

# School law (2010:800)

## Swedish Constitution

The Swedish Code of Statutes (SFS) contains current laws and regulations. If a statute is amended, the old text is replaced with the new one.

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## Chapter 1. Introductory provisions

### *The school system*

**Section 1** This Act contains provisions on the school system. Education within the school system is organised by the public and private sectors in accordance with Chapter 2, Sections 2-6.

The school system includes the following types of school:

- preschool,
- preschool class,
- primary school,
- adapted primary school,
- special school,
- Sami school,
- upper secondary school,
- adapted upper secondary school, and
- municipal adult education.

The school system also includes after-school centers that supplement education in preschool, primary school, adapted primary school, special school, Sami school and certain special forms of education. *Act (2022:1315)* .

### *Certain special forms of education and other educational activities*

**Section 2** This Act also contains provisions on certain special forms of education and other educational activities conducted instead of education

within the school system. The common provisions of this Act apply to such activities only if specifically stated.

### *Definitions*

**Section 3** In this Act, the following terms are used:

- distance learning: interactive teaching conducted using information and communication technology where students and teachers are separated in both space and time,
- student: a person who participates in education under this Act, with the exception of children in preschool,
- distance learning: interactive teaching conducted using information and communication technology where students and teachers are separated in space but not in time,
- independent after-school care: such after-school care that is conducted by an individual and that is referred to in Chapter 2, Section 7, second paragraph,
- independent preschool: preschool unit at which an individual conducts education in the form of preschool, -
- independent school: school unit at which an individual conducts education within the school system in the form of a preschool class, primary school, adapted primary school, upper secondary school, adapted upper secondary school or such after-school care as is referred to in Chapter 2. Section 7, first paragraph,
- preschool unit: a unit organized by the principal for preschool that includes activities in one or more preschool buildings that are located close to each other and activities associated with the unit that are not conducted in any preschool building,
- denominational orientation: orientation to activities that mean that there are denominational elements there,
- denominational elements: confessional or preaching elements belonging to a certain religion and that are initiated and carried out by the principal or on his behalf,
- holiday school: teaching within compulsory school that is arranged in accordance with this Act during holidays during a term or outside of term time and that is not mandatory for pupils,
- textbook: printed teaching material, with or without digital components,
- teaching material: a fully or partially printed or digital work that is intended to be used in teaching, that is consistent with relevant parts of the applicable course, subject or subject area plan and the curriculum, and that is published

by someone who carries out professional publishing activities,

- learning tools: textbooks, other teaching aids and other printed or digital works as well as equipment and materials used in teaching,

- school unit: a unit organised by the principal for a school other than a preschool that includes activities in one or more school buildings that are located close to each other and activities associated with the unit that are not carried out in any school building,

- teaching: processes that are led by teachers or preschool teachers in lessons or at other learning occasions towards goals stated in regulations and other statutes related to this Act and that aim at development and learning through children or pupils acquiring and developing knowledge and values, and

- education: activities carried out by a principal pursuant to this Act in which children or students participate in teaching and other activities. *Act (2023:951)* .

*The purpose of education within the school system*

**Section 4** Education within the school system aims to enable children and pupils to acquire and develop knowledge and values. It shall promote the development and learning of all children and pupils, as well as a lifelong desire to learn. Education shall also convey and anchor respect for human rights and the fundamental democratic values on which Swedish society is based.

Education should take into account the different needs of children and students. Children and students should be given support and stimulation so that they develop as far as possible. One effort should be to compensate for differences in the children's and students' conditions for benefiting from education.

The education also aims to promote, in collaboration with homes, the all-round personal development of children and students into active, creative, competent and responsible individuals and citizens.

*The design of the training*

**Section 5** Education shall be designed in accordance with fundamental democratic values and human rights such as the inviolability of human life, individual freedom and integrity, the equal value of all people, gender equality and solidarity between people.

Everyone working in education should promote human rights and actively counteract all forms of abusive treatment.

The training should be based on scientific knowledge and proven experience.

**Section 5 a** The principal decides whether political parties shall be invited to participate in the education. If political parties are invited, the number may be limited to all parties that are represented in either the Riksdag, an elected assembly in one or more municipalities or in the European Parliament.

The principal may also invite political parties based on a different selection than that stated in the first paragraph, if the selection is made on a different objective basis.

If a limited number of political parties have been invited to a school in accordance with the first or second paragraph, other political parties that have expressed an interest in participating in the education need not be given such an opportunity. However, the principal may decide that the students, as part of the education, shall be given the opportunity to receive information from these other political parties in an appropriate manner. *Act (2017:1112)* .

**Section 6** Education at a school or preschool unit with a public principal shall be non-denominational.

**Section 7** Teaching at independent schools, independent preschools and independent after-school centers shall be non-denominational.

*Law (2022:1088)* .

**Section 7 a** If the principal of an independent school, an independent preschool or an independent after-school care home has received approval to conduct education with a denominational orientation, activities in the education other than teaching may have such an orientation, with the restrictions that follow from Sections 7 b and 7 c.

*Act (2022:1088)* .

**Section 7 b** In education with a denominational focus, exceptions to the provisions of Section 5, third paragraph, that the education shall be based on scientific foundations and proven experience may only be made for denominational elements.

Participation in religious elements should always be voluntary. The principal must ensure that guardians and children or students understand this.

A confessional element shall be separated from other activities in the education. If, in exceptional cases, it is not possible to separate a confessional element from another activity in the education without losing the purpose of the activity, the confessional element may be included in the activity. If a child or student does not want to participate in an activity that includes a confessional element, the child or student shall be offered to take part in an equivalent activity that does not contain such elements. *Act (2022:1088)* .

**Section 7 c** In independent preschools with a denominational focus, denominational elements may only occur to a limited extent and on occasions that the principal has informed the children's guardians about in writing.

In independent schools and independent after-school centers with a denominational focus, denominational elements may only occur on occasions that the principal has informed about in writing. Such information shall be provided to the child's guardian, and in middle school and high school, also to the student. In upper secondary school and adapted upper secondary school, the information shall be provided to the student and the student's guardian. *Act (2022:1315)* .

**Section 7 d** Information pursuant to Section 7 c shall contain information on

1. which confessional elements may occur and when they may occur,
2. which equivalent activity without confessional elements is offered as an alternative to an activity in which such elements are included pursuant to Section 7 b, third paragraph, and
3. a reminder that participation in confessional elements is voluntary pursuant to Section 7 b, second paragraph. *Act (2022:1088)* .

#### *Equal access to education*

**Section 8** Everyone, regardless of geographical residence and social and economic circumstances, shall have equal access to education in the school system unless otherwise provided for by special provisions in this Act.

The Discrimination Act (2008:567) contains provisions that are intended to counteract discrimination and in other ways promote equal rights and opportunities in the field of education regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. *Act (2014:960)* .

### *Equivalent education*

**Section 9** Education within the school system shall be equivalent within each type of school and within after-school centers regardless of where in the country it is organized.

### *Special consideration for the best interests of the child*

**Section 10** In all education and other activities under this Act concerning children, the best interests of the child shall be the starting point. A child is any person under the age of 18.

The child's position shall be clarified as far as possible.

Children shall have the opportunity to freely express their views on all matters affecting them. The child's views shall be given weight in accordance with the child's age and maturity.

### *Curriculum*

**Section 11** A curriculum based on the provisions of this Act shall apply to each type of school and to the after-school centre.

The curriculum shall state the values and mission of the education. It shall also state the goals and guidelines for the education.

The Government or the authority designated by the Government issues regulations on curricula.

The Government or the authority designated by the Government may issue regulations for a particular type of school or after-school centre regarding the values and mission of the education, as well as goals and guidelines for the education in a manner other than through a curriculum.

### *Content of the law*

**Section 12** The Act is divided into 31 chapters.

These are

- introductory provisions (Chapter 1),
- principals and division of responsibilities (Chapter 2),
- children's and students' development towards the goals (Chapter 3),
- quality and influence (Chapter 4),
- security and study peace (Chapter 5),
- measures against abusive treatment (Chapter 6),
- compulsory education and the right to education (Chapter 7),
- preschool (Chapter 8),

- preschool class (Chapter 9),
  - primary school (Chapter 10),
  - adapted primary school (Chapter 11),
  - special school (Chapter 12),
  - Sami school (Chapter 13),
  - after-school center (Chapter 14),
  - upper secondary school (Chapters 15-17 a),
  - adapted upper secondary school (Chapters 18 and 19),
  - municipal adult education (Chapter 20),
  - distance learning in certain school types (Chapter 21),
  - distance learning in certain school types (Chapter 22),
  - contracting and collaboration (Chapter 23),
  - special forms of education (Chapter 24),
  - other pedagogical operations (Chapter 25),
  - supervision, state quality review and national follow-up and evaluation (Chapter 26),
  - processing of personal data (Chapter 26 a),
  - the School Appeals Board and the Teachers' Responsibility Board (Chapter 27),
  - appeal (Chapter 28), and
  - other provisions (Chapter 29).
- Act (2022:1315) .*

## **Chapter 2. Principals and division of responsibilities**

### *Chapter content*

**Section 1** */Expires on 1 July 2025/* This chapter contains provisions on

- principals within the school system (Sections 2-8 a),
- municipalities' resource allocation (Section 8 b),
- the management of education (Sections 9-12),
- teachers and preschool teachers (Sections 13-24),
- student health (Sections 25-28),
- study and career guidance (Sections 29 and 30),
- register control of personnel (Sections 31-33),
- skills development (Section 34), and



- premises and equipment and access to school libraries (Sections 35 and 36). *Act (2018:608)* .

**Section 1** */Enters into force 1:2025-07-01/* This chapter contains provisions on

- principals within the school system (2-8 a §§),
- municipalities' resource allocation (8 b §),
- the management of education (9-12 §§),
- teachers and preschool teachers (13-24 §§),
- school libraries (24 a-24 d §§),
- student health (25-28 §§),
- study and career guidance (29 and 30 §§),
- register control of personnel (31-33 §§),
- skills development (34 §), and
- premises and equipment (35 §). *Act (2024:1075)* .

**Section 1** */Expires on 1 September 2025/* This chapter contains provisions on

- principals within the school system (2-8 a §§),
- municipalities' resource allocation (8 b §),
- the management of education (9-12 §§),
- teachers and preschool teachers (13-24 §§),
- school libraries (24 a-24 d §§),
- student health (25-28 §§),
- study and career guidance (29 and 30 §§),
- register control of personnel (31-33 §§),
- skills development (34 §), and
- premises and equipment (35 §). *Act (2024:1075)* .

**Section 1** */Enters into force 1:2025-09-01/* This chapter contains provisions on

- principals within the school system (2-8 a §§),
- municipalities' resource allocation (8 b §),
- the management of education (9-12 §§),
- teachers and preschool teachers (13-24 §§),
- school libraries (24 a-24 d §§),
- student health (25-28 §§),
- study and career guidance (29 and 30 §§),
- register control of personnel (31-33 §§),
- national professional program for principals, teachers and preschool

teachers within the school system and other skills development (34-34 d §§), and

- premises and equipment (35 §). *Act (2024:1074)* .

*Principals within the school system*

*Municipalities*

**Section 2** Municipalities are the principals for preschool, preschool class, primary school, adapted primary school, upper secondary school, adapted upper secondary school, municipal adult education and after-school centers, unless otherwise provided for in Section 4.

In each municipality there shall be one or more committees which shall perform the duties of the municipality under this Act. If the duties of the municipality are performed by several committees, each such committee shall, to the extent requested, provide the information necessary for administering the distribution of places in preschool and in such activities as referred to in Chapter 25 to the other committees.

The provisions on committees in the Local Government Act (2017:725) apply to such a committee as referred to in the second paragraph.

*Act (2022:1315)* .

*Collaboration between municipalities*

**Section 2 a** Each municipality shall collaborate with at least two other municipalities on tasks in upper secondary school and municipal adult education. Collaboration shall take place through an agreement (primary collaboration agreement). Collaboration that takes place on other similar grounds is also considered a primary collaboration agreement. The collaborating municipalities form a primary collaboration area for education.

The Government may issue regulations on exemptions from the requirement for collaboration with at least two municipalities, taking into account the geographical location of the municipalities. Such regulations may specify what shall apply in terms of planning, dimensioning and offering of education for municipalities covered by the exemption.

*Act (2022:1089)* .

**Section 2 b** The primary collaboration agreement shall concern the planning, dimensioning and offering of education. Provisions on which education the collaboration agreement shall cover are found in Chapter 15, Section 30 a, first paragraph, and Chapter 20, Section 16 a, first paragraph.

Provisions on collaboration agreements in other cases (secondary collaboration agreements) are found in Chapter 15, Section 30 a, second and third paragraphs, and in Chapter 23, Sections 21, 22 and 23. *Act (2022:1089)* .

### *Regions*

**Section 3** A region may be the principal for upper secondary schools, adapted upper secondary schools and municipal adult education to the extent specified in this Act.

In a region that is the principal for such school types as specified in the first paragraph, there shall be one or more committees that shall fulfill the region's tasks under this Act.

The provisions on committees in the Local Government Act (2017:725) apply to such a committee as referred to in the second paragraph.

*Act (2022:1315)* .

### *The state*

**Section 4** The state is the principal for the special school and the Sami school, as well as the preschool class and after-school center at a school unit with a special school or Sami school.

### *Individual*

**Section 5** Individuals may, upon application, be approved as principals for preschools, preschool classes, primary schools, adapted primary schools, upper secondary schools, adapted upper secondary schools and after-school centers.

Approval shall be granted if the individual

1. through experience or otherwise has acquired insight into the regulations that apply to the activity,
2. has the financial means to comply with the regulations that apply to the activity, and
3. otherwise has the means to comply with the regulations that apply to the training.

Furthermore, the individual must be otherwise deemed suitable. In the case of a legal person, all those specified in Section 5 a, second paragraph, must be deemed suitable. In assessing suitability, the willingness and ability to fulfill one's obligations to the public, compliance with the law in general and other relevant circumstances shall be taken into account.

If the application concerns upper secondary school, the education must contribute to meeting the demand of young people and also fill a labor market need in order for approval to be granted.

In order for approval to be granted, it is required, in addition to what is stated in the second-fourth paragraphs, that the education does not entail significant negative consequences in the long term for the students or for the part of the school system that is organized by the public sector in the municipality where the education is to be conducted. If the application concerns an upper secondary school or an adapted upper secondary school, the consequences in nearby municipalities for the part of the school system that is organized by the public sector must also be taken into account. If the application concerns a preschool class, a primary school or an adapted primary school, it is also required that the student base is sufficient for the operation to be conducted in the long term.

An approval shall relate to certain education at a certain school or preschool unit and, where applicable, that the education has a denominational orientation. *Act (2022:1315)* .

**Section 5 a** In the case of a legal person, the examination pursuant to Section 5, second paragraph 1 shall collectively refer to

1. the managing director and others who, through a management position or otherwise, have a controlling influence over the business,
2. board members and deputy board members,
3. partners in limited partnerships or other partnerships, and
4. persons who, through direct or indirect ownership, have a significant influence over the business.

In the case of a legal person, the examination pursuant to Section 5, third paragraph, shall concern the persons specified in the first paragraph and the legal person. *Act (2022:1088)* .

**Section 5 b** An applicant shall not be considered suitable under Section 5, third paragraph, if there is a risk that children or students in the activity to which the application relates will be exposed to

1. violence, coercion or threats,
2. discrimination or abusive treatment, or
3. influence aimed at opposing fundamental rights and freedoms or the

democratic system of governance.

*Act (2022:1088) .*

**Section 5 c** An individual who applies under Section 5 to be approved as the principal for an education program shall state in his or her application whether the applied-for activity shall have a denominational orientation. The applicant does not need to state which denominational orientation.

*Act (2022:1088) .*

**Section 5 d** The State School Inspectorate or the municipality that handles cases regarding approval of an individual as a principal may charge a fee for applications for approval pursuant to Section 5.

*Act (2022:1089) .*

**Section 5 e** The Government or the authority designated by the Government may issue regulations on

1. conditions for approval pursuant to Section 5, second paragraph 1 and 2 and third paragraph, and
2. fees for applications to the State Education Inspectorate pursuant to Section 5 d. *Act (2022:1088) .*

**Section 6** In order for a company or association, in which a municipality or a region owns shares or participations or otherwise has a legal influence over the activity, to be approved as a principal pursuant to Section 5, the following applies in addition to what is prescribed therein:

1. the right of control does not belong solely to one or more municipalities or regions or legal persons in which a municipality or a region has a legal controlling influence through ownership or otherwise,
2. collaboration between a municipality or a region and an individual is necessary for the activity to take place, and
3. there are special reasons with regard to the content or design of the education. *Act (2019:947) .*

**Section 6 a** Before an individual principal starts education in a preschool class, primary school, adapted primary school, upper secondary school, adapted upper secondary school or after-school centre organised at a school unit with a preschool class, primary school or adapted primary school, consultation on the upcoming activities shall take place between the individual and the municipality where the education is to be conducted. The individual principal is responsible for documenting the consultation. If the

education is to be conducted in the form of an upper secondary school or adapted upper secondary school, the municipality shall give nearby municipalities the opportunity to participate in the consultation. *Act (2022:1315)* .

**Section 6 b** Individual principals shall report changes in the circle of persons referred to in Section 5 a to the person who approved the individual as principal no later than one month after the change. *Act (2022:1088)* .

**Section 7** The State School Inspectorate handles cases concerning approval of an individual as the principal for

- a preschool class,
- a primary school,
- an adapted primary school,
- an upper secondary school,
- an adapted upper secondary school, or
- an after-school centre organised at a school unit with a preschool class, primary school or an adapted primary school.

Other matters concerning approval of an individual as principal according to Section 5 are handled by the municipality where the education is to be conducted.

*Law (2022:1315)* .

*The principal's responsibility for the education*

**Section 8** The principal is responsible for ensuring that the training is carried out in accordance with the provisions of this Act, regulations issued pursuant to the Act and the provisions for the training that may be contained in other statutes.

*Headmaster*

**Section 8 a** The principal shall appoint a school principal who shall assist the principal in ensuring that the regulations applicable to education are followed in the principal's operations within the school system. The principal may appoint one school principal for the entire operation or several school principals for parts of the operation. *Act (2018:608)* .

### *Municipal resource allocation*

**Section 8 b** Municipalities shall allocate resources for education within the school system according to the different conditions and needs of children and students. *Law (2018:608)* .

### *Management of the training*

#### *President*

**Section 9** The pedagogical work at a preschool or school unit shall be led and coordinated by a principal. The principal shall work in particular to develop the education.

The principal shall be referred to in this manner. The designation shall be reserved for the person who holds the position of principal.

A deputy may be appointed for a principal.

*Act (2018:1303)* .

**Section 10** The principal decides on the internal organization of his or her unit and is responsible for distributing resources within the unit according to the different conditions and needs of the children and students. The principal otherwise makes the decisions and has the responsibility that is stated in special provisions in this Act or other statutes.

The principal may assign an employee or contractor at the preschool or school unit who has sufficient competence and experience to carry out individual management tasks and decide on matters referred to in the first paragraph, unless otherwise stated. *Act (2018:1303)* .

### *Qualification requirements for principal*

**Section 11** Only those who have pedagogical insight through education and experience may be employed as principals.

*Law (2018:1303)* .

### *In-service training for principals*

**Section 12** Each principal shall ensure that principals undergo special professional training or equivalent training. The training shall commence as soon as possible after the principal has taken up his or her employment and be completed within four years of the date of taking up employment or, in the case of principals of preschool units, within five years of the date of taking up employment.

The obligation of a principal according to the first paragraph does not apply to principals who

- have previously completed professional training or an older state-run principal's training,
- have acquired knowledge through other training or professional experience that has been equated with such training by a university that arranges professional training, or
- were active as principals on 15 March 2010 or, in the case of principals of preschool units, are active as such principals on 1 July 2019.

The Government or the authority designated by the Government may issue regulations on education pursuant to the first paragraph.

*Act (2018:1303) .*

*Teachers and preschool teachers*

*Who is allowed to teach in the school system?*

**Section 13** Only those who have a teacher or preschool teacher's license and are authorized for certain teaching may conduct teaching.

The Government or the authority designated by the Government may issue regulations regarding what is required to be authorized to conduct certain teaching in the school system.

The Government may also issue regulations on exemptions from the requirements for identification and qualification for special teachers and special educators who are employed as teachers in adapted primary schools, special schools or adapted upper secondary schools. The same applies to special teachers and special educators who are employed as teachers in municipal adult education and who teach in municipal adult education as adapted education. *Act (2022:1315) .*

**Section 14** In addition to teachers or preschool teachers referred to in Section 13, teaching in after-school centres and preschools may include other personnel with such training or experience that the development and learning of the pupils or children is promoted.

**Section 15** A licensed teacher or preschool teacher is responsible for the teaching that he or she conducts.

The same applies to a teacher who is exempt from the requirement for identification according to regulations issued pursuant to Section 13, third



paragraph, and to those who conduct teaching in cases referred to in Section 17 and Section 18, second paragraph, 1-3. *Law (2013:823)* .

**Section 16** The National Agency for Education shall, upon application, issue a certificate of identity to a teacher or preschool teacher who holds a qualifying degree.

Identification may not be issued if the circumstances are such that the identification would have been revoked pursuant to Section 23 if the applicant had been identified.

The Swedish National Agency for Education shall, following an application referred to in the first paragraph or a new application, supplement a teacher's or preschool teacher's identification card with qualifications in addition to the qualifications resulting from a degree specified in the first paragraph, if he or she has satisfactorily completed additional qualification-based training. This applies regardless of when the training was completed. Correspondingly, the Swedish National Agency for Education shall supplement the identification card with additional qualifications if the teacher or preschool teacher is to be considered to have such qualifications on other grounds.

The teacher's or preschool teacher's authority to teach in the school system shall be stated on the identification card.

*Law (2014:417)* .

**Section 16 a** The designation licensed teacher or licensed preschool teacher may only be used in the school system by someone who has been licensed as a teacher or preschool teacher.

*Law (2011:189)* .

**Section 16 b** The Government may issue regulations to the effect that a certificate of competence may be issued even though the requirement in Section 16, first paragraph, is not met in the case of teachers who are qualified for a certain type of employment through a declaration of competence. Such a certificate of competence may be supplemented by competence in accordance with Section 16, third paragraph.

The Government may issue regulations on fees in connection with applications for identification and completion of identification.

*Act (2014:417)* .

**Section 17** Teachers who do not meet the requirements in Section 13 may nevertheless conduct

1. teaching in a certain foreign language other than language teaching if they have

a) a foreign teacher education that corresponds to a Swedish teaching qualification, and

b) competence to teach in the foreign language,

2. teaching in independent schools and independent after-school centres with a certain special pedagogical focus, and

3. certain teaching within nationally recruited education on national programmes in upper secondary school.

Preschool teachers who do not meet the requirements in Section 13 may nevertheless teach in independent preschools with a certain special pedagogical focus.

The Government or the authority designated by the Government may issue regulations on which languages the first paragraph 1 applies, which special pedagogical orientations the first paragraph 2 and the second paragraph apply and which teaching the first paragraph 3 applies, as well as on which requirements for suitability and competence shall apply to teachers who conduct such teaching as referred to in the first paragraph 3. *Act (2021:452)* .

**Section 18** If there is no one available within the principal's organization who meets the requirements under Section 13 or if there is any other special reason with regard to the pupils or children, another teacher or preschool teacher may conduct the teaching. Such a teacher or preschool teacher shall

1. be suitable to conduct the teaching, and

2. to the greatest extent possible have training that corresponds to the training that qualifies.

A person referred to in the first paragraph may conduct teaching for a maximum of one year at a time. However, this does not apply if the teaching concerns

1. the mother tongue,

2. a vocational subject in

a) upper secondary school,

b) adapted upper secondary school,

c) municipal adult education at upper secondary level, or

d) municipal adult education as adapted education at upper secondary

level, or

3. individual courses or orientation courses in municipal adult education. *Act (2022:1315)* .

**Section 19** If a person referred to in Section 18 is to be used to conduct teaching for a period longer than six months, the principal must first make a decision about this.

*Employment of teachers and preschool teachers*

**Section 20** Only those who have a valid ID may be employed as teachers or preschool teachers in the school system without a time limit.

However, anyone who does not have a teaching license may be employed as a teacher in the school system without a time limit, if he or she is to teach

1. the mother tongue,
2. a vocational subject in
  - a) upper secondary school,
  - b) adapted upper secondary school,
  - c) municipal adult education at upper secondary level, or
  - d) municipal adult education as adapted education at upper secondary level, or
3. individual courses or orientation courses in municipal adult education.

What is stated in the second paragraph only applies if

1. there is no applicant who has a license,
2. the applicant has sufficient competence to teach in the subject in question or on the course in question, and
3. there is reason to assume that the applicant is suitable to conduct the teaching.

A teacher who is exempt from the requirement for identification according to regulations issued pursuant to Section 13, third paragraph, and a person who is to conduct teaching as referred to in Section 17 may also be employed as a teacher or preschool teacher in the school system without a time limit. *Act (2022:1315)* .

**Section 21** With regard to the time limit for employment as a teacher or preschool teacher in the school system, in addition to the provisions of the Employment Protection Act (1982:80), a person who is to provide teaching

1. may be employed for a maximum of one year at a time in accordance with Section 18,

2. may be employed for a maximum of two years within the framework of such experimental activities as referred to in Section 22 b,

3. may be employed for a maximum of three years within the framework of such experimental activities as referred to in Section 22 c.

In cases referred to in the first paragraph 2, the employment period may be extended to a maximum of three years, and in cases referred to in the first paragraph 3, a maximum of four years, if there are special reasons.

*Act (2021:452) .*

**Section 22** Each principal shall strive to employ teachers and preschool teachers who have postgraduate training for teaching.

Principals shall also strive to establish career paths for teachers with particularly professional skills.

The Government issues regulations on state grants to principals with the aim of stimulating them to establish the career ladders for first-year teachers and senior lecturers. *Act (2013:530) .*

*Introductory period*

**Section 22** a A principal who has employed a teacher or preschool teacher who holds a qualifying degree shall ensure that the teacher or preschool teacher, immediately after the employment begins, completes an introductory period in teaching that essentially corresponds to the teacher's or preschool teacher's qualifications, unless the teacher or preschool teacher has previously completed such an introductory period.

The first paragraph does not apply to teachers and preschool teachers who are employed to provide certain teaching under Section 17 or 18 or regulations issued under Section 13, third paragraph, without being qualified under Section 13, first paragraph. If the teacher or preschool teacher within the same employment transfers to providing teaching for which he or she is qualified, the principal shall, however, ensure that the teacher or preschool teacher completes an introductory period as referred to in the first paragraph.

