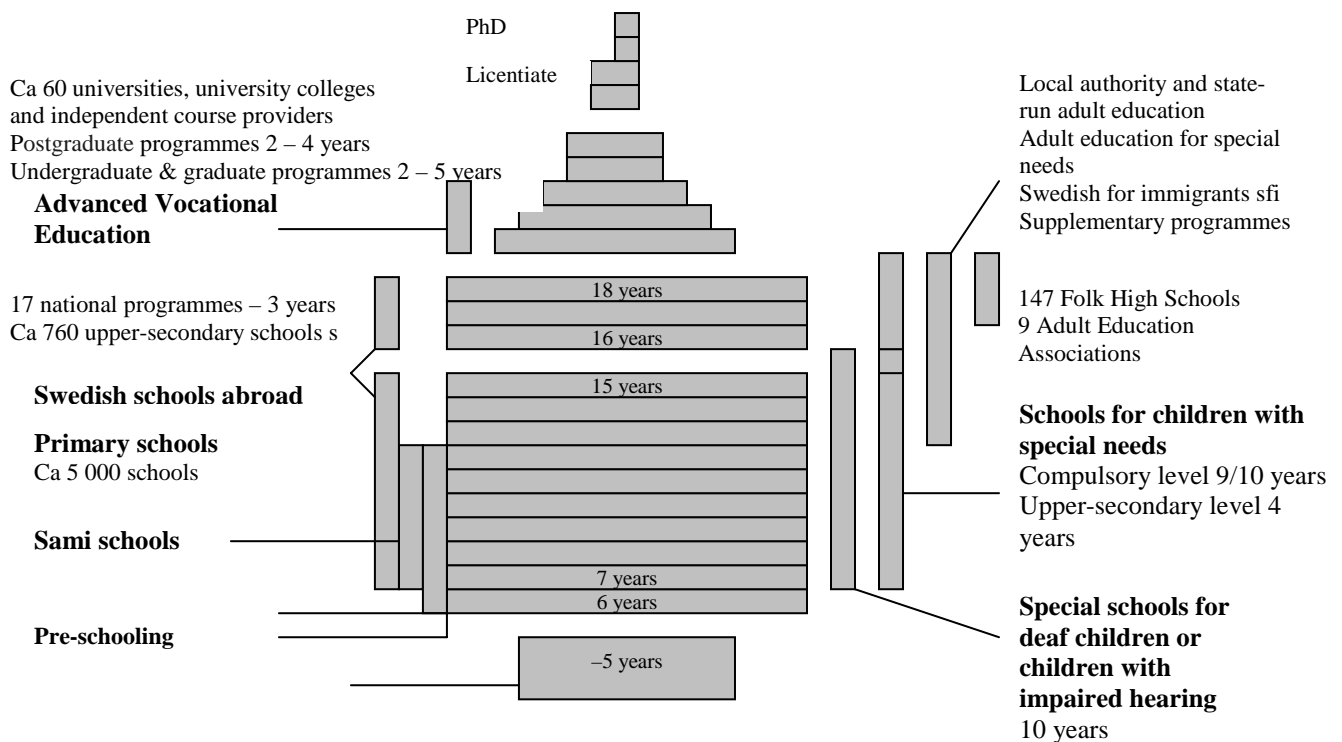
Table 1.1. Share of the population in different age groups with their highest qualification at upper secondary, post-secondary or postgraduate levels, 2004-01-01, per cent (educational levels below upper secondary have been left out of the table).

Age group	Upper secondary		Post-secondary		Post-graduate
	<2 years	3 years	<3 years	At least 3 years	
16-19	1	17	0	0	0
20-24	7	51	20	6	0
25-34	21	28	15	24	1
35-44	37	15	17	16	1
45-54	35	12	15	16	1
55-64	30	12	10	14	1
65-74	25	9	7	19	1
Total	26	19	13	14	1
16-74					

Source: Statistics Sweden, Table *Utbildningsnivå för befolkningen 2004-01-01, 16-74 år*.

Annex Chapter 2

Figure 2.1. Swedish Educational System 2005



Private/independent institutions

In Sweden, there are 3 larger independent or private higher education institutions with the right to award postgraduate degrees, and a number of smaller private institutions. The latter category comprises 3 institutions providing undergraduate education in nursing, as well as a number of small institutions providing undergraduate education mainly in religious studies, psychotherapy and the fine arts/music. See Table 2.2. below for statistical data on the private institutions (in bold).

Swedish state HEI's are formally government agencies under the jurisdiction of the Government and Riksdag. As such, they are subject to the general body of regulations that apply in the same way to other government agencies (see below, Higher education institutions as agencies). In order to safeguard academic autonomy and accommodate the specific features of higher education, there is also a special regulatory framework for state higher education, laid down in the Higher Education Act and the Higher Education Ordinance. The independent, or private, HEI's are not formally bound by these statutes, except for their obligation to follow the principles in the first chapter of the Higher Education Act (an English translation of the Act is found on page 43 in the Annex). Also, they have to comply with the quality requirements (this includes an obligation to participate in quality evaluations) in order to retain their entitlement to award recognised higher education degrees and to receive state funding for their programmes.

Private institutions do not have any general entitlement to award higher education degrees but have to apply to the Government for the right to award specific degrees (see also section 2.3.1.1.). There is a separate Act and Ordinance for the private institutions (*Lag* (1993:792) *om tillstånd att utfärda vissa examina* and *Förordning om tillstånd att utfärda vissa examina* (1993:956).), enumerating their obligations and the degrees they are entitled to award.

The Swedish state provides most of the funding to the private institutions for their HE courses and programmes through the same funding mechanism as for state HEI's (see section 7.2.3.1). These institutions are governed through contracts with the Government which cover a specific period of time. The contracts have a similar function as the appropriation directives issued to state HEI's. They contain the obligations of the institution and of the Government and specify ceiling figures for undergraduate/graduate education (that is, the highest possible allocation for full-time equivalent students together with full-time equivalent study results for which a HEI can qualify during one year). The contracts also state that fees for individual students are not allowed. In addition, the contracts may set up targets for the award of certain specific degrees and contain certain goals related to, for example, gender equality and widening participation. The latter are goals that, for state HEI's, are enumerated in the HE Law and HE Ordinance.

Table 2.1. Major research foundations*

	HEI Expenditure (SEK million)			
	2001	2002	2003	2004
The Knowledge Foundation (KK-stiftelsen)	229	251	223	221
The Foundation for Strategic Environmental Research (Mistra)	159	143	143	133
Swedish Foundation for Strategic Research (Stiftelsen för strategisk forskning)	584	494	507	449
The Swedish Foundation for International Cooperation in Research and Higher Education (STINT)	52	46	47	38
The Vardal Foundation for Health Care Sciences and Allergy Research (Vårdalsstiftelsen)	58	58	42	23
The Foundation for Baltic and East European Studies (Östersjöstiftelsen)	112	133	138	132
The Bank of Sweden Tercentenary Foundation (Riksbankens jubileumsfond)	n/a	258	239	201
Knut och Alice Wallenbergs stiftelse	n/a	414	450	476
The Swedish Cancer Society	n/a	250	260	253

*N.b.: this list is not exhaustive, i.e. there are also other foundations that support research, such as the Swedish Heart-Lung Foundation (*Hjärt- och lungfonden*) and the Diabetes Foundation (*Diabetesfonden*).

Table 2.2. Higher education institutions, number of students and teaching staff, 2004

Institution	Individual undergraduate students (autumn semester)	Full-time equivalent (FTE) undergraduate students	Active doctoral students (autumn semester)	Teaching staff, Full-time equivalents (October)
Total Sweden	337,415	302,562	19,260	24,080
Uppsala University	24,347	21,337	2,335	2,075
Lund University	30,520	27,970	3,045	2,505
Göteborg University	30,213	26,066	2,132	2,200
Stockholm University	26,217	24,204	1,669	1,692
Umeå University	19,286	16,744	1,230	1,738
Linköping University	19,597	18,227	1,250	1,332
Karolinska Institutet (medical university)	7,256	5,850	2,150	1,383
KTH – Royal Institute of Technology	14,195	12,367	1,715	1,157
Chalmers Institute of Technology*	9,006	8,459	1,070	881
Luleå University of Technology	9,944	8,479	516	618
Stockholm School of Economics*	1,506	1,321	208	88
SLU – Swedish University of Agricultural Sciences	3,832	3,340	683	1,148
Karlstad University	10,473	8,863	228	601
Mid-Sweden University	10,915	8,124	67	471
Växjö University	9,540	8,336	209	422
Örebro University	11,386	9,731	354	505
Blekinge Institute of Technology	4,755	3,120	87	191
University College of Jönköping*	8,098	7,052	65	330
University College of Kalmar	7,453	6,394	82	365
University College of Malmö	13,004	10,733	64	581
University College of Mälardalen	10,758	8,861	127	497
University College of Borås	6,031	5,329	-	310
Dalarna University College	5,949	5,218	-	339
University College of Gotland	2,921	1,973	-	90
University College of Gävle	8,146	6,311	-	407
University College of Halmstad	6,102	5,394	-	236

Kristianstad University	7,172	5,622	-	322
College				
University College of Skövde	5,048	4,307	-	188
University College of Trollhättan-Uddevalla	5,230	4,442	-	254
Stockholm University	559	515	-	58
College of Physical Education and Sports				
Stockholm Institute of Education	9,558	6,601	-	328
Södertörn University	7,989	7,056	-	286
College				
University College of Dance	237	139	-	23
Dramatiska institutet –	161	151	-	24
University College of Film, Radio, Television and Theatre				
Konstfack – University	608	623	-	71
College of Arts, Crafts and Design				
KKH – Royal University	242	216	-	29
College of Fine Arts				
KMH – Royal College of Music	660	556	-	88
Operahögskolan –	40	74	-	12
University College of Opera				
Teaterhögskolan i Stockholm - National Academy of Mime and Acting	159	69	-	18
Smaller private institutions	3 105	2 630	-	220

bold*= private institutions

Source: Högskoleverket 2005:26R

Table 2.3. Degrees in higher education*

Level	Type of degree	Degree	Description
Grundläggande högskoleutbildning	General degrees	Högskoleexamen (University Diploma)	Requires at least 80 credit points, equivalent to 2 years full-time study
		Kandidatexamen (Bachelor of)	Requires at least 120 credit points of which 60 in one subject, equivalent to 3 years full-time study. Students must have completed an independent thesis for at least 10 credit points.
		Magisterexamen med ämnesdjup (Master of)	Requires at least 160 credit points of which 80 in one subject, equivalent to 4 years of full-time study. In addition students are required to have completed an independent thesis for at least 20 credit points or two theses for at least 10 credit

	Professional degrees	Magisterexamen med ämnesbredd (Master of)	points each. Students must already hold a general degree or professional degree comprising at least 120 credit points. This Master's degree requires an additional 40 credit points of specialisation including an independent thesis for at least 10 credit points.
		Available for example in: engineering, medicine, nursing, law and the fine arts	Currently 57 different professional degrees of varying length and level are enumerated in the Degree Ordinance
Forskarutbildning	Postgraduate degrees	Doktorsexamen (Doctorate)	The highest academic degree. Requires the accumulation of at least 160 credit points on the postgraduate level, of which the dissertation comprises at least 80.
		Licentiatexamen (Licentiate Degree)	Requires at least 80 credit points, of which at least 40 awarded for a thesis that meets high academic standards.

*It should be noted that the degree structure will change to a three-cycle structure as of 2007. See Chapter 2 in the report.

Table 2.4. Enrolled undergraduate students autumn semester 2004, by field, age and gender

Field	Total	Women		Men		Age distribution				Median age		
		Number	% Share	Number	% Share	-21	22-24	25-29	30-34	Tot	W*	M*
Professional programme												
Courses/other programmes												
Total Sweden	337 415	202 600	60	134 815	40	17	28	23	11	25	26	25
<i>Programme conferring professional degree</i>	141 948	87 213	61	54 735	39	19	30	22	11	25	25	24
Law and social sciences	14 617	10 843	74	3 774	26	15	30	26	13	25	25	25
Teaching	45 389	34 558	76	10 831	24	14	25	22	12	26	27	26
Natural Science	2 043	1 726	84	317	16	22	32	19	9	24	24	24
Technology	41 693	10 660	26	31 033	74	30	40	20	5	23	23	23
Agriculture and forestry	1 734	1 142	66	592	34	21	39	24	8	24	24	24
Medicine and odontology	7 700	4 833	63	2 867	37	13	31	30	10	25	25	25
Caring sciences	24 858	21 386	86	3 472	14	13	22	21	15	28	28	27
Fine and applied arts	2 470	1 338	54	1 132	46	9	29	44	14	25	25	26
Other	828	362	44	466	56	27	20	19	14	25	25	25
<i>Courses/other programmes</i>	195 467	115 387	59	80 080	41	16	26	23	11	26	26	25
Humanities and theology	55 271	34 869	63	20 402	37	21	27	22	10	25	25	25
Law and social sciences	104 315	61 134	59	43 181	41	16	28	23	11	25	26	25
Natural Science	26 676	12 898	48	13 778	52	19	28	24	11	25	25	25
Technology	23 339	8 174	35	15 165	65	12	31	27	11	25	25	25

Medicine and odontology	4 309	3 213	75	1 096	25	15	22	19	12	27	28	26
Caring sciences	8 539	7 705	90	834	10	5	11	14	13	37	37	32
Fine and applied arts	6 318	3 566	56	2 752	44	17	25	24	11	26	26	25
Other	2 914	2 149	74	765	26	20	28	22	9	25	25	24

Source: Statistics Sweden, www.scb.se

*W=Women

*M=Men

Table 2.5. Enrolled undergraduate students, by subject area. Academic years 1994/95, 1996/97, 1998/99, 2000/01, 2002/03 and 2003/04

Subject area	1994/95	1996/97	1998/99	2000/01	2002/03	2003/04	Change 1994/95– 2003/04	
							Number	%
Net total *	269,815	300,380	310,137	330,174	385,323	397,679	127,864	47.4
Humanities and theology	79,811	87,683	84,264	87,874	103,343	106,950	27,139	34.0
Law and social sciences	144,809	158,238	161,221	179,822	212,458	214,637	69,828	48.2
Natural science	63,522	75,560	82,103	82,928	85,444	86,019	22,497	35.4
Technology	46,058	56,557	63,812	68,167	75,121	76,160	30,102	65.4
Medicine	10,525	13,273	16,472	18,162	26,372	29,591	19,066	181.1
Caring sciences	27,628	30,492	32,489	31,855	36,209	38,059	10,431	37.8
Fine and applied arts	9,326	10,272	10,794	12,342	16,139	15,690	6,364	68.2
Other	9,731	8,994	8,555	8,935	7,341	7,499	-2,232	-23.0

Source: National Agency for Higher Education Statistical Database

*Net total number of students. Numbers for subject areas may not add up since students may be enrolled in one or more subject areas during the same year.