The Government or the authority designated by the Government may issue regulations on the introduction period and on further exceptions to the first paragraph. *Act (2014:417) .*

### *Experimental activities*

**Section 22 b** The Government or the authority designated by the Government may, with the exception of Section 13, issue regulations on a pilot project with time-limited employment of persons who

1. are to conduct teaching as teachers in the school system in one or more subjects where there is a shortage of licensed and qualified teachers,
2. have subject knowledge that corresponds to the subject knowledge required for a qualifying teaching qualification in the subject or subjects in which the persons are to conduct teaching, and
3. undertake supplementary pedagogical training in order to achieve a qualifying teaching qualification in the subject or subjects. *Act (2016:15)* .

**Section 22 c** The Government or the authority designated by the Government may, with the exception of Section 13, issue regulations on a pilot project with time-limited employment of persons who will conduct teaching as teachers in municipal adult education in Swedish for immigrants and who are simultaneously undertaking a university education at the basic or advanced level in Swedish as a second language or equivalent education. *Act (2021:452)* .

### *Warning and revocation of identification*

**Section 23** The Teachers' Liability Board shall issue a warning to a licensed teacher or preschool teacher if he or she

1. has been incompetent in his or her professional practice,
2. in or in connection with his or her professional practice has committed an offence that calls into question his or her suitability to work as a teacher or preschool teacher, or
3. has otherwise proven to be less suitable to teach.

The Teachers' Liability Board shall revoke a license if the licensed person

1. has been grossly incompetent in their professional practice,
2. has committed a serious crime in or outside of their professional practice that calls into question their suitability to work as a teacher or preschool teacher,
3. is unable to practice the profession satisfactorily due to illness or any similar circumstance,
4. is otherwise particularly unsuitable to teach,
5. has not complied with an order for a medical examination pursuant to

Chapter 27, Section 13, or

6. requests that the license be revoked.

If there are special reasons in cases referred to in the first paragraph 2 or the second paragraph 2, the Teachers' Responsibility Board may refrain from issuing a warning or revoking the identification.

If the Teachers' Responsibility Board issues a warning or decides to revoke a certificate, the board shall notify the National Agency for Education and the employer of the holder of the certificate of this. The same applies if a general administrative court, after an appeal, decides to issue a warning, revoke the certificate or overturn the board's decision on a warning or revocation.

*Act (2011:189) .*

**Section 24** If the Board of Directors or a general administrative court decides to revoke a licence, the Board of Directors shall decide to notify the competent authorities in other states within the European Economic Area (EEA) and in Switzerland of the decision or judgment. The authorities shall be notified no later than three days after the date on which the decision or judgment to which the notification relates was issued. If this decision or judgment subsequently ceases to be valid, the Board of Directors shall notify the competent authorities in other states within the EEA and in Switzerland without delay.

Notifications pursuant to the first paragraph shall be made via the Internal Market Information System (IMI).

*Act (2016:151) .*

*/Title enters into force on: 2025-07-01/*

*School library*

*/Title enters into force on: 2025-07-01/*

*Access*

**Section 24 a** */Enters into force I: 2025-07-01/* Students in preschool, primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school shall have access to the school library at their own school unit.

In this Act, a school library refers to a collective, joint and organised operation with a comprehensive and target group-adapted range of analogue and

digital media that is made available to teachers and students for use as a resource in teaching.

If there are special reasons, the school library may instead be provided

- at another of the principal's school units or, in the case of a municipal principal, at the municipality's public library, or
- by being contracted out in accordance with Chapter 23, Section 8 a, to another principal within the school system or to a principal for a public library. *Act (2024:1072)* .

*/Title enters into force on: 2025-07-01/*

#### *Purpose*

**Section 24 b** */Enters into force l:2025-07-01/* In addition to the purposes stated in Section 2 of the Library Act (2013:801), a school library shall promote students' reading and media and information literacy. *Act (2024:1072)* .

*/Title enters into force on: 2025-07-01/*

#### *Library plans*

**Section 24 c** */Enters into force l: 2025-07-01/* Each principal shall specify in a library plan how the purpose of the school library operations will be achieved.

A municipality or region may adopt a specific school library plan or describe school library operations in the library plan that it must adopt according to Section 17 of the Library Act (2013:801).

If the principal intends to provide school library services for a school unit in a location other than the school unit itself, in application of Section 24 a, third paragraph, this and the specific reasons must also be stated in the library plan. *Act (2024:1072)* .

*/Title enters into force on: 2025-07-01/*

#### *Staffing*

**Section 24 d** */Enters into force l: 2025-07-01/* School libraries shall be staffed to such an extent that the purposes of school libraries are achieved.

Each principal shall strive to employ staff for school library operations who, in the first instance, have a degree from a university degree in library and information science or, in the second instance, a degree from another relevant university degree. *Act (2024:1072)* .

## *Student health*

### *Scope of student health*

**Section 25** Student health shall be provided for students in preschool, primary school, adapted primary school, Sami school, special school, upper secondary school and adapted upper secondary school. Student health shall include medical, psychological, psychosocial and special educational interventions. Student health shall primarily be preventive and health-promoting. Students' development towards the goals of education shall be supported. Student health work shall be conducted at individual, group and school unit level and shall be carried out in collaboration with teachers and other staff. Student health shall be part of the school's quality work. Where necessary, student health shall collaborate with health and medical services and social services.

For medical, psychological, psychosocial and special educational interventions, there shall be access to a school doctor, school nurse, psychologist, counselor and special education teacher or special education teacher. *Law (2022:1315)* .

**Section 26** A principal for municipal adult education may arrange for its students such student health as referred to in Section 25.  
*Act (2020:446)* .

### *Health visit*

**Section 27** Every pupil in primary school, adapted primary school and special school shall be offered at least three health visits that include general health checks. Every pupil in a Sami school shall be offered at least two health visits that include general health checks. The health visits shall be evenly distributed during school hours. In addition, between health visits, the pupil shall be offered a vision and hearing examination and other limited health checks.

The first health visit may be made during education in the preschool class instead of during education in a school type referred to in the first paragraph.

Every student in upper secondary school and adapted upper secondary school shall be offered at least one health visit that includes a general health check. *Law (2022:1315)* .

### *Simple healthcare interventions*

**Section 28** Students referred to in Section 27 may, if necessary, contact student health for simple healthcare interventions.



## *Study and career guidance*

### *Access*

**Section 29** Pupils in all types of school except pre-school and pre-school classes shall have access to staff with such competence that their need for guidance in choosing future educational and professional activities can be met. Those who intend to begin an education shall also have access to guidance.

### *Competence*

**Section 30** In order to be employed without a time limit for study and career guidance, the applicant must have an education intended for such activities.

Anyone who does not meet the requirement according to the first paragraph may be employed for study and career guidance for a maximum of one year at a time.

### *Personnel register check*

#### *Obligation to present registry extracts*

**Section 31** Anyone who is offered employment in a preschool, preschool class, after-school care home, compulsory school, adapted compulsory school, special school, Sami school, upper secondary school, adapted upper secondary school or such educational activity as referred to in Chapter 25 shall present an extract from the register kept in accordance with the Criminal Records Act (1998:620) for the person offering the employment. The extract shall be no more than one year old. Anyone who has not presented such a register extract may not be employed.

The register extract referred to in the first paragraph must also be presented by anyone who

1. is offered or assigned work within such an activity as referred to in the first paragraph under circumstances similar to those that occur in an employment relationship within the activity, if this occurs through an assignment, employment with someone who has entered into an agreement with the person conducting the activity or employment within another municipal activity,
2. during training for a teaching or preschool teacher qualification in accordance with the Higher Education Act (1992:1434) or vocational training within municipal adult education is assigned a place for a work-based part of the training within such an activity as referred to in the first paragraph, or
3. through participation in a labour market policy programme is assigned a

place for work experience or other programme contribution within such an activity as referred to in the first paragraph.

In the cases referred to in the second paragraph, the register extract shall be presented to the person within the business who decides to hire or receive someone in a manner referred to therein. Anyone who has not presented such a register extract may not be hired or received in the business. Act (2022:1315) .

**Section 32** A check of a register extract pursuant to Section 31 shall be documented by a note stating that the extract has been presented. The note shall be made by the person within the business who decides to employ, engage or receive someone. No other documentation of the check may be made.

*Law (2021:452) .*

*Exceptions from the obligation to present register extracts*

**Section 33** A person who is offered renewed employment with the same employer within one year or a renewed opportunity to participate in the activities in a manner referred to in Section 31, second paragraph, may be employed, engaged or received without having presented a register extract.

*Law (2021:452) .*

*/Title expires U:2025-09-01/*

*Skills development*

*/Title enters into force on: 2025-09-01/*

*National professional program for principals, teachers and preschool teachers in the school system and other skills development*

**Section 34** */Expires on: 2025-09-01/* The principal shall ensure that the personnel responsible for training in the activities for which the principal is responsible under this Act are given opportunities for skills development.

The principal shall ensure that all personnel in the activities for which the principal is responsible under this Act have the necessary insight into the regulations that apply to the school system.

*Act (2021:452) .*

**Section 34** */Enters into force I: 2025-09-01/* There shall be a national professional program for principals, teachers and preschool teachers within the school system. The program shall contain a national structure for

competence development for principals, teachers and preschool teachers, and a national qualification system for licensed teachers and licensed preschool teachers.

The national qualification system shall contain qualification levels. One of the qualification levels shall require a doctoral degree.

The national structure for competence development shall contain

1. competence development initiatives that can form the basis for qualification levels, and
2. other competence development initiatives for teachers and preschool teachers as well as competence development initiatives for principals.

Within the framework of the national structure for competence development, initiatives for principals may also be offered to deputy principals and employees or contractors who, under the second paragraph of Section 10, have been assigned to perform individual management tasks or decide on certain issues that the principal otherwise decides on. *Act (2023:393)* .

**Section 34 a** */Enters into force I: 2025-09-01/* The principal shall ensure that

1. all personnel in the activities for which the principal is responsible under this Act have the necessary insight into the regulations that apply to the school system, and
2. the personnel who are in charge of education in the activities for which the principal is responsible under this Act are given opportunities for skills development.

As part of the competence development according to the first paragraph 2, licensed teachers and licensed preschool teachers shall be given the opportunity to participate in such competence development within the national professional program that contributes to increasing professional skills and which can form the basis for a decision on such a qualification level that does not require a doctoral degree. *Act (2023:393)* .

**Section 34 b** */Enters into force I:2025-09-01/* The Swedish National Agency for Education shall, upon application, decide that a licensed teacher or licensed preschool teacher has achieved a certain qualification level, if the teacher or preschool teacher meets the conditions for the level. *Act (2023:393)* .

**Section 34 c** */Enters into force I:2025-09-01/* If a teacher's or preschool teacher's identification is revoked, a decision that the teacher or preschool teacher has achieved a certain level of qualifications shall cease to apply when the revocation becomes legally effective. *Act (2023:393)* .

**Section 34 d** */Enters into force I: 2025-09-01/* The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on the number of qualification levels, their names and the conditions for the different qualification levels, and on fees in connection with an application for a qualification level.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue further regulations on the national structure for competence development for principals, teachers and preschool teachers, and on the merit-based procedure. *Act (2023:393)* .

*/Title expires U:2025-07-01/*

*Premises and equipment and access to school libraries*

*/Title enters into force on: 2025-07-01/*

*Premises and equipment*

**Section 35** The training must have the premises and equipment needed to fulfil the purpose of the training.

**Section 36** */Repealed U:2025-07-01 by law (2024:1072) ./* Pupils in primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school shall have access to school libraries.

*Law (2022:1315)* .

## **Chapter 3. Children's and students' development towards the goals**

*Chapter content*

**Section 1** This chapter contains provisions on

- the learning and personal development of children and pupils (Section 2),

- information on the development of children and pupils (Section 3),
- a guarantee of early support measures in the preschool class and primary school (Sections 4-4 b),
- support in the form of extra adaptations (Section 5),
- special support (Sections 6-12),
- reception and teaching of newly arrived pupils (Sections 12 a-12 i),
- handover of tasks when transferring between and within school types (Section 12 j), and
- general provisions on grades (Sections 13-21).

*Act (2018:1098) .*

### *Children's and students' learning and personal development*

**Section 2** All children and students in all types of school and in after-school care shall be given the guidance and stimulation they need in their learning and personal development so that, based on their own circumstances, they can develop as far as possible in accordance with the goals of the education.

Students who, as a result of a disability, have difficulty meeting the various grading criteria or criteria for assessing knowledge that apply, shall be given support aimed at counteracting the consequences of the disability as far as possible.

Students who easily meet the minimum grading criteria or criteria for assessing knowledge shall be given guidance and stimulation to be able to reach further in their knowledge development. *Act (2022:146) .*

### *Information about the child's and student's development*

**Section 3** Guardians of a child in preschool as well as the pupil and the pupil's guardian in preschool class, compulsory school, adapted compulsory school, special school, Sami school, after-school centre, upper secondary school and adapted upper secondary school shall be continuously informed about the child's or pupil's development.

*Act (2022:1315) .*

### *Guarantee for early support interventions in preschool and primary school*

#### *A special assessment of students' knowledge development*

**Section 4** A special assessment of a pupil's knowledge development shall be made in

1. the preschool class, if, based on the use of national mapping material, there is an indication that the pupil will not meet the criteria for assessing

knowledge for grades 1 and 3 in Swedish, Swedish as a second language or mathematics,

2. the primary stage of compulsory school, in adapted compulsory school and in Sami school, if, based on the use of a national assessment support or a national test in Swedish, Swedish as a second language or mathematics, there is an indication that the pupil will not meet the criteria for assessing knowledge for grades 1 or 3, and

3. the primary stage of special school, if, based on the use of a national assessment support or a national test in Swedish, Swedish as a second language or mathematics, there is an indication that the pupil will not meet the criteria for assessing knowledge for grades 1 or 4.

If, after such an assessment, it is feared that the student will not meet the criteria for assessing knowledge that apply to the relevant school type, support as specified in Section 5 must be urgently planned or a report made to the principal in accordance with Section 7.

No special assessment is required if the conditions in Section 5 or 7 are already met. In that case, support as specified in Section 5 must be urgently planned or a notification must be made to the principal in accordance with Section 7. *Act (2022:1315)* .

#### *Consultation with staff with special educational expertise*

**Section 4 a** The responsible preschool teacher or teacher shall consult with personnel with special educational competence in

1. a special assessment in accordance with Section 4,
2. planning of support as specified in Section 5 when it is discovered in the preschool class or primary school that such support needs to be provided in Swedish, Swedish as a second language or mathematics, and
3. follow-up in accordance with Section 4 b.

Such consultation does not need to be carried out if the responsible preschool teacher or teacher has special educational competence. *Act (2018:1098)* .

#### *Follow-up*

**Section 4 b** At the end of the preschool class and at the end of the primary school in compulsory school, adapted compulsory school, Sami school and special school, a follow-up of such support provided in accordance with Section 5 shall be carried out in Swedish, Swedish as a second language and mathematics. The result of this follow-up shall be transferred to the teacher

who will be responsible for the student in the next grade.

*Act (2022:1315) .*

#### *Support in the form of additional adaptations*

**Section 5** If, within the framework of teaching, through the use of national mapping material or national assessment support, the result of a national test or information from teachers, other school personnel, a student or a student's guardian or in some other way, it emerges that there is a risk that a student will not meet the minimum grading criteria or criteria for assessing knowledge that must be met, and unless otherwise provided for in Section 7, the student shall be promptly provided with support in the form of extra adaptations within the framework of regular teaching.

The support should be provided based on the student's education as a whole, unless it is clearly unnecessary.

This applies to students in all types of schools and in after-school care.

*Law (2022:146) .*

#### *Scope of application of special support provisions*

**Section 6** The provisions in Sections 7-12 only apply to preschool classes, primary school, adapted primary school, special school, Sami school, after-school care, upper secondary school and adapted upper secondary school. *Act (2022:1315) .*

#### *Investigation*

**Section 7** If, within the framework of teaching, through the use of national mapping material or national assessment support, the result of a national test or information from teachers, other school staff, a student or a student's guardian or in some other way, it appears that there is a risk that a student will not meet the minimum grading criteria or criteria for assessing knowledge, despite support having been provided in the form of extra adaptations within the framework of regular teaching in accordance with Section 5, this shall be reported to the principal. The same applies if there are special reasons to assume that such adaptations would not be sufficient. The principal shall ensure that the student's need for special support is investigated promptly. The need for special support shall also be investigated if the student exhibits other difficulties in his or her school situation.

Consultation should take place with student health, unless it is clearly unnecessary.

If an investigation shows that a student is in need of special support, he or she shall be given such support.

In school units where education is limited to students in need of special support (resource schools), instead of the first-third paragraphs, each student at the resource school shall be given special support.

The special support shall be provided based on the student's education as a whole, unless it is clearly unnecessary.

The provisions in the first-third paragraphs and in sections 9-12 shall not apply if a student's support needs are assessed to be met through a measure to support newly arrived students and other students whose knowledge has been assessed in accordance with section 12 c. *Act (2022:724)* .

#### *How special support may be given*

**Section 8** Special support may be provided instead of the teaching that the student would otherwise have participated in or as a complement to it. The special support shall be provided within the student group to which the student belongs unless otherwise provided for in this Act or other legislation. *Act (2018:1098)* .

#### *Action program*

**Section 9** An action plan shall be drawn up for a pupil who is to be given special support. The plan shall state the need for special support and how it is to be met. The plan shall also state when the measures are to be followed up and evaluated and who is responsible for the follow-up and evaluation. The pupil and the pupil's guardian shall be given the opportunity to participate when an action plan is drawn up.

The action program is decided by the principal. The principal may not transfer his or her decision-making power to anyone else if the decision means that special support is to be provided

1. in another student group or individually according to Section 11,
2. in the form of distance learning and other teaching according to Section 11 a, or
3. in the form of an adapted course of study according to Section 12.

If an investigation pursuant to Section 7 shows that the student does not need special support, the principal or the person to whom the principal has



delegated the decision-making power shall instead decide that an action program shall not be prepared. *Act (2020:605)* .

#### *The design of special support in certain types of schools*

**Section 10** For a student in compulsory school, adapted compulsory school, special school and Sami school, special support shall be provided in the manner and to the extent necessary for the student to have the opportunity to meet the grading criteria or criteria for assessing knowledge that must at least be met.

*Law (2022:1315)* .

#### *Special teaching group or individual teaching*

**Section 11** If there are special reasons, a decision pursuant to Section 9 for a pupil in compulsory school, adapted compulsory school, special school or Sami school may mean that special support shall be provided individually or in a different teaching group (special teaching group) than the one to which the pupil normally belongs.

*Act (2022:1315)* .

#### *Distance learning*

**Section 11** a A decision pursuant to Section 9 may mean that special support shall be provided in the form of distance learning and other teaching pursuant to Chapter 22, if the requirements in Chapter 22, Section 5 or 7 are met.

A decision pursuant to the first paragraph may relate to a maximum of one semester at a time. *Law (2020:605)* .

#### *Customized study program*

**Section 12** If the special support for a pupil in primary school, adapted primary school, special school or Sami school cannot be reasonably adapted to the pupil's needs and circumstances, a decision pursuant to Section 7 may entail deviations from the timetable and the subjects and objectives that otherwise apply to the education (adapted curriculum). In primary school, special school and Sami school, the adapted curriculum shall be designed so that the pupil, as far as possible, has the conditions to achieve eligibility for the national upper secondary school programme.

The principal is responsible for ensuring that a student with an adapted course of study receives an education that, as far as possible, is equivalent to other education in the relevant school type. *Law (2022:1315)* .

## *Reception and teaching of newly arrived and certain other students*

### *Definition of newcomer*

**Section 12 a** New arrival in this Act refers to someone who

1. has been residing abroad,
2. is now residing in the country, and
3. has begun their education here later than the start of the autumn semester in the calendar year in which they turn seven.

A student should no longer be considered a newcomer after four years of schooling in this country.

A person who is not considered to be resident in the country according to Chapter 29, Section 2. *Act (2015:246)* is considered to be resident abroad .

### *Scope of provisions concerning newly arrived and certain other students*

**12 b §** The provisions in 12 c-12 in §§ apply, unless otherwise stated, to primary school, adapted primary school, special school and Sami school. *Act (2022:1315)* .

### *Assessment of a student's knowledge*

**Section 12 c** The knowledge of a newly arrived student shall be assessed unless such an assessment is clearly unnecessary.

If necessary, such an assessment shall also be made for a student who

1. has been residing abroad and who has commenced his or her education here no later than the start of the autumn semester of the calendar year in which he or she turns seven years old, or
2. after attending school in Sweden has been residing abroad and has subsequently returned to Sweden to resume his or her education here.

The principal is responsible for ensuring that assessments are made according to the first and second paragraphs.

The Government or the authority designated by the Government may issue regulations on the basis for such assessments.

*Act (2015:246)* .

**Section 12 d** An assessment pursuant to Section 12 c shall be made promptly. For a newly arrived pupil and for a pupil referred to in Section 12 c, second paragraph 2, the assessment shall be made in such time that a decision on placement in grade and teaching group can be made pursuant to Section 12 e. For a pupil referred to in Section 12 c, second paragraph 1, the

assessment shall be made no later than two months from the time the pupil has been accepted into the school system in one of the school types specified in Section 12 b.

The result of an assessment according to Section 12 c shall be taken into account when making decisions according to Sections 12 e and h, drawing up an individual study plan according to Section 12 g and assessing the need for study guidance in the mother tongue according to Section 12 i, as well as in other planning of teaching and in the distribution of teaching time. *Act (2018:1303)* .

#### *Placement in grade and teaching group*

**Section 12 e** A newly arrived student and a student whose knowledge has been assessed in accordance with Section 12 c, second paragraph 2, shall be placed in the grade that is appropriate taking into account the student's age, prior knowledge and other personal circumstances.

The principal shall decide on the placement of such a student in the grade as soon as possible and no later than two months from the time the student has been accepted into the school system in one of the school types specified in Section 12 b. The student shall be placed in the teaching group to which the student would normally belong within the same period. *Act (2015:246)* .

#### *Preparatory class*

**Section 12 f** The principal may decide that a student whose knowledge has been assessed in accordance with Section 12 c shall be partially taught in a preparatory class, if the student lacks sufficient knowledge of Swedish to be able to benefit from the regular teaching.

A student's instruction in a preparatory class in a certain subject shall be discontinued as soon as the student is deemed to have sufficient knowledge of Swedish to be able to participate full-time in instruction in that subject in the teaching group to which the student normally belongs.

A student may not be taught in a preparatory class for longer than two years. *Law (2015:246)* .

#### *Individual study plan*

**Section 12 g** For a newly arrived student who has been accepted into the school system in the lower secondary level of compulsory school or special school and whose knowledge has been assessed in accordance with Section

12 c, an individual study plan shall be drawn up no later than two months from acceptance.

The study plan should be long-term and describe how the student will achieve eligibility for the upper secondary school's national program based on the student's goals. It should contain information about the main content of the education and planned support measures.

The curriculum shall be revised continuously based on assessments made of the student's subject knowledge. *Law (2018:1303)* .

#### *Customized timetable*

**Section 12 h** The principal may decide that a newly arrived student who has been accepted into the school system in the lower secondary stage of compulsory school or special school shall be given instruction that deviates from the timetable and the subjects and objectives that otherwise apply to the education (adapted timetable), if

1. the principal, after the student's knowledge has been assessed in accordance with Section 12 c or later, assesses that the student will have difficulty achieving eligibility for a national programme in upper secondary school within the framework of compulsory education or the corresponding right to education in accordance with Chapter 7, Section 2, and
2. the student and the student's guardian have consented to the adapted timetable.

An adapted timetable shall be designed so that

1. the student is given instruction in such subjects and at least the number of subjects required to achieve eligibility for a national program in upper secondary school,
2. one of the subjects referred to in 1 is physical education and health, and
3. the student is given at least the total teaching time that remains for other students in that grade at the principal during the remaining school term. *Act (2018:1303)* .

#### *Study guidance in the mother tongue*

**Section 12 i** A newly arrived student who has been accepted into the school system in the lower secondary stage of compulsory school, adapted compulsory school or special school and whose knowledge has been assessed in accordance with Section 12 c shall receive study guidance in the mother tongue unless it is clearly unnecessary. The study guidance shall aim to

provide the student with the conditions to meet the minimum grading criteria or criteria for assessing knowledge that must be met.

The study guidance may be given in the student's strongest school language, if it is other than the mother tongue. *Law (2022:1315)* .

*Handover of tasks when transferring between and within school types*

**Section 12 j** When a pupil in a preschool class, primary school, adapted primary school, special school, Sami school, upper secondary school or adapted upper secondary school transfers from one type of school to another of the specified types of school, the school unit that the pupil leaves shall, in addition to what follows from Section 4 b, provide the receiving school unit with such information about the pupil as is necessary to facilitate the pupil's transition. The same applies if the pupil changes school units within the school type.

When a student changes school type from primary school or adapted primary school to upper secondary school or adapted upper secondary school, the receiving school unit shall promptly inform the transferring school unit that the school unit has received the student, unless this is unnecessary. *Act (2022:1315)* .

*General provisions regarding grades*

*School types where grades are given*

**Section 13** In primary school, adapted primary school, special school, Sami school, upper secondary school, adapted upper secondary school and municipal adult education, grades shall be set to the extent and form specified in this Act or other statute.

The Government or the authority designated by the Government may issue regulations on exemptions from the first paragraph for independent schools with a special pedagogical focus.

*Act (2022:1315)* .

**Section 13 a** Has been repealed by *law (2021:191)* .

*The principal's responsibility*

**Section 14** The principal shall ensure that grades are set in accordance with this Act and other regulations.

**Section 14 a** A principal may decide that grades shall be set in grades 4 and 5 in compulsory school, adapted compulsory school and Sami school and in

grades 5 and 6 in special school, at a school unit for which the principal is responsible. The basis for the decision shall be documented.

A principal who is considering making such a decision must give the teachers at the school unit concerned the opportunity to express their views.

The principal shall promptly notify the principal in writing of a decision pursuant to the first paragraph. The principal shall report the decision to the National Agency for Education.

The Government or the authority designated by the Government may issue regulations regarding the latest date by which the principal must make a decision in accordance with the first paragraph before an academic year. *Act (2022:1315)* .

**Section 14 b** A decision to discontinue grading according to Section 14 a shall be made in the same order as the decision to introduce such grading.

Such a decision may only concern future cohorts that have not yet received grades or may also include students who have already received semester grades in grade 4 of compulsory school, adapted compulsory school or Sami school or in grade 5 of special school with the support of a decision pursuant to section 14 a.

The Government or the authority designated by the Government may issue regulations regarding the latest date by which the principal must make a decision in accordance with the first paragraph before an academic year. *Act (2022:1315)* .

#### *Information about the basis for grading*

**Section 15** Students shall be informed of the principles applied when grading.

#### *Grading decisions*

**Section 16** Grades shall be decided by the teacher(s) who conduct the teaching at the time the grade is to be given.

If the teacher or teachers are not licensed, the decision shall be made together with a licensed teacher. If they cannot agree, the grade shall be decided by the licensed teacher, provided that he or she is authorized to teach the subject to which the grade relates. Otherwise, the grade shall be decided by the principal.

The Government or the authority designated by the Government shall issue further regulations regarding who decides on grades when more than one teacher is teaching at the time when grades are to be set.

The Government or the authority designated by the Government may issue regulations on exemptions from the second paragraph for teachers who do not have a teaching license. *Act (2013:823)* .

#### *Information about the reasons for the grade*

**Section 17** The person who has decided on the grade shall, upon request, inform the student and the student's guardian of the reasons for the grade.

#### *Issuance of grades*

**Section 18** Grades shall be issued in writing.

#### *Correction of typos and similar oversights*

**Section 19** A grade that contains an obvious inaccuracy as a result of a clerical error or similar oversight may be corrected by the principal. Before making a correction, the principal shall give the student and the student's guardian an opportunity to comment, unless this is unnecessary. In the event of a correction, a new written grade shall be issued and the incorrect grade document shall be destroyed if possible.

#### *Changing obviously incorrect ratings*

**Section 20** If the person or persons who have made a decision on a grade find that the decision is manifestly incorrect due to new circumstances or for any other reason, the person or persons shall change the decision, if this can be done quickly and easily.

Such a change may not result in a reduction in the grade.

Amendments pursuant to the first paragraph shall be made by the principal if

1. the person who made the original decision is no longer employed by the principal or is prevented from doing so due to some other similar reason,
2. the original decision has been made by several persons and one or more of them are no longer employed by the principal or are prevented from doing so due to some other similar reason, or
3. the original decision has been made by several persons and they cannot agree.

### *Exam for grades*

**Section 21** For those who wish to undergo assessment for grades, there are special provisions in this Act.

Despite the provisions of this Act on exemption from fees, the Government may issue regulations requiring anyone who wishes to undergo a test for a grade to pay a fee that is payable to the principal.

## **Chapter 4. Quality and influence**

### *Chapter content*

**Section 1** This chapter contains provisions on

- systematic quality work (Sections 2-8), and
- influence and consultation (Sections 9-17).

### *Systematic quality work*

#### *National level*

**Section 2** Chapter 26 contains provisions on supervision, state quality review and national monitoring of the school system and other education.

#### *Principal level*

**Section 3** Each principal within the school system shall, at principal level, systematically and continuously plan and monitor education, analyse the reasons for the results of the monitoring and, based on the analysis, implement measures with the aim of developing education. *Law (2022:940)* .

#### *Unit level*

**Section 4** Such planning, monitoring, analysis and development of education as specified in Section 3 shall also be carried out at preschool and school unit level.

The quality work at the unit level shall be carried out with the participation of teachers, preschool teachers, other staff and students. Children in the preschool, their guardians and the students' guardians shall be given the opportunity to participate in the work.

The principal is responsible for ensuring that quality work at the unit is carried out in accordance with the first and second paragraphs. *Act (2022:940)* .



### *The focus on systematic quality work*

**Section 5** The focus of the systematic quality work according to Sections 3 and 4 shall be to ensure that the goals for education in this Act and in other regulations (national goals) are met.

### *Documentation*

**Section 6** The systematic quality work according to Sections 3 and 4 shall be documented.

### *Authorization*

**Section 6** a The Government or the authority designated by the Government may issue regulations on how systematic quality work shall be conducted. Act (2022:940) .

### *Actions*

**Section 7** If, during follow-up, through complaints or in another way, it is discovered that there are shortcomings in the operations, the principal shall ensure that necessary measures are taken.

### *The principal's complaint handling*

**Section 8** The principal shall receive and investigate complaints against the education. When the principal has received a complaint, the principal shall confirm this, promptly conduct the investigation necessary to be able to handle the complaint and provide feedback to the person who has made the complaint. The principal shall have written procedures for handling complaints and actively work to ensure that the procedures are known among students, guardians and staff.

Law (2022:940) .

### *Influence and consultation*

#### *General information about the influence of children and students*

**Section 9** Children and students shall be given influence over education. They shall be continuously stimulated to take an active part in the work of further developing education and kept informed on issues that concern them.

The information and forms of influence for children and students should be adapted to their age and maturity.

Students should always have the opportunity to take the initiative on issues that are to be addressed within the framework of their influence over education. The work of students and their associations on issues of influence should also be supported and facilitated in other ways.

Chapter 6, Sections 17 and 18 of the Work Environment Act (1977:1160) contain provisions on student safety representatives.

*Students' work on issues of common interest*

**Section 10** Student representatives and other students shall be given the opportunity to discuss issues of common interest during school hours.

*Leave and compensation for student representatives*

**Section 11.** Chapter 6, Section 18 of the Work Environment Act (1977:1160) states that a student who has been appointed as a student safety representative shall be given the time off from schoolwork that is necessary for the assignment. The same shall apply to a student who has been appointed as a student council representative or who has another assignment to represent other students in matters concerning the education.

Student safety representatives, student council representatives and other student representatives shall be offered compensation for the teaching they miss due to their assignment.

*General information about guardians' influence over education in certain types of schools and after-school centers*

**Section 12** Guardians of children in preschool and of pupils in preschool class, compulsory school, adapted compulsory school, special school, Sami school and after-school centre shall be offered the opportunity to influence the education. *Law (2022:1315)* .

*Forum for consultation*

**Section 13** At each preschool and school unit, there shall be one or more forums for consultation with the children, pupils and guardians referred to in Section 12. Issues that are important for the unit's operations and that may be of significance to the children, pupils and guardians shall be addressed there.

Within the framework of one or more such forums referred to in the first paragraph, the children, students and guardians shall be informed of proposed decisions on such issues to be addressed there and given the opportunity to provide their views before decisions are made.

The principal is responsible for ensuring that there is a forum for consultation according to the first paragraph and for ensuring that the information and consultation obligation according to the second paragraph is fulfilled.

*Act (2019:801)* .

### *Planning and information*

**Section 14** The detailed design of the influence shall be specified in connection with the planning of the activities prescribed in Section 4.

Children, students and guardians shall be informed about what applies in terms of influence and consultation. They shall also be informed about the main features of the regulations that apply to education. The principal is responsible for providing such information. *Act (2019:801)* .

### *Local boards*

**Section 15** A municipality or a region may establish local boards within the part of the school system for which the municipality or region is the principal in accordance with the provisions on self-governing bodies in Chapter 8, Sections 4-8 of the Local Government Act (2017:725), unless otherwise provided for in this Act. *Act (2019:947)* .

**Section 16** In a local board for a preschool unit or a school unit with a primary school or an adapted primary school, representatives of the children's or students' guardians and representatives of the employees shall be members. In a local board for a school unit with an upper secondary school, adapted upper secondary school or municipal adult education, representatives of the students and representatives of the employees shall be members. The representatives of the students or guardians may not exceed the other members. *Act (2022:1315)* .

**Section 17** The principal may instruct the local board to decide on matters that the principal, according to Chapter 2, Section 10, may instruct an employee or contractor to decide on. However, the principal may not instruct the local board to decide on matters that concern individual children or students. *Act (2019:801)* .

## **Chapter 5. Security and study peace**

### *Chapter content*

**Section 1** This chapter contains provisions on

- scope of application (Section 2),
- work environment (Sections 3-4),
- rules of procedure (Section 5),

- disciplinary and other special measures (Sections 6-23), and
- documentation (Section 24).

*Act (2022:940) .*

### *Scope of application*

**Section 2** Unless otherwise stated in the respective section, the provisions in this chapter apply to all types of school except preschool. The provisions in sections 1-6 and 22-24 also apply to after-school centers.

### *Work environment*

**Section 3** All students shall be assured of a school environment where education is characterized by security and teaching by study peace. Study peace means that there are good conditions for students to concentrate on their teaching.

The principal must ensure that preventive work is carried out at the school unit that aims to create security and study peace.

The Government or the authority designated by the Government may issue regulations regarding preventive work. *Act (2022:940) .*

**Section 4** The Work Environment Act (1977:1160) contains provisions on the requirements for a good work environment.

This Act also contains provisions on certain issues relating to the work environment.

**Section 4 a** During teaching, only such use of mobile phones and other electronic communication equipment may occur that

1. occurs according to the teacher's instructions with the aim of promoting the students' development and learning, or
2. constitutes extra adaptations or special support according to Chapter 3.

However, if there are special reasons, the principal or a teacher may allow an individual student to use a mobile phone or other electronic communication equipment in cases other than those referred to in the first paragraph.

This section does not apply to municipal adult education. *Act (2022:940) .*

**Section 4 b** The principal, a teacher or a supervisor referred to in Chapter 21, Section 13, may confiscate mobile phones or other electronic communications equipment to prevent disruptions to teaching.

The principal or a teacher may also take possession of such equipment to prevent offensive photography pursuant to Chapter 4, Section 6 a of the Penal Code or other offensive photography or filming of someone who is in a changing room, shower or other similar space before or after a sports lesson.

The principal or a teacher may also, in other similar situations or if there are special reasons, confiscate mobile phones or other electronic communication equipment to prevent offensive photography or filming.

The person who is allowed to take possession of mobile phones or other electronic communications equipment according to the first, second or third paragraph may also instruct someone else to do this.

This section does not apply to municipal adult education.

*Act (2022:940) .*

**Section 4 c** An object that has been taken into custody in accordance with

- Section 4 b, first paragraph, shall be returned to the student no later than when the teaching session has ended for the student,
- Section 4 b, second paragraph, shall be returned to the student no later than shortly after the student has left the premises after the physical education lesson,
- Section 4 b, third paragraph, shall be returned when the reason for the taking into custody has ceased. *Law (2022:940) .*

**Section 4 d** In addition to what is stated in Section 4 b, a principal in a preschool class, a primary school, an adapted primary school, a special school, a Sami school and a after-school centre may decide that mobile phones and other electronic communication equipment shall be collected at the beginning of each school day. In such cases, the item shall be returned no later than the end of each school day.

The principal's decision may apply for a maximum of one year at a time.

The principal or a teacher may make exceptions to a decision referred to in the first paragraph for the use of mobile phones and other electronic communication equipment referred to in Section 4a, or for an individual student if there are special reasons.

*Act (2022:1315) .*

**Section 4 e** Each school unit shall have written procedures for handling the disposal of mobile phones and other electronic communication equipment in

accordance with Sections 4 b-4 d. The principal decides on such procedures. *Act (2022:940)* .

#### *Rules of procedure*

**Section 5** Rules of conduct shall exist for each school unit. The rules of conduct and how they are followed shall be regularly monitored. The reasons for the results of the monitoring shall be analyzed. The rules of conduct shall be drawn up, monitored and, if necessary, revised with the participation of the students.

The principal decides on rules of procedure.

This section does not apply to municipal adult education.

*Act (2022:940)* .

#### *Disciplinary and other special measures*

##### *General powers of staff*

**Section 6** Staff may take such immediate and temporary measures as are justified to ensure the safety and peace of mind of students. This includes the authority to intervene physically to prevent violence, abuse or other disturbances.

A measure pursuant to the first paragraph may only be taken if it is reasonably proportionate to its purpose and other circumstances.

Under the conditions set out in sections 7-23, expulsion from the teaching premises, detention, temporary relocation, temporary placement outside the school unit, suspension and seizure of objects may be decided. Such measures may also be taken only if they are in reasonable proportion to their purpose and other circumstances.

*Act (2022:940)* .

#### *Expulsion from the classroom*

**Section 7** In primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school, a teacher or a supervisor referred to in Chapter 21, Section 13, may expel a student from the teaching premises for no more than the remainder of one teaching period, if

1. the student disrupts teaching or otherwise behaves inappropriately, and
2. the student has not changed his or her behavior after being asked to do so by the teacher or supervisor.

If the teacher or supervisor is not present in the classroom, other staff may expel a student from the classroom under the same conditions as those stated in the first paragraph. In such cases, the teacher or supervisor shall be notified afterwards. *Act (2022:1315)* .

#### *Detention*

**Section 8** Under the same conditions as in Section 7, a teacher or principal in a primary school, adapted primary school, special school, Sami school, upper secondary school or adapted upper secondary school may decide that a student shall remain at school under supervision for a maximum of one hour after the school day's teaching has ended or shall report to school for a maximum of one hour before the teaching begins. *Act (2022:1315)* .

#### *Investigation*

**Section 9** If a student in a preschool class, primary school, adapted primary school, special school, Sami school, upper secondary school or adapted upper secondary school has repeatedly disturbed the order or behaved inappropriately or if the student has committed a more serious offence, the principal shall ensure that the matter is investigated. Consultation shall take place with the student's guardian.

If the conditions for an investigation into special support according to Chapter 3, Section 7 are met, such an investigation shall also be initiated.

*Law (2022:1315)* .

**Section 10** Based on what has emerged from an investigation pursuant to Section 9, first paragraph, the principal shall ensure that measures are implemented to get the student to change his or her behavior.

#### *Written warning*

**Section 11** Following an investigation pursuant to Section 9, first paragraph, the principal may decide to issue the student with a written warning. Such a warning shall contain information about the measures that may be taken if the student does not change his or her behavior.

The student's guardian must be informed of the principal's decision.

#### *Temporary relocation*

**Section 12** In preschool, primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school, the principal may decide that a student shall follow instruction in a

different teaching group than the one the student otherwise belongs to or be taught in another location within the same school unit if the measures taken following an investigation referred to in Section 9, first paragraph, have not been sufficient or if it is otherwise necessary to ensure the safety and study peace of mind of the other students.

A decision according to the first paragraph may mean that the student is given individual instruction or instruction in a special teaching group according to Chapter 3, Section 11. The conditions specified in Chapter 3 for such instruction do not need to be met for such a decision.

Before the principal makes a decision that involves teaching in another teaching group, the principal must assess how the measure may affect the education of other students in that group.

The student's guardian must be informed of the principal's decision.

A measure taken by the principal in accordance with the first paragraph may not apply for a period longer than four weeks. *Act (2022:1315)* .

#### *Temporary placement outside one's own school unit*

**Section 13** If measures pursuant to Section 12 are not sufficiently intrusive to ensure other students' safety and study peace or are not possible to implement, the principal may decide that a student shall temporarily be given instruction at another school unit or at another location within the principal's organization.

A decision according to the first paragraph may mean that the student is given individual instruction or instruction in a special teaching group according to Chapter 3, Section 11. The conditions specified in Chapter 3 for such instruction do not need to be met for such a decision.

Before the principal makes a decision that involves teaching in another teaching group, the principal must assess how the measure may affect the education of other students in that group.

A decision on temporary placement at another school unit is made jointly with the principal at the receiving school unit.

The student's guardian shall be informed of a decision pursuant to the first paragraph before the placement is carried out.



A measure taken by the principal in accordance with the first paragraph may not apply for a period longer than four weeks. *Act (2022:940)* .

#### *Suspension in certain compulsory school types*

**Section 14** In compulsory school, special school and Sami school, the principal may decide to suspend a student in whole or in part if the student acts in such a way that the safety of other students or staff is deemed to be threatened.

The principal may also decide to suspend a student in whole or in part if

1. measures pursuant to Section 13 are not sufficiently intrusive or are not possible to implement or there are special reasons with regard to the student's behavior, and
2. it is necessary with regard to the safety and study peace of other students.

The student shall be offered compensation for the instruction that he or she misses due to the suspension.

The principal may not assign anyone else to make decisions pursuant to the first or second paragraph.

A decision to suspend applies immediately unless otherwise decided. *Law (2022:940)* .

#### *Closing time in certain compulsory school types*

**Section 15** A decision pursuant to Section 14 may only entail suspension for the time needed for a prompt investigation of what other measures may be needed.

A student may not be suspended for a period longer than one week nor on more occasions than twice per calendar half-year.

#### *Obtaining opinions and information from those concerned*

**Section 16** Before the principal decides on suspension in accordance with Section 14, the student and the student's guardian shall be given the opportunity to express their views.

The principal must inform the principal when he or she has made a decision to suspend. If the student is under 18, the social welfare committee must also be informed of the decision.

### *Suspension in voluntary school systems*

**Section 17** In upper secondary schools, adapted upper secondary schools and municipal adult education, the principal or principal may decide to suspend a student in whole or in part if

1. the student acts in such a way that the safety of other students or staff is deemed to be threatened,
2. the student uses unauthorized aids or otherwise attempts to mislead in the assessment of the student's achievement of the goals and knowledge,
3. the student disrupts or hinders the conduct of the education,
4. the student subjects another student or person affected by the education to abusive treatment,
5. the student can be assumed to have committed a criminal act within the school's area, or
6. the student's behavior otherwise negatively affects the safety and study peace of other students.

The principal or principal may decide that a decision to suspend shall apply immediately.

A prerequisite for suspension according to the first paragraph 3, 4 or 6 is that the purpose of other measures has not been achieved.

The principal may not assign anyone else to make decisions pursuant to this section. *Law (2022:1315)* .

### *Closing time in voluntary school systems*

**Section 18** Decisions pursuant to Section 17 may not refer to suspension for a period longer than two weeks during a calendar half-year, unless otherwise provided for in the second paragraph.

The principal may decide to extend the suspension if the purpose of a shorter suspension period has not been achieved or if it is deemed necessary for some other reason in view of the student's behavior. However, a decision to suspend pursuant to Section 17 may not extend beyond the remainder of the current calendar half-year and three additional calendar half-years. *Act (2022:940)* .

### *Suspension from certain training with practical elements*

**Section 19** The principal or principal may, in addition to what is stated in Section 17, paragraphs one to three, decide to fully or partially suspend a student from a certain education in upper secondary school, adapted upper

secondary school or municipal adult education, if

1. the education includes internships or parts of the education are workplace-based, and

2. it is clearly inappropriate for the student to participate in the practical service.

The principal or principal may decide that a decision to suspend shall apply immediately.

The principal may not assign anyone else to make decisions pursuant to this section. *Law (2022:1315)* .

*Suspension period from certain training with practical elements*

**Section 20** The principal's decision on suspension pursuant to Section 19 shall be for a certain period of time or shall be valid without time limit.

The principal's decision to suspend according to Section 19 may not apply for a period longer than two weeks. *Law (2022:940)* .

*Obtaining opinions and obligations to provide information and consultation*

**Section 21** Before the principal or principal decides on suspension pursuant to Section 17 or 19, the student and the student's guardian shall be given the opportunity to express their views.

The principal shall inform the principal when he or she has made a decision to suspend pursuant to Section 17 or 19.

If the student is under 18 years of age and the total period of suspension during a calendar half-year does not exceed two weeks, the social welfare committee shall be informed of a decision pursuant to Section 17 or 19.

If the student is under 18 years of age, consultation shall be held with the social welfare committee before a decision is made pursuant to Section 17 or 19 which means that the total period of suspension during a calendar half-year exceeds two weeks. *Law (2022:940)* .

*Placement without time limit at another school unit*

**Section 21 a** In Chapter 10, Sections 30 and 31 and Chapter 11, Sections 29 and 30, there are provisions on the placement without time limit of a pupil in compulsory school or adapted compulsory school at a school unit other than that which the pupil's guardian has requested, if this is necessary with regard to the safety and study peace of other pupils. *Act (2022:1315)* .

### *Disposal of objects*

**Section 22** Staff may take possession of objects from a student that are used in a way that is disruptive to education, offensive to students or staff, or that may pose a danger to the safety of education.

Objects that personnel other than the principal, a teacher or a supervisor referred to in Chapter 21, Section 13 have taken into custody pursuant to the first paragraph shall, if they cannot be returned immediately, be handed over without undue delay to the principal, a teacher or such supervisor for consideration of when the object should be returned in accordance with Section 23.

This section does not apply to municipal adult education.

*Act (2022:940) .*

**Section 23** An object that has been taken into custody in accordance with Section 22 shall be returned to the student no later than the end of the school day for the student. If the student has repeatedly brought an object covered by Section 22 or if, given the nature of the object, there is a special reason not to return it, the object need not be returned until the student's guardian has been informed of the taking into custody. A taking into custody may not last longer than the fourth day after the taking into custody was carried out.

If an object that has been seized pursuant to Section 22 can be assumed to be forfeited pursuant to Chapter 36, Sections 9, 10 or 12 of the Swedish Criminal Code, Section 6 of the Swedish Narcotics Act (1968:64) or Chapter 9, Section 5 of the Swedish Weapons Act (1996:67), the principal or the person designated by the principal shall promptly report the seizure to the Police Authority. In these cases, the seizure may remain in place until the question of whether the object should be seized has been examined. *Act (2024:863) .*

### *Documentation*

**Section 24** If an action has been taken in accordance with Sections 7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 or 23, it shall be documented in writing by the person who carried out the action. If the action concerns the disposal of objects in accordance with Section 22, this obligation only applies if the object has not been returned after the end of the lesson.

## Chapter 6. Measures against abusive treatment

### *Purpose and scope*

**Section 1** The purpose of this chapter is to counteract abusive treatment of children and students.

The provisions apply to education and other activities under this Act.

### *Discrimination*

**Section 2** Provisions on prohibitions, etc., against discrimination in connection with activities under this Act are contained in the Discrimination Act (2008:567).

### *Definitions*

**Section 3** In this chapter, the following terms are used:

- pupil: in addition to what is stated in Chapter 1, Section 3, a person seeking education other than preschool according to this Act,
- child: a person participating in or seeking a place in preschool or other educational activities according to Chapter 25,
- staff: employees and contractors in activities according to this Act, and
- offensive treatment: behaviour that, without being discrimination according to the Discrimination Act (2008:567), violates the dignity of a child or a pupil.

### *Mandatory provisions*

**Section 4** Contractual terms that restrict rights or obligations under this chapter are ineffective.

### *Responsibility for staff*

**Section 5** The principal is responsible for ensuring that the personnel fulfill the obligations set out in this chapter when acting in the course of their duties or within the framework of the assignment.

### *Active measures*

#### *Goal-oriented work*

**Section 6** The principal shall ensure that within the framework of each specific activity, targeted work is carried out to counteract abusive treatment of children and pupils. Further regulations on this are found in Sections 7 and 8.

*Obligation to prevent and deter abusive treatment*

**Section 7** The principal shall ensure that measures are implemented to prevent and stop children and students from being subjected to abusive treatment.

*Plan against abusive treatment*

**Section 8** The principal shall ensure that a plan is drawn up each year with an overview of the measures needed to prevent and deter abusive treatment of children and pupils. The plan shall contain an account of which of these measures are intended to be initiated or implemented during the coming year. An account of how the planned measures have been implemented shall be included in the following year's plan.

*Prohibition of abusive treatment*

**Section 9** The principal or staff may not subject a child or student to abusive treatment.

*Obligation to report, investigate and take action against abusive treatment*

**Section 10** A teacher, preschool teacher or other staff member who becomes aware that a child or student believes that they have been subjected to abusive treatment in connection with the activity is obliged to report this to the principal. A principal who becomes aware that a child or student believes that they have been subjected to abusive treatment in connection with the activity is obliged to report this to the principal. The principal is obliged to promptly investigate the circumstances surrounding the reported abuses and, where appropriate, take such measures as may reasonably be required to prevent abusive treatment in the future.

The first and second sentences of the first paragraph shall be applied correspondingly if a child or student considers himself or herself to have been subjected to harassment or sexual harassment in a manner referred to in the Discrimination Act (2008:567).

For activities referred to in Chapter 25 and for after-school centers that are not integrated with a school unit or preschool unit, the first and second paragraphs apply to the personnel appointed by the principal. *Act (2018:1303)* .

*Prohibition of retaliation*

**Section 11** The principal or staff may not subject a child or student to reprisals because the child or student has participated in an investigation

pursuant to this chapter or has reported or denounced someone who has acted in violation of the provisions of the chapter.

### *Damages*

**Section 12** If the principal or staff disregards their obligations under Sections 7, 8, 9, 10 or 11, the principal shall pay damages to the child or pupil for the violation this entails, and shall compensate for other damage caused by the disregard. However, damages for violation in cases other than reprisals are not paid if the violation is minor.

If there are special reasons, the damages for infringement may be reduced or waived entirely.

### *The trial*

**Section 13** Cases for damages under this chapter shall be handled in accordance with the provisions of the Code of Civil Procedure concerning the trial in civil cases when settlement of the matter is permitted.

In such cases, however, it may be ordered that each party bear its own legal costs, if the party who has lost the case had reasonable grounds to have the dispute heard.

### *Burden of proof*

**Section 14** If a child or student who believes that he or she has been subjected to abusive treatment pursuant to Section 9 or reprisals pursuant to Section 11 shows circumstances that give reason to assume that he or she has been subjected to such treatment, it is the principal of the activity who must show that abusive treatment or reprisals have not occurred.

### *Right to bring legal action*

**Section 15** In a dispute over damages under this chapter, the State School Inspectorate may, as a party, bring proceedings on behalf of a child or pupil who consents to this. When the State School Inspectorate brings such proceedings, the authority may also bring other proceedings on behalf of the child or pupil in the same proceedings if he or she consents to this. For children under 16 years of age, the consent of the guardian is required.

The provisions of the Code of Judicial Procedure concerning parties shall also apply to the person for whom the School Inspectorate is bringing proceedings pursuant to this chapter with regard to conflict of interest, ongoing litigation,

personal appearance and questioning during a sworn statement and other issues relating to evidence.

When a child or student brings an action under this chapter, the School Inspectorate may not bring an action on behalf of the child or student regarding the same matter.

**Section 16** The court's decision in a case where the State School Inspectorate is acting on behalf of a child or student may be appealed by the child or student, if it may be appealed by the authority.

When the court's decision in a case referred to in the first paragraph has become final, the matter may not be re-examined at the request of either the child or the student or the Swedish School Inspectorate.

## **Chapter 7. Compulsory education and the right to education**

### *Chapter content*

**Section 1** This chapter contains provisions on

- who is covered by compulsory schooling (Section 2),
- the right to education (Section 3),
- how compulsory schooling is fulfilled (Sections 4-9),
- when compulsory schooling begins (Section 10),
- earlier school start and exemption from the obligation to fulfil compulsory schooling in preschool class (Sections 11-11 b),
- repeating a grade (Section 11 c),
- when compulsory schooling ends and the right to subsequently complete schooling (Sections 12-16),
- participation in education (Sections 17-19 a), and
- responsibility for the fulfilment of compulsory schooling (Sections 20-23).

*Act (2022:1315) .*

### *Who is covered by compulsory education?*

**Section 2** Children who are resident in Sweden are required to attend school in accordance with the provisions of this chapter.



However, compulsory school attendance does not apply to children who are permanently residing abroad or whose circumstances are such that it is obvious that the child cannot be required to attend school.

Compulsory schooling also does not apply to children referred to in Chapter 29, Section 2, second paragraph. However, these children have the same right to education as children with compulsory schooling.

#### *The right to education*

**Section 3** According to Chapter 2, Section 18, first paragraph, of the Instrument of Government, all children covered by compulsory schooling have the right to free basic education in public schools.

Section 2, third paragraph, and Section 15 also provide for a certain right to education in addition to compulsory schooling. *Law (2017:1115)* .

#### *How compulsory education is fulfilled*

##### *Preschool class and primary school*

**Section 4** Compulsory school attendance shall begin in the preschool class. Thereafter, compulsory school attendance shall be completed in the compulsory school or in the school type where the child is admitted in accordance with Section 5, 6 or 7, unless compulsory school attendance is completed in some other way in accordance with the provisions of Chapter 24.