Table 2.6. Degrees awarded in HE 1989/90–2003/04

Group of degrees	1989/90	1994/95	1998/99	2002/03	2003/04
Bachelor's degrees	1 081	3 707	7 981	11 269	12 501
Master's degrees	-	2 080	5 961	9 151	10 321
Master's degrees in Engineering	2 545	3 318	3 562	3 969	4 212
Diploma/Bachelor's degrees in Engineering etc.	725	1 855	1 855	3 082	3 145
Bachelor's degrees in Law	678	902	945	979	952
Teaching qualifications	6 173	8 463	7 320	7 881	8 377
Of which for children and young people	3 729	3 537	2 050	1 920	1 282
Compulsory school grades 1-7	439	2 239	2 157	1 632	1 894
Compulsory school grades 4-9	530	842	1 041	1 579	1 770
Upper-secondary school	737	947	1 063	1 560	1 617
Medicine	714	776	863	833	763
Psychology	262	174	245	300	343
Physiotherapy	484	461	468	433	426
Nursing	3 614	2 398	3 221	3 620	4 031
Social care	561	580	406	440	325
Social work	786	794	848	1 091	1 145

Specialist nursing	-	-	-	1 274	1 338
Special education	133	365	450	590	609
Odontology	158	149	253	139	169
Applied technology	499	463	289	190	88
Earlier degrees	9 128	5 214	413	12	13
Miscellaneous	2 571	2 572	2 538	3 451	3 586
Total	30 112	34 271	37 618	48 704	52 344
Of which first degrees	25 475	28 741	30 327	36 863	38 658

Source: Table from Högskoleverket 2005:26, p.36.

Figure 2.2. Enrolled undergraduate students by gender, 1977/78 – 2003/04

Source: Statistics Sweden, www.scb.se

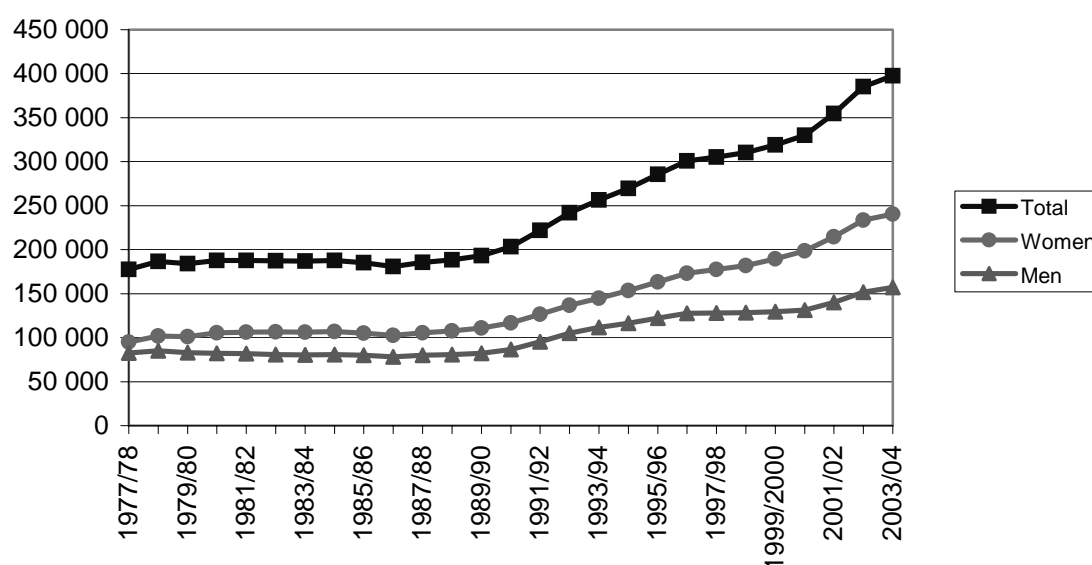


Table 2.7. Part time and full-time active doctoral students* by national research subject, activity rate, gender. Autumn semesters 1992–2002

Activity rate Sex			1992	1994	1996	1998	2000	2002
Pharmacology	Part time	Men	18	46	48	46	29	20
		Women	20	65	68	83	40	20
	Full-time	Men	39	12	6	3	16	33
		Women	38	17	10	7	43	55
Humanities and religious studies	Part time	Men	674	685	725	572	471	413
		Women	559	584	672	563	482	463
	Full-time	Men	545	572	661	765	648	548
		Women	412	432	560	714	677	646
Mathematics	Part time	Men	107	179	211	113	65	79
		Women	23	36	41	23	21	35

Medicine	Full-time	Men	136	67	64	171	236	233
		Women	22	18	15	39	47	72
	Part time	Men	832	886	1088	1281	1083	1071
		Women	428	546	803	1106	1133	1240
Natural science	Full-time	Men	1045	1005	687	853	807	823
		Women	807	871	691	1146	1264	1404
	Part time	Men	551	844	972	405	354	344
		Women	279	430	535	300	261	299
Odontology	Full-time	Men	1051	801	670	1197	1294	1322
		Women	511	419	440	789	877	923
	Part time	Men	86	85	71	62	48	53
		Women	66	75	67	61	48	49
Jurisprudence/law	Full-time	Men	25	25	30	22	25	19
		Women	20	31	28	41	39	39
	Part time	Men	53	50	42	38	30	35
		Women	38	29	36	30	28	35
Social science	Full-time	Men	58	51	56	62	55	64
		Women	26	35	33	56	56	49
	Part time	Men	839	937	1010	843	742	623
		Women	647	784	902	774	731	686
Agriculture, silviculture and landscape planning	Full-time	Men	670	731	712	930	904	920
		Women	361	411	522	736	792	907
	Part time	Men	119	157	160	143	108	56
		Women	65	104	99	84	77	78
Technological science	Full-time	Men	110	119	131	148	133	123
		Women	51	55	79	102	119	100
	Part time	Men	1090	1457	1773	1328	1075	1071
		Women	275	356	454	413	355	419
Veterinary medicine	Full-time	Men	1245	1071	935	1788	2114	2321
		Women	305	283	311	534	686	800
	Part time	Men	32	30	33	18	18	15
		Women	34	57	54	45	29	32
Other research areas	Full-time	Men	24	21	21	16	18	19
		Women	17	17	22	25	50	53
	Part time	Men	25	52	65	66	39	48
		Women	49	107	130	174	154	163
Total	Full-time	Men	26	0	0	0	27	48
		Women	57	12	27	40	73	145
			14,510	15,657	16,770	18,755	18,421	19,013

Source: Statistics Sweden statistical database (www.scb.se).

*Gross figures. This means that the same doctoral student may be counted more than once since some persons are active in more than one subject area during the same period.

Table 2.8. Students enrolled in Advanced Vocational Education (KY) by sector. 1997–2004

Industry	2004	2003	2002	2001	2000	1999	1998	1997
Construction	920	740	773	748	664	696	474	251

Economics, incl. insurance, commerce	3 545	2 249	2 292	1 864	1 939	1 727	377	623
IT incl. multimedia, printing industry	5 410	4 880	5 789	5 751	4 942	4 151	569	008
Agriculture, forestry, gardening	419	287	202	198	247	281	213	120
Food	99	92	68	75	94	110	115	71
Environment	231	177	245	338	347	319	246	145
Technology and manufacturing	2 953	2 521	2 198	2 410	2 519	2 334	782	966
Transport, incl. shipping	1 049	772	699	644	630	643	548	305
Wood industry	162	177	136	115	109	126	134	88
Tourism, incl. catering	1 840	1 350	1 407	1 476	1 428	1 381	125	565
Health care	2 432	1 497	843	651	545	436	244	102
Other	1 803	1 027	854	799	767	624	435	131
	20	15	15	15	14	12	9	4
Total	863	769	506	069	231	828	262	375

Source: National Agency for Advanced Vocational Education

Management by objectives and results in the Swedish public administration

In the Swedish National Report to the Joint OECD/IMHE–HEFCE Project on Financial Management and Governance of Higher Education Institutions (November 2003, authored by Staffan Sarbäck), the system of management by objectives and results in Swedish public administration is described as follows (p. 13):

“Management by objectives and results is conducted within the framework of the annual central government budget process. Put simply, management occurs as follows:

- The Riksdag decides on central government expenditures and financial parameters for different purposes.
- The Government directs the authorities and agencies, including state universities and university colleges, on the basis of decisions made by the Riksdag. Formally, the Government exercises control by issuing appropriation directions, special government decisions, special ordinances (such as the Higher Education Ordinance) and assignments, and by its choice of managerial organisation and appointment of directors-general (vice-chancellors in the case of universities and university colleges) and members of the governing boards. An additional instrument is the informal dialogue between the Government Offices and the authorities and agencies.
- The authorities and agencies report back to the Government in their annual reports.
- The Government reports back to the Riksdag.
- The activities of the authorities and agencies are to be divided into operational domains. In each domain there are to be operational objectives, which are set by the Government.”

Higher education institutions as agencies

The state higher education institutions are part of the public, central government administration, in terms of both organisation and function. Hence, state institutions of higher education are formally administrative agencies subject to the Government, which means that

they are not able to enter into agreements outside their sphere of responsibility without prior authorisation, nor are they entitled to take legal action on their own behalf. They cannot, without the Government's decision, be registered as the owner of any foundation, company, etc., or establish such entities in their own name. They are required to follow directives issued by the Government and come under the supervision of authorities such as the National Agency for Higher Education, the Swedish National Audit Office and the Office of the Chancellor of Justice. The state universities and university colleges are thus not legal persons in their own right; along with other government authorities and agencies, they are all incorporated in the same legal person, i.e. the Swedish state.

In functional terms, institutions of higher education are responsible for the exercise of official authority in connection with admissions, examinations and personnel issues. In matters concerning the exercise of official authority with respect to individuals and the application of law, it is their responsibility and indeed duty to make decisions independently under the law. This independence is written into Swedish constitutional law.

(text from National Report of Sweden to the Joint OECD/IMHE–HEFCE Project on Financial Management and Governance of Higher Education Institutions (November 2003, authored by Staffan Sarbäck), p. 12)

The Swedish Scholastic Assessment Test (SweSAT)

The Swedish Scholastic Assessment Test tests study skills. It measures the knowledge and skills that are important in higher education. The score attained on the Swedish Scholastic Assessment Test provides an indication of the ability to succeed in higher education. The scores on the Scholastic Assessment Test are used in selecting applicants. At least one-third of the places in a programme are filled on the basis of these scores.

The Swedish Scholastic Assessment Test is held twice each year, in April and October. The enrolment fee is SEK 350 and about 75,000 people apply to take the test each year. The National Agency for Higher Education is responsible for the implementation and the development of the Scholastic Assessment Test. The practical administration of the test is arranged by the higher education institutions and it is offered in a number of places throughout Sweden. Text taken from National Agency for Higher Education website (www.hsv.se/eng)

Annex Chapter 3.