However, compulsory education can begin to be fulfilled directly in primary school, adapted primary school, special school or Sami school according to sections 11 a and 11 b. *Act (2022:1315)* .

##### *Adapted elementary school*

**Section 5** Children who, due to having an intellectual disability, are not considered to have the conditions to meet such grading criteria or criteria for assessing knowledge that apply to compulsory school and which must at least be met, shall be admitted to adapted compulsory school.

The question of admission to an adapted primary school is considered by the child's home municipality. A decision on admission to an adapted primary school shall be preceded by an investigation that includes a pedagogical, psychological, medical and social assessment. Consultation with the child's guardian shall take place when the investigation is carried out.

If the child's guardian does not give his consent to the child being admitted to an adapted primary school, the child shall fulfil his school obligation in

accordance with what otherwise applies under this Act. However, a child may be admitted to an adapted primary school without the guardian's consent, if there are exceptional reasons with regard to the child's best interests. *Act (2022:1315)* .

**Section 5 a** Anyone working within the school system must notify the student's principal if he or she notices or becomes aware of anything that indicates that a student in an adapted primary school does not belong to the adapted primary school's target group.

A principal who receives such information shall report this to the student's home municipality. The home municipality shall promptly investigate the matter.

*Law (2022:1315)* .

**Section 5 b** The home municipality shall decide that the pupil does not belong to the target group of the adapted primary school if an investigation according to Section 5 a shows this. The home municipality shall then accept the pupil in the primary school or ensure that the pupil receives the prescribed education in some other way. The home municipality shall take the measures required for the pupil's transition from adapted primary school to another form of school. *Act (2022:1315)* .

*The special school*

**Section 6** Children who, due to their disability or other special reasons, cannot attend primary school or adapted primary school shall be admitted to a special school if they

1. are deaf-blind or otherwise visually impaired and have an additional disability,
2. in cases other than those referred to in 1, are deaf or hearing impaired, or
3. have a severe language disorder.

The question of admission to a special school is examined by the Special Education School Authority. A decision on admission to a special school shall be preceded by an investigation that includes a pedagogical, psychological, medical and social assessment. Consultation with the child's guardian shall take place when the investigation is carried out. *Act (2022:1315)* .

*The Sami school*

**Section 7** Children of Sami people may complete their compulsory education in a Sami school instead of in grades 1-6 of primary school. Other children

may also complete that part of their compulsory education in a Sami school, if there are special reasons.

The question of whether a child should be allowed to fulfill their compulsory education in a Sami school is examined by the Sami Education Board.

#### *Reception on trial*

**Section 8** A person who is a student in a compulsory school, adapted compulsory school or special school may, on a trial basis for a maximum of six months, be accepted as a student in another of these school types, if the principals concerned agree to this and the student's guardian permits it. *Act (2022:1315)* .

#### *Integrated students*

**Section 9** A pupil in primary school may receive his education in an adapted primary school (integrated pupil), if the principals concerned agree to this and the pupil's guardian allows it. A pupil in an adapted primary school may, under the same conditions, receive his education in a primary school or a Sami school.

For a student who receives his education in this way within a different school type, the provisions relating to the original school type apply. However, the principal of the school unit where the student receives his education may decide on the exceptions to these provisions that are required with regard to the organization of the education. *Act (2022:1315)* .

#### *When compulsory schooling begins*

**Section 10** Compulsory school attendance begins in the autumn semester of the calendar year in which the child turns six years old.

If there are special reasons, the child may not begin to fulfill his/her compulsory education until the autumn semester of the calendar year in which the child turns seven.

The question of deferred compulsory school attendance is considered by the home municipality at the request of the child's guardian. *Law (2017:1115)* .

#### *Earlier school start and exemption from the obligation to complete compulsory schooling in preschool class*

**Section 11** A child may be admitted to the preschool class as early as the autumn term of the calendar year in which the child turns five.

*Law (2017:1115)* .

**Section 11 a** A child may begin to fulfil compulsory schooling in primary school, adapted primary school, special school or Sami school in the autumn term of the calendar year in which the child turns six years old if

1. the child has then completed the preschool class, or
2. the child's guardian requests that the child be allowed to start in one of these forms of school without first having completed the preschool class and the child is deemed to have the prerequisites for this.

Decisions in the matter according to the first paragraph 2 are made by

1. the principal in the case of compulsory school and Sami school,
2. the special education school authority in the case of special school, and
3. the child's home municipality in the case of adapted compulsory school.

*Act (2022:1315) .*

**Section 11 b** A child who has been granted deferred compulsory schooling and who is to be admitted to an adapted primary school may, in addition to what is stated in Section 11 a, begin to fulfil compulsory schooling in an adapted primary school without first having completed the pre-school class, if the child's guardian requests this from the home municipality. *Act (2022:1315) .*

*Skip a grade*

**Section 11 c** The principal may decide that a student in a compulsory school, adapted compulsory school, special school or Sami school shall repeat a grade, if the student's guardian agrees and it is most appropriate for the student, taking into account the student's development and personal circumstances in general. If there are exceptional reasons, the principal may decide that the student shall repeat a grade even without the consent of the student's guardian.

The principal may not assign anyone else to make decisions pursuant to the first paragraph. *Act (2022:1316) .*

*When compulsory education ends and the right to subsequently complete schooling*

*End of compulsory education*

**Section 12** Compulsory school attendance ends at the end of the spring semester in the tenth year or, if the student attends a special school, in the eleventh year after the student began to fulfill compulsory school attendance, unless otherwise provided for in Section 13 or 14. *Act (2017:1115) .*

### *Later termination*

**Section 13** For a student who has not completed the highest grade when compulsory school attendance would otherwise have ended according to Section 12, compulsory school attendance instead ends one year later, but no later than when the student turns 18.

The question of extending compulsory schooling according to the first paragraph is considered by the home municipality. However, for a student attending a special school, the question is considered by the Special Education School Authority.

### *Previous termination*

**Section 14** If, before the time specified in Section 12 or 13, the student meets the minimum grade criteria for the type of school where the student is fulfilling his/her compulsory education, compulsory education ceases.

The question of the termination of compulsory education according to the first paragraph is examined by the home municipality. For a student who attends a special school, the question is examined by the Special Education School Authority. *Act (2022:146)* .

### *Right to complete schooling*

**Section 15** A student in compulsory school, adapted compulsory school or special school has the right to complete the highest grade, even if compulsory schooling ends before then.

A student in primary school, adapted primary school or special school also has the right to complete the education for a further two years after the end of compulsory schooling, if the student has not fulfilled the grading criteria or criteria for assessing knowledge that must be met at least for the respective school type. A student in adapted primary school has the right to at least 800 hours of teaching during this time in addition to the teaching time guaranteed in Chapter 11, Section 7, first paragraph, if the student has not previously fulfilled the grading criteria or criteria for assessing knowledge.

A student who has been admitted to a special school in accordance with Section 6, first paragraph 1, and who, due to his or her disabilities, cannot receive satisfactory conditions in an adapted upper secondary school or upper secondary school, may, after compulsory schooling has ended and subject to space, undergo further education in a special school up to and including the spring semester in the calendar year in which the student turns 21, if the

student is not deemed capable of completing the education in accordance with the second paragraph.

*Act (2022:1315) .*

**Section 16** The question of the right to complete schooling according to Section 15 is examined by the home municipality. However, for a student who attends a special school, the question is examined by the Special Education School Authority.

*Participation in training*

*Presence*

**Section 17** A student in a preschool class, compulsory school, adapted compulsory school, special school or Sami school shall participate in the activities organized to provide the intended education, unless the student has a valid reason for not attending.

The compulsory activities may cover a maximum of 190 days per school year and eight hours or, in the pre-school class and the two lowest grades, six hours per day. Such activities may not be scheduled on Saturdays, Sundays or other holidays.

The Government or the authority designated by the Government may issue regulations on deviations from the second paragraph for

1. pupils in compulsory school, special school and Sami school who study at a higher level and also in other cases for pupils in special school, and
2. pupils in adapted compulsory school.

If a student in a preschool class, primary school, adapted primary school, special school or Sami school is absent from compulsory activities without a valid reason, the principal shall ensure that the student's guardian is informed on the same day that the student has been absent. If there are special reasons, the student's guardian does not need to be informed on the same day.

*Act (2024:410) .*

*Leave*

**Section 18** A student in a school type referred to in Section 17 may be granted shorter leave for individual matters. If there are exceptional reasons, longer leave may be granted.

The principal decides on leave. The principal may not assign anyone else to make decisions on leave for a period longer than ten days.

### *Exemption*

**Section 19** A student in a school type referred to in Section 17 may, at the request of the student's guardian, be exempted from the obligation to participate in compulsory elements of the teaching if there are exceptional reasons. Such a decision may only apply to single occasions during an academic year.

The principal decides on exemption. The principal may not assign such decisions to anyone else.

### *Investigation into absence*

**Section 19 a** If a student has repeated or prolonged absences from the activities referred to in Section 17, the principal shall, regardless of whether the absence is valid or invalid, ensure that the absence is promptly investigated unless it is unnecessary. The investigation shall be carried out in consultation with the student and the student's guardian and with student health.

If the conditions for an investigation into special support pursuant to Chapter 3, Section 7 are met, such an investigation shall also be initiated.

When an investigation into a student's absence has been initiated, the principal must ensure that the absence is reported to the principal as soon as possible.

*Law (2018:1098) .*

### *Responsibility for fulfilling compulsory education*

#### *Guardian's responsibility*

**Section 20** The person who has custody of a child subject to compulsory school attendance shall ensure that the child fulfils his or her schooling obligations.

#### *Responsibility of the home municipality*

**Section 21** The home municipality shall ensure that children of compulsory school age who do not attend its preschool class, primary school or adapted primary school in any other way receive the prescribed education.

The home municipality shall, in matters concerning compulsory school pupils referred to in Section 19 a, coordinate efforts with community bodies, organisations or other stakeholders where necessary. In matters of disclosure of information, the restrictions set out in Chapter 29, Section 14 and the Public

Access and Secrecy Act (2009:400) apply.  
*Act (2022:1315)* .

#### *The principal's responsibility*

**Section 22** The principal shall ensure that the pupils in the principal's preschool class, primary school and adapted primary school complete their schooling. The principal of the special school and the principal of the Sami school shall ensure that pupils in education under their supervision complete their schooling.

When a student with compulsory school attendance starts or ends at a school unit with a principal other than the home municipality or an investigation into the student's absence has been initiated by such a principal in accordance with Section 19 a, the principal shall promptly provide information about this to the home municipality. *Act (2022:1315)* .

#### *Injunction and fine*

**Section 23** If a pupil with compulsory schooling does not complete his/her schooling and this is due to the pupil's guardian not having done what he/she is obliged to do to ensure that this happens, the home municipality may order the pupil's guardian to fulfill his/her obligations. For a pupil in a special school, Sami school or preschool class at a school unit with a special school or Sami school, it is instead the principal of the respective school type who may order the pupil's guardian to fulfill his/her obligations.

An injunction pursuant to the first paragraph may be combined with a fine.

A decision on an injunction is effective immediately unless otherwise decided. *Law (2017:1115)* .

## **Chapter 8. Preschool**

### *Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-11),
- provisions on preschools with public principals (Sections 12-17), and
- provisions on independent preschools (Sections 18-24).



## *General provisions*

### *Purpose of the training*

**Section 2** Preschools shall stimulate children's development and learning and offer children secure care. The activities shall be based on a holistic view of the child and the child's needs and be designed so that care, development and learning form a whole.

Preschool should promote all-round contacts and social community and prepare children for continued education.

### *Preschool offer*

**Section 3** Children who are resident in Sweden and who have not started any education to fulfil their compulsory schooling shall be offered preschool as specified in Sections 4-7. However, preschool need not be offered during evenings, nights, weekends or in connection with major holidays. *Law (2017:1115)* .

**Section 4** Children shall, from the autumn semester in the year the child turns three, be offered preschool for at least 525 hours a year, unless otherwise provided for in Sections 5-7.

**Section 5** Children from the age of one shall be offered preschool to the extent necessary taking into account the parents' employment or studies or if the child has a specific need due to the family's other situation.

**Section 6** Children whose parents are unemployed or on parental leave in accordance with the Parental Leave Act (1995:584) to care for another child shall, from the age of one year, be offered preschool for at least three hours per day or 15 hours per week.

**Section 7** Children shall also be offered preschool in cases other than those referred to in Sections 5 and 6, if they need special support in their development in the form of preschool for physical, mental or other reasons.

### *Children's groups and the environment*

**Section 8** The principal shall ensure that the children's groups have an appropriate composition and size and that the children are otherwise offered a good environment.

### *Special support*

**Section 9** Children who, for physical, mental or other reasons, need special support in their development shall be given the support that their special needs require.

If it emerges from information provided by preschool staff, a child or a child's guardian or in some other way that a child is in need of special support, the principal shall ensure that the child is given such support. The child's guardian shall be given the opportunity to participate in the design of the special support measures. *Act (2018:1303)* .

### *Mother tongue*

**Section 10** The preschool shall contribute to ensuring that children with a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue.

### *Ongoing discussions and performance reviews*

**Section 11** The staff shall have ongoing discussions with the child's guardian about the child's development. At least once a year, the staff and the child's guardian shall also conduct a discussion about the child's development and learning (development discussion). Preschool teachers have the overall responsibility for the development discussion.

### *Preschool with public authority*

#### *Responsibility of the home municipality*

**Section 12** The home municipality is responsible for ensuring that education in preschool is provided for all children in the municipality who are to be offered preschool and

1. whose guardians wish so, or
2. who are to be accepted in preschool following an offer of a place in accordance with Section 14 a.

The home municipality may fulfill its obligations by offering the child equivalent education in an independent preschool.

If there are special reasons, the home municipality may agree with another municipality that the latter will accept children whose education the home municipality is responsible for in its preschool. *Law (2022:833)* .

### *Outreach activities*

**Section 12 a** The home municipality shall, through outreach activities, contact guardians of children who are to be offered preschool according to Section 4 and who do not have a place in preschool and provide information about the purpose of preschool and the child's right to preschool.

The first contact should be made before the autumn of the year the child turns three. Contact should then be made before each autumn and each spring when the child does not have a place in preschool. The last contact should be made before the spring of the year the child turns six.

The municipality does not need to contact guardians of children who are not registered in Sweden according to the Population Registration Act (1991:481) in accordance with the first paragraph. *Act (2022:833)* .

### *Preschool in national minority languages*

**Section 12 b** A home municipality that is part of an administrative area according to the Act (2009:724) on national minorities and minority languages must offer children, whose guardians request it, a place in preschool where all or a significant part of the education is conducted in Finnish, Meänkieli and Sami respectively.

Guardians who apply for a preschool place for their child shall be asked whether they wish to have a place in a preschool as referred to in the first paragraph. *Act (2022:833)* .

### *Reception in another municipality*

**Section 13** A child has the right to be admitted to a public preschool in a municipality other than the home municipality if, in view of the child's personal circumstances, the child has special reasons to attend that municipality's preschool. Before the municipality makes a decision to admit such a child, it shall obtain a statement from the child's home municipality.

At the request of the child's guardian, a municipality may also accept a child from another municipality into its preschool in other cases.

### *Offer of place*

**Section 14** When guardians have registered a request for preschool with a public provider, the municipality must offer the child preschool within four months.

Children who, for physical, mental or other reasons, need special support in their development in the form of preschool must be offered preschool as a matter of urgency.

*A special offer of space for better language development in Swedish*

**Section 14 a** A child who is to be offered preschool according to Section 4 shall be offered a place at a preschool unit by the home municipality even without any request for preschool having been notified by the child's guardian if

1. the child was born abroad and has resided in Sweden for a maximum of five years, or
2. the child's guardian who is resident in Sweden was born abroad and has resided in Sweden for a maximum of five years.

The municipality shall strive to also offer other children who are to be offered preschool according to Section 4 and who need preschool for better language development in Swedish a place at a preschool unit without any request for preschool having been notified by the child's guardian. *Law (2022:833)* .

**Section 14 b** The municipality does not need to offer a place according to Section 14 a if the child is not registered in Sweden according to the Population Registration Act (1991:481).

The municipality is also not required to offer a place in accordance with Section 14 a, first paragraph, if it is clearly unnecessary in view of the child's living conditions or other situation. *Act (2022:833)* .

**Section 14 c** An offer of a place according to Section 14 a shall be given from the autumn of the year the child turns three. The offer shall be made to the child's guardian no later than three months before the earliest date on which the child can be accepted.

The municipality must keep the place reserved for the child for up to one month after the earliest date on which the child can be accepted. The municipality's obligation to keep the place reserved ceases if the child does not start the activity within that time or if it is otherwise clear that there is no demand for the offered place.

A new offer of a place must be made for each autumn the child does not have a place in preschool up to and including the year the child turns five. *Law (2022:833)* .

### *Placement at a preschool unit*

**Section 15** A child shall be offered a place at a preschool unit as close to the child's own home as possible. Reasonable consideration shall be given to the wishes of the child's guardian.

### *Fees*

**Section 16** A municipality may charge a fee for a place in a preschool that it arranges. The fees must be reasonable.

Starting in the autumn semester of the year the child turns three, the fee may only apply to the part of the activity that exceeds 525 hours per year.

For children who have been offered preschool according to Section 7, the fee may only relate to the part of the activity that exceeds 15 hours a week.

### *Intermunicipal compensation*

**Section 17** A municipality that has a child from another municipality in its preschool shall be reimbursed for its costs for the child's education by the child's home municipality, if the receipt is based on Section 13, first paragraph.

Even in the cases referred to in Section 13, second paragraph, the home municipality shall pay compensation to the receiving municipality. If the municipalities in such a case do not agree otherwise, the compensation shall be determined taking into account the municipality's commitment and the child's needs according to the same principles that the home municipality applies when allocating resources to its own preschool. If a child has extensive special support needs, the home municipality does not have to provide a contribution for the special support if significant organizational or financial difficulties arise for the municipality.

### *Independent preschool*

#### *Receiving*

**Section 18** Every independent preschool shall be open to all children who are to be offered preschool, unless the municipality where the preschool unit is located allows exceptions with regard to the special nature of the activity.

The principal does not have to accept or provide continued education for a child if the home municipality has decided not to provide a grant for the child in accordance with Section 23, second paragraph.

### *Selection*

**Section 19** If there is not room for all applicants for a preschool unit, the selection shall be made on the grounds approved by the municipality where the preschool unit is located.

### *Fees*

**Section 20** Fees charged by the principal of an independent preschool must not be unreasonably high.

Starting in the autumn semester of the year the child turns three, the fee may only apply to the part of the activity that exceeds 525 hours per year.

For children who are to be offered preschool according to Section 7, the fee may only relate to the part of the activity that exceeds 15 hours a week.

### *Contribution from the home municipality*

**Section 21** The home municipality shall provide a contribution to the principal for each child at the preschool unit.

The grant consists of a basic amount according to Section 22 and, in certain cases, an additional amount according to Section 23.

**Section 22** The basic amount shall refer to compensation for

1. care and educational activities,
2. educational materials and equipment,
3. meals,
4. administration,
5. value-added tax, and
6. premises costs.

The basic amount shall be determined according to the same principles that the municipality applies when allocating resources to its own preschool.

**Section 23** Additional amounts shall be provided for children who have extensive special support needs. The additional amount shall be determined individually based on the child's needs.

The municipality of residence is not obliged to pay additional amounts for a child if significant organizational or financial difficulties arise for the municipality. *Law (2016:550)* .

**Section 24** The obligation to pay contributions under Section 21 only applies to the extent that the child is to be offered preschool under Sections 4-7.

## Chapter 9. The preschool class

### *Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-11),
- provisions on preschool classes with a public principal (Sections 12-16), and
- provisions on independent preschool classes (Sections 17-22).

### *General provisions*

#### *Purpose of the training*

**Section 2** The preschool class shall stimulate the development and learning of pupils and prepare them for further education.

The education shall be based on a holistic view of the pupil and his or her needs.

The preschool class should promote all-round contacts and social community.

#### *Academic year and semesters*

**Section 3** Education in the preschool class shall be conducted during one academic year, which consists of an autumn semester and a spring semester.

**Section 4** Has been repealed by law (2017:1115) .

**Section 5** Has been repealed by law (2017:1115) .

#### *Tests and exams*

**Section 6** Tests and exams may not constitute conditions for admission or the basis for selection to or within a school unit.

Tests and exams may also not constitute a condition for continued education at a school unit or in the student group to which the student belongs. Law (2014:1013) .

**Section 6 a** Following an application from a principal, the Government may, notwithstanding what is stated in Section 6, first paragraph, decide that proficiency tests in music may constitute a condition for admission and a basis for selection for education at or within a school unit.

Such a decision may only be made if proficiency tests were used for admission

or selection for education before the end of June 2011 and there are special reasons. The decision shall concern a specific principal and a specific school unit or group of students.

When proficiency tests are used as the basis for selection to a particular school unit, no other selection criteria may be applied.

*Law (2014:1013) .*

#### *Extent*

**Section 7** The preschool class shall comprise at least 525 hours during an academic year.

#### *Fees*

**Section 8** The training shall be free of charge.

Students shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education.

Students shall be offered nutritious school meals free of charge.

Fees in connection with the application for a place may not be charged.

*Law (2023:951) .*

**Section 9** Despite Section 8, there may be occasional elements that may entail an insignificant cost for the students.

In connection with school trips and similar activities, there may, notwithstanding other provisions of this Act, in individual cases during an academic year, costs that are reimbursed by guardians on a voluntary basis. Such activities shall be open to all students. The reimbursement may not exceed the principal's cost of the student's participation in the activity.

#### *Mother tongue*

**Section 10** The preschool class shall contribute to ensuring that students with a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue.

#### *Development discussions*

**Section 11** At least once each school year, the teacher, the student and the student's guardian shall have a development discussion about the student's development and learning.



*Preschool class with public authority*

*Responsibility of the home municipality*

**Section 12** The home municipality is responsible for ensuring that preschool education is provided for all children in the municipality who, according to this Act, have the right to attend preschool and who do not complete their schooling in any other way. Chapter 2, Section 4 states that the state is the principal for preschool at a school unit with a special school or Sami school.

The obligation under the first paragraph shall be fulfilled by the home municipality arranging preschool classes to the extent required to provide education for everyone in the municipality who is affected.

If there are special reasons, the home municipality may agree with another municipality that the latter will accept children whose education the home municipality is responsible for in its preschool class.

*Law (2017:1115) .*

*Reception in another municipality*

**Section 13** */Expires on 1 July 2025/* A child has the right to be admitted to a preschool class with a public authority in a municipality other than the one responsible for the child's education, if the child, taking into account his or her personal circumstances, has special reasons to be admitted to that municipality's preschool class. Before the municipality makes a decision to admit such a child for a given school year, it shall obtain a statement from the child's home municipality.

A child who resides in a home for care or accommodation as referred to in Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation as referred to in Chapter 6, Section 1 a of the same Act has the right to be admitted to a preschool class in the municipality where the child resides, even though another municipality is responsible for the child's education.

At the request of the child's guardian, a municipality may also accept a child from another municipality in its preschool class. *Act (2024:89) .*

**Section 13** */Enters into force 1:2025-07-01/* A child has the right to be admitted to a preschool class with a public authority in a municipality other than the one that is responsible for the child's education, if the child, taking into account his or her personal circumstances, has special reasons to be admitted to that municipality's preschool class. Before the municipality makes

a decision to admit such a child for a certain school year, it shall obtain a statement from the child's home municipality.

A child who resides in a home for care or accommodation as referred to in Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation as referred to in Chapter 9, Section 6 of the same Act has the right to be admitted to a preschool class in the municipality where the child resides, even though another municipality is responsible for the child's education.

At the request of the child's guardian, a municipality may also accept a child from another municipality in its preschool class. *Act (2025:440)* .

**Section 14** A student who has been accepted into a municipal preschool class for a certain school year has the right to remain there for the entire school year, even if the circumstances that were the basis for acceptance change during the school year.

#### *Placement at a school unit*

**Section 15** A student shall be placed at the municipal school unit where the student's guardian wishes the student to attend. If the desired placement would result in another student's legitimate claim to be placed at a school unit close to home being disregarded, the municipality shall, however, place the student at another school unit.

Otherwise, the municipality may deviate from the wishes of the student's guardian only if the desired placement would result in significant organizational or financial difficulties for the municipality.

If the education at a particular school unit has been limited to pupils who are in need of special support (resource school), the second sentence of the first paragraph does not apply. If there is not room for everyone who has expressed a desire for placement at a particular resource school, a selection shall be made. In the selection, the pupils who are in greatest need of the special support that the resource school offers shall be given priority. *Act (2022:1104)* .

**Section 15** a A student who has been placed at a certain school unit has the right to remain there unless otherwise provided for in the second paragraph of Section 15. *Act (2017:1115)* .

### *School transport in the home municipality*

**Section 15 b** A pupil in a preschool class with a public principal has the right to free school transport from a place adjacent to the pupil's home to the place where the education is conducted and back, if such transport is needed taking into account the length of the route, traffic conditions, the pupil's disability or any other special circumstance.

However, this right does not apply to students who choose to attend a different school unit than the one where the municipality would otherwise have placed them or who attend another municipality's preschool class under Section 13. If this can be done without organizational or financial difficulties, the municipality must also arrange school transport in these cases.

The student's home municipality is responsible for arranging school transport. *Law (2017:1115)* .

### *School transport in a municipality other than the home municipality*

**Section 15 c** /Expires on 1 July 2025/ A pupil who, pursuant to the first paragraph of Section 13, attends a preschool class in another municipality and who, due to school attendance, must spend the night in that municipality, is entitled to school transport between the temporary residence and the place where the education is conducted under the same conditions as apply to pupils who are residents of the municipality. The same applies to a pupil who attends a preschool class in another municipality because the pupil has been placed in such sheltered accommodation as referred to in Chapter 6, Section 1 a of the Social Services Act (2001:453).

The municipality that arranges the education is responsible for arranging school transport in accordance with the first paragraph. The municipality's costs for this shall be reimbursed by the student's home municipality. *Act (2024:89)* .

**Section 15 c** /Enters into force 1:2025-07-01/ A student who, pursuant to the first paragraph of Section 13, attends a preschool class in another municipality and who, due to school attendance, must spend the night in that municipality, is entitled to school transport between the temporary residence and the place where the education is conducted under the same conditions as apply to students who are residents of the municipality. The same applies to a student who attends a preschool class in another municipality because the student has

been placed in such sheltered accommodation as referred to in Chapter 9, Section 6 of the Social Services Act (2025:400).

The municipality that arranges the education is responsible for arranging school transport in accordance with the first paragraph. The municipality's costs for this shall be reimbursed by the student's home municipality. *Act (2025:440)* .

*Travel and accommodation for students at a school unit with a special school or Sami school*

**Section 15 d** A pupil in a preschool class at a school unit with a special school or a Sami school has the right to travel as required for the education. The state shall cover the costs.