Table 3.1. Share of the population in different age groups by highest qualification, 2004-01-01, per cent

Age group	Total Population Number	No data on educational level Number %	Pre-upper-secondary				Upper-secondary			
			Elementary school (older school form)		Compulsory comprehensive school		Up to 2 years		3 years	
			Number	%	Number	%	Number	%	Number	%
Total										
16-74	6 462 119	107 994 2	675 213	10	953 411	15	1 700 932	26	1 205 500	19
16-19	433 919	24 516 6	976	0	333 574	77	2 711	1	71 960	17
20-24	520 017	14 762 3	3 928	1	66 312	13	34 601	7	267 110	51
25-34	1 165 054	22 813 2	13 516	1	98 675	8	247 997	21	322 023	28
35-44	1 262 463	13 907 1	21 962	2	137 626	11	472 005	37	191 235	15
45-54	1 180 090	9 102 1	65 572	6	171 974	15	407 389	35	145 614	12
55-64	1 154 502	10 290 1	259 429	22	98 768	9	349 239	30	141 665	12
65-74	746 074	12 604 2	309 830	42	46 482	6	186 990	25	65 893	9

Age group	Post-secondary				Postgraduate	
	less than 3 years	at least 3 years			Number	%
	Number	%	Number	%		
Total						
16-74	837 377	13	930 142	14	51 550	1
16-19	180	0	2	0	0	0
20-24	103 648	20	29 581	6	75	0
25-34	176 633	15	276 287	24	7 110	1
35-44	209 366	17	202 723	16	13 639	1
45-54	177 758	15	190 169	16	12 512	1
55-64	118 918	10	163 840	14	12 353	1
65-74	50 874	7	67 540	9	5 861	1

Source: Statistics Sweden, Utbildningsnivå för befolkningen 2004-01-01, 16-74 år

Table 3.2. Labour force increments 1996–2010, by level of education

Educational level	1996-00	2001-05	2006-10
Total	980,428	1,082,400	1,164,600
of which:			
pre-upper-secondary	136,795	125,100	134,300
Upper-secondary	509,136	549,600	573,700
post-secondary	308,784	386,600	434,300
level unknown	25,713	21,200	22,300

Source: Table D1 in SCB, 2004e

Table 3.3. Labour market recruitment needs 1996–2010, by level of education

Educational level	1996-2000	2001-2005	2006–2010
Total	759,339	897,700	1,002,200
of which:			
pre-upper-secondary	86,860	91,500	104,100
Upper-secondary	381,044	440,200	481,900
post-secondary	273,420	346,700	393,600
level unknown	18,015	19,300	22,500

Source: Table D2 in SCB, 2004e

Table 3.4. Proportion of graduates established on the labour market (per cent) 2003 as a proportion of graduates 2001/02.

	Number of graduates	% Share of established	% Change since 2002,
Physicians	704	94	2
Nurses	3 559	92	1
Bio-medical technicians	136	90	0
Dispensing chemists	77	90	-1
Master of nursing/medicine	294	88	0
Pharmacists	86	88	-4
Bachelors of nursing/medicine	398	83	-3
Social workers	919	83	2
Teachers	6 940	82	0
Masters of Engineering	3 045	81	-6
Degrees in social care	394	80	2
Dentists	132	79	4
Psychologist, psychotherapists	311	79	5
Lawyers	892	79	-2
Masters of behavioural science	424	78	0
Theology degrees	138	78	10
Dental hygienist	118	77	-2
Masters of economics	2 133	76	-5
Diplomas in/Bachelors of engineering	2 664	76	-6
Physiotherapists	387	76	-4
Masters of technology	765	74	-7
Bachelors of economics	1 246	74	-6
Occupational therapists	377	73	-3
Bachelors of technology	1 344	73	-7
Bachelors of behavioural science	862	72	2
Agronomist, rural management, horticulturists	180	72	-4
Masters of natural science	802	69	-2
Masters of social science	761	68	-4
Bachelors of natural science	191	62	-4
Architects	122	57	-16
Bachelors of social science	669	57	-9
Bachelors of arts	437	51	-1
Masters of arts	339	48	-2
Fine arts	180	38	5
Total	32 588	78	-2

Source: Table from Högskoleverket 2005:26R, p. 84.

Table 3.5. Unemployment by educational level, per cent

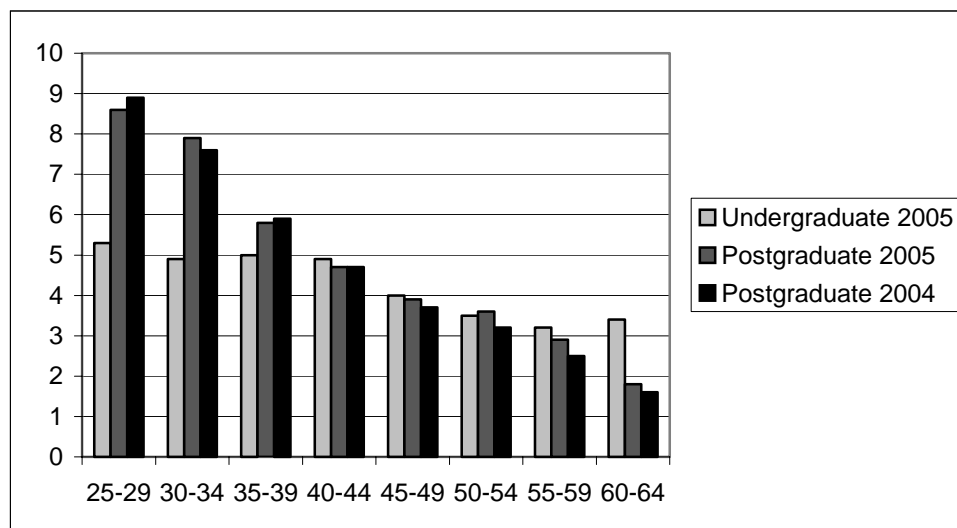
Year	Compulsory school	Upper-secondary school	Higher education
1993	9,7	9,5	4,0
1994	9,9	9,1	3,8
1995	9,8	8,8	3,9
1996	10,6	9,0	4,0
1997	11,0	8,6	4,2
1998	9,2	6,9	3,4
1999	8,4	5,7	3,1
2000	7,5	4,7	2,5
2001	6,1	4,1	2,2
2002	6,0	4,1	2,5
2003	7,0	5,0	3,4
2004	7,9	5,8	3,8

Source: Statistics Sweden, www.scb.se.

Table 3.6. Higher education graduates in open unemployment, per cent

Sex	Degree		
	Undergraduate (at least 2 years), 2005	Postgraduate, 2005 (Licentiate and PhD)	Postgraduate, 2004 (Licentiate and PhD)
Men	5.4	4.1	3.8
Women	3.6	5.4	5.7
Total	4.4	4.5	4.3

Source: Table from Sveriges universitetslärarförbund, Forskarutbildad till arbetslöshet? 6 juli 2005. Based on data from National Labour Market Board (AMS) and Statistics Sweden)

Graph 3.1. Unemployment for undergraduate (2005) and postgraduate degree holders (2004 and 2005) by age, per cent

Source: Graph from Sveriges universitetslärarförbund, Forskarutbildad till arbetslöshet? 6 juli 2005.

Table 3.7. Average salary 2003, by gender and educational level*

Educational level*	Gender	Average salary (SEK)
1+2	Women	18,037
	Men	21,041
3	Women	18,908
	Men	22,000
4	Women	18,911
	Men	22,737
5	Women	22,059
	Men	27,188
6	Women	25,138
	Men	32,804
7	Women	33,867
	Men	40,064

Source: Statistics Sweden

*Educational level:

- 1 Pre-upper-secondary education, < 9 years
- 2 Pre-upper-secondary education, >= 9 years
- 3 Upper-secondary education, <= 2 years
- 4 Upper-secondary education, 3 years
- 5 Post-secondary education, < 3 years
- 6 Post-secondary education, >= 3 years
- 7 Postgraduate education

Table 3.8. Average salary 2003, by educational level and specialisation

Specialisation	Educational level (1–7)*					
	Average salary, SEK					
	1+2	3	4	5	6	7
General	19 800	19 800	20 300	18 400	.	.
Education and teaching	.	20 300	19 200	21 000	23 500	33 000
Humanities and fine arts	.	20 500	17 500	21 200	23 300	30 200
Social sciences, law, commerce, administration,	.	20 800	22 600	25 700	31 900	35 500
Natural sciences, mathematics, computer science	.	20 900	21 000	26 900	27 700	34 800
Technology and manufacturing	.	21 900	23 000	27 400	33 200	38 800
Agriculture, forestry, animal health care	.	20 000	18 100	24 400	29 500	34 700
Health care, social care	.	18 800	18 000	23 000	28 200	45 300
Services	.	19 100	18 800	26 000	30 600	..
All specialisations	19 800	20 500	20 900	24 400	28 500	38 200

Source: Statistics Sweden

Annex Chapter 5

Table 5.1. The proportion of research undertaken in HEIs, 1995–2003

Year	Business enterprise sector	Higher Education sector	Government sector (excl HEIs)	Private non-profit sector	Total
1995	74,3%	21,9%	3,7%	0,2%	100,0%
1997	74,8%	21,5%	3,5%	0,1%	100,0%
1999	75,1%	21,4%	3,4%	0,1%	100,0%
2001	77,2%	19,8%	2,8%	0,1%	100,0%
2003	74,1%	22,0%	3,5%	0,4%	100,0%

Source: Statistics Sweden UF16 SM0501

Table 5.2. Development of R&D expenditure as share of GDP, 1991–2003

Year	Share %
1991	2,72
1993	3,17
1995	3,35
1997	3,55
1999	3,65
2001	4,27
2003	3,98

Source: Statistics Sweden (www.scb.se)

Table 5.3. Distribution of funding for research and doctoral studies at HEI's 1997–2004, million SEK

Current prices	1997	1998	1999	2000	2001	2002	2003	2004
Direct university funds	7 988	8 437	8 525	9 232	9 547	10 080	10 420	10 687
Central government agencies	4 195	4 630	5 084	5 401	5 532	5 968	6 400	6 542
Regional government	268	301	426	545	538	594	628	675
Funds from international agencies and other foreign sources	645	751	832	905	1 004	1 181	1 294	1 335
Private firms and non-profit organizations	2 586	2 791	2 976	3 397	3 827	4 371	4 330	4 225
Total	15 682	16 912	17 844	19 479	20 448	22 195	23 072	23 464
Calculated in fixed prices using government expenditure index, total								
Index	81,20	82,01	85,08	89,30	92,39	95,21	99,00	100,00
Fixed prices	1997	1998	1999	2000	2001	2002	2003	2004
Direct university funds	9 838	10 288	10 020	10 338	10 333	10 587	10 526	10 687
Central government agencies	5 166	5 646	5 976	6 048	5 988	6 269	6 465	6 542
Regional government	330	367	501	610	582	624	634	675
Funds from international agencies and other foreign sources	794	916	978	1 014	1 087	1 241	1 307	1 335

Private firms and non-profit organizations	3 185	3 404	3 498	3 804	4 143	4 591	4 373	4 225
Indexed total	19 313	20 621	20 973	21 813	22 133	23 311	23 305	23 464

Source. National Agency for Higher Education.

Annex Chapter 6

Table 6.1. Proportion of 25-year-olds enrolled in 2003 in higher education by the age of 25, by own upper-secondary education and educational level at home

Sex Own upper-secondary education	Proportion (%) having enrolled in HE, by educational level at home					
	Total in cohort	Pre-upper-secondary	Upper-secondary <2 years	<=2 years	Post-secondary <3 years	>=3 years
<i>Total</i>	43	25	32	47	58	76
NV/SP programmes	82	69	74	78	83	91
Other programmes	27	18	21	29	37	51
No upper-secondary ed.	16	8	11	18	26	43
<i>Women</i>	49	33	40	55	66	82
NV/SP programmes	84	72	77	81	86	94
Other programmes	36	26	29	40	49	62
No upper-secondary ed.	19	11	16	25	35	50
<i>Men</i>	37	18	25	39	50	72
NV/SP programmes	79	65	71	75	79	89
Other programmes	18	11	14	20	26	40
No upper-secondary ed.	13	6	7	13	19	38

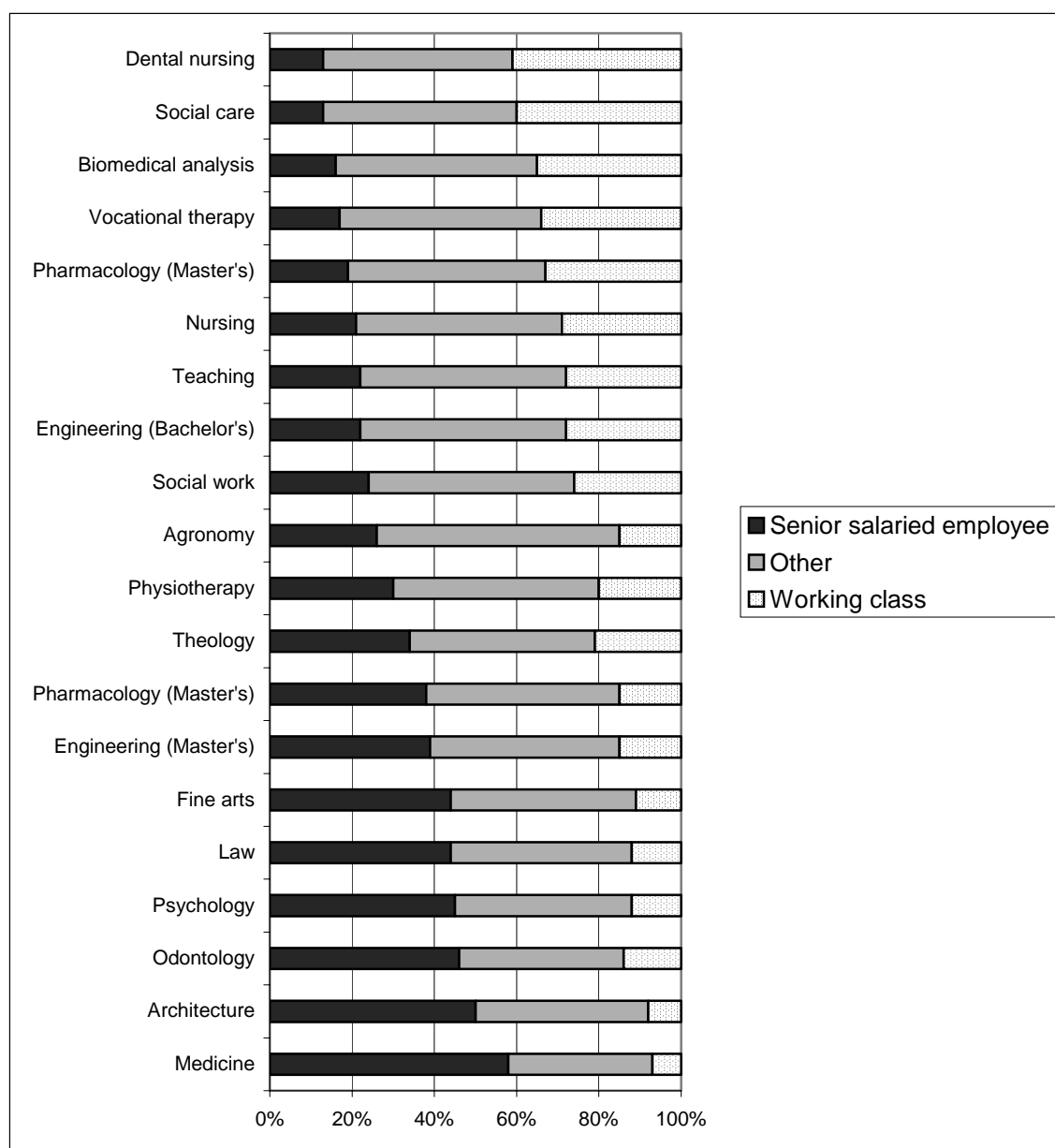
Source: Table 9, p.37 in Foss, E., 2005

Table 6.2. Proportion of the population aged 18-25 enrolled as first-year students in higher education excluding doctoral studies 1998/99-2003/04 (number of first year students aged 18-25 by background, relative to corresponding groups in the general population). Per cent.