A student in a preschool class at a school unit with a special school or a Sami school who, as a result of attending school, must live outside their own home has the right to satisfactory conditions. The state shall be responsible for this without additional costs to the student. *Law (2017:1115)* .

*Intermunicipal compensation*

**Section 16** A municipality that has a pupil from another municipality in its preschool class shall be reimbursed for its costs for the pupil's education by the pupil's home municipality, if the pupil's schooling is based on the first and second paragraphs of Section 13.

Even in the cases referred to in Section 13, third paragraph, the home municipality shall pay compensation to the receiving municipality. If the municipalities in such a case do not agree otherwise, the compensation shall be determined taking into account the municipality's commitment and the pupil's needs according to the same principles that the home municipality applies when allocating resources to its own preschool class. If a pupil has extensive special support needs, the home municipality does not need to provide a contribution for the special support if significant organizational or financial difficulties arise for the municipality. *Act (2024:89)* .

*Independent preschool class*

*Receiving*

**Section 17** An independent preschool class shall be open to all pupils who are to be offered education in the preschool class. However, the education may be limited to pupils who need special support for their development (resource school).

The principal of a resource school is responsible for assessing whether a student is in need of the special support that the resource school offers. The special support must be needed for the student to develop towards the criteria for assessing knowledge that must at least be met in primary school in the school type(s) that the student may attend or for the student to avoid difficulties in their school situation. Provisions on special support are found in Chapter 3.

Section 18 does not apply to a resource school. If there is not enough space for all applicants to a particular resource school, a selection shall be made. In the selection, priority shall be given to the students who are most in need of the special support offered by the resource school.

The principal does not have to accept or provide continued education for a student if the home municipality has decided not to provide a grant for the student in accordance with Section 21, second paragraph. *Law (2022:1104)* .

#### *Selection*

**Section 18** If there is not room for all applicants for a school unit with a preschool class, the selection shall be made on grounds that are consistent with Section 17, first paragraph, and that the State School Inspectorate approves, unless otherwise follows from a decision made pursuant to Section 6a.

The Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations that entail further exemptions for certain students. *Act (2016:911)* .

#### *Contribution from the home municipality*

**Section 19** The home municipality shall provide a contribution to the principal for each student at the school unit.

The grant consists of a basic amount according to Section 20 and, in certain cases, an additional amount according to Section 21.

**Section 20** The basic amount shall refer to compensation for

1. teaching,
2. learning tools,
3. student health,
4. meals,
5. administration,

6. value-added tax, and
7. premises costs.

The basic amount shall be determined according to the same principles that the municipality applies when allocating resources to its own preschool class.

**Section 21** Additional amounts shall be provided for students who have extensive special support needs. The additional amount shall be determined individually based on the student's needs.

The home municipality is not obliged to pay additional amounts for a student if significant organizational or financial difficulties arise for the municipality. *Law (2016:550)* .

#### *School bus*

**Section 21 a** The home municipality shall arrange school transport for pupils who attend an independent preschool class within the municipality under the same conditions as those in Section 15 b, second paragraph, second sentence, apply to pupils who have chosen a different school unit than the one where the municipality would otherwise have placed them. *Act (2017:1115)* .

#### *Transparency*

**Section 22** The municipality where the independent school is located has the right to transparency in the operations so that the municipality can fulfill its obligations under this Act and satisfy the public's need for transparency. *Act (2014:903)* .

## **Chapter 10. Primary school**

### *Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-13),
  - provisions on grades (Sections 14-23),
  - provisions on law schools (Sections 23 a-23 f),
  - provisions on education according to upper secondary school curricula (Sections 23 g-23 i),
  - provisions on compulsory schools with a public principal (Sections 24-34),
- and

- provisions on independent compulsory schools (Sections 35-41).  
*Act (2024:410) .*

### *General provisions*

#### *Purpose of the training*

**Section 2.** Primary school shall provide students with knowledge and values and develop students' ability to acquire these.

The education should be designed so that it contributes to personal development and prepares students for active life choices and forms the basis for continued education.

The education should promote all-round contacts and social community and provide a good foundation for active participation in community life.

#### *Grades, stages, academic years and semesters*

**Section 3.** Primary school shall have nine grades, which are divided into primary, middle and upper secondary school. Primary school consists of grades 1-3, middle school of grades 4-6 and upper secondary school of grades 7-9.

The education in each grade shall be conducted during one academic year, which consists of a fall semester and a spring semester.

Compulsory school also includes law school in cases where such is arranged

1. in accordance with Section 23 a, first paragraph, or Section 23 b, first and second paragraphs, or

2. with the aim that the time that a student has participated in law school can be deducted from an offer of law school in accordance with Section 23 a, second paragraph, or Section 23 b, fourth paragraph.

The Government may issue regulations on the length of the academic year and when the academic year shall begin and end. *Act (2022:730) .*

### *Substances*

**Section 4** */Expires on 1 July 2025/* The teaching shall include the following subjects:

- art,
- English,
- home and consumer knowledge,
- sports and health,
- mathematics,

- music,
- nature-oriented subjects: biology, physics and chemistry,
- society-oriented subjects: geography, history, religious studies and social studies,
- crafts,
- Swedish or Swedish as a second language, and
- technology.

In addition, there should be modern languages as subjects that should be offered to each student within the framework of language choice and, for students who are to be offered mother tongue instruction, mother tongue.

Furthermore, there shall be a school choice. The school choice may include a local option, if the National Agency for Education has approved a plan for the teaching.

Sections 6, section 2 and 23, section g state that in certain cases the teaching may include courses according to the upper secondary school's subject plans. *Act (2024:410)* .

**Section 4** */Enters into force 1:2025-07-01/* The teaching shall include the following subjects:

- art,
- English,
- home and consumer knowledge,
- sports and health,
- mathematics,
- music,
- nature-oriented subjects: biology, physics and chemistry,
- society-oriented subjects: geography, history, religious studies and social studies,
- crafts,
- Swedish or Swedish as a second language, and
- technology.

In addition, there should be modern languages as subjects that should be offered to each student within the framework of language choice and, for students who are to be offered mother tongue instruction, mother tongue.



Furthermore, there shall be a school choice. The school choice may include a local option, if the National Agency for Education has approved a plan for the teaching.

Sections 6, 2 and 23, g, state that in certain cases teaching may include subjects according to the upper secondary school's subject plans.

*Act (2024:411) .*

#### *Teaching time*

**Section 5** The total teaching time for each student in compulsory school shall be at least 6,890 hours.

For a newly arrived student and for a student referred to in Chapter 3, Section 12 c, second paragraph 2, the total teaching time after a decision on placement in a grade pursuant to Chapter 3, Section 12 e shall correspond at least to the time remaining for other students in that grade during the remaining school term.

The Government may issue regulations on the distribution of teaching time (timetable). *Act (2017:620) .*

#### *Extra study time*

**Section 5 a** Students in grades 4-9 shall be offered the opportunity to voluntarily participate in teaching in the form of extra study time. The offer shall comprise at least two hours per week. The teaching shall be arranged during or directly in connection with the school day at the school unit to which the student belongs.

Extra study time shall not be included in the minimum total teaching time according to Section 5. *Law (2022:730) .*

#### *Additional authorizations regarding the content and scope of teaching*

**Section 6** /Expires U:2025-07-01/ The Government or the authority designated by the Government may issue regulations on

1. teaching time in addition to what follows from Section 5,
2. deviations from Section 4 and from the timetable for special nationally recruiting education programmes where teaching is deepened or broadened in one or more subjects or is conducted in one or more courses according to the upper secondary school subject plans (nationally recruiting advanced education programmes), for independent schools with a special pedagogical focus and for other special education programmes,

3. other limited deviations from Section 4 and from the timetable in addition to what follows from Chapter 3, Section 12 (adapted course of study) or Chapter 7, Section 9, second paragraph (integrated teaching), if there are special reasons, and

4. exemptions from the obligation to apply the timetable.

*Act (2024:410) .*

**Section 6** */Enters into force 1: 2025-07-01/* The Government or the authority designated by the Government may issue regulations on

1. teaching time in addition to what follows from Section 5,

2. deviations from Section 4 and from the timetable for special nationally recruiting education programmes where teaching is deepened or broadened in one or more subjects or is conducted in one or more subjects according to the upper secondary school's subject plans (nationally recruiting advanced education programmes), for independent schools with a special pedagogical focus and for other special education programmes,

3. other limited deviations from Section 4 and from the timetable in addition to what follows from Chapter 3, Section 12 (adapted study course) or Chapter 7, Section 9, second paragraph (integrated teaching), if there are special reasons, and

4. exemptions from the obligation to apply the timetable.

*Act (2024:411) .*

**Section 6 a** The Government may issue regulations on special education in the form of preparatory dance education in primary school.

Regulations concerning such training as the Government issues by ordinance may deviate from the provisions of this Act.

*Act (2010:1997) .*

*Mother tongue teaching*

**§ 7** A student who has a guardian with a mother tongue other than Swedish must be offered mother-tongue teaching in this language if

1. the language is the student's daily language of communication at home, and

2. the student has basic knowledge of the language.

A student who belongs to one of the national minorities must be offered mother tongue teaching in the student's national minority language.

The Government or the authority designated by the Government may issue regulations on mother tongue education. Such regulations may mean that mother tongue education shall be offered in a language only if a certain number of pupils wish such education in that language. *Act (2014:458)* .

#### *Integrated Sami education*

**Section 7 a** A primary school principal may arrange Sami education in his primary school for pupils who are allowed to fulfil part of their compulsory education in the Sami school, if the principal and the Sami Education Board enter into an agreement to this effect.

Sami education refers to education with Sami elements and education in Sami in addition to education that is organized as mother tongue education in Sami. *Act (2020:605)* .

**Section 7 b** The education for the students referred to in Section 7 a shall be integrated with the corresponding education for other students in compulsory school.

Sami teaching may be arranged outside the teaching time guaranteed in Section 5. *Law (2020:605)* .

#### *Syllabus*

**Section 8** A syllabus shall apply to each subject.

The Government or the authority designated by the Government issues regulations on course syllabi.

#### *Practical working life orientation*

**Section 8 a** The principal is responsible for arranging practical working life orientation (prao) for all students for a total of at least ten days from grade 8 onwards. The purpose of prao is for students to gain knowledge about working life in preparation for future study and career choices.

Prao for a student shall primarily be arranged at a workplace and secondarily by the student participating in teaching in a vocational program in upper secondary school. If there are exceptional reasons, other forms of work-life orientation interventions may replace prao for a student. *Law (2018:105)* .

#### *Tests and exams*

**Section 9** Tests and exams may not constitute conditions for admission or the basis for selection to or within a school unit.

Tests and exams may also not constitute a condition for continued education at a school unit or in the student group to which the student belongs.

The Government or the authority designated by the Government may issue regulations that entail exceptions from the first and second paragraphs for education from and including grade 7 and, if there are special reasons, also for education from and including grade 4. Such regulations may entail that the provision in section 30, first paragraph, concerning another student's justified claim to be placed at a school unit close to home is disregarded.

*Act (2014:1013) .*

**Section 9 a** Following an application from a principal, the Government may, notwithstanding what is stated in Section 9, first paragraph, decide that proficiency tests in music may constitute a condition for admission and a basis for selection for education in grades 1, 2 or 3 at or within a school unit. Such a decision may only be made if proficiency tests were used for admission or selection for education in the grades to which the application relates before the end of June 2011 and there are special reasons. The decision shall concern a specific principal and a specific school unit or group of students.

When proficiency tests are used as the basis for selection to a particular school unit, no other selection criteria may be applied.

If the principal has accepted a student in the preschool class after a proficiency test in accordance with the provisions of Chapter 9, Section 6 a, the proficiency test may not be used as a condition for the student to continue their education in grade 1 at the same school unit or within the same student group. *Act (2014:1013) .*

#### *Fees*

**Section 10** The training shall be free of charge.

Students shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education.

Students shall be offered nutritious school meals free of charge.

Fees in connection with the application for a place may not be charged. *Law (2023:951) .*

**Section 11** Despite Section 10, there may be occasional elements that may entail an insignificant cost for the students.

In connection with school trips and similar activities, there may, notwithstanding other provisions of this Act, in individual cases during an academic year, costs that are reimbursed by guardians on a voluntary basis. Such activities shall be open to all students. The reimbursement may not exceed the principal's cost of the student's participation in the activity.

*Performance appraisal and individual development plan*

**Section 12** At least once each term, the teacher, the student and the student's guardian shall have a development interview on how the student's knowledge development and social development can best be supported and on what efforts are needed for the student to meet the grading criteria or the criteria for assessing knowledge and otherwise develop as far as possible within the framework of the curriculum. The information at the development interview shall be based on an evaluation of the student's development in relation to the curriculum and the grading criteria or the criteria for assessing knowledge in the subjects in which the student is taught.

Development discussions shall in certain cases result in an action program as referred to in Chapter 3, Section 9. *Act (2022:146)* .

**Section 13** In grades 1-5, once per academic year, at one of the development discussions, the teacher shall, in a written individual development plan,

1. provide assessments of the student's knowledge development in relation to the criteria for assessing knowledge or the grading criteria for grade 6 in the subjects that the student is taught, and
2. summarize what efforts are needed for the student to meet the criteria for assessing knowledge or the grading criteria for grade 6 and otherwise develop as far as possible within the framework of the curriculum.

The individual development plan may also include assessments of the student's development in other areas within the curriculum, if the principal so decides. Agreements between the teacher, the student and the student's guardian during the performance appraisal must always be documented in the development plan. The principal decides on the format of such written information provided in the development plan.

Written information about the student's schooling may also be given on occasions other than during a performance appraisal.

If an action program is prepared, the written individual development plan does not need to contain a summary of what interventions in the form of special support the student needs to meet the criteria for assessing knowledge or the grading criteria for grade 6.

If a student is given grades in grades 4 and 5, the obligation according to the first paragraph does not apply in the relevant grades.

*Law (2022:146) .*

### *Rating*

#### *Applicable regulations*

**Section 14** General provisions on grades and grading are found in Chapter 3, Sections 13-21.

### *Grading*

**Section 15** Grades shall be given in compulsory school subjects at the end of each term, starting in grade 6, in the subjects that the student has received instruction in during the term.

If the teaching of nature-oriented subjects and social studies subjects has been mainly cross-curricular up to and including the end of grade 6, the principal may, however, decide that a summary grade shall be set for these respective subjects in grade 6. *Act (2017:620) .*

**Section 16** If grades are set in grades 4 and 5, grades shall be set at the end of each term in those grades in the subjects that the student has received instruction in during the term.

If the teaching of nature-oriented subjects and social studies subjects has been mainly cross-curricular up to and including the end of the current year, the principal may, however, decide that a summary grade shall be given for these respective subjects in that year. *Act (2021:191) .*

**Section 17** The grades shall be one of the designations A, B, C, D, E or F. Grades for passing results are designated A, B, C, D or E. The highest grade is designated A and the lowest grade is E. Grades for failing results are designated F.

**Section 18** If there is no basis for assessing a student's knowledge in a subject due to the student's absence, a grade shall not be given in the subject. The same applies when a summary grade is to be given for the science and social studies subjects. *Law (2010:2022)* .

*Grades before a subject has been completed*

**Section 19** When a grade is given before a subject has been completed, the grade shall be based on an assessment of the knowledge that the student has acquired in the subject up to and including the current semester. The teacher shall make an overall assessment of the student's knowledge in relation to the grading criteria that apply to the subject and assign the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

In the assessment, the student's knowledge shall

1. in grades 4 and 5, if grades are set in these grades, be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 6,
2. in grade 6 be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 6, and
3. after grade 6 be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 9. *Act (2022:146)* .

*Grades when a topic is completed*

**Section 20** When grades are given after a subject has been completed, the teacher shall make an overall assessment of the student's knowledge in relation to the grading criteria that apply to the subject and set the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on grading criteria. *Act (2022:146)* .

**Section 20 a** When grading according to Sections 19 and 20 in a subject in which a national test is given, the student's results on that test shall be given special consideration. However, the test result or results on partial tests shall

not be given special consideration if there are special reasons. *Law (2017:1104)* .

**Section 21** If there are special reasons, individual parts of the grading criteria for grades 6 or 9 may be disregarded when grading according to sections 19 and 20. Special reasons refer to functional impairment or other similar personal circumstances that are not of a temporary nature and that constitute a direct obstacle to the student being able to meet the grading criteria for a certain grade. *Law (2022:146)* .

**Section 22** In cases where a failing grade is given in a completed subject, a written assessment of the student's knowledge development in the subject shall be given. The assessment may also indicate the support measures that have been taken. The assessment shall be signed by the teacher.

If, according to Section 18, a grade cannot be given in a completed subject, the support measures that have been taken may be stated in the decision.

#### *Examination*

**Section 23** Anyone who wants grades from compulsory school has the right to undergo a test for grades. This may relate to the entire education in compulsory school or one or more subjects that are part of the education. This also applies to anyone who has previously received grades in a completed subject or final grade from compulsory school.

Anyone who has received instruction in law school pursuant to Section 23 b, second paragraph, shall be offered by the principal to undergo an examination for grades in connection with the law school in the subjects for which the instruction in the law school was intended.

The provisions on grading in this chapter and in Chapter 3 shall apply, where applicable, to the examination.

*Act (2022:730)* .

#### *Law school*

**Section 23 a** A principal shall, unless otherwise provided for in the second paragraph, offer law school to students who have completed grade 8 and who are at risk of not meeting the grade criteria for grade E in one or more subjects in the next grade and who are thereby at risk of not achieving eligibility for a national program in upper secondary school. Law school shall be organized in June of the same year that the student has completed grade 8



and shall total at least 50 hours. The time for law school is not included in the minimum total teaching time according to Section 5.

A principal may, from an offer pursuant to the first paragraph, count the time that the student has participated in law school that the principal has voluntarily arranged from August of the year the student begins grade 8 up to and including the spring semester of the following year. If the student has participated in at least 50 hours of such instruction, the principal does not need to make an offer pursuant to the first paragraph. *Act (2022:146)* .

**Section 23 b** A principal shall offer law school to students in grade 9 who are at risk of not meeting the grading criteria for grade E in one or more subjects and who are thereby at risk of not achieving eligibility for a national program in upper secondary school. The law school shall be arranged during the holidays during the school year and shall total at least 25 hours.

A principal shall also, unless otherwise provided for in the fourth paragraph, offer law school to students who have completed grade 9 without having attained eligibility for a national program in upper secondary school. The law school shall be organized in June of the same year that the student completed grade 9 and shall amount to a total of at least 50 hours.

The time for law school according to the first and second paragraphs is not included in the minimum total teaching time according to Section 5.

A principal may, from an offer pursuant to the second paragraph, count the time that the student has participated in law school that the principal has voluntarily arranged from August of the year the student begins grade 9 up to and including the spring semester of the following year. If the student has participated in at least 50 hours of such instruction, the principal does not need to make an offer pursuant to the second paragraph. *Act (2022:730)* .

**Section 23 c** The law school's activities may cover a maximum of eight hours per day and may not be held on Saturdays, Sundays or other holidays. The law school may be discontinued if the purpose of the teaching is achieved in a shorter time than an offer under Section 23 a or 23 b covers. *Law (2017:570)* .

**Section 23 d** A student who accepts an offer of law school shall participate in the activities organized to provide the intended education, unless the student has a valid reason for not attending.

If a student in the secondary school is absent from the activities organized to provide the intended education without a valid reason, the principal shall ensure that the student's guardian is informed on the same day that the student has been absent. If there are special reasons, the student's guardian does not need to be informed on the same day. *Law (2017:570)* .

**Section 23 e** The principal determines at which school unit the law school shall be organized. Sections 25 and 30 do not apply to law schools. *Act (2017:570)* .

**Section 23 f** The Government or the authority designated by the Government may issue further regulations on law schools.  
*Act (2017:570)* .

*Education according to upper secondary school curricula*

**Section 23 g** /Expires U:2025-07-01/ The principal of a school unit in compulsory school may decide that a student shall study one or more courses according to the upper secondary school's subject plans, if the student is deemed to have good prospects of completing the studies and the student and the student's guardian consent to this. If the student or the student's guardian withdraws their consent, the decision shall cease to apply.

If it is an independent school, the approval as the principal for the education at the school unit according to Chapter 2, Section 5 shall be deemed to also include such courses as are specified in the first paragraph, if

1. the teaching in the courses is conducted by teachers who are employed by the principal and meet the requirements for identification and competence in Chapter 2, Section 13, or

2. tasks relating to teaching in the courses are outsourced according to Chapter 23, Section 12 a.

The Government or the authority designated by the Government may issue regulations on the extent to which a decision pursuant to the first paragraph must be reported to the Swedish National School Inspectorate.

*Act (2024:410)* .

**Section 23 g** /Enters into force I: 2025-07-01/ The principal of a school unit in compulsory school may decide that a student shall study one or more subjects at one or more levels according to the upper secondary school's subject plans, if the student is deemed to have good prospects of completing the studies and the student and the student's guardian consent to this. If the

student or the student's guardian withdraws their consent, the decision ceases to be valid.

If it is an independent school, the approval as the principal for the education at the school unit according to Chapter 2, Section 5 shall be deemed to also cover such subjects as are specified in the first paragraph, if

1. the teaching in the subjects is conducted by teachers who are employed by the principal and meet the requirements for identification and competence in Chapter 2, Section 13, or

2. tasks relating to teaching in the subjects are outsourced according to Chapter 23, Section 12 a.

The Government or the authority designated by the Government may issue regulations on the extent to which a decision pursuant to the first paragraph must be reported to the National School Inspectorate.

*Act (2024:411) .*

**Section 23 h** */Expires on: 2025-07-01/* Section 6 2 states that the Government or the authority designated by the Government may issue regulations on deviations from Section 4 and from the timetable for nationally recruiting cutting-edge education programmes.

If a nationally recruiting advanced training course is conducted at an independent school that conducts compulsory education, the approval as the principal for the education at the school unit according to Chapter 2, Section 5 shall be deemed to also include such courses according to the upper secondary school's subject syllabi that are offered in the advanced training course. However, this only applies if the teaching in the courses is conducted by teachers who are employed by the principal and meet the requirements for identification and eligibility in Chapter 2, Section 13. *Act (2024:410) .*

**Section 23 h** */Enters into force I: 2025-07-01/* Section 6 2 states that the Government or the authority designated by the Government may issue regulations on deviations from Section 4 and from the timetable for nationally recruiting cutting-edge education programmes.

If a nationally recruiting advanced training program is conducted at an independent school that conducts primary and secondary education, the approval as the principal for the education at the school unit according to Chapter 2, Section 5 shall be deemed to also include such subjects according to the upper secondary school's subject syllabi that are offered in the

advanced training program. However, this only applies if the teaching in the subjects is conducted by teachers who are employed by the principal and meet the requirements for identification and eligibility in Chapter 2, Section 13. Act (2024:411) .

**23 i §** /Expires U:2025-07-01/ Courses that a student in compulsory school takes according to the upper secondary school subject plans according to 23 g § or in a nationally recruiting advanced training program according to 6 § 2 shall be graded according to the provisions that apply to upper secondary school.

*Law (2024:410) .*

**23 i §** /Enters into force I:2025-07-01/ Subjects that a student in compulsory school studies according to the upper secondary school subject plans according to 23 g § or in a nationally recruiting advanced training according to 6 § 2 shall be graded according to the provisions that apply to upper secondary school.

*Law (2024:411) .*

*Primary school with public administration*

*Responsibility of the home municipality*

**Section 24** The home municipality is responsible for ensuring that education in compulsory school is provided for everyone who, according to this Act, has the right to attend compulsory school and who does not complete their schooling in any other way.

The obligation under the first paragraph shall be fulfilled by the home municipality arranging compulsory school to the extent required to provide education for everyone in the municipality who is affected.

If there are special reasons, the home municipality may agree with another municipality that the latter will accept students whose primary school education the home municipality is responsible for in its primary school.

*Reception in another municipality*

**Section 25** /Expires on 1 July 2025/ A pupil has the right to be admitted to a compulsory school organised by a municipality other than the one responsible for the pupil's education, if the pupil, taking into account his or her personal circumstances, has special reasons to attend that municipality's compulsory school. Before the municipality makes a decision to admit such a pupil for a

given academic year, it shall obtain a statement from the pupil's home municipality.

A student who resides in a home for care or accommodation as referred to in Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation as referred to in Chapter 6, Section 1 a of the same Act has the right to be admitted to a compulsory school in the municipality where the student resides, even though another municipality is responsible for the student's education. *Act (2024:89)* .

**Section 25** */Enters into force 1: 2025-07-01/* A pupil has the right to be admitted to a compulsory school organised by a municipality other than the one responsible for the pupil's education, if the pupil, taking into account his or her personal circumstances, has special reasons to attend that municipality's compulsory school. Before the municipality makes a decision to admit such a pupil for a given academic year, it shall obtain a statement from the pupil's home municipality.

A student who resides in a home for care or accommodation as referred to in Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation as referred to in Chapter 9, Section 6 of the same Act has the right to be admitted to a compulsory school in the municipality where the student resides, even though another municipality is responsible for the student's education. *Act (2025:440)* .

**Section 26** The Government or the authority designated by the Government may issue regulations to the effect that municipalities may arrange special education in their compulsory schools. The regulations may mean that students from all over the country shall be admitted to the education, subject to the availability of space.

**Section 27** A municipality may also, in cases other than those referred to in Section 24, third paragraph, Section 25 or Section 26, accept a pupil from another municipality in its compulsory school at the request of the pupil's guardian.

**Section 28** A student who has been accepted into a municipal compulsory school for a certain academic year has the right to remain there for the entire academic year, even if the circumstances that were the basis for acceptance change during the academic year.

If the student only has one grade left, the student also has the right to remain in the final grade.

*The municipality's organization of its primary school*

**Section 29** Each municipality is obliged to take into account what is appropriate from a communication point of view for the students when designing its primary school.

Each municipality shall organize its compulsory school so that no pupil needs to live outside his or her own home due to schooling.

However, deviations from this may be made if the circumstances are so special that it appears unreasonable for the municipality to have to organize schooling in such a way that the pupil can remain at home during schooling. In this assessment, particular weight shall be attached to the pupil's age.

A student in a public primary school who, as a result of his/her schooling, must live outside his/her own home has the right to satisfactory conditions. The home municipality shall be responsible for this without additional costs to the student. However, the home municipality's obligation does not extend to students who, pursuant to sections 25-27, attend a primary school in another municipality or students who choose to attend a different school unit in the home municipality than the one where they would otherwise have been placed.

*Placement at a school unit*

**Section 30** A student shall be placed at the municipal school unit where the student's guardian wishes the student to attend. If the desired placement would result in another student's legitimate claim to be placed at a school unit close to home being disregarded, the municipality shall, however, place the student at another school unit within its comprehensive school.

Otherwise, the municipality may deviate from the wishes of the student's guardian only if

1. the desired placement would cause significant organizational or financial difficulties for the municipality, or
2. it is necessary with regard to the safety and study peace of other students.