	98/99	99/00	00/01	01/02	02/03	03/04
Swedish background						
- Born in Sweden with at least one parent born in Sweden	5,2	5,3	5,5	5,9	6,0	5,9
Foreign background						
- Born in Sweden with two parents born abroad	3,9	4,2	4,6	5,1	5,2	5,3
- Born abroad	3,1	3,3	4,1	4,4	4,7	4,6
Total	4,9	5,1	5,3	5,7	5,8	5,7

Source: Table 2A in SCB, 2004 c.

Graph 6.1. Social background of beginners in a number of professional programmes in higher education, 2003/04



Source: Table from Högskoleverket 2005:26 R, p. 28

Table 6.3. University entrants up to 34 years of age, by sex and social background

Ac. year	Number of beginners	Social background (SEI), per cent of total with SEI classification							No SEI classification. %	
		Senior Salaried employees	Salaried employees	Junior salaried employees	Farmers Self- employed	Skilled craftsmen	Unskilled labourers	Total SEI	Total	born in Sweden
1993/94	54 508	33	28	12	9	10	9	100	16	8
1994/95	55 569	32	28	12	9	10	9	100	17	7
1995/96	58 857	31	28	12	9	11	9	100	18	7
1996/97	58 540	30	28	12	9	11	9	100	20	7
1997/98	57 433	29	28	12	9	12	10	100	20	6
1998/99	59 528	29	28	12	9	12	10	100	21	6
1999/00	61 672	28	28	12	9	13	10	100	22	6
2000/01	63 261	28	28	12	9	13	10	100	23	6
2001/02	68 310	28	28	12	9	13	10	100	25	6
2002/03	71 784	27	28	12	9	14	11	100	27	6
2003/04	72 158	28	28	12	9	14	11	100	30	6

Source: Table 1A in SCB, 2004f.

Table 6.4. First time postgraduate students by age, sex and social background

Läsår	Number of beginners	Social background (SEI), per cent of total with SEI classification							No SEI classification. %	
		Senior Salaried employees	Salaried employees	Junior salaried employees	Farmers Self- employed	Skilled craftsmen	Unskilled labourers	Total SEI	Total	Born in Sweden
Total										
1993/94	1 921	49	24	9	6	5	6	100	30	9
1994/95	2 132	50	25	8	7	5	6	100	27	7
1995/96	2 223	50	24	9	7	5	5	100	27	6
1996/97	2 637	47	26	9	6	6	5	100	26	5
1997/98	2 983	47	26	10	7	5	5	100	29	5
1998/99	2 373	47	25	9	7	7	5	100	30	4
1999/00	2 465	47	26	9	6	6	6	100	29	4
2000/01	2 384	46	27	9	7	7	5	100	31	4
2001/02	2 628	45	27	8	7	9	5	100	31	4
2002/03	2 920	46	28	8	6	7	5	100	30	4

Source, Table 5A in SCB, 2004f

Table 6.5. Proportion of population aged 18-25 divided by ethnic background and proportions studying in higher education 2003/04.

The proportion is calculated as the number of undergraduate students with foreign background (18-25) by country and sex, in relation to corresponding groups in the general population. Per cent

Area						
Country (countries with more than 25 students in Sweden)	Population 18-25 years			Proportion of students (%)		
	Total	Women	Men	Total	Women	Men
Sweden	1 068 421	519 795	548 626	15	17	13
Nordic countries	41 578	20 815	20 763	10	13	8
Denmark	5 587	2 463	3 124	7	9	5
Finland	30 517	15 522	14 995	11	13	8
Iceland	898	440	458	18	19	17
Norway	5 196	2 687	2 509	11	13	10
EU15 excluding Denmark and Finland	16 906	7 595	9 311	11	13	10
Belgium	252	115	137	12	12	11
France	1 646	653	993	10	12	9
Greece	3 330	1 569	1 761	12	13	11
Italy	1 115	435	680	8	9	7
Netherlands	683	298	385	9	8	10
Portugal	637	309	328	10	12	8
Spain	1 393	633	760	8	9	8
Great Britain and N. Ireland	2 851	1 089	1 762	13	18	10
Germany	4 246	2 162	2 084	12	13	11
Austria	693	345	348	13	12	13
Other EU15 except Denmark and Finland	325	109	216	6	6	6
Europe except EU15 and Nordic countries	55 053	28 609	26 444	12	14	11
Bosnia-Herzegovina	11 864	5 906	5 958	14	18	11
Bulgaria	1 041	518	523	15	18	12
Estonia	1 089	750	339	11	11	11
Yugoslavia	19 377	9 540	9 837	8	10	7
Croatia	1 558	807	751	12	14	11
Latvia	451	297	154	10	9	12
Lithuania	463	324	139	10	11	8
Macedonia (FYROM)	1 149	607	542	9	10	7
Poland	9 082	4 787	4 295	17	17	17
Romania	2 763	1 480	1 283	15	15	14
Russia	1 926	1 280	646	14	14	15
Switzerland	434	208	226	15	17	14
Czechoslovakia	1 111	541	570	18	19	18
Ukraine	494	360	134	13	13	11
Hungary	2 466	1 207	1 259	13	13	12
Belarus	197	137	60	16	15	17
Other Europe except EU15 and Nordic countries	833	460	373	7	9	5
Africa	17 493	8 892	8 601	7	7	6
Algeria	439	220	219	13	13	12
Egypt	525	258	267	18	20	15
Eritrea	1 176	664	512	9	8	11
Ethiopia	2 486	1 292	1 194	8	8	8
Gambia	833	432	401	4	6	2
Kenya	412	249	163	10	9	12
Morocco	1 428	783	645	9	10	7
Somalia	5 265	2 562	2 703	2	2	3
Sudan	254	130	124	15	17	12
Tanzania	247	128	119	12	13	10

Tunisia	712	381	331	8	8	7
Uganda	864	478	386	14	14	14
Other Africa	2 580	1 195	1 385	6	7	5
North America	4 726	2 221	2 505	10	11	8
El Salvador	670	311	359	12	16	9
Canada	565	291	274	12	14	10
Mexico	368	156	212	8	9	7
USA	2 193	998	1 195	10	11	9
Other North America	800	412	388	7	8	6
South America	12 644	6 222	6 422	10	11	8
Argentina	971	451	520	10	12	8
Bolivia	692	337	355	13	13	12
Brazil	867	524	343	9	9	9
Chile	7 332	3 489	3 843	9	11	7
Colombia	750	385	365	11	11	12
Peru	1 084	586	498	13	14	11
Uruguay	805	391	414	11	14	7
Other South America	472	225	247	10	12	8
Asia	75 108	38 637	36 471	10	11	10
Afghanistan	1 962	907	1 055	5	4	6
Bangladesh	913	483	430	13	10	17
Philippines	1 431	995	436	4	4	5
India	2 030	787	1 243	17	19	15
Iraq	15 655	7 790	7 865	5	6	4
Iran	12 991	6 444	6 547	21	22	20
Israel	913	362	551	8	12	6
Japan	430	270	160	8	6	13
Jordan	555	283	272	11	11	12
China	2 248	1 249	999	17	18	16
South Korea	248	151	97	18	16	21
Kuwait	356	162	194	12	17	8
Lebanon	6 801	3 443	3 358	8	9	7
Malaysia	220	129	91	20	17	25
Pakistan	1 187	521	666	16	16	17
Saudi Arabia	219	133	86	15	14	16
Sri Lanka	604	338	266	12	13	10
Syria	5 142	2 772	2 370	11	12	10
Taiwan	167	98	69	19	20	17
Thailand	3 143	2 268	875	3	3	5
Turkey	14 652	7 165	7 487	10	11	8
Vietnam	2 967	1 645	1 322	11	10	13
Other Asia	1 186	657	529	11	11	10
Oceania	851	324	527	5	6	3
Australia	636	261	375	5	6	4
Other Oceania	198	53	145	4	9	2
Former Soviet Union	1 173	581	592	24	25	23

Source: Table 6B in SCB, 2004 c

Social bias in higher education

The tables below present results from logistical regression analyses of the significance of socio-economic background for enrolment in higher education. The numbers represent the total effect of socio-economic background without control for any other variable. In order to avoid confusion between cohort effects and effects of differences in age groups when enrolling, the analyses have been conducted separately for each age group during each individual year. In these analyses the base has gradually been altered to allow exclusion of those enrolled the year previously from the analysis. For reasons of presentation only SEI I (senior salaried employees in both the private and public sector) has been used in comparison to SEI VII (unskilled labourers). Odds quotas larger than one means that there is a higher probability for transition to higher education in comparison to a person whose origin comes from the SEI VII-group.

The tables show better odds over time for members of SEI VII to enter into higher education especially for shorter programs. For longer programs the odds remain high against entering. In Table 6.6. there is only little movement, but as the length of education is added, in Table 6.7., as a variable a clearer tendency towards social movement may be discerned.

(Data and discussion from Andersson, Gustafsson, Hansen in SOU 2000:39, Välfärd och skola)

Table 6.6. Odds quotas for enrolment in higher education for SEI I compared to SEI VII

Cohorts	1972	1973	1974	1975	1976	1977
Age						
19	5,26	5,1	4,81	4,44	4,8	4,8
20	7,92	6,96	7,1	6,23	6,42	
21	8,58	7,85	7,25	7,61		
22	6,75	6,3	6,3			
23	5,47	4,76				
24	4,39					

Source: Table 8 in Andersson, Gustafsson, Hansen in SOU 2000:39, Välfärd och skola

Table 6.7. Odds quotas for enrolment in higher education for SEI I compared to SEI VII

	Age	Cohort					
<i>Courses</i>		1972	1973	1974	1975	1976	1977
	19	5,87	5,64	4,06	4,48	4,48	5,70
	20	6,69	5,05	5,26	5,00	5,21	
	21	6,30	6,30	5,37	5,21		
	22	5,53	4,31	4,26			
	23	4,39	3,71				
	24	3,71					
<i>Three years or shorter</i>							
	19	2,89	2,94	2,51	2,23	2,20	1,97
	20	4,22	3,71	3,49	3,00	2,83	
	21	5,00	4,10	3,82	3,94		
	22	4,39	4,53	4,71			
	23	3,39	3,74				
	24	3,10					

<i>Longer than three, shorter than four and a half</i>							
19	5,99	5,10	4,81	3,71	4,06	3,46	
20	8,50	6,75	7,69	5,99	5,10		
21	10,59	9,58	7,85	8,08			
22	9,12	8,76	7,46				
23	6,11	5,31					
24	5,47						
<i>Four and a half and longer</i>							
19	10,91	9,30	9,49	8,08	9,49	7,61	
20	13,74	13,87	11,82	10,91	13,07		
21	13,20	14,3	13,60	16,12			
22	8,58	8,58	10,70				
23	12,81	7,92					
24	8,41						

Source: Table 9 in Andersson, Gustafsson, Hansen in SOU 2000:39, Valfärd och skola

Table 6.8. Beginners in HE 1993/94, 24 years old or younger who have attained at least 120 credits after 8 years, by ethnic and socioeconomic background and gender, per cent

Background	
Swedish	75
Foreign	65
Socioeconomic (SE) groups	
Higher officials	79
Midranking officials	74
Officials with routine tasks	71
Entrepreneurs without academic qualifications, farmers and fishermen	72
Qualified labourers	72
Unqualified labourers	69
<i>Total SE groups</i>	<i>74</i>
Gender	
Men	70
Women	77

Source: Table from Högskoleverket 2002-11-18, p. 1

Annex Chapter 7.

7.1. Staff

Table 7.1.1. Number of teaching and research staff in Swedish higher education (full-time equivalents) in 2004, per subject area

Subject area	Professor	Postdoctoral fellow	Senior lecturer	Junior lecturer	Guest teacher and part-time teacher	Other research and teaching staff	Technical and administrative staff	Total	Share (%)
Humanities and religious studies	494	119	1 111	1 019	115	299	95	3 252	13,5
Jurisprudence/law	77	2	122	116	36	35	4	392	1,6
Social science	554	92	1 867	2 223	135	574	229	5 675	23,6
Mathematics	124	23	326	214	15	28	15	746	3,1
Natural science	655	260	728	241	17	558	462	2 921	12,1
Technological science	752	211	1 148	1 158	88	511	585	4 452	18,5
Agricultural and silvicultural science	125	43	64	70	2	474	83	860	3,6
Medicine	840	194	420	198	20	1 077	485	3 232	13,4
Odontology	61	9	61	80	4	33	21	268	1,1
Pharmacology	19	3	24	9	-	19	6	81	0,3
Veterinary medicine	37	9	16	57	-	22	6	147	0,6
Other areas of research	98	45	435	1 264	55	69	44	2 011	8,3
Not subject coded	6	-	5	12	3	17	-	43	0,2
Total	3 841	1 011	6 325	6 661	489	3 717	2 035	24 080	100,0

Source: National Agency for Higher Education Statistical Database

Studies on future recruitment need of academic staff

The National Agency for Higher Education and the Swedish Research Council have produced two forecasts on the future supply of teaching and research staff in relation to needs in the HE sector.

The study by the **National Agency for Higher Education** contains prognoses for three five-year periods (2003-2007, 2008-2012, 2013-2017). The analysis is based on the assumption that staff requirements will rise at the same pace as the increase in the size of cohorts of young people, that research resources will expand by one per cent each year and that those replacing teachers and researchers who will retire and have research qualifications will have PhD's. A scenario is constructed, based on the present annual number of PhD's awarded. According to the scenario, recruitment problems may arise in certain subject areas, for example, in the humanities and social sciences, while in others the number of PhD's awarded will exceed the needs of higher education, for example in the natural sciences, technological sciences and medicine.

The study also makes the alternative assumption that all retired teaching and research staff – including the large group of junior lecturers – will be replaced with PhD's. With this assumption the study argues that the recruitment base would be lower than demand in the humanities, law and “other” areas

(mainly the caring sciences) during all three periods. During one or two periods, shortages are foreseen in the social sciences and in mathematics, odontology, agriculture and forestry. During all three periods the pool of available PhD's will exceed the need for teachers and researchers in natural science, technology and medicine. (Högskoleverket (2003). Redovisning av uppdrag till Högskoleverket att utreda det framtida behovet av lärare vid universitet och högskolor. 2003-11-14. Also in Högskoleverket 2004:16R)

According to the study by the **Swedish Research Council** (2003), there is, across the whole HE system, no risk of major shortages of academic staff in the wake of the rise in retirements. There are, however, large variations between subject areas. The study contains calculations for the periods 2002–2008 and 2009–2013 and states that the number of PhD's awarded will be more than sufficient to provide a good recruiting base for senior lectureships and professorships, except in a few subjects (education, caring sciences). It finds that for most of the subjects in the analysis the number of available PhD's will exceed the number of available positions for senior researchers, while the reverse is true only for a few subjects. The number of retirements is expected to increase during the period of 2009-13 but this will only create shortages in a few areas. The Research Council finds that the greatest shortages will occur at new HEI's and affect subjects within the social sciences and the humanities. The main problem, according to the Research Council, is instead that there will be too few permanent positions for young researchers. (Vetenskapsrådet, 19 September 2003)

Table 7.1.2. Distribution of working hours between different categories of academic staff in percentages

Task	All	Professors	Senior lecturers	Junior lecturers	Postdoctoral fellows.	Other research and teaching staff
Teaching, excluding doctoral studies						
- Teaching (lectures, seminars, etc.)	26	13	31	42	10	8
- Planning, preparation, examination, etc.	18	8	21	30	7	7
Teaching in doctoral studies						
- Teaching (lectures, seminars, etc.)	2	6	2	0	3	2
- Planning, preparation, examination, etc.	2	5	1	0	2	2
- Supervision of doctoral students	7	17	5	0	11	7
Research/artistic development	20	19	16	6	48	51
Personal educational development, methodology, subject specialisation	3	2	2	4	2	3
Research information, other external contacts	3	5	3	1	5	5
Administration and management	14	21	14	12	6	8
Work with patients	1	2	19	0	2	1
Other	4	3	2	4	5	6
Total	100	100	100	100	100	100

Source: Table 4 in Högskoleverket 2003:13 R, p.21

7.2. Financing

Table 7.2.1. Public expenditure on education as a percentage of total public expenditure

		2002	1995
Non-tertiary	Tertiary education	All levels of education combined	All levels of education combined
8,5	3,7	13,1	10,7

Source: OECD 2005 Education at a Glance

Table 7.2.2. Total revenues for higher education institutions

Current prices	1997	1998	1999	2000	2001	2002	2003	2004
						26		
Direct university funds	18 436	19 654	20 077	21 811	23 096	651	28 134	28 516
Central government sources	5 800	5 903	6 322	6 572	6 806	7 372	7 818	7 879
Regional government	812	1 386	1 944	2 216	2 270	1 005	1 112	1 084
Funds from international agencies and other foreign sources	670	783	876	967	1 028	1 219	1 340	1 442
Swedish private firms and non-profit organizations	2 306	2 582	2 868	3 073	3 342	4 024	3 876	4 072
Miscellaneous *	1 560	1 578	1 398	1 938	1 414	1 054	1 183	1 174
						41		
Total SEK million	29 583	31 886	33 486	36 576	37 956	325	43 463	44 168
Calculated in fixed terms using government expenditure index, total								
Index	81,20	82,01	85,08	89,30	92,39	95,21	99,00	100,00
Fixed prices	1997	1998	1999	2000	2001	2002	2003	2004
						27		
Direct university funds	22 704	23 965	23 598	24 424	24 999	992	28 418	28 516
Central government sources	7 142	7 198	7 430	7 359	7 367	7 743	7 897	7 879
Regional government	1 000	1 690	2 285	2 481	2 457	1 056	1 124	1 084
Funds from international agencies and other foreign sources	825	955	1 030	1 083	1 112	1 281	1 353	1 442
Private firms and non-profit organizations	2 840	3 149	3 371	3 441	3 617	4 226	3 915	4 072
Miscellaneous *	1 921	1 924	1 644	2 170	1 530	1 107	1 195	1 174
						43		
Total SEK million	36 432	38 881	39 358	40 958	41 082	404	43 902	44 168

*) From 1997-2001 accounts included a small proportion of revenues (1-3%) that were not directly linked to teaching or research under the heading of a different activity. Here these items are included under the heading "miscellaneous".

Source: National Agency for Higher Education

Table 7.2.3. Revenues for higher education excluding doctoral studies (grundutbildning)

Revenues	1997	1998	1999	2000	2001	2002	2003	2004
Direct university funds	10 448	11 217	11 552	12 579	13 555	16 572	17 714	17 747
Government agencies	197	263	422	466	503	605	591	1 290
Other government funds	1 408	1 010	816	705	772	661	706	0
Local authorities and county councils	544	1 084	1 518	1 671	1 732	411	485	409
EU	1	5	9	13	2	4	13	45
Foreign companies	15	18	13	20	11	20	21	19
International non-profit organizations	9	9	22	28	10	13	13	43
Swedish non-profit organizations	48	43	57	65	49	96	84	222
Swedish companies	133	166	196	236	189	201	240	284
Other funds	91	370	349	278	389	409	406	514
Current totals SEK million	12 893	14 186	14 954	16 062	17 211	18 992	20 270	20 573

Calculated in fixed terms using government expenditure index, total

<i>Index</i>	<i>81,20</i>	<i>82,01</i>	<i>85,08</i>	<i>89,30</i>	<i>92,39</i>	<i>95,21</i>	<i>99,00</i>	<i>100,00</i>
Revenues	1997	1998	1999	2000	2001	2002	2003	2004
Direct university funds	12 867	13 677	13 577	14 086	14 671	17 405	17 893	17 747
Government agencies	242	320	496	522	544	636	597	1 290
Other government funds	1 734	1 231	959	790	835	694	713	0
Local authorities and county councils	669	1 322	1 784	1 871	1 874	431	490	409
EU	2	6	10	14	2	5	13	45
Foreign companies	18	22	15	23	12	21	21	19
International non-profit organizations	11	11	26	32	11	14	13	43
Swedish non-profit organizations	59	53	67	72	53	101	85	222
Swedish companies	164	203	230	265	205	211	242	284
Other funds	113	451	411	312	421	429	410	514
Totals in fixed terms SEK million	15 878	17 298	17 576	17 986	18 629	19 948	20 475	20 573

Distribution	1997	1998	1999	2000	2001	2002	2003	2004
Direct university funds	81%	79%	77%	78%	79%	87%	87%	86%
Government agencies	2%	2%	3%	3%	3%	3%	3%	6%
Other government funds	11%	7%	5%	4%	4%	3%	3%	0%
Local authorities and county councils	4%	8%	10%	10%	10%	2%	2%	2%
EU	0%	0%	0%	0%	0%	0%	0%	0%
Foreign companies	0%	0%	0%	0%	0%	0%	0%	0%
International non-profit organizations	0%	0%	0%	0%	0%	0%	0%	0%
Swedish non-profit organizations	0%	0%	0%	0%	0%	1%	0%	1%
Swedish companies	1%	1%	1%	1%	1%	1%	1%	1%
Other funds	1%	3%	2%	2%	2%	2%	2%	2%
	100%	100%	100%	100%	100%	100%	100%	100%

Source: National Agency for Higher Education

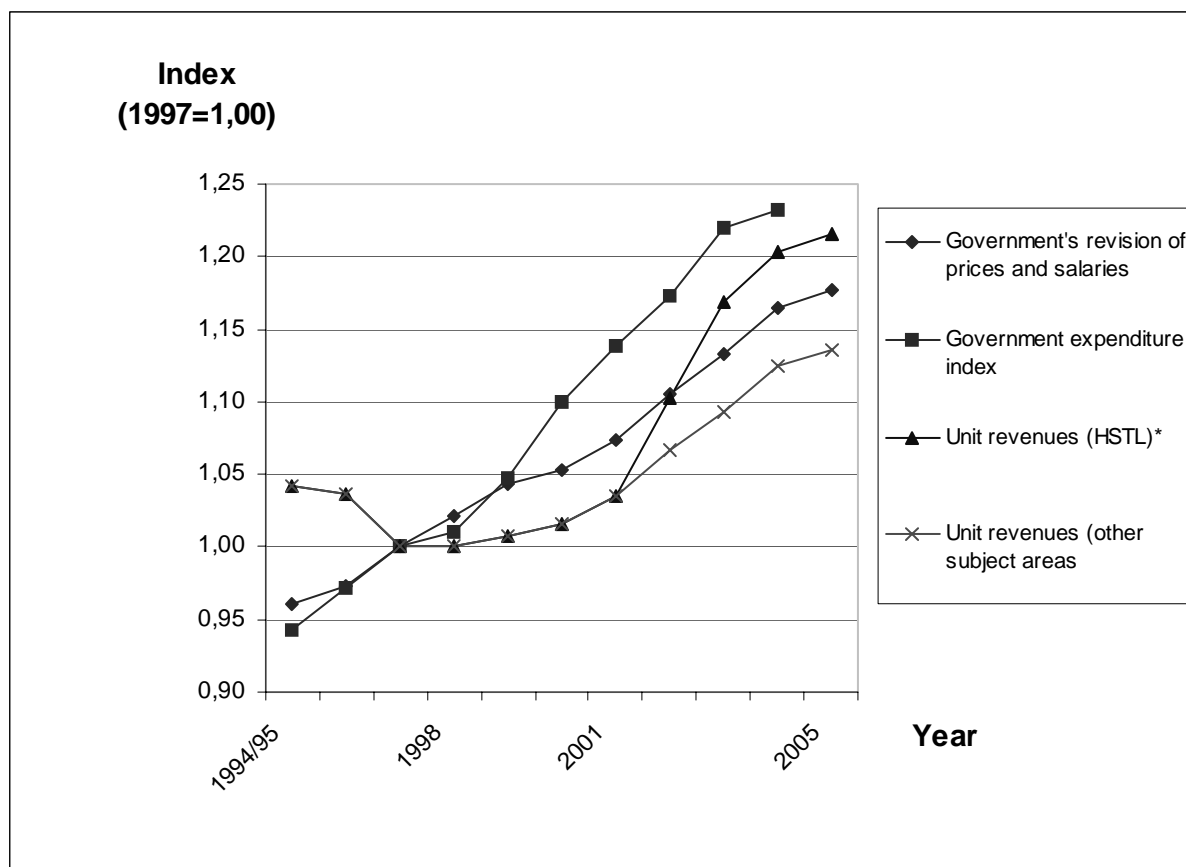
Table 7.2.4. Unit revenues in 2005 and relative size of the different fields in 2004

Field	Unit revenue per FTE* student, SEK	Unit revenue per FTE* study result, SEK	Share of total number of FTE* students, per cent
Humanities, social sciences, theology, law	17,217	16,958	44.9
Science, technology, pharmacology	43,431	37,421	30.1
Caring sciences	48,241	41,783	7.9
Odontology	39,893	46,471	0.4
Medicine	53,908	65,572	4.4
Teaching	31,490	37,086	8.1
Other/misc.	36,441	29,602	1.9
Design	128,583	78,342	0.7
Fine arts	182,547	78,372	0.3
Music	110,932	70,141	0.8
Opera	264,364	158,146	<0.0
Acting	255,635	127,329	0.1
Media	260,874	208,971	0.1
Dance	179,788	99,343	<0.0
Physical education/sports	93,688	43,356	0.4

Source: Högskoleverket 2005:36 R

*=Full-time equivalent

Graph 7.2.1. Development of unit revenues and costs



Source: Graph from National Agency for Higher Education Annual Report 2005, p. 74

*HSTL= humanities, social sciences, theology, law

Annex Chapter 9.