Decisions pursuant to the second paragraph 2 apply immediately, unless otherwise decided.

**Section 31** A person who has been placed at a particular school unit has the right to remain there unless otherwise provided for in the second paragraph of Section 30. The same shall apply to a person who has been accepted into a preschool class and who is to continue his or her education in compulsory school at the same school unit.

The right under the first paragraph to remain at a school unit does not apply to a student who, pursuant to Chapter 3, Section 12 e, is to be placed in a grade that is not provided at the school unit.

*Act (2015:246) .*

#### *Resource school*

**Section 31 a** A municipality may limit education at a particular school unit to pupils who need special support (resource school). Sections 30 and 31 do not apply to a resource school.

The municipality is responsible for assessing whether a student is in need of such special support as the resource school offers in order for the student to be able to meet the minimum grading criteria or criteria for assessing knowledge or for the student to avoid difficulties in their school situation. Provisions on special support are found in Chapter 3.

The municipality decides on the placement of a student at a resource school, following an application from the student's guardian. The application may also be made by the student's principal, if the student is placed at one of the municipality's school units and the student's guardian agrees.

If there is not enough space for all applicants, a selection shall be made. When selecting, priority shall be given to the students who are most in need of the special support offered by the resource school. *Act (2022:724) .*

**Section 31 b** The placement at the resource school shall be regularly monitored and evaluated.

A student has the right to remain at the resource school as long as the student is in need of the special support that the resource school offers.

If the student's guardian requests that the placement at the resource school be terminated, the student shall be placed at another of the municipality's school units in accordance with Section 30. *Law (2022:724) .*

### *School transport in the home municipality*

**Section 32** Pupils in compulsory schools with a public principal have the right to free school transport from a location adjacent to the pupil's home to the place where the education is conducted and back, if such transport is needed taking into account the length of the route, traffic conditions, the pupil's disability or any other special circumstance.

However, this right does not apply to students who choose to attend a different school than the one where the municipality would otherwise have placed them or who attend another municipality's compulsory school with the support of sections 25-27. In cases where this can be done without organizational or financial difficulties, the municipality must also arrange school transport in these cases.

The student's home municipality must arrange for school transport.

### *School transport in a municipality other than the home municipality*

**Section 33** /Expires on 1 July 2025/ A pupil who, under section 25, attends a compulsory school in another municipality and who, due to school attendance, must spend the night in that municipality, is entitled to school transport between the temporary residence and the place where the education is conducted under the same conditions as apply to pupils who are residents of the municipality. The same applies to a pupil who attends a compulsory school in another municipality because the pupil has been placed in such protected accommodation as referred to in Chapter 6, Section 1 a of the Social Services Act (2001:453).

The municipality that arranges the education shall ensure that school transport is arranged in accordance with the first paragraph. The municipality's costs for this shall be reimbursed by the student's home municipality. Act (2024:89) .

**Section 33** /Enters into force 1:2025-07-01/ A student who, under Section 25, attends a compulsory school in another municipality and who, due to school attendance, must spend the night in that municipality, has the right to school transport between the temporary residence and the place where the education is conducted under the same conditions as apply to students who are residents of the municipality. The same applies to a student who attends a compulsory school in another municipality because the student has been



placed in such protected accommodation as referred to in Chapter 9, Section 6 of the Social Services Act (2025:400).

The municipality that arranges the education shall ensure that school transport is arranged in accordance with the first paragraph. The municipality's costs for this shall be reimbursed by the student's home municipality. *Act (2025:440)* .

#### *Intermunicipal compensation*

**Section 34** A municipality that has a pupil from another municipality in its compulsory school shall be reimbursed for its costs for the pupil's education by the pupil's home municipality, if the pupil's schooling in the municipality is based on Section 25, Section 26 or Section 28, second paragraph.

Even in the cases referred to in Section 27, the home municipality shall pay compensation to the receiving municipality. If the municipalities in such a case do not agree otherwise, the compensation shall be determined taking into account the municipality's commitment and the pupil's needs according to the same principles that the home municipality applies when allocating resources to its own compulsory schools. If a pupil has extensive special support needs, the home municipality does not need to provide a contribution for the special support if significant organisational or financial difficulties arise for the municipality. *Act (2014:458)* .

#### *Independent primary school*

##### *Receiving*

**Section 35** An independent compulsory school shall be open to all pupils who are entitled to education in compulsory school. However, the education may be limited to

1. certain grades,
2. pupils who are in need of special support (resource school), or
3. certain pupils for whom the education is specially adapted.

The principal of a resource school is responsible for assessing whether a student is in need of such special support as the resource school offers in order for the student to be able to meet the minimum grading criteria or criteria for assessing knowledge or for the student to avoid difficulties in his or her school situation. Provisions on special support are found in Chapter 3.

Section 36 does not apply to a resource school. If there is not enough space for all applicants to a particular resource school, a selection shall be made. In

the selection, priority shall be given to the students who are most in need of the special support offered by the resource school.

The principal does not need to accept or provide continued education for a student if the home municipality has decided not to provide a grant for the student in accordance with Section 39, third paragraph.

The Government or the authority designated by the Government may issue regulations regarding such specially adapted training as referred to in the first paragraph 3. *Act (2022:1104)* .

#### *Selection*

**Section 36** If there is not room for all applicants, the selection shall be made on grounds that are consistent with Section 35, first paragraph, and that the State School Inspectorate approves, unless otherwise provided for by

1. regulations issued pursuant to Section 9, third paragraph,
2. other regulations relating to independent schools with a special pedagogical focus or special education, or
3. a decision made pursuant to Section 9a.

The Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations that entail further exemptions for certain students. *Act (2016:911)* .

#### *Contribution from the home municipality*

**Section 37** The home municipality shall provide a contribution to the principal for each student at the school unit.

The grant consists of a basic amount according to Section 38 and, in certain cases, an additional amount according to Section 39.

The first paragraph does not apply if state grants are provided for a student's education because the student is a Swedish citizen living abroad.

*Law (2015:73)* .

**Section 38** The basic amount shall refer to compensation for

1. teaching,
2. learning tools,
3. student health,
4. meals,
5. administration,

6. value-added tax, and
7. premises costs.

The basic amount shall be determined according to the same principles that the home municipality applies when allocating resources to its own primary school.

**Section 39** Additional amounts shall be provided for students who

1. have extensive need for special support,
2. are to be offered mother tongue instruction, or
3. are attending law school.

The additional amount for a student in need of special support shall be determined individually based on the student's needs.

The home municipality is not obliged to pay additional amounts for a student in need of special support if significant organizational or financial difficulties arise for the municipality.

*Act (2017:570) .*

*School bus*

**Section 40** The home municipality shall arrange school transport for pupils who attend an independent compulsory school within the municipality under the same conditions as those in Section 32, second paragraph, second sentence, which apply to pupils who have chosen a different school unit than the one where the municipality would otherwise have placed them.

*Transparency*

**Section 41** The municipality where the independent school is located has the right to transparency in the operations so that the municipality can fulfill its obligations under this Act and satisfy the public's need for transparency. *Act (2014:903) .*

## **Chapter 11. Adapted primary school**

*Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-17),
- provisions on grades (Sections 18-23 a),

- provisions on adapted primary schools with a public principal (Sections 24-33), and
  - provisions on independent adapted primary schools (Sections 34-40).
- Act (2022:1315) .*

#### *General provisions*

#### *Purpose of the training*

**Section 2** Adapted primary schools shall provide students with intellectual disabilities with an education adapted to them that provides knowledge and values and develops the students' ability to acquire these.

The education should be designed so that it contributes to personal development, prepares students for active life choices and forms the basis for continued education.

The education should promote all-round contacts and social community and provide a good foundation for active participation in community life.

Chapter 29, Section 8, provides that what is stated in this Act regarding students with intellectual disabilities shall also apply to certain other children, young people and adults. *Act (2022:1315) .*

**Section 3** Has been repealed by *law (2022:1315) .*

#### *Grades, stages, academic years and semesters*

**Section 4** The adapted compulsory school shall have nine grades, which are divided into primary, middle and upper secondary schools. The primary school consists of grades 1-3, the middle school of grades 4-6 and the upper secondary school of grades 7-9.

The education in each grade shall be conducted during one academic year, which consists of a fall semester and a spring semester.

The Government may issue regulations on the length of the academic year and on when the academic year shall begin and end. *Act (2022:1315) .*

#### *Topics and subject areas*

**Section 5** Adapted primary school includes education in subjects or within subject areas, or a combination of these. Education within subject areas is intended for students who cannot benefit from all or part of the education in subjects. The education may also include subjects according to the primary school curriculum. *Act (2022:1315) .*

**Section 6** The teaching shall cover the following subjects or subject areas.

Subjects:

- art,
- English,
- home and consumer knowledge,
- sports and health,
- mathematics,
- music, -
- nature-oriented subjects,
- social-oriented subjects,
- crafts,
- Swedish or Swedish as a second language, and
- technology.

Subject areas:

- aesthetic activities,
- communication,
- motor skills,
- everyday activities, and
- perception of reality.

In addition to the subjects and subject areas specified in the first paragraph, the mother tongue shall be a subject for students who are to be offered mother tongue instruction.

Furthermore, there shall be school choice. *Law (2022:1315)* .

*Teaching time*

**Section 7** The total teaching time for each student studying subjects in adapted compulsory school shall be at least 6,890 hours. For a student studying subject areas, however, the total teaching time shall be at least 6,665 hours.

For a newly arrived student and for a student referred to in Chapter 3, Section 12 c, second paragraph 2, the total teaching time after a decision on placement in a grade pursuant to Chapter 3, Section 12 e shall correspond at least to the time remaining for other students in that grade during the remaining school term.

The Government may issue regulations on the distribution of teaching time (timetable). *Act (2022:1315)* .

**Section 8** The head of education decides whether a student admitted to an adapted compulsory school shall mainly study subjects or subject areas. The principal may decide that a student shall study a combination of subjects and subject areas as well as subjects according to the compulsory school curriculum, if the student has the prerequisites for this.

Consultation with the student's guardian shall take place before a decision is made.

*Law (2022:1315)* .

*Additional authorizations regarding the content and scope of teaching*

**Section 9** The Government or the authority designated by the Government may issue regulations regarding

1. teaching time in addition to what follows from Section 7,
2. deviations from Section 6 and from the timetable in addition to what follows from Chapter 3, Section 12 (adapted curriculum) or Chapter 7, Section 9, second paragraph (integrated teaching), if necessary with regard to the students' abilities, and
3. other limited deviations from Section 6 and from the timetable.

*Mother tongue teaching*

**§ 10** A student who has a guardian with a mother tongue other than Swedish must be offered mother tongue teaching in this language if

1. the language is the student's daily language of communication at home, and
2. the student has basic knowledge of the language.

A student who belongs to one of the national minorities must be offered mother tongue teaching in the student's national minority language.

The Government or the authority designated by the Government may issue regulations on mother tongue education. Such regulations may mean that mother tongue education shall be offered in a language only if a certain number of pupils wish such education in that language. *Act (2014:458)* .

*Syllabus*

**Section 11** A syllabus shall apply to each subject and subject area.

The Government or the authority designated by the Government issues regulations on course syllabi.

#### *Tests and exams*

**Section 12** Tests and exams may not constitute conditions for admission or selection to or within a school unit. Tests and exams may also not constitute conditions for continued education at a school unit or in the student group to which the student belongs.

#### *Fees*

**Section 13** The training shall be free of charge.

Students shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education.

Students shall be offered nutritious school meals free of charge.

Fees in connection with the application for a place may not be charged. *Law (2023:951)* .

**Section 14** Despite Section 13, there may be occasional elements that may entail an insignificant cost for the students.

In connection with school trips and similar activities, there may, notwithstanding other provisions of this Act, in individual cases during an academic year, costs that are reimbursed by guardians on a voluntary basis. Such activities shall be open to all students. The reimbursement may not exceed the principal's cost of the student's participation in the activity.

#### *Performance appraisal and individual development plan*

**Section 15** At least once each term, the teacher, the student and the student's guardian shall have a development interview on how the student's knowledge development and social development can best be supported and on what efforts are needed for the student to meet the grading criteria or the criteria for assessing knowledge and otherwise develop as far as possible within the framework of the curriculum. The information at the development interview shall be based on an evaluation of the student's development in relation to the curriculum and the grading criteria or the criteria for assessing knowledge in the subjects or subject areas in which the student is taught.

Development discussions shall in certain cases result in an action program as referred to in Chapter 3, Section 9. *Act (2022:146)* .

**Section 16** In grades 1-5, the teacher shall, once per academic year, at one of the development discussions, in a written individual development plan

1. provide assessments of the student's knowledge development in relation to

a) the criteria for assessing knowledge or the grading criteria for grade 6 in the subjects in which the student is taught, or

b) the criteria for assessing knowledge in the subject areas in which the student is taught, and

2. summarize what efforts are needed for the student to meet the criteria for assessing knowledge or the grading criteria for grade 6 and otherwise develop as far as possible within the framework of the curriculum.

The individual development plan may also include assessments of the student's development in other areas within the curriculum, if the principal so decides. Agreements between the teacher, the student and the student's guardian during the performance appraisal must always be documented in the development plan. The principal decides on the format of such written information provided in the development plan.

Written information about the student's schooling may also be given on occasions other than during a performance appraisal.

If an action program is prepared, the written individual development plan does not need to contain a summary of what interventions in the form of special support the student needs to meet the criteria for assessing knowledge or the grading criteria for grade 6.

If a student is given grades in grades 4 and 5, the obligation according to the first paragraph does not apply in the relevant grades.

*Law (2022:146)* .

**Section 16 a** In grades 6-9, if the student is taught in a subject for which the student or guardian does not request a grade or a subject area, the teacher shall, once per academic year at one of the development discussions, in a written individual development plan

1. provide assessments of the student's knowledge development in relation to

a) the grading criteria in the subject, or



- b) the criteria for assessing knowledge in the subject area, and
2. summarize what efforts are needed for the student to meet the grading criteria or the criteria for assessing knowledge and otherwise develop as far as possible within the framework of the curriculum in that subject or subject area.

The principal decides on the format of such written information provided in the development plan.

Written information about the student's schooling may also be given in cases other than those provided for in the first paragraph and also on occasions other than during a performance appraisal.

If an action program is prepared, the written individual development plan does not need to contain a summary of what interventions in the form of special support the student needs to meet the grading criteria or the criteria for assessing knowledge. *Act (2022:146)* .

#### *Certificate and study report*

**Section 17** After completing adapted primary school, students shall receive a certificate of the education they have completed.

If a student or the student's guardian requests it, the certificate shall be supplemented with a general study assessment. The study assessment shall refer to the student's ability to pursue studies.

The certificate must be signed by the teacher. *Law (2022:1315)* .

#### *Rating*

#### *Applicable regulations*

**Section 18** General provisions on grades and grading are found in Chapter 3, Sections 13-21.

#### *Grading*

**Section 19** If a student or the student's guardian requests it, grades shall be given in adapted compulsory school subjects.

Grades shall be given at the end of each semester starting in grade 6 in the subjects that the student has received instruction in during the semester.

If grades are set in grades 4 and 5, grades shall be set at the end of each semester in those grades in the subjects that the student has received instruction in during the semester. *Law (2022:1315)* .

**Section 20** The grades shall be designated as A, B, C, D or E. The highest grade is designated as A and the lowest grade as E.

For students who do not meet the grading criteria for grade E, no grade shall be assigned in the subject. *Law (2022:146)* .

**Section 21** If a student in adapted primary school has studied a subject according to the primary school curriculum and the student or the student's guardian requests that a grade be given in the subject, the provisions that apply to grading in primary school shall be applied. *Act (2022:1315)* .

*Grades before a subject has been completed*

**Section 22** When grades are given before a subject has been completed, the grading shall be based on an assessment of the knowledge that the student has acquired in the subject up to and including the current semester. The teacher shall make an overall assessment of the student's knowledge in relation to the grading criteria that apply to the subject and assign the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

In the assessment, the student's knowledge shall

1. in grades 4 and 5, if grades are set in these grades, be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 6,

2. in grade 6 be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 6, and

3. after grade 6 be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 9. *Act (2022:146)* .

*Grades when a topic is completed*

**Section 23** When grades are given after a subject has been completed, the teacher shall make an overall assessment of the student's knowledge in relation to the grading criteria that apply to the subject and set the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on grading criteria. *Act (2022:146)* .

**Section 23 a** If there are special reasons, individual parts of the grading criteria for grades 6 or 9 may be disregarded when grading according to Sections 22 and 23. Special reasons refer to functional impairment or other similar personal circumstances that are not of a temporary nature and that constitute a direct obstacle to the student being able to meet the grading criteria for a certain grade.

An intellectual disability may only be taken into account when grading if there are exceptional reasons.

*Law (2022:1315) .*

*Adapted primary school with public administration*

*Responsibility of the home municipality*

**Section 24** The home municipality is responsible for ensuring that education in adapted primary school is provided for all those who, according to this Act, have the right to attend adapted primary school and do not complete their schooling in any other way.

The obligation under the first paragraph shall be fulfilled by the home municipality

1. arranging an adapted primary school to the extent required to provide education for everyone in the municipality who is affected, or
2. agreeing with another municipality that it shall receive the pupils for whom the home municipality is responsible in its adapted primary school.

*Act (2022:1315) .*

*Reception in another municipality*

**Section 25** */Expires on 1 July 2025/* A pupil has the right to be admitted to an adapted primary school organised by a municipality other than the one responsible for the pupil's education, if the pupil, taking into account his or her personal circumstances, has special reasons to attend that municipality's adapted primary school. Before the municipality makes a decision to admit such a pupil for a given academic year, it shall obtain a statement from the pupil's home municipality.

A student who resides in a home for care or accommodation as referred to in Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation as referred to in Chapter 6, Section 1 a of the same Act has the right to be admitted to an adapted compulsory school in the municipality

where the student resides, even though another municipality is responsible for the student's education. *Act (2024:89)* .

**Section 25** */Enters into force l: 2025-07-01/* A pupil has the right to be admitted to an adapted primary school organised by a municipality other than the one responsible for the pupil's education, if the pupil, taking into account his or her personal circumstances, has special reasons to attend that municipality's adapted primary school. Before the municipality makes a decision to admit such a pupil for a given academic year, it shall obtain a statement from the pupil's home municipality.

A student who resides in a home for care or accommodation as referred to in Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation as referred to in Chapter 9, Section 6 of the same Act has the right to be admitted to an adapted compulsory school in the municipality where the student resides, even though another municipality is responsible for the student's education. *Act (2025:440)* .

**Section 26** A municipality may also, in cases other than those referred to in Section 24, second paragraph 2 or Section 25, accept a pupil from another municipality in its adapted primary school at the request of the pupil's guardian. *Act (2022:1315)* .

**Section 27** A student who has been accepted into a municipality's adapted compulsory school for a certain academic year has the right to remain there for the entire academic year, even if the circumstances that were the basis for acceptance change during the academic year.

If the student only has one year left, the student also has the right to remain in the last year. *Law (2022:1315)* .

*The municipality's organization of its adapted primary school*

**Section 28** Each municipality is obliged to take into account what is appropriate from a communication point of view for the students when designing its adapted primary school.

Each municipality should, as far as possible, organize its adapted primary school so that no student needs to live outside their own home due to schooling.

The Act (1993:387) on support and service for certain disabled people contains regulations on support and service in the form of accommodation in a family

home or a home with special services for children and young people who need to live outside the parental home.

*Act (2022:1315) .*

#### *Placement at a school unit*

**Section 29** A student shall be placed at the municipal school unit where the student's guardian wishes the student to attend. If the desired placement would result in another student's legitimate claim to be placed at a school unit close to home being disregarded, the municipality shall, however, place the student at another school unit within its adapted primary school.

Otherwise, the municipality may deviate from the wishes of the student's guardian only if

1. the desired placement would cause significant organizational or financial difficulties for the municipality, or
2. it is necessary with regard to the safety and study peace of other students.

Decisions pursuant to the second paragraph 2 shall apply immediately, unless otherwise decided. *Act (2022:1315) .*

**Section 30** A person who has been placed at a particular school unit has the right to remain there unless otherwise provided for in Section 29, second paragraph. The same shall apply to a person who has been accepted at a school unit with a preschool class and who is to continue his or her education in an adapted compulsory school at the same school unit.

The right under the first paragraph to remain at a school unit does not apply to a student who, pursuant to Chapter 3, Section 12 e, is to be placed in a grade that is not arranged at the school unit.

*Act (2022:1315) .*

#### *Resource school*

**Section 30 a** A municipality may limit education at a particular school unit to pupils who need special support (resource school). Sections 29 and 30 do not apply to a resource school.

The municipality is responsible for assessing whether a student is in need of such special support as the resource school offers in order for the student to be able to meet the minimum grading criteria or criteria for assessing knowledge or for the student to avoid difficulties in their school situation. Provisions on special support are found in Chapter 3.

The municipality decides on the placement of a student at a resource school, following an application from the student's guardian. The application may also be made by the student's principal, if the student is placed at one of the municipality's school units and the student's guardian agrees.

If there is not enough space for all applicants, a selection shall be made. When selecting, priority shall be given to the students who are most in need of the special support offered by the resource school. *Act (2022:724)* .

**Section 30 b** The placement at the resource school shall be regularly monitored and evaluated.

A student has the right to remain at the resource school as long as the student is in need of the special support that the resource school offers.

If the student's guardian requests that the placement at the resource school be terminated, the student shall be placed at another of the municipality's school units in accordance with Section 29. *Act (2022:724)* .

#### *School transport in the home municipality*

**Section 31** Students in adapted primary schools with a public principal have the right to free school transport from a location adjacent to the student's home to the location where the education is conducted and back, if such transport is needed taking into account the length of the route, traffic conditions, the student's disability or any other special circumstance.

However, this right does not apply to students who choose to attend a different school than the one where the municipality would otherwise have placed them or who attend another municipality's adapted primary school with the support of Section 25 or 26. In cases where this can be done without organizational or financial difficulties, the municipality shall also arrange school transport in these cases.

The student's home municipality shall ensure that school transport is arranged.

*Law (2022:1315)* .

#### *School transport in a municipality other than the home municipality*

**Section 32** */Expires on 1 July 2025/* A pupil who, under section 25, attends an adapted primary school in another municipality and who, due to school attendance, must spend the night in that municipality, is entitled to school transport between the temporary residence and the place where the

education is conducted under the same conditions as apply to pupils who are residents of the municipality. The same applies to a pupil who attends an adapted primary school in another municipality because the pupil has been placed in such sheltered accommodation as referred to in Chapter 6, Section 1 a of the Social Services Act (2001:453).

The municipality that arranges the education shall ensure that school transport is arranged in accordance with the first paragraph. The municipality's costs for this shall be reimbursed by the student's home municipality. *Act (2024:89)* .

**Section 32** */Enters into force 1:2025-07-01/* A student who, under Section 25, attends another municipality's adapted primary school and who, due to school attendance, must spend the night in that municipality, is entitled to school transport between the temporary residence and the place where the education is conducted under the same conditions as apply to students who are residents of the municipality. The same applies to a student who attends another municipality's adapted primary school because the student has been placed in such sheltered accommodation as referred to in Chapter 9, Section 6 of the Social Services Act (2025:400).

The municipality that arranges the education shall ensure that school transport is arranged in accordance with the first paragraph. The municipality's costs for this shall be reimbursed by the student's home municipality. *Act (2025:440)* .

#### *Intermunicipal compensation*

**Section 33** A municipality that has a student from another municipality in its adapted primary school shall be reimbursed for its costs for the student's education by the student's home municipality, if the student's schooling in the municipality is based on Section 25 or Section 27, second paragraph.

Even in the cases referred to in Section 26, the home municipality shall pay compensation to the receiving municipality. If the municipalities in such a case do not agree otherwise, the compensation shall be determined taking into account the municipality's commitment and the pupil's needs according to the same principles that the home municipality applies when allocating resources to its own adapted primary schools. If a pupil has extensive special support needs, the home municipality does not need to provide a contribution for the

special support if significant organisational or financial difficulties arise for the municipality. *Act (2022:1315)* .

#### *Independent adapted primary school*

##### *Receiving*

**Section 34** An independent adapted primary school shall be open to all pupils who are entitled to education in an adapted primary school. However, the education may be limited to

1. certain grades,
2. pupils who are in need of special support (resource school), or
3. certain pupils for whom the education is specially adapted.

The principal of a resource school is responsible for assessing whether a student is in need of such special support as the resource school offers in order for the student to be able to meet the minimum grading criteria or criteria for assessing knowledge or for the student to avoid difficulties in his or her school situation. Provisions on special support are found in Chapter 3.

Section 35 does not apply to a resource school. If there is not enough space for all applicants to a particular resource school, a selection shall be made. In the selection, priority shall be given to the students who are most in need of the special support offered by the resource school.

The principal does not need to accept or provide continued education for a student if the home municipality has decided not to provide a grant for the student in accordance with Section 38, second paragraph.

The Government or the authority designated by the Government may issue regulations regarding such specially adapted training as referred to in the first paragraph 3. *Act (2022:1315)* .

##### *Selection*

**Section 35** If there is not room for all applicants, the selection shall be made on grounds that are consistent with Section 34, first paragraph, and that the State School Inspectorate approves.

The Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations that entail exceptions for certain students.

*Act (2016:911)* .



### *Contribution from the home municipality*

**Section 36** The home municipality shall provide a contribution to the principal for each student at the school unit.

The grant consists of a basic amount according to Section 37 and, in certain cases, an additional amount according to Section 38.

The first paragraph does not apply if state grants are provided for a student's education because the student is a Swedish citizen living abroad.

*Law (2015:73) .*

**Section 37** The basic amount shall refer to compensation for

1. teaching,
2. learning tools,
3. student health,
4. meals,
5. administration,
6. value-added tax, and
7. premises costs.

The basic amount shall be determined according to the same principles that the home municipality applies when allocating resources to its own adapted primary school. *Act (2022:1315) .*

**Section 38** Additional amounts shall be provided for pupils who have extensive special support needs or are to be offered mother tongue instruction. The additional amount for a pupil in need of special support shall be determined individually based on the pupil's needs.

The home municipality is not obliged to pay additional amounts for a student in need of special support if significant organizational or financial difficulties arise for the municipality.

*Law (2016:550) .*

### *School bus*

**Section 39** The home municipality shall arrange school transport for pupils who attend an independent adapted primary school within the municipality under the same conditions as those in Section 31, second paragraph, second sentence, apply to pupils who have chosen a different school unit than the one where the municipality would otherwise have placed them. *Act (2022:1315) .*

### *Transparency*

**Section 40** The municipality where the independent school is located has the right to transparency in the operations so that the municipality can fulfill its obligations under this Act and satisfy the public's need for transparency. *Act (2014:903)* .

## **Chapter 12. The special school**

### *Chapter content*

**Section 1** This chapter contains

- general provisions (2-13 a §§),
- provisions on grades (14-23 §§),
- provisions on education according to the upper secondary school curriculum (23 a §), and
- provisions on the principal's obligations in special cases (24-26 §§). *Act (2024:410)* .