Advanced Vocational Education (AVE): quality criteria for applications to start a programme

-Needs on the labour market

How clearly does the application describe a need, is the need significant and growth-oriented? How does the need relate to the AVE form of education? How does the need appear from a sectoral perspective and a regional perspective, and how long-term is the need?

-Labour market collaboration and involvement.

What degree of labour market involvement has there been in developing the programme concept, to how much support can be expected for the workplace-learning component from employers, how much active labour market involvement can be expected in the management group? Does the programme build on training that has been generated in the production of goods and services?

-The quality assurance capacity of the provider

How is the quality assurance system described by the provider and what are the ambitions of the system?

-Provider's quality assurance capacity.

How does the provider describe the quality assurance system, how ambitious is the system, what form of feed-back is there of quality measurement and monitoring to the students, how does the provider describe the goals and methods with regard to student influence, what is the management group expected to do and what has the provider learnt from other programmes.

-Provider's organisational capacity.

How does the provider envisage implementation of the programme in terms of teacher qualifications, project management functions, LIA, supervision. What "references" has the provider supplied, what does the agency know about capacity demonstrated in other programmes?

-Provider's ability to counteract gender-related choices and social bias in recruitment.

Criteria for eligibility and selection. Explicit goals in the application, capacity demonstrated in other programmes.

Higher education: examples of quality aspects in programme and subject evaluations

- Composition of the student body and recruitment of students
- Qualifications of academic staff and staff development
- Equal opportunities and diversity
- Aims, contents and organisation of program
- Infrastructure
- Creative and critical environment
- Methods of teaching and learning
- Working conditions of academic staff
- Integration of research and applied science in teaching and learning
- Co-operation and internationalisation
- Assessment methods
- Quality of degree projects/theses
- Evaluation and quality enhancement
- Pass rate
- Monitoring and follow-up of students and alumni

Annex Chapter 10.

Table 10.1. Numbers of students studying abroad with Swedish study assistance in total and numbers in exchange programmes 2003/2004

Country	Total number studying abroad	Number in exchange programmes
Denmark	1 296	95
Finland	229	63
Iceland	55	33
Norway	608	83
<i>Nordic countries total</i>	<i>2 188</i>	<i>274</i>
	103	48
Belgium		
France	2 049	550
Greece	117	16
Ireland	264	77
Italy	1 114	227
Malta	221	10
Monaco	19	-
Netherlands	423	261
Poland	149	26
Portugal	54	18
Romania	39	3
Russia	139	27
Switzerland	404	212
Spain	3 227	459
UK	5 475	632
Czech Republic	87	35
Germany	1 425	845
Hungary	168	28
Austria	445	284
Rest of Europe	98	24
<i>Europe excl. Nordic countries total</i>	<i>16 020</i>	<i>3 782</i>
	29	4
Egypt		
South Africa	86	57
Rest of Africa	33	22
<i>Africa total</i>	<i>148</i>	<i>83</i>
	417	253
Canada		
USA	3 815	546
Rest of North and Central America	138	88
<i>North and Central America total</i>	<i>4 370</i>	<i>887</i>
	49	21
Argentina		
Chile	209	308
Uruguay	37	4
Rest of Latin America	66	30
<i>Latin America total</i>	<i>361</i>	<i>93</i>
	30	2
Israel		
Japan	221	187
China	101	17
Syria	43	23
Rest of Asia	310	194
<i>Asia total</i>	<i>705</i>	<i>423</i>
	3 023	543
Australia		
New Zealand	314	71
<i>Oceania total</i>	<i>3 337</i>	<i>614</i>
Total all countries	27 129	6 156

Table 10.2. Number (Nr) of incoming exchange students in Swedish HE by country, academic years 1996/97–2003/04*

Area	Country	Ac. year															
		96/97		97/98		98/99		99/00		00/01		01/02		02/03		03/04	
		Nr	%	Nr	%	Nr	%	Nr	%	Nr	%	Nr	%	Nr	%	Nr	%
Total		4 719	100	4 426	100	5 510	100	6 290	100	6 800	100	7 590	100	7 890	100	9 055	100
Nordics		671	14	631	14	722	13	831	13	845	12	874	12	858	11	915	10
	Denmark	96	2	91	2	106	2	139	2	131	2	178	2	173	2	187	2
	Finland	426	9	428	10	495	9	548	9	590	9	542	7	530	7	544	6
	Iceland	-	-	27	1	-	-	20	0	20	0	29	0	31	0	23	0
	Norway	130	3	85	2	107	2	124	2	104	2	125	2	124	2	161	2
	Other Nordics	19	0	-	-	14	0	-	-	-	-	-	-	-	-	-	-
EU15 excl. Denmark and Finland		3 040	64	2 822	64	3 412	62	3 816	61	4 086	60	4 580	60	4 662	59	5 340	59
	Belgium	146	3	134	3	159	3	140	2	156	2	165	2	154	2	155	2
	France	481	10	402	9	546	10	640	10	700	10	831	11	887	11	1 074	12
	Greece	42	1	45	1	55	1	76	1	58	1	83	1	82	1	103	1
	Ireland	27	1	-	-	29	1	45	1	53	1	68	1	62	1	58	1
	Italy	267	6	266	6	331	6	369	6	384	6	409	5	389	5	406	4
	Netherlands	343	7	373	8	359	7	376	6	363	5	423	6	427	5	418	5
	Portugal	54	1	43	1	48	1	63	1	65	1	72	1	76	1	97	1
	Spain	328	7	297	7	439	8	477	8	582	9	610	8	624	8	690	8
	UK	423	9	287	6	314	6	344	5	330	5	355	5	297	4	273	3
	Germany	819	17	826	19	939	17	1 068	17	1 190	18	1 327	17	1 412	18	1 743	19
	Austria	110	2	130	3	193	4	218	3	205	3	236	3	252	3	323	4
	Other EU15 excl. Denmark and Finland	-	-	19	0	-	-	-	-	-	-	1	0	-	-	-	-
Europe excl. EU15 and Nordics		271	6	267	6	457	8	624	10	778	11	861	11	962	12	1 089	12
	Estonia	-	-	28	1	23	0	50	1	46	1	43	1	34	0	24	0
	Latvia	20	0	-	-	52	1	40	1	61	1	41	1	29	0	34	0
	Lithuania	29	1	40	1	28	1	70	1	77	1	122	2	124	2	121	1
	Poland	27	1	37	1	81	1	116	2	176	3	195	3	266	3	291	3
	Romania	-	-	-	-	28	1	33	1	33	0	47	1	44	1	39	0
	Russia	38	1	40	1	75	1	94	1	72	1	79	1	34	0	46	1
	Switzerland	40	1	48	1	70	1	70	1	120	2	101	1	156	2	176	2
	Slovakia	-	-	-	-	-	-	-	-	-	-	-	-	25	0	64	1
	Slovenia	-	-	-	-	-	-	-	-	-	-	21	0	25	0	-	-
	Czech Republic	-	-	-	-	40	1	57	1	73	1	97	1	140	2	191	2
	Hungary	50	1	24	1	33	1	50	1	59	1	56	1	63	1	58	1
	Rest of Europe excl. EU15 and Nordics	67	1	50	1	27	0	44	1	61	1	59	1	22	0	45	0
Africa		21	0	22	0	20	0	50	1	27	0	45	1	56	1	86	1
	South Africa	-	-	-	-	-	-	-	-	-	-	-	-	28	0	41	0
	Rest of	-	-	-	-	-	-	-	-	-	-	-	-	28	0	45	0

Africa																
North America	478	10	426	10	538	10	622	10	653	10	733	10	750	10	843	9
Canada	133	3	101	2	128	2	178	3	176	3	226	3	222	3	202	2
Mexico	-	-	-	-	-	-	-	-	54	1	52	1	72	1	83	1
USA	337	7	313	7	393	7	429	7	422	6	450	6	453	6	554	6
Rest of North America	8	0	12	0	17	0	15	0	1	0	5	0	3	0	4	0
Latin America	18	0	58	1	27	0	43	1	65	1	65	1	94	1	102	1
Bolivia	-	-	38	1	-	-	-	-	-	-	-	-	-	-	-	-
Brazil	-	-	-	-	-	-	-	-	-	-	-	-	21	0	25	0
Chile	-	-	-	-	-	-	-	-	-	-	-	-	22	0	35	0
Rest of Latin America	18	0	20	0	27	0	43	1	65	1	65	1	51	1	42	0
Asia	103	2	103	2	158	3	183	3	201	3	267	4	309	4	466	5
India	-	-	-	-	-	-	-	-	-	-	20	0	33	0	25	0
Japan	23	0	28	1	56	1	57	1	49	1	61	1	76	1	84	1
China	22	0	20	0	34	1	23	0	28	0	43	1	45	1	101	1
South Korea	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41	0
Singapore	27	1	24	1	27	0	32	1	31	0	51	1	44	1	90	1
Taiwan	-	-	-	-	-	-	-	-	-	-	-	-	22	0	24	0
Thailand	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31	0
Rest of Asia	31	1	31	1	41	1	71	1	93	1	92	1	89	1	70	1
Oceania	91	2	95	2	116	2	120	2	142	2	164	2	197	2	206	2
Australia	84	2	85	2	109	2	110	2	131	2	155	2	177	2	191	2
New Zealand	-	-	-	-	-	-	-	-	-	-	-	-	20	0	-	-
Rest of Oceania	7	0	10	0	7	0	10	0	11	0	9	0	-	-	15	0
Not known	26	1	2	0	60	1	1	0	3	0	1	0	2	0	8	0

*Countries with at least 20 exchange students are accounted for separately

Source: SCB (2004c)

Table 10.3. Number of free mover students* granted residence permits for studies in undergraduate and graduate programmes in Swedish HE

Academic years 2002/03 and 2003/04 by country and gender

		2002/03		2003/04	
Geographical area	Country	Total Number	%	Total Number	%
		1 849	100	2 082	100
Nordic countries		41	2	47	2
	Finland	23	1	28	1
	Other Nordic countries	18	1	19	1
EU15 excl. Denmark and Finland		210	11	240	12
	France	41	2	46	2

	Italy	33	2	24	1
	Netherlands	23	1	31	1
	Spain	0	0	32	2
	UK	0	0	20	1
	Germany	55	3	65	3
	Other EU15 excl. Denmark and Finland	58	3	22	1
Europe excl. EU15 and Nordic countries		370	20	277	13
	Bulgaria	21	1	0	0
	Estonia	37	2	27	1
	Latvia	31	2	0	0
	Lithuania	30	2	0	0
	Poland	34	2	41	2
	Romania	24	1	0	0
	Russia	84	5	46	2
	Ukraine	28	2	22	1
	Europe excl. EU15 and Nordic countries	81	4	141	7
Africa		146	8	190	9
	Ghana	25	1	41	2
	Cameroon	20	1	39	2
	Nigeria	22	1	31	1
	Rest of Africa	79	4	79	4
North America		140	8	135	6
	Canada	0	0	31	1
	Mexico	49	3	32	2
	USA	73	4	58	3
	Rest of North America	18	1	14	1
Latin America		41	2	54	3
	Rest of Latin America	41	2	54	3
Asia		804	43	1 052	51
	Bangladesh	49	3	68	3
	India	210	11	331	16
	Iran	35	2	38	2
	Japan	21	1	28	1
	China	249	13	293	14
	Pakistan	61	3	98	5
	Thailand	23	1	23	1
	Turkey	24	1	35	2
	Rest of Asia	132	7	138	7
Oceania		12	1	12	1
	Rest of Oceania	12	1	12	1
Unknown		85	5	75	4

*Students who arrange their course of study on their own initiative. Data about free mover students is available from 2002/03. This group consists of individuals who have been granted residence permits for study and who immigrated into Sweden less than two years before commencement of their studies

Source: SCB (2004c)

Organisations invited to the hearing on Sept. 30, 2005*

Organisation	
AMS	Swedish National Labour Market Administration
FAS	Swedish Council for Working Life and Social Research
Formas	Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning
Företagarna	Federation of Private Enterprises in Sweden
IFAU	Institute for Labour Market Policy Evaluation
Internationella programkontoret	International Programme Office for Education and Training
ITPS	Swedish Institute for Growth Policy Studies
IVA	Royal Swedish Academy of Engineering Sciences
Jordbruksdepartementet, ansvarig SLU	Ministry of Agriculture, Food and Consumer Affairs (responsible for the Swedish University of Agricultural Sciences)
KK-stiftelsen	The Knowledge Foundation
Myndigheten för kvalificerad yrkesutbildning	National Agency for Advanced Vocational Education
Myndigheten för Sveriges Nätuniversitet	Swedish Net University Agency
NUTEK	Swedish Agency for Economic and Regional Growth
Näringsdepartementet, Arbetsmarknadsenheten	Ministry of Industry, Employment and Communications (labour market)
Näringsdepartementet, Enheten för jämställdhet	Ministry of Industry, Employment and Communications (gender equality)
Näringsdepartementet, Enheten för regional utveckling och turism	Ministry of Industry, Employment and Communications (regional development)
Näringsdepartementet, Analys- och utredningssektariatet	Ministry of Industry, Employment and Communications (analysis and research)
SACO	Swedish Confederation of Professional Associations
SCB ES/FOI	Statistics Sweden (research statistics)
SCB, Högskolestatistik	Statistics Sweden (higher education statistics)
SFS	Swedish National Union of Students
SISTER	Swedish Institute for Studies in Education and Research
Skolverket	Swedish National Agency for Education
ST	ST – the Union of Civil Servants

Stiftelsen för strategisk forskning	Swedish Foundation for Strategic Research
SUHF	Swedish Association of Higher Education
SULF	Swedish Association of University Teachers
Svenska institutet	Swedish Institute
Svenskt Näringsliv	Confederation of Swedish Enterprise
Sveriges Kommuner och Landsting	Swedish Association of Local Authorities and Regions
TCO	Swedish Confederation of Professional Employees
Utbildnings- och kulturdepartementet Universitets- och högskoleenheten	Ministry of Education, Research and Culture (Division for Higher Education)
Utbildnings- och kulturdepartementet, BIA	Ministry of Education, Research and Culture (analysis unit)
Verket för Högskoleservice	National Agency for Service to Universities and University Colleges
Vetenskapsrådet	Swedish Research Council
VINNOVA	Swedish Agency for Innovation Systems

***The organisations were also invited to comment on an earlier draft of the report.
The organisations that participated in the hearing are enumerated in the Preface to the
Country Background Report.**

Higher Education Act

[<http://www.sweden.gov.se/content/1/c6/02/15/40/d894190c.pdf>]

[NB: The Higher Education Ordinance is available in English translation at <http://www.sweden.gov.se/content/1/c6/02/15/41/47b0b98d.pdf>]

Note that there may be errors in the statutes. Appendices to the statutes are not included. Therefore always check the text against the printed version.

SFS No: 1992:1434

Department/authority: Ministry of Education and Science in Sweden

Heading: Higher Education Act (Law 1992:1434)

Issued: 17 December 1992

Amendments included: to and including SFS 2000:260

Ch. 1. Initial Provisions

S. 1 This Act contains provisions relating to universities and institutions of higher education where the responsible body is the state, municipalities or county councils.

What is said below in respect of institutions of higher education shall unless otherwise specifically stated apply to both universities and institutions of higher education.

S. 2 The state shall, as the entity responsible, provide institutions of higher education for

1. education based on science or art and on tested experience, and
2. research and artistic development and other development.

The institutions of higher education shall also co-operate with the surrounding community and give information about their activities. (Law 1996:1392)

S. 3. Activities shall be conducted so that there is a close relationship between research and education.

S. 4 Activities shall be adapted so that a high quality is achieved, in education as well as in research and artistic development.

Available resources shall be efficiently utilised in order to maintain a high quality of activities. Quality efforts are a joint matter for staff and students at institutions of higher education. (Law 2000:260)

S. 4 a Students shall be entitled to exert influence over the education in the institutions of higher education.

The institutions of higher education shall work towards students taking an active part in the work with further development of the education. (Law 2000:260)

S. 5 Equality between women and men shall always be observed and promoted in the activities of the institutions of higher education.

The institutions of higher education should furthermore in their activities promote understanding of other countries and of international conditions. (Law 1997:797)

S. 6 The following general principles shall apply to research

1. research problems may be freely selected,
2. research methods may be freely developed and
3. research results may be freely published.

S. 7 The education shall include undergraduate education as well as postgraduate studies.

Undergraduate education shall include both further education and in-service training.

S. 8 Undergraduate education shall mainly build on the knowledge acquired by pupils in national programmes in upper secondary school or corresponding knowledge. The government may however make exceptions in respect of artistic education.

Postgraduate studies shall be based on undergraduate education.

S. 9 Undergraduate education shall, in addition to knowledge and skills, provide the students with a capability of independent and critical judgment, an ability independently to solve problems and an ability to follow the development of knowledge, all within the field covered by the education.

The education should also develop the students' ability to exchange information at a scientific level.

Postgraduate studies shall, in addition to what applies to undergraduate education, provide the knowledge and skills necessary to undertake independent research.

S. 10. Municipalities and county councils may provide institutions of higher education only by consent of the government. Such consent may be restricted to relate exclusively to undergraduate programmes.

The provisions of s. 2 relating to education etc. shall apply also to such institutions of higher education.

S. 11 The government shall specify the degrees that may be awarded in undergraduate education. The National Agency for Higher Education shall decide by which institutions of higher education these degrees may be awarded. The government shall however specify the degrees that may be awarded by the Swedish University of Agricultural Sciences. (Law 1997:797)

S. 12 The government shall specify which postgraduate study degrees that may be awarded. Postgraduate degrees may be taken at the universities. Such degrees may be taken at other institutions of higher education within the academic disciplines available at the institution of higher education, pursuant to a decision under chapter 2 section 5. (Law 1997:797)

Chapter 2 Organisation of the state institutions of higher education.

S. 1 Parliament shall decide which state institutions of higher education there shall be.

S. 2 The governing body of an institution of higher education shall supervise all matters concerning the institution of higher education and shall be responsible for the performance of its duties.

S. 3 Each institution of higher education shall under the governing body have a vice-chancellor charged with the management of its activities.

S. 4 The government shall appoint the chairman of the governing body of an institution of higher education. The vice-chancellor shall be a member of the governing body. The government shall appoint the majority of the other members of the governing body. Teachers and students at the institution of higher education shall be entitled to representation on the governing body. Staff representatives shall be entitled to attend and speak at meetings of the governing body. (Law 1997:797)

S. 5 Postgraduate studies shall be available in the academic disciplines determined by the government. These academic disciplines shall be available in the universities. On the application of an institution of higher education, which is not a university, the government may decide that one or several such academic disciplines shall be available at that institution of higher education. Such a decision may be made if undergraduate programmes and research at the institution of higher education are of such quality and scope that postgraduate studies can be undertaken at an advanced academic level. (Law 1998:1832)

S. 5 a There shall be at least one faculty board at each university, and at each institution of higher education where an academic discipline is available pursuant to a decision under s. 5.

The faculty boards shall be responsible for research and postgraduate studies. The boards shall also be responsible for undergraduate programmes, unless the university or the institution of higher education establishes separate bodies for those programmes. The institutions of higher education shall always have separate bodies for undergraduate programmes and research not included in the area of responsibility of a faculty board.

The universities and such institutions of higher education as referred to in the first paragraph shall decide which faculty boards there shall be and the area of responsibility of each board. Areas of responsibility need not coincide with academic disciplines. The area of responsibility covering postgraduate studies may at institutions of higher education that are not universities however only relate to the academic disciplines available at the institution of higher education by decision pursuant to s. 5. (Law 1997:797)

S. 6 The following may be appointed members of faculty boards

1. academically competent teachers within the area of responsibility of the faculty board
2. other academically competent persons, and
3. persons otherwise appropriate for the position.

The majority of the members shall however be such academically competent persons as referred to in 1 or 2. The members shall be appointed by academically competent teachers within the area of responsibility of the faculty board. The students at the institution of higher education shall be entitled to representation on the faculty board.

The majority of the members of such bodies as referred to in s. 5 a shall be teachers at the institution of higher education. The students shall be entitled to representation on such bodies. (Law 1997:797)

S. 7 The government shall issue certain provisions relating to the composition of governing body, faculty board and any separate bodies for undergraduate programmes at the Swedish University of Agricultural Sciences.

Chapter 3. Professors and other teachers

S. 1 Handling education, research or artistic development and administrative duties may form part of a teacher's duties. It shall also be part of a teacher's duties to keep abreast of developments within his or her specific subject and other developments in society that are of importance to the teacher's work at the institution of higher education. (Law 1997:797)

S. 2 The position of professor is the foremost teaching position.

A professor's duties shall normally include both teaching and research.

Only a person who has shown academic or teaching skill may be appointed professor. The government may issue more precise regulations about the qualifications and assessment grounds that shall apply to appointment of professors.

Instead of the second and third paragraphs, the regulations issued by the government shall apply to appointment of professors within artistic disciplines. (Law 1997:797)

S. 3 A professor shall be permanently employed, without time limit, unless the second paragraph provides otherwise.

A professor may be employed for a fixed period, if it is a matter of

1. artistic disciplines

2. attachment to an institution of higher education of someone whose main activities are outside the higher education sector, or

3. employment as visiting teacher of a person possessing the qualifications to be a professor (visiting professor). (Law 1997:797)

S. 4 has been repealed by law. (Law 1997:797)

S. 5 Institutions of higher education shall, in addition to professors, employ lecturers. A lecturer shall, except when the lecturer is employed to work within artistic disciplines, have academic competence or other professional skill, unless the government directs otherwise. A lecturer shall also have teaching skills. A lecturer's duties shall normally include both teaching and research, except in artistic disciplines. (Law 1997:797)

S. 6 Unless otherwise follows from regulations issued by the government, each institution of higher education shall itself decide which categories of teachers, apart from professors and lecturers, that shall be employed there, and the qualifications and assessment grounds that shall apply to appointment of such teachers. (Law 1997:797)

S.7 A teacher at an institution of higher education may simultaneously with his or her employment as a teacher have employment or contracts or carry on operations relating to research or development within the subject of the employment, provided the teacher does not thereby damage the general public's confidence in the institution of higher education. Such additional activities shall be kept clearly separate from the teacher's work within the framework of his or her employment.

The Public Employment Act (Law 1994:260) contains other provisions relating to additional activities. (Law 1997:797)

S. 8 The government or an authority appointed by the government may issue regulations to the effect that employment as teacher at an institution of higher education shall be combined with employment as a physician or dentist with specialist training or with employment other than as a physician at a healthcare unit used for medical training or research. Combined employment may only be held by someone possessing the qualifications for both employments.

The system relating to employment of teachers shall also apply to the employment that is to be combined with the employment as a teacher.

Before someone is appointed teacher, the entity responsible for healthcare shall be given an opportunity to make representations in the matter, if the employment is to be combined with employment at a healthcare unit. (Law 1997:797)

Chapter 4 The students.

S. 1 In so far as this is possible in compliance with the quality requirement in chapter 1 section 4 first paragraph, institutions of higher education shall admit as students the applicants fulfilling the admission requirements for the studies.

S. 2 Unless otherwise follows from regulations issued by the government or an authority appointed by the government, the institution of higher education providing a programme shall determine the admission requirements that shall apply to the programme.

Applicants shall be admitted to higher education provided by municipalities or county councils without regard to their registered places of residence.

S. 3 If all eligible applicants cannot be admitted to an education, selection shall be carried out among the applicants. The government or an authority appointed by the government may issue regulations relating to selection. (Law 1996:555)

S. 4 The government may issue regulations relating to an obligation for students at the institutions of higher education to belong to certain students' associations.

S. 5 The government may issue regulations relating to temporary suspension of students.

S. 6 The government may issue regulations to the effect that a student shall for the time being be expelled from the programme in cases where the student

1. is mentally disturbed,

2. abuses alcohol or narcotics, or

3. is convicted of a serious criminal offence.

It shall be a further requirement for expulsion that there, as a consequence of circumstances set out in 1 – 3 above, is deemed to be a considerable risk that the student will injure another person or damage valuable property while pursuing the programme.

S. 7 A joint board for institutions of higher education shall consider matters relating to expulsion. The chairman of the committee shall be a lawyer and have experience as a judge.

The student and the institution of higher education may appeal to general administrative courts against decisions of the board in matters relating to expulsion.

Appeals to the Administrative Court of Appeal shall be subject to leave to appeal.

Decisions relating to expulsion shall be reviewed after two years, if the expelled person so requests. (Law 1996:555)

Chapter 5. Special provisions.

S.1 A special appeal board shall hear appeals against certain decisions relating to the higher education system.

There shall be no appeal against decisions of the board in appeal matters.

S. 2 Members of the governing body and other bodies in the institutions of higher education, who are student representatives, shall be appointed by a method prescribed by the government. The government may in such regulations charge private individuals or associations with appointing members.

S. 3 has been repealed by law (Law 1996:298).

S. 4 If an institution of higher education has admitted a student to a higher education programme also provided by a county council, the state shall be entitled to compensation for the education.

The compensation shall be paid by the county council where the institution of higher education mainly is situated. If the institution of higher education is mainly situated in a municipality not included in a county council, compensation shall be paid by that municipality. The amount of compensation shall be fixed by the government or an authority appointed by the government. Compensation under this section shall not be paid in respect of education that a county council or municipality has instructed an institution of higher education to provide. (Law 1996:298)

S. 5 The government or an authority appointed by the government may issue regulations relating to the organisation of municipalities' and county councils' higher education and relating to municipalities' and county councils' other involvement in such education.

S. 6 The government or an authority appointed by the government may issue regulations relating to institutions of higher education.

Transitional provisions.

1995:96

This law shall come into force on 1 April 1995. Appeals may be made under older provisions against decisions pronounced before it has come into force.