### *General provisions*

#### *Purpose of the training*

**Section 2** The special school shall provide the children and young people referred to in Chapter 7, Section 6 with education that is adapted to each student's circumstances and that, as far as possible, corresponds to the education provided in compulsory school. The education shall form the basis for continued education.

#### *Grades, stages, academic years and semesters*

**Section 3** The special school shall have ten grades, which are divided into primary, middle and upper secondary schools. Primary consists of grades 1-4, middle of grades 5-7 and upper secondary of grades 8-10.

The education in each grade shall be conducted during one academic year, which consists of an autumn semester and a spring semester.

*Act (2017:620)* .

### *Substances*

**Section 4** /Expires on 1 July 2025/ The teaching shall include the following subjects:

- art,

- English,
- home and consumer knowledge,
- sports and health,
- mathematics,
- nature-oriented subjects: biology, physics and chemistry,
- movement and drama or music,
- society-oriented subjects: geography, history, religious studies and social studies,
- crafts,
- Swedish or Swedish as a second language,
- sign language, and
- technology.

For hearing students, the subject of music replaces the subject of movement and drama. For students admitted in accordance with Chapter 7, Section 6, first paragraph, 1 and 3, the subject of Swedish replaces the subject of sign language, if these students do not need sign language.

In addition, there should be modern languages as subjects that should be offered to each student within the framework of language choice and, for students who are to be offered mother tongue instruction, mother tongue.

Furthermore, there should be school choice.

Section 23 states that in certain cases the teaching may include courses according to the upper secondary school's subject syllabi. *Law (2024:410)* .

**Section 4** /Enters into force 1:2025-07-01/ The teaching shall include the following subjects:

- art,
- English,
- home and consumer knowledge,
- sports and health,
- mathematics,
- nature-oriented subjects: biology, physics and chemistry,
- movement and drama or music,
- society-oriented subjects: geography, history, religious studies and social studies,
- crafts
- Swedish or Swedish as a second language,

- sign language, and
- technology.

For hearing students, the subject of music replaces the subject of movement and drama. For students admitted in accordance with Chapter 7, Section 6, first paragraph, 1 and 3, the subject of Swedish replaces the subject of sign language, if these students do not need sign language.

In addition, there should be modern languages as subjects that should be offered to each student within the framework of language choice and, for students who are to be offered mother tongue instruction, mother tongue.

Furthermore, there should be school choice.

Section 23 a states that in certain cases teaching may include subjects according to the upper secondary school's subject syllabi. *Law (2024:411)* .

### *Teaching time*

**Section 5** The total teaching time for each student in the special school shall be at least 8,070 hours.

For a newly arrived student and for a student referred to in Chapter 3, Section 12 c, second paragraph 2, the total teaching time after a decision on placement in a grade pursuant to Chapter 3, Section 12 e shall correspond at least to the time remaining for other students in that grade during the remaining school term.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on the distribution of teaching time (timetable). *Act (2017:620)* .

### *Additional authorizations regarding the content and scope of teaching*

**Section 6** The Government or the authority designated by the Government may issue regulations regarding

1. teaching time in addition to what follows from Section 5,
2. limited deviations from Section 4 in addition to what follows from Chapter 3, Section 12 (adapted curriculum), if there are special reasons, and
3. deviations for students with intellectual disabilities from the subject classification specified in Section 4.

*Act (2022:1315)* .

### *Mother tongue teaching*

**§ 7** A student who has a guardian with a mother tongue other than Swedish must be offered mother-tongue teaching in this language if

1. the language is the student's daily language of communication at home, and
2. the student has basic knowledge of the language.

A student who belongs to one of the national minorities must be offered mother tongue teaching in the student's national minority language.

The Government or the authority designated by the Government shall issue regulations on mother tongue education. Such regulations may mean that mother tongue education shall be offered in a language only if a certain number of pupils wish such education in that language. *Act (2014:458)* .

### *Syllabus*

**Section 8** A syllabus shall apply to each subject.

For students with intellectual disabilities, adapted primary school curricula may be applied if the student's guardian gives his or her consent. If the student's guardian does not give his or her consent, the student shall study according to the special school curriculum. However, adapted primary school curricula may be applied to a student without the consent of the student's guardian if there are exceptional reasons for doing so in the best interests of the student. To the extent that adapted primary school curricula cannot be used, special curricula may be established.

The Government or the authority designated by the Government shall issue regulations on course syllabi. *Act (2022:1315)* .

### *Practical working life orientation*

**Section 8 a** The principal is responsible for arranging practical working life orientation (prao) for a total of at least ten days from grade 9 for students who study according to the special school's curriculum. The purpose of prao is for students to gain knowledge about working life in preparation for future study and career choices.

Prao for a student shall primarily be arranged at a workplace and secondarily by the student participating in teaching in a vocational program in upper secondary school. If there are exceptional reasons, other forms of work-life orientation interventions may replace prao for a student. *Law (2018:105)* .

### *Tests and exams*

**Section 9** Tests and exams may not constitute conditions for admission or selection to or within a school unit. Tests and exams may also not constitute conditions for continued education at a school unit or in the student group to which the student belongs.

### *Fees*

**Section 10** The training shall be free of charge.

Students shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education.

Students shall be offered nutritious school meals free of charge.

Fees in connection with the application for a place may not be charged. *Law (2023:951)* .

**Section 11** Despite Section 10, there may be occasional elements that may entail an insignificant cost for the students.

In connection with school trips and similar activities, there may, notwithstanding other provisions of this Act, in individual cases during an academic year, costs that are reimbursed by guardians on a voluntary basis. Such activities shall be open to all students. The reimbursement may not exceed the principal's cost of the student's participation in the activity.

### *Performance appraisal and individual development plan*

**Section 12** At least once each term, the teacher, the student and the student's guardian shall have a development interview on how the student's knowledge development and social development can best be supported and on what efforts are needed for the student to meet the grading criteria or criteria for assessing knowledge and otherwise develop as far as possible within the framework of the curriculum. The information at the development interview shall be based on an evaluation of the student's development in relation to the curriculum and the grading criteria or criteria for assessing knowledge in the subjects or subject areas in which the student is taught.

Development discussions shall in certain cases result in an action program as referred to in Chapter 3, Section 9. *Act (2022:146)* .

**Section 13** In grades 1-6, the teacher shall, once per academic year, at one of the development discussions, in a written individual development plan

1. provide assessments of the student's knowledge development in relation to

a) the criteria for assessing knowledge or the grading criteria for grade 7 in the subjects in which the student is taught, or

b) the criteria for assessing knowledge in the subject areas in which the student is taught, and

2. summarize what efforts are needed for the student to meet the criteria for assessing knowledge or the grading criteria for grade 7 and otherwise develop as far as possible within the framework of the curriculum.

The individual development plan may also include assessments of the student's development in other areas within the curriculum, if the principal so decides. Agreements between the teacher, the student and the student's guardian during the performance appraisal must always be documented in the development plan. The principal decides on the format of such written information provided in the development plan.

Written information about the student's schooling may also be given on occasions other than during a performance appraisal.

If an action program is prepared, the written individual development plan does not need to contain a summary of what interventions in the form of special support the student needs to meet the criteria for assessing knowledge or the grading criteria for grade 7.

If a student is given grades in grades 5 and 6, the obligation according to the first paragraph does not apply in the relevant grades.

*Law (2022:146) .*

**Section 13 a** In grades 7-10, if adapted compulsory school curricula are applied and the student is taught in a subject that the student or guardian does not request a grade in or a subject area, the teacher shall, once per academic year at one of the development discussions in a written individual development plan,

1. provide assessments of the student's knowledge development in relation to

a) the grading criteria in the subject that the student is taught in, or

b) the criteria for assessing knowledge in the subject area that the student

is taught in, and

2. summarize what efforts are needed for the student to meet the grading criteria or the criteria for assessing knowledge and otherwise develop as far as possible within the framework of the curriculum in that subject or subject area.

The principal decides on the format of such written information provided in the development plan.

Written information about the student's schooling may also be given in cases other than those provided for in the first paragraph and also on occasions other than during a performance appraisal.

If an action program is prepared, the written individual development plan does not need to contain a summary of what interventions in the form of special support the student needs to meet the grading criteria or the criteria for assessing knowledge. *Act (2022:1315)* .

### *Rating*

#### *Applicable regulations*

**Section 14** General provisions on grades and grading are found in Chapter 3, Sections 13-21.

For students who study according to the special school's curriculum, the provisions on grading in Sections 15-22 apply in addition to Chapter 3.

For students who study according to adapted compulsory school curricula, the provisions on certificates, study assessments and grades in Chapter 11, Sections 17-23, apply in addition to Chapter 3. Grades before a subject has been completed shall, however, be set at the times specified in Section 16 1. *Act (2022:1315)* .

### *Grading*

**Section 15** Grades shall be given in special school subjects at the end of each term, starting in grade 7, in the subjects that the student has received instruction in during the term.

If the teaching of nature-oriented subjects and social studies subjects has been mainly cross-curricular up to and including the end of grade 7, the principal may, however, decide that a summary grade shall be given for these respective subjects in grade 7. *Act (2017:620)* .



**Section 16** If grades are set in grades 5 and 6, grades shall be set at the end of each term in those grades in the subjects that the student has received instruction in during the term.

If the teaching of nature-oriented subjects and social studies subjects has been mainly cross-curricular up to and including the end of the current year, the principal may, however, decide that a summary grade shall be given for these respective subjects in that year. *Act (2021:191)* .

**Section 17** The grades shall be one of the designations A, B, C, D, E or F. Grades for passing results are designated A, B, C, D or E. The highest grade is designated A and the lowest grade is E. Grades for failing results are designated F.

**Section 18** If there is no basis for assessing a student's knowledge in a subject due to the student's absence, a grade shall not be given in the subject. The same applies when a summary grade is to be given for the science and social studies subjects. *Law (2010:2022)* .

*Grades before a subject has been completed*

**Section 19** When a grade is given before a subject has been completed, the grade shall be based on an assessment of the knowledge that the student has acquired in the subject up to and including the current semester. The teacher shall make an overall assessment of the student's knowledge in relation to the grading criteria that apply to the subject and assign the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

In the assessment, the student's knowledge shall

1. in grades 5 and 6, if grades are set in these grades, be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 7,
2. in grade 7 be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 7, and
3. after grade 7 be placed in relation to the knowledge that a student should have achieved at the time of grading in relation to the grading criteria for grade 10. *Act (2022:146)* .

### *Grades when a topic is completed*

**Section 20** When grades are given after a subject has been completed, the teacher shall make an overall assessment of the student's knowledge in relation to the grading criteria that apply to the subject and set the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on grading criteria. *Act (2022:146)* .

**Section 20 a** When grading according to Sections 19 and 20 in a subject in which a national test is given, the student's results on that test shall be given special consideration. However, the test result or results on partial tests shall not be given special consideration if there are special reasons. *Law (2017:1104)* .

**Section 21** If there are special reasons, individual parts of the grading criteria for grades 7 or 10 may be disregarded when grading according to Sections 19 and 20. Special reasons refer to functional impairment, in addition to deafness or hearing impairment, or other similar personal circumstances that are not of a temporary nature and that constitute a direct obstacle to the student being able to meet the grading criteria for a certain grade. *Law (2022:146)* .

**Section 22** In cases where a failing grade is given in a completed subject, a written assessment of the student's knowledge development in the subject shall be given. The assessment may also indicate the support measures that have been taken. The assessment shall be signed by the teacher.

If, according to Section 18, a grade cannot be given in a completed subject, the support measures that have been taken may be stated in the decision.

### *Examination*

**Section 23** Anyone who wants to receive grades from the special school has the right to undergo a test for grades. This may concern the entire education in the special school or one or more subjects that are part of the education. This also applies to anyone who has previously received grades in a completed subject or final grade from the special school.

The provisions on grading in this chapter and in Chapter 3 shall apply, where applicable, to the examination.

### *Education according to upper secondary school curricula*

**Section 23 a** /Expires U:2025-07-01/ The principal of a school unit in a special school may decide that a student shall take one or more courses according to the upper secondary school's subject plans, if the student is deemed to have good prospects of completing the studies and the student and the student's guardian consent to this. If the student or the student's guardian withdraws their consent, the decision shall cease to apply.

Courses that a student in a special school takes according to the first paragraph shall be graded according to the regulations that apply to upper secondary school. *Act (2024:410)* .

**Section 23 a** /Enters into force I: 2025-07-01/ The principal of a school unit in a special school may decide that a student shall study one or more subjects at one or more levels according to the upper secondary school's subject plans, if the student is deemed to have good prospects of completing the studies and the student and the student's guardian consent to this. If the student or the student's guardian withdraws their consent, the decision ceases to be valid.

Subjects that a student in a special school studies according to the first paragraph shall be graded according to the regulations that apply to upper secondary school. *Act (2024:411)* .

### *The principal's obligations in special cases*

#### *Compensation from the student's home municipality*

**Section 24** The home municipality shall pay compensation to the state for certain costs for a student in a special school or in a preschool class or after-school center at a school unit within a special school.

The Government or the authority designated by the Government may issue regulations regarding the amount of compensation.

The first paragraph does not apply to Swedish students living abroad in grades 7-10. *Act (2015:73)* .

#### *Travel and accommodation*

**Section 25** A student in a special school has the right to travel as required for the education. The state shall cover the costs.

A student in a special school who, as a result of attending school, must live outside their own home has the right to satisfactory living conditions. The state shall be responsible for this at no additional cost to the student.

#### *School units*

**Section 26** Education in special schools shall be organised by the Special Education School Authority and conducted at several school units.

## **Chapter 13. The Sami school**

#### *Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-14),
- provisions on grades (Sections 15-21 a),
- provisions on education according to upper secondary school subject syllabi (Section 21 c), and
- provisions on the principal's obligations in special cases (Sections 22-24). *Act (2024:410)* .

#### *General provisions*

#### *Purpose of the training*

**Section 2** The Sami school shall provide education with a Sami focus that otherwise corresponds to the education in grades 1-6 in compulsory school.

#### *Grades, stages, academic years and semesters*

**Section 3** The Sami school shall have six grades, which are divided into primary and secondary schools. The primary school consists of grades 1-3 and the secondary school consists of grades 4-6.

The education in each grade shall be conducted during one academic year, which consists of an autumn semester and a spring semester.

*Act (2017:620)* .

#### *Substances*

**Section 4** /Expires U:2025-07-01/ The teaching shall include the following subjects:

- art,
- English,

- home and consumer knowledge,
- sports and health,
- mathematics,
- music,
- nature-oriented subjects: biology, physics and chemistry,
- society-oriented subjects: geography, history, religious studies and social studies,
- Sami,
- crafts,
- Swedish or Swedish as a second language, and
- technology.

In addition, there should be modern languages as subjects that should be offered to each student within the framework of language choice and, for students who are to be offered mother tongue instruction, mother tongue.

Furthermore, there should be school choice.

Section 21 c states that in certain cases the teaching may include courses according to the upper secondary school's subject syllabi. *Law (2024:410)* .

**Section 4** /Enters into force 1:2025-07-01/ The teaching shall include the following subjects:

- art,
- English,
- home and consumer knowledge,
- sports and health,
- mathematics,
- music,
- nature-oriented subjects: biology, physics and chemistry,
- society-oriented subjects: geography, history, religious studies and social studies,
- Sami,
- crafts,
- Swedish or Swedish as a second language, and
- technology.

In addition, there should be modern languages as subjects that should be offered to each student within the framework of language choice and, for students who are to be offered mother tongue instruction, mother tongue.

Furthermore, there should be school choice.

Section 21 c states that in certain cases teaching may include subjects according to the upper secondary school's subject syllabi. *Act (2024:411)* .

### *Teaching time*

**Section 5** The total teaching time for each student in the Sami school shall be at least 4,473 hours.

For a newly arrived student and for a student referred to in Chapter 3, Section 12 c, second paragraph 2, the total teaching time after a decision on placement in a grade pursuant to Chapter 3, Section 12 e shall correspond at least to the time remaining for other students in that grade during the remaining school term.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on the distribution of teaching time (timetable). *Act (2017:620)* .

**Section 6** The Government or the authority designated by the Government may issue regulations regarding

1. teaching time in addition to what follows from Section 5, and
2. limited deviations from Section 4 and from the timetable in addition to what follows from Chapter 3, Section 11 (adapted course of study), if there are special reasons.

### *Mother tongue teaching*

**§ 7** A student who has a guardian with a mother tongue other than Swedish must be offered mother-tongue teaching in this language if

1. the language is the student's daily language of communication at home, and
2. the student has basic knowledge of the language.

A student who belongs to one of the national minorities must be offered mother tongue teaching in the student's national minority language.

The Government or the authority designated by the Government shall issue regulations on mother tongue education. Such regulations may mean that mother tongue education shall be offered in a language only if a certain number of pupils wish such education in that language. *Act (2014:458)* .

### *Syllabus*

**Section 8** A syllabus shall apply to each subject.

The Government or the authority designated by the Government issues regulations on course syllabi.

### *Tests and exams*

**Section 9** Tests and exams may not constitute conditions for admission or selection to or within a school unit. Tests and exams may also not constitute conditions for continued education at a school unit or in the student group to which the student belongs.

### *Fees*

**Section 10** The training shall be free of charge.

Students shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education.

Students shall be offered nutritious school meals free of charge.

Fees in connection with the application for a place may not be charged.

*Law (2023:951) .*

**Section 11** Despite Section 10, there may be occasional elements that may entail an insignificant cost for the students.

In connection with school trips and similar activities, there may, notwithstanding other provisions of this Act, in individual cases during an academic year, costs that are reimbursed by guardians on a voluntary basis. Such activities shall be open to all students. The reimbursement may not exceed the principal's cost of the student's participation in the activity.

### *Performance appraisal and individual development plan*

**Section 12** At least once each term, the teacher, the student and the student's guardian shall have a development interview on how the student's knowledge development and social development can best be supported and on what efforts are needed for the student to meet the grading criteria or the criteria for assessing knowledge and otherwise develop as far as possible within the framework of the curriculum. The information at the development interview shall be based on an evaluation of the student's development in

relation to the curriculum and the grading criteria or the criteria for assessing knowledge in the subjects in which the student is taught.

Development discussions shall in certain cases result in an action program as referred to in Chapter 3, Section 9. *Act (2022:146)* .

**Section 13** In grades 1-5, once per academic year, at one of the development discussions, the teacher shall, in a written individual development plan,

1. provide assessments of the student's knowledge development in relation to the criteria for assessing knowledge or the grading criteria for grade 6 in the subjects that the student is taught, and
2. summarize what efforts are needed for the student to meet the criteria for assessing knowledge or the grading criteria for grade 6 and otherwise develop as far as possible within the framework of the curriculum.

The individual development plan may also include assessments of the student's development in other areas within the curriculum, if the principal so decides. Agreements between the teacher, the student and the student's guardian during the performance appraisal must always be documented in the development plan. The principal decides on the format of such written information provided in the development plan.

Written information about the student's schooling may also be given on occasions other than during a performance appraisal.

If an action program is prepared, the written individual development plan does not need to contain a summary of what interventions in the form of special support the student needs to meet the criteria for assessing knowledge or the grading criteria for grade 6.

If a student is given grades in grades 4 and 5, the obligation according to the first paragraph does not apply in the relevant grades.

*Law (2022:146)* .

*Certificate upon departure*

**Section 14** When a student leaves a Sami school, a certificate of departure shall be issued.

The certificate must contain information about

1. the grade from which the student left,
2. the time of leaving,



3. the subjects the student was taught, and
4. the number of teaching hours the student was offered.

The certificate must be signed by the principal.

### *Rating*

### *Applicable regulations*

**Section 15** General provisions on grades and grading are found in Chapter 3, Sections 13-21. *Law (2010:2022)* .

### *Grading*

**Section 16** Grades shall be given in Sami school subjects.

If the teaching of nature-oriented subjects and social studies subjects has been mainly cross-curricular up to and including the end of grade 6, the principal may, however, decide that a summary grade shall be given for these respective subjects. *Act (2017:620)* .

**Section 17** Grades shall be set at the end of each semester in grade 6 in the subjects that the student has received instruction in during the semester. *Law (2014:458)* .

**Section 17 a** If grades are set in grades 4 and 5, grades shall be set at the end of each term in those grades in the subjects that the student has received instruction in during the term.

If the teaching of nature-oriented subjects and social studies subjects has been mainly cross-curricular up to and including the end of the current year, the principal may, however, decide that a summary grade shall be given for these respective subjects in that year. *Act (2021:191)* .

**Section 18** One of the designations A, B, C, D, E or F shall be used as a grade. Grades for passing results are designated A, B, C, D or E. The highest grade is designated A and the lowest grade is E. Grades for failing results are designated F. *Law (2010:2022)* .

**Section 19** If there is no basis for assessing a student's knowledge in a subject due to the student's absence, a grade shall not be given in the subject. The same applies when a summary grade is to be given for the science and social studies subjects. *Law (2010:2022)* .

### *Grades before a subject has been completed*

**Section 20** When a grade is given before a subject has been completed, the grade shall be based on an assessment of the knowledge that the student has acquired in the subject up to and including the current semester. The teacher shall make an overall assessment of the student's knowledge in relation to the grading criteria that apply to the subject and assign the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

In the assessment, the student's knowledge

1. in grades 4 and 5, if grades are set in these grades, shall be compared to the knowledge a student should have achieved at the time of grading in relation to the grading criteria for grade 6, and

2. in grade 6 shall be compared to the knowledge a student should have achieved at the time of grading in relation to the grading criteria for grade 6. *Act (2022:146)* .

### *Grades when a topic is completed*

**Section 21** When grades are given after a subject has been completed, the teacher shall make an overall assessment of the student's knowledge in relation to the grading criteria that apply to the subject and set the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on grading criteria. *Act (2022:146)* .

**Section 21 a** When grading according to Sections 20 and 21 in a subject in which a national test is given, the student's results on that test shall be given special consideration. However, the test result or results on partial tests shall not be given special consideration if there are special reasons. *Law (2017:1104)* .

**Section 21 b** If there are special reasons, individual parts of the grading criteria for grade 6 may be disregarded when grading according to Sections 20 and 21. Special reasons refer to functional impairment or other similar personal circumstances that are not of a temporary nature and that constitute a direct obstacle to the student being able to meet the grading criteria for a certain grade. *Act (2022:146)* .

### *Education according to upper secondary school curricula*

**Section 21 c** /Expires U:2025-07-01/ The principal of a school unit in a Sami school may decide that a student shall take one or more courses according to the upper secondary school's subject plans, if the student is deemed to have good prospects of completing the studies and the student and the student's guardian consent to this. If the student or the student's guardian withdraws their consent, the decision shall cease to apply.

Courses that a student in a Sami school takes according to the first paragraph shall be graded according to the regulations that apply to upper secondary schools. *Act (2024:410)* .

**Section 21 c** /Enters into force I: 2025-07-01/ The principal of a school unit in the Sami school may decide that a student shall study one or more subjects at one or more levels according to the upper secondary school's subject plans, if the student is deemed to have good prospects of completing the studies and the student and the student's guardian consent to this. If the student or the student's guardian withdraws their consent, the decision ceases to be valid.

Subjects that a student in a Sami school studies according to the first paragraph shall be graded according to the regulations that apply to upper secondary school. *Act (2024:411)* .

### *The principal's obligations in special cases*

#### *Compensation from the student's home municipality*

**Section 22** The home municipality shall pay compensation to the state for certain costs for a person who is a student in a Sami school or in a preschool class or after-school center at a school unit within a Sami school.

The Government or the authority designated by the Government may issue regulations on the amount of compensation.

*Act (2010:2022)* .

#### *Travel and accommodation*

**Section 23** A student in a Sami school has the right to travel as required for the education. The state shall cover the costs.

A student in a Sami school who, as a result of attending school, must live outside their own home has the right to satisfactory conditions. The state shall

be responsible for this without additional costs to the student. *Law (2010:2022)* .

**Section 24** Education in Sami schools shall be organised by the Sami Education Board and conducted at several school units.

*Law (2010:2022)* .

## **Chapter 14. The recreation center**

### *Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-10),
- provisions on after-school centres with a public principal (Sections 11-14), and
- provisions on after-school centres with a private principal (Sections 15-19).

### *General provisions*

#### *Purpose of the training*

**Section 2** The holiday home supplements the education in the preschool class, primary school, adapted primary school, special school, Sami school and special forms of education in which compulsory schooling can be fulfilled. The holiday home shall stimulate the development and learning of the pupils and offer them meaningful leisure and recreation. The education shall be based on a holistic view of the pupil and the pupil's needs.

The recreation center shall promote all-round contacts and social community. *Law (2022:1315)* .

#### *Offering of training*

**Section 3** Each municipality shall offer education in after-school centres for pupils in the municipality's pre-school class, primary school and adapted primary school. The state shall offer education in after-school centres for pupils in special schools and Sami schools.

The home municipality shall offer education in after-school centers for students who attend an independent school in cases where the principal does not offer such education. *Law (2022:1315)* .

**Section 4** Education in after-school centers shall be offered as soon as it has become apparent that the student needs such a place.

*Extent*

**Section 5** A student in any of the school types specified in Section 3 shall be offered education in the after-school center to the extent necessary taking into account the parents' gainful employment or studies or if the student has a personal need due to the family's other situation.

**Section 6** Students shall also be offered education in after-school centers in cases other than those referred to in Section 5, if for physical, mental or other reasons they need special support in their development in the form of such education.

**Section 7** After-school care shall be offered up to and including the spring semester of the year in which the student turns 13. From the autumn semester of the year in which the student turns 10, open after-school activities may be offered instead of after-school care, if the student is not in need of such special support in his or her development that can only be offered in after-school care due to physical, mental or other reasons.

Provisions on open leisure activities are found in Chapter 25.

**Section 8** After-school care shall be offered to students during the part of the day when students do not attend any of the school types specified in Section 3 and during holidays. After-school care need not be offered during evenings, nights, weekends or in connection with major holidays.

*Student groups and the environment*

**Section 9** The principal shall ensure that the student groups have an appropriate composition and size and that the students are also otherwise offered a good environment.

*Placement at a school unit*

**Section 10** A pupil in a preschool class, compulsory school, adapted compulsory school, special school or Sami school shall be offered education in an after-school centre at or as close as possible to the school unit where the pupil receives education. *Act (2022:1315)* .

### *Recreation center with public administration*

#### *Responsibility of the home municipality*

**Section 11** The home municipality is responsible for ensuring that a student who is to be offered after-school care in accordance with the provisions of this chapter and who is enrolled in a special form of education referred to in Chapter 24 is offered after-school care. In these cases, the provisions of Sections 4-10 shall apply.

#### *Fees*

**Section 12** A municipality may charge a fee for education in after-school centers that it organizes.

The fees must be reasonable.

#### *Fees at school units with special schools and Sami schools*

**Section 13** Fees charged by the state for education in after-school centres at a school unit with a special school or Sami school shall be determined on the same basis as the municipality where the after-school centre is located applies to its after-school centres.

#### *Intermunicipal compensation*

**Section 14** A municipality that has a student from another municipality in its after-school centre shall be reimbursed for its costs for the student's education in the after-school centre by the student's home municipality, if the student's schooling in the receiving municipality's preschool class, compulsory school or adapted compulsory school is based on Chapter 9, Section 13, first paragraph, Chapter 10, Section 24, 25 or 26 or Chapter 11, Section 24, second paragraph 2 or Section 25.

Even in other cases where a municipality has a student from another municipality in its after-school centre, the home municipality shall pay compensation to the receiving municipality. If the municipalities do not agree otherwise in such a case, the compensation shall be determined taking into account the municipality's commitment and the student's needs according to the same principles that the home municipality applies when allocating resources to its own after-school centres. If a student has extensive special support needs, the home municipality does not need to provide a contribution for the special support if significant organizational or financial difficulties arise for the municipality.

The compensation pursuant to the first or second paragraph shall, where applicable, be reduced by the amount charged by the principal pursuant to Section 12. *Act (2022:1315)* .

*Leisure home with individual owner*

*Contribution from the home municipality*

**Section 15** The home municipality shall provide a contribution to the principal for each student at the school unit.

The grant consists of a basic amount according to Section 16 and, in certain cases, an additional amount according to Section 17.

**Section 16** The basic amount shall refer to compensation for

1. care and educational activities,
2. educational materials and equipment,
3. meals,
4. administration,
5. value-added tax, and
6. premises costs.

The basic amount shall be determined according to the same principles that the municipality applies when allocating resources to its own after-school centers.

**Section 17** Additional amounts shall be provided for students who have extensive special support needs. The additional amount shall be determined individually based on the student's needs.

The home municipality is not obliged to pay additional amounts for a student if significant organizational or financial difficulties arise for the municipality. *Law (2016:550)* .

*Transparency*

**Section 18** The municipality where an independent school that arranges after-school care is located has the right to access the activities so that the municipality can fulfil its obligations under this Act and satisfy the public's need for access.

*Act (2014:903)* .

*Fees*

**Section 19** Fees charged by an individual principal for a leisure centre must not be unreasonably high.

## Chapter 15. General provisions on upper secondary school

### *Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-20),
- provisions on grades (Sections 21-29),
- provisions on upper secondary schools with a public principal (Sections 30-32),
- provisions on independent upper secondary schools (Sections 32 a-34), and
- provisions on Rh-adapted education (Sections 35-40).

*Act (2022:1089) .*

### *General provisions*

#### *Purpose of the training*

**Section 2** Upper secondary school shall provide a good foundation for professional activities and continued studies, as well as for personal development and active participation in social life.

The education should be designed so that it promotes social cohesion and develops students' ability to acquire, deepen and apply knowledge independently and together with others.

The education in upper secondary school shall mainly be based on the knowledge that the students have acquired in primary school or in equivalent education. The further education provided in the form of a fourth technical year shall also be based on the knowledge that the students have acquired in the technical programme or in equivalent education.

*Act (2014:530) .*

**Section 3** Education in upper secondary school shall constitute a basis for the national and regional supply of skills to the working world and a basis for recruitment to the higher education sector.

#### *Collaboration with the rest of society*

**Section 4** The head of the upper secondary school shall cooperate with society in general.



### *Target group*

**Section 5** Upper secondary school shall be open only to young people who have completed their compulsory school education or equivalent education and who begin their upper secondary education during the period up to and including the first calendar half of the year in which they turn 20 or, in cases referred to in Section 36, 21. Chapter 17 a, Section 4 contains special provisions on the target group for the further education provided in the form of a fourth technical year.

Chapter 17, Section 16, second and third paragraphs, contain provisions on education in upper secondary school for certain students from adapted primary schools.

The provisions on upper secondary school only apply to young people who are resident in the country. Chapter 29, sections 2-5, contains further provisions on residence and the right to education.

*Law (2022:1315) .*

**Section 6** Young people who have completed a national programme or equivalent education or have completed the International Baccalaureate (IB) are no longer eligible for national programmes and introductory programmes in upper secondary school. *Law (2014:530) .*

### *The different training courses*

**Section 7** Education in upper secondary school consists of national programmes that are vocational programmes or university preparatory programmes.

In high school, there is also education in the form of an introductory program and further education in the form of a fourth technical year.

Further provisions on the national programmes can be found in Chapter 16, on the introductory programmes in Chapter 17 and on further training in the form of a fourth technical year in Chapter 17a. *Act (2014:530) .*

**Section 8** Each municipality shall provide information about the national programs and about the opportunities to receive training in introductory programs and further training in the form of a fourth technical year. *Law (2014:530) .*

**Section 8 a** Information from a principal regarding the offer of national programmes and the introductory programmes, programme-oriented choice

and vocational introduction, designed for a group of students shall clearly state the focus of the education.

The information shall also indicate what the education can lead to in terms of establishment in the labor market and transition to further studies. *Law (2022:1089)* .

#### *Professional dance training*

**Section 8 b** The Government may issue regulations on special education in the form of professional dance education in upper secondary schools.

Regulations concerning such training as the Government issues in ordinance may deviate from the provisions of this Act.

*Act (2022:1089)* .

#### *Education adapted for students with certain disabilities*

**Section 9** For young people with a severe mobility disability, the municipalities that the Government decides may arrange specially adapted education (upper secondary school with Rh-adapted education) in their upper secondary school. Special provisions in Sections 35-40 apply to these educations. The Government may issue further regulations regarding such education.

The Government may issue regulations regarding education in upper secondary schools for students who are deaf, hard of hearing or deaf-blind or have a language disorder.

Regulations according to the first and second paragraphs may constitute exceptions to what otherwise applies to education in upper secondary schools.

#### *Academic year and semesters*

**Section 10** The education shall be conducted during the academic year, which includes an autumn semester and a spring semester.

The Government may issue regulations regarding the length of the academic year and when the academic year shall begin and end.

#### *The location of the education*

**Section 11** Education in upper secondary school shall primarily be school-based, unless otherwise stated in the second, third or fourth paragraph.

According to Chapter 16, Section 11, upper secondary apprenticeship training shall primarily be located at one or more workplaces.

The introductory programs, program-oriented choice, vocational introduction and individual alternative, as well as further education in the form of a fourth technical year, may be designed so that they are not primarily school-based.

Chapter 22, Section 3 states that education where distance learning is used does not need to be primarily school-based. *Law (2020:605)* .

#### *Admission*

**Section 12** The principal is responsible for admission to the various training courses arranged by the principal.

Section 38 contains special provisions regarding admission to Rh-adapted education.

**Section 13** The Government shall issue regulations on selection from among the applicants received.

**Section 14** The admissions organization may be common for upper secondary school, adapted upper secondary school, municipal adult education at upper secondary level and municipal adult education as adapted education at upper secondary level.

The admissions organization may be common for upper secondary schools organized by municipalities, regions and individual principals.

*Act (2022:1315)* .

#### *Information for the home municipality*

**Section 15** When a student starts or finishes an upper secondary school with a principal other than the home municipality, the principal shall notify the home municipality of this as soon as possible.

The same applies if a student who has not reached the age of 20 without a valid reason is absent to a significant extent. This obligation does not affect the principal's responsibility to provide support or special support to students. *Act (2014:1002)* .

#### *Student attendance and absence information*

**Section 16** A student in upper secondary school shall participate in the activities organized to provide the intended education, unless the student has a valid reason for not attending.

If a student in upper secondary school is absent from the activity organized to provide the intended education without a valid reason, the principal shall

ensure that the student's guardian is informed on the same day that the student has been absent. If there are special reasons, the student's guardian does not need to be informed on the same day.

In the event of repeated or prolonged absence, the principal shall, regardless of whether the absence is valid or invalid, ensure that the absence is promptly investigated if it is not unnecessary. If the conditions for an investigation into special support according to Chapter 3, Section 7 are met, such an investigation shall also be initiated.

*Law (2018:1098) .*

#### *Fees*

**Section 17** Education in upper secondary school shall be free of charge.

Students shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education. However, the principal may decide that students shall use their own individual aids.

Fees in connection with the application for a place may not be charged. *Law (2023:951) .*

**Section 18** Despite Section 17, there may be occasional elements that may entail an insignificant cost for the students.

In connection with school trips and similar activities, there may, notwithstanding other provisions of this Act, in individual cases during an academic year, costs that are reimbursed by the student or his/her guardian on a voluntary basis. Such activities shall be open to all students. The reimbursement may not exceed the principal's cost of the student's participation in the activity.

#### *Mother tongue teaching*

**§ 19** A student who has a guardian with a mother tongue other than Swedish must be offered mother tongue teaching in this language if

1. the language is the student's daily language of communication at home, and
2. the student has good knowledge of the language.

A student who belongs to one of the national minorities must be offered mother tongue teaching in the student's national minority language.

The Government or the authority designated by the Government may issue regulations on mother tongue education. Such regulations may mean that mother tongue education shall be offered in a language only if a certain number of pupils wish such education in that language. *Act (2023:689)* .

#### *Mentor*

**Section 19 a** Each student shall have a mentor who shall monitor the student's knowledge development and study situation based on the student's education as a whole. The mentor shall pay particular attention to signs that the student may need support and, in such cases, promptly inform the school staff concerned.

*Act (2018:749)* .

#### *Development discussions*

**Section 20** At least once each semester, the principal shall ensure that the student is given comprehensive information about the student's knowledge development and study situation (development interview).

A student's guardian shall receive such information as referred to in the first paragraph.

#### *Rating*

##### *Applicable regulations*

**Section 21** General provisions on grades and grading are found in Chapter 3, Sections 13-21.

#### *Grading*

**Section 22** Grades shall be assigned to subjects. Grades shall be assigned when a subject is completed. If a subject consists of several levels, grades shall be assigned after each completed level in the subject.

When a passing grade is set at a higher level in a subject with multiple levels, the grade shall be considered to include lower levels in the subject and replace grades that have been set at such levels.

Grades shall also be given

1. after completion of upper secondary school work and degree work, and
2. in compulsory school subjects in cases where teaching in these subjects may occur in upper secondary school. *Law (2022:147)* .

**Section 22 a** The Government may issue regulations on how grading shall be carried out. The regulations may constitute exceptions to the provision in Chapter 3, Section 16, concerning who decides on grades. *Act (2022:147)* .

**Section 23** Has been repealed by *law (2022:146)* .

**Section 24** As a grade for passing results in a subject, one of the designations A, B, C, D or E shall be used. The highest grade is designated by A and the lowest grade by E. Grades for failing results are designated by F.

When grading, the teacher shall make an overall assessment of the student's knowledge at the current level in the subject in relation to the grading criteria that apply to the subject as a whole and assign the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on grading criteria. *Act (2022:147)* .

**Section 25** As a grade for upper secondary school work and degree project, one of the designations E or F shall be used. The grade E shall be used if a student has reached the degree objectives for the upper secondary school work or degree project. Otherwise, the grade F shall be used.  
*Law (2014:530)* .

**Section 25 a** When grading a subject at a level in which a national test is given, the student's results on that test shall be given special consideration. However, the test result or results on subtests shall not be given special consideration if there are special reasons.  
*Law (2022:147)* .

**Section 26** If there are special reasons, individual parts of the grading criteria may be disregarded when assigning grades. Special reasons refer to functional impairment or other similar personal circumstances that are not of a temporary nature and that constitute a direct obstacle to the student being able to meet the grading criteria for a particular grade.

Notwithstanding what is stated in the first paragraph, parts of the grading criteria that relate to safety or that refer to laws, regulations or government regulations must always be met. *Act (2022:146)* .

**Section 27** If there is no basis for assessing a student's knowledge due to the student's absence, a grade shall not be given.

*Examination*

**Section 28** Anyone who wants grades from upper secondary school has the right to undergo an examination.

The Government may issue regulations on review. Such regulations may restrict the right to review.

**Section 29** The Government issues regulations regarding the possibility for the principal to give grades without examination to a student who has not followed the instruction in certain cases.

*Upper secondary school with public administration*

*Municipality's responsibility*

**Section 30** Each municipality is responsible for ensuring that young people in the municipality are offered good quality upper secondary education.

The municipality may offer training that it organizes itself or in accordance with Section 30 a. *Act (2022:1089)* .

**Section 30 a** A primary collaboration agreement according to Chapter 2, Section 2 b shall cover national programmes and the introductory programmes, programme-oriented choice and vocational introduction, designed for a group of pupils. A municipality in the primary collaboration area shall offer all such education that is organised by any of the municipalities in the collaboration area.

The municipality can also offer such training arranged by a municipality outside the primary collaboration area or a region according to a secondary collaboration agreement.

With regard to other education in upper secondary school, the municipality may offer education that is arranged by another municipality or a region according to a secondary cooperation agreement. *Act (2022:1089)* .

**Section 30 b** When a municipality decides which training courses to offer and the number of places on the courses, it shall take into account

1. the demand of young people, and
2. the needs of the labor market.

The requirement to take into account the needs of the labor market only applies to national programs and introductory programs, program-oriented choice and vocational introduction designed for a group of students. *Law (2022:1089)* .

#### *Training organized by regions*

**Section 31** A region may arrange training courses on national programmes relating to nature management and conservation.

After agreement with a municipality, the region may also arrange training in other national programs.

Chapter 17, Sections 17 and 18, determine which training in introductory programs may be organized by a region.

It follows from Chapter 17 a, Section 2, that a region that arranges education in the technical program may also arrange further education in the form of a fourth technical year. *Law (2019:947)* .

**Section 31 a** When a region decides which training courses to offer and the number of places on the courses, it shall take into account

1. the demand of young people, and
2. the needs of the labor market.

The first paragraph applies only to national programs and introductory programs, program-oriented choice and vocational introduction designed for a group of students.

*Act (2022:1089)* .

#### *Boarding support*

**Section 32** The home municipality shall provide financial support to students in an upper secondary school with a public principal who need boarding due to their schooling. However, this obligation does not apply to

1. students who have been accepted secondarily to a national program according to Chapter 16, Section 47,

2. students who have been accepted according to Chapter 17, Section 19, third paragraph,

3. students on Rh-adapted education, or

4. Swedish students abroad who receive study assistance in the form of boarding allowance according to the Student Financial Aid Act (1999:1395).



The obligation applies up to and including the first calendar half of the year the student turns 20.

The support shall cover accommodation, increased living costs and travel to and from home. It shall be provided in cash or in another manner as shall be stated in the decision on support. If the support is provided in cash, it shall be provided at a minimum of 1/30 of the price base amount according to Chapter 2, Sections 6 and 7 of the Social Insurance Code for each full calendar month that the student lives in an unaccompanied accommodation. The amount may be rounded down to the nearest whole ten kronor. *Law (2017:1104)* .

*Independent secondary school*

*Offering of training*

**Section 32 a** When an individual principal decides which training courses to offer and the number of places on the courses, it shall take into account

1. the demand of young people, and
2. the needs of the labor market.

The first paragraph only applies to national programmes and introductory programmes, programme-oriented choice and vocational introduction designed for a group of students, to the extent that the individual has approval as the principal for the education. *Act (2022:1089)* .

*Receiving*

**Section 33** Every principal of an independent upper secondary school shall admit all young people who are entitled to the education sought in the upper secondary school. However, admission to a particular education may be limited to

1. students who are in need of special support (resource school), or
2. certain students for whom the education is specially adapted.

The principal of a resource school is responsible for assessing whether a student is in need of such special support as the resource school offers in order for the student to be able to meet the minimum grade criteria or to avoid difficulties in their school situation. Provisions on special support are found in Chapter 3.

With regard to program-oriented choices designed for an individual student, vocational introduction, individual alternative and language introduction, there are special provisions in Chapter 17, Section 29 regarding when the

principal of an independent school is obliged to accept young people who meet the eligibility requirements for such education.

The principal does not need to accept or provide continued education for a student if the home municipality has decided not to provide a grant for the student in accordance with Chapter 16, Section 54, second paragraph.

The Government or the authority designated by the Government may issue regulations regarding such training as referred to in the second sentence of the first paragraph. *Act (2022:724)* .

#### *Transparency*

**Section 34** The municipality where the independent school is located has the right to transparency in the operations so that the municipality can fulfill its obligations under this Act and satisfy the public's need for transparency. *Act (2014:903)* .

#### *Rh-adapted education*

##### *Target group*

**Section 35** In this chapter, a severe mobility disability means a mobility disability that, alone or in combination with another functional impairment, means that a young person

1. in order to follow a program in upper secondary school, needs access to a school with Rh-adapted education, and
2. has a need for habilitation and, in certain cases, for accommodation in a student dormitory and care in the residence.

##### *Right to education*

**Section 36** Young people who have a severe mobility disability have the right to receive education at an upper secondary school with Rh-adapted education if they

1. have completed the last year of compulsory school or equivalent,
2. can begin the education no later than the first calendar half of the year in which they turn 21, and
3. meet the other eligibility conditions that follow from Chapter 16, Sections 29-34, with regard to national programs.

The first paragraph 1 does not apply to education in the form of an introductory program. To be entitled to such education, it is required that primary school education or equivalent has been completed.

### *National recruitment*

**Section 37** A secondary school with Rh-adapted education shall accept applicants from all over the country for the specially adapted education.

### *Decisions on admission and entitlement to education*

**Section 38** Questions about admission to Rh-adapted education at certain upper secondary schools and other questions about the right to such education are examined by a special committee.

### *Fees*

**Section 39** Fees may not be charged for residential care or habilitation services provided by the state, a municipality or a region in connection with an upper secondary school with Rh-adapted education.

The Government or the authority designated by the Government may issue regulations on fees for board and lodging.

*Act (2019:947) .*

### *Intermunicipal compensation*

**Section 40** The home municipality shall pay compensation for the costs of accommodation and care in the accommodation for students on Rh-adapted education. The home region or, where applicable, the home municipality shall pay compensation for the costs of habilitation. The compensation shall be paid to the principal who, according to an agreement with the state, is responsible for the activities.

The Government or the authority designated by the Government may issue regulations on compensation pursuant to the first paragraph.

*Act (2019:947) .*

## **Chapter 16. Education in national programmes in upper secondary schools**

### *Chapter content*

**Section 1** This chapter contains provisions on

- the design and content of the education (Sections 2-25),
- the upper secondary school diploma (Sections 26-28),
- eligibility, application, receipt and completion of the education (Sections

29-41),

- education on national programmes at an upper secondary school with a public principal (Sections 42-51), and
- education on national programmes at an independent upper secondary school (Sections 52-55).

*The design and content of the training courses*

*Vocational and university preparatory programs*

**Section 2** Chapter 15, Section 7 states that the national programs are vocational programs or university preparatory programs.

**Section 3** Vocational programmes shall form the basis for professional activities and continued vocational training.

A vocational program shall contain what is required for students to achieve basic eligibility for higher education that begins at the undergraduate level. However, a student shall have the right to opt out of parts of what is required for basic eligibility as set out in Appendix 2.

The Government or the authority designated by the Government may issue further regulations regarding what must be included in the education in order for students to achieve basic eligibility for higher education that begins at the undergraduate level.

*Act (2022:275) .*

**Section 4** The university preparatory programs shall form the basis for continued education at university level.

*The national programs*

**Section 5** The national programmes are set out in Appendix 1.

*Act (2018:749) .*

*Graduation goals*

**Section 6** For each national program, there shall be examination objectives that contain objectives for the program.

*National orientations and special variants*

**Section 7** Within the national programmes, there may be specialisations and variants that begin in the first, second or third academic year.

**Section 8** The orientations are national.

The Government may issue regulations regarding which national orientations should exist.

**Section 9** The question of whether a particular variant should be approved shall be examined by the Swedish National Agency for Education.

**Section 10** The Government or the authority designated by the Government may issue further regulations on national orientations and special variants.

#### *Secondary school apprenticeship*

**Section 11** Within vocational programmes, there may be upper secondary apprenticeship training, which begins in the first, second or third academic year.

Upper secondary apprenticeship training shall primarily be located at one or more workplaces. When calculating how much of the training is to be located at a workplace, the part that the student may opt out of according to Section 3 shall be disregarded. *Act (2022:275)* .

**Section 11** a A written agreement (training contract) shall be drawn up for each student and workplace and signed by the student, the school principal and the legal or natural person providing the workplace-based part of the upper secondary apprenticeship. The school principal shall ensure that a training contract is drawn up.

If the student is under 18 years of age, the student's guardian must also sign the education contract.

The training contract shall state

1. which parts of the training shall be carried out at the workplace, how many weeks of the training shall be carried out there each semester and what times shall apply to the training at the workplace,
2. how the costs of any damage that the student may cause during the workplace-based part of the training shall be distributed between the school principal and the legal or natural person referred to in the first paragraph,
3. the contract period and the grounds for terminating the contract before the contract period has expired, and
4. which teacher at the school unit and which supervisor at the workplace shall be the contact persons for the workplace-based part of the training. *Act (2018:105)* .

**Section 11 b** A student who performs work under a training contract shall not be considered an employee in this context. This does not apply if the work is covered by an agreement on upper secondary apprenticeship employment. Provisions on such employment are found in the Upper Secondary Apprenticeship Act (2014:421). *Act (2014:422)* .

**Section 11 c** The Government or the authority designated by the Government may issue further regulations on upper secondary apprenticeship training.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue further regulations on training contracts. *Act (2018:105)* .

#### *Offering certain training*

**Section 12** When a principal offers education in a national program, the principal may also allow the offer to include that the student will later be admitted to a national specialization, a special variant or upper secondary apprenticeship within the program.

The Government or the authority designated by the Government may issue regulations stating that such an offer shall be given within certain programs.

#### *Deviations from the content of a national programme*

**Section 13** The National Agency for Education may decide on deviations from the structure, content and degree objectives for education in national programmes.

Decisions pursuant to the first paragraph that relate to training arranged by a public authority are made in connection with decisions on national recruitment pursuant to Section 45.

Decisions pursuant to the first paragraph concerning training arranged by an individual principal are made after an assessment that corresponds to the assessment of nationally recruiting training courses pursuant to Section 45.

The Government may issue regulations on conditions for decisions pursuant to the third paragraph.

**Section 14** If there are special reasons, the principal may decide that a student's education in a national program may deviate in its content from what otherwise applies to the program.

The Government or the authority designated by the Government may issue regulations regarding such deviations as referred to in the first paragraph.

#### *Length of training*

**Section 15** The national programmes are intended to be completed in three academic years.

The principal may decide that the education may be spread over a period longer than three academic years.

If the principal has received permission from the Swedish National Agency for Education, he or she may decide that an education may be distributed over a shorter period than three academic years.

**Section 15 a** The principal may decide for an individual student that an education shall be distributed over a shorter period than three academic years, if the student consents to this. If the student withdraws his consent, the decision shall cease to be valid. *Act (2024:410)* .

#### *The location of education and workplace-based learning*

**Section 16** Chapter 15, Section 11 states that education on national programmes shall mainly be school-based unless otherwise provided for in the provisions on upper secondary apprenticeship training in Section 11.

A vocational program must include workplace-based learning.

The Government or the authority designated by the Government may issue regulations on the minimum scope of workplace-based learning for a vocational programme to be organised, as well as on exceptions from Chapter 15, Section 11.

#### *Scope of training and guaranteed teaching time*

**Section 17** Education in national programs shall be conducted as full-time studies.

**Section 18** Students are entitled to a minimum number of teaching hours of 60 minutes (guaranteed teaching time). The guaranteed teaching time for students in

- vocational programmes comprising 2,800 upper secondary school credits is 2,720 teaching hours,
- vocational programmes comprising 2,700 upper secondary school credits

is 2,625 teaching hours, and

- university preparatory programmes is 2,180 teaching hours.

For students who have opted out of parts of what is required for basic eligibility according to Section 3, the guaranteed teaching time is reduced to a corresponding extent.

The Government or the authority designated by the Government may issue further regulations regarding deviations from the guaranteed teaching time. *Act (2022:275)* .

**Section 19** The scope of studies in national programs is stated in upper secondary school credits.

**Section 20** The scope of the training is set out in a points plan in Appendix 2.

The Government or the authority designated by the Government may issue further regulations regarding the points plan.  
*Act (2018:749)* .

*Subjects, levels in subjects and high school work*

**Section 21** There shall be a subject plan for each subject. If there are special reasons, several subjects may have a common subject plan.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on subject plans. *Act (2022:147)* .

**Section 22** The education shall include a high school project.

**Section 23** A subject consists of one or more levels.

For each level, it must be stated how many upper secondary school credits the level includes. *Law (2022:147)* .

**Section 24** If a student has received a grade of at least E after completing a level in a subject or completing upper secondary school work, the principal is not obliged to offer further education of the same type, unless otherwise provided by regulations issued pursuant to the second paragraph.

The Government or the authority designated by the Government may issue regulations on what is required for a student to be allowed to

1. start studying a subject or a certain level in a subject, and



2. study a subject or a certain level in a subject again.

*Act (2022:147) .*

#### *Individual study plan*

**Section 25** An individual study plan shall be drawn up for each student.

The Government or the authority designated by the Government issues regulations regarding the individual study plan.

#### *High school diploma*

**Section 26** Education in vocational programmes aims at a vocational qualification and education in university preparatory programmes aims at a university preparatory qualification. Both of these qualifications are called upper secondary school diplomas.

For students who have grades from an education that includes at least 2,500 upper secondary school credits on a national program, an upper secondary school diploma shall be issued if the conditions in Section 27 or 28 are met.

#### *Vocational degree*

**Section 27** A vocational qualification shall be issued if a student referred to in Section 26 has passed an education that comprises at least 2,250 upper secondary school credits and which includes at least 100 upper secondary school credits in each of the subjects

1. Swedish or Swedish as a second language,
2. English, and
3. mathematics.

High school work must also be included in the passing grades.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on

1. which levels in the subjects specified in the first paragraph shall be included in the approved grades for the respective vocational programme, and
2. which other subjects and which levels in these shall be included in the approved grades for the respective vocational programme.

*Act (2022:147) .*

### *University preparatory exam*

**Section 28** A university preparatory degree shall be issued if a student referred to in Section 26 has passed grades in education that includes at least 2,250 upper secondary school credits and that includes at least

1,300 upper secondary school credits in the subjects Swedish or Swedish as a second language,

2,200 upper secondary school credits in the subject English, and

3,100 upper secondary school credits in the subject mathematics.

High school work must also be included in the passing grades.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations regarding which levels in the subjects specified in the first paragraph shall be included in the approved grades. *Act (2022:147)* .

### *Eligibility, application, receipt and completion of the education*

#### *Competence*

**Section 29** For the national programmes, in addition to what is prescribed in Chapter 15, Section 5, the additional eligibility requirements regarding approved grades from compulsory school or equivalent education that follow from Sections 30-34 apply.

**Section 30.** Eligibility for a vocational program requires passing grades in Swedish or Swedish as a second language, English and mathematics and in at least five other subjects. *Law (2018:749)* .

**Section 31.** Eligibility for a university preparatory program requires passing grades in Swedish or Swedish as a second language, English and mathematics and in at least nine