1995:817

1. This law shall come into force on 1 July 1995.

2. Regulations relating to at which institutions of higher education, with the exception of the Swedish University of Agricultural Sciences, certain degrees may be taken, which the government has issued before coming into force of the law and that become effective on or before 1 July 1995 shall continue to be valid until the National Agency for Higher Education decides otherwise.

1996:298

This law shall come into force on 1 July 1996. Compensation under the repealed provision in chapter 5 section 3 shall not be paid in respect of the period after 31 December 1995. The new wording of chapter 5 section 4 second paragraph shall apply to compensation in respect of the period after 31 December 1995.

1996:555

This law shall come into force on 1 July 1996. The older wording of chapter 4 section 7 shall apply to decisions pronounced by the board before coming into force.

1997:797

1. This law shall come into force as regards chapter 2 section 4 on 1 January 1998 and otherwise on 1 January 1999.

2. Matters relating to the right to confer postgraduate degrees, where no decisions has been made by the National Agency for Higher Education by the end of December 1998, shall be handled as an application for a decision by the National Agency for Higher Education under the new provision in chapter 2 section 5.

3. If the handling of a matter relating to appointment of a person as lecturer has commenced but not been concluded before 1 January 1999, the older provisions relating to qualifications and assessment grounds in chapter 3 section 5 shall apply.

1997:1330

Older provisions shall however apply in respect of a person who before 1 January 1999 has been given employment without time limit as a professor.

Example of an appropriation directive

NB: English translation; Swedish original is available via www.esv.se.

Appendix 1: Uppsala University (Uppsala universitet)

The Riksdag has made a decision on the operations of Uppsala University for the budget year of 2006.

The Government has decided that the following directives are to apply for Uppsala University for the budget year of 2006, together with the appropriations listed below.

OPERATION

Operational directives

For higher education programmes excluding doctoral studies and their supporting functions.

Targets for the number of degrees to be awarded

For the four-year periods 2005-2008 and 2009-2012 the goals that are to apply until further notice in planning require the award of no less than the following numbers of degrees.

Degrees	Target 2005–2008	Planning requirements 2009–2012
Master's degrees in engineering	1 220	2
Bachelor's degrees and diplomas in engineering	–	2
Nursing and radiological nursing qualifications	670	2
Teaching qualifications for teachers in the early years of schooling ¹	635	980
- of which specialising in pre-school/infant classes	320	470
Teaching qualifications for teachers in the later years of schooling ¹	1 375	1 100

¹ Including degrees awarded according to previous course requirements.

² Planning requirements as specified below.

The planning requirements to apply for the period 2009–2012 are as follows:

- The number of master's degrees awarded in engineering and technological subjects should be at least at the same level as during the period 2005-2008,
- The number of bachelor's degrees or diplomas in engineering and technological subjects should be at least at the same level as during the period 2005-2008, and
- The numbers of qualifications awarded in nursing and radiological nursing should be at least at the same level as during the period 2005–2008.

At least one-third of the total number of teaching qualifications awarded (including those for teachers in the early years of schooling specialising in grades 4-9) should require specialisation in mathematics, technology or the natural sciences.

In order to enable the university to attain the target number of qualifications for teachers in pre-school or infant classes, it is to be possible for students to opt for a distinct pre-school and

infant-teaching specialisation either before beginning or in the course of their teacher-training programmes or alternatively the university is to adopt other measures that will as far as possible ensure that an adequate number of teacher-trainees opt for courses that focus on pre-school or infant teaching.

In awarding teaching qualifications for the later years of schooling particular attention is to be paid to the need for vocational teachers.

Accountability

The annual reports are to specify outcomes for 2005 and 2006 with respect to the above targets. Specific degrees included in these outcomes are to be accounted for separately. In addition, the statistics for teaching qualifications and corresponding degrees awarded according to previous course requirements are to contain separate figures for the number of qualifications in mathematics, technology and the natural sciences. Moreover the number of qualifications for vocational teachers is to be specified.

The university is also to report on the measures adopted to ensure that an adequate number of teacher-trainees opt for courses that focus on pre-school and infant teaching.

Full-time equivalent targets

The number of full-time equivalent students in the areas of the natural sciences and technology should total no less than 5,115.

Accountability

Full-time equivalents and annual performance equivalents are to be reported according to the special directives to be determined by the Government at a later date.

Other targets and accountability

The university will receive reimbursement for costs in respect of the participation of the local health authority (*landstinget*) in undergraduate courses in medicine (ALF-compensation) as laid down in the agreement concluded in June 2003 between the state and certain local health authorities on cooperation in undergraduate courses in medicine, medical research and the development of health and medical care supplemented by regional agreements between the appropriate local health authorities and the university.

As stipulated in the agreement between the state and certain local health authorities, the university may receive compensation for undergraduate courses in medicine for a maximum of 758 full-time equivalents with respect to the participation of the local health authority in these courses.

At the end of January 2007 the university is to provide the Government with information on the way in which ALF-compensation has been allocated to the costs of premises, salary costs and miscellaneous costs.

The annual report is to contain specific details about courses in medicine that indicate the number of full-time students in these programmes during the spring and autumn semesters. In addition, the report is to specify what proportion of the funds allotted pursuant to the agreement between the state and certain local health authorities for health authority participation in medical research with a clinical focus has been reallocated to undergraduate courses and also what proportion of the ALF-compensation has been carried forward from

one calendar year to another as laid down in § 6 of the same agreement. A brief description is to be provided of the joint priorities adopted and allocations made of ALF-compensation to undergraduate courses in medicine and medical research with a clinical focus on the basis of the regional agreements.

In addition a description is to be submitted of how the joint organisation for cooperation between the local health authority and the university has been arranged and what tasks it has been assigned.

Special commitments

1. Each academic year the university is to offer programmes in Egyptology, aesthetics, Estonian, Iranian languages, Celtic languages, Swahili, Turkic languages, Hungarian and seismology.

Accountability

The annual report is to indicate the number of places offered, the number of applicants and the total number of full-time students and annual performance equivalents in each of these programmes.

2. The university is to continue to arrange certain international programmes for teachers and certain in-service training for home language teachers of pupils with home languages other than Swedish. In addition the university is to be responsible for Sweden's participation in the Council of Europe's language project and in-service training programmes for teachers.

Accountability

The annual report is to indicate the number of participants in the various programmes as well as an overall description of how these commitments have been discharged.

For research and postgraduate programmes and their support functions or artistic development processes and their support functions, etc.

Research and postgraduate programmes

Targets for graduate schools

Uppsala University is the host university for two graduate schools, one in mathematics and computing and one in economics. The applicable planning requirements are that each graduate school is to have awarded no fewer than 25 PhD's by the end of 2007. These deadlines may be extended by up to one year depending on the average amount of time doctoral students in the graduate schools are required to undertake departmental duties.

Accountability

The annual report is to indicate how many doctoral students have been enrolled at each graduate school, their gender and the area of research to which they are linked. In addition the cooperation between the host university and its partner institutions is to be described.

Targets for degrees awarded

The target for the four-year period 2005–2008 and the planning requirement for 2009–2012 is that at least the number of degrees specified below will be awarded. Licentiate degrees are to count as half of a degree. PhD's awarded to candidates previously awarded a licentiate degree are to be counted as half of a degree.

Area of research	Target 2005–2008
Humanities and social sciences	440
Medicine	450
Natural sciences	450

¹ The target for the number of PhD's awarded in the natural sciences area of research includes the target for the technological area of research.

The planning requirement that is to apply for the period 2009–2012 is that the number of degrees awarded should be at the same level at least as for the period 2005–2008. Enrolment to postgraduate programmes should be adapted to enable this goal to be attained.

Accountability

See the section of the General regulations for higher education institutions etc. headed Research and postgraduate programmes and their support functions or Artistic development processes and their support functions etc. Accountability under target 1.

Recruitment targets for professorships

During the four-year period 2005–2008 at least 27 per cent of the professors appointed are to be women. This target includes promoted professors and guest professors, but not visiting professors.

Accountability

The annual report is to indicate the number of new appointments to professorships and how many of these are women for both 2005 and 2006.

Miscellaneous, research and postgraduate programmes

The university is to conduct research and offer postgraduate programmes in the following areas of research: the humanities and social sciences, medicine, the natural sciences as well as technology

Accountability

The annual report is to indicate the extent and focus of the operations of the Swedish Collegium for Advanced Study in Social Science (SCASSS) as well as the total expenditure involved.

FUNDING

Appropriation

Grants

Expenditure area 16: Education and university research

25:21	Uppsala University: higher education excluding doctoral studies (block grant)	Amount in SEK: '000's
<i>At the disposal of Uppsala University</i>		<i>1 200 693</i>
25:21 ap.1	Ceiling amount (block grant)	1 189 158
25:21 ap.3	National resource centre in biology and biotechnology (block grant)	1 658
25:21 ap.4	International in-service teacher training (block grant)	7 754
25:21 ap.5	Secretariat for the Baltic Sea University (block grant)	2 123

Conditions

25:21 ap.1 Ceiling amount

Per capita remuneration for full-time equivalents and annual performance equivalents in the various disciplinary areas is specified in the General regulations for higher education institutions, etc. in the section headed Financial accounts, higher education excluding doctoral studies point 7.

The remuneration specified for the university's specific commitments point 1 in the section Higher education programmes excluding doctoral studies and their support functions is calculated per full-time equivalent and annual performance equivalent and is included in the ceiling amount.

25:22	Uppsala universitet: research and postgraduate programmes (block grant)	Amount in SEK: '000's
<i>At the disposal of Uppsala University</i>		<i>1 208 652</i>
25:22 ap.1	Area of research: Humanities and social sciences (block grant)	359 595
25:22 ap.2	Area of research: Medical science (block grant)	217 671
25:22 ap.3	Area of research: Natural Sciences (block grant)	375 127
25:22 ap.4	Area of research: Technological science (block grant)	0
25:22 ap.5	Collegium for Advanced Study in Social Science (block grant)	15 165
25:22 ap.6	Compensation for rental costs (block grant)	241 094 tkr

Conditions

25:22 Uppsala University: Research and postgraduate programmes

At the end of 2005 the university had saved a portion of the amount granted on this account. This balance is to be eliminated through withdrawal of the allotment. The withdrawal is to take place no later than June 30 2006. Funds corresponding to the amount withdrawn have previously been paid into the university's deposit account and this amount plus the accrued interest is to be paid back into the State current account. Interest is to be calculated from the end of the year until payment is made. The rate of interest is based on the average rate payable on the university's deposit account.

25:22 ap.3 Area of research: Natural sciences

The allocation under the heading Area of research: Natural sciences includes funding for research and postgraduate programmes in technology.

25:22 ap.4 Area of research: Technology

Funding for research and postgraduate programmes in technology is included in the allocation under the heading Area of research: Natural sciences.

Financial conditions relating to the allocation

Expenditure area 16: Education and university research

25:21 Uppsala University: Higher education excluding doctoral studies

Grant/ap/dp	Grant credit (SEK '000s)	Grant retained to be used in 2006	Grant amount withdrawn (SEK '000s)
25:21 ap.1	0	10 %	0
25:21 ap.3	0	3 %	0
25:21 ap.4	0	3 %	0
25:21 ap.5		3 %	0

25:22 Uppsala University: Research and postgraduate programmes

Grant/ap/dp	Grant credit (SEK '000s)	Grant retained to be used in 2006	Grant amount withdrawn (SEK '000s)
25:22 ap.1	0	None	0
25:22 ap.2	0	None	0
25:22 ap.3	0	None	0
25:22 ap.4	0	None	0
25:22 ap.5	0	None	0
25:22 ap.6	0	None	0

Other conditions

Loan ceiling and credits

Loan ceiling (pursuant to § 20 of the Budget Act)	700 000
Deposit account credit limit (pursuant to § 21 of the Budget Act)	236 784
Other credit ceilings (pursuant to § 23 of the Budget Act)	0

Amounts specified in SEK '000s

Disbursement schedule

Decision No.: 18 Date: December 20 2005

The following sums will be transferred to Uppsala University's deposit account at the National Debt Office:

SEK 2,409,345,000 in monthly instalments from January 1 2006 until December 25 2006. This amount is the appropriation for Uppsala University under the heading: Higher education excluding doctoral studies 25:21 ap.1, 25:21 ap.3, 25:21 ap.4 and 25:21 ap.5 and the heading Uppsala University: Research and postgraduate programmes 25:22 ap.1, 25:22 ap.2, 25:22 ap.3, 25:22 ap.5 and 25:22 ap.6.

Fees and grants

The estimated budget for activities for which fees can be charged during 2006 and whose revenues may be used

Operation	Surplus/deficit up to and including 2004	Surplus/ deficit 2005	Reven ues 2006	Costs 2006	Surplus/ deficit 2006	Accrued surplus/ deficit end 2006
<i>Commissioned courses</i>						
Contract teaching	998	102	6 000	6 000	0	1 100
Commissioned courses	3 881	119	58 000	58 000	0	4 000
Commissioned research	45 446	-5 446	190 000	195 000	-5 000	35 000
Total	50 325	-5 225	254 000	259 000	-5 000	40 100
<i>Public service activities</i>						
SweSAT	-75	-72	800	800	0	-147

Amounts specified in SEK '000s

Conditions on which fees may be charged

Detailed conditions applying to activities for which fees may be charged may be found in the General regulations for higher education institutions in the section headed Other objectives and accountability, Financial reports, Joint accounting for operational areas point 6.

Other revenues

Estimated other revenues at the disposal of the university

SEK
1,300,000,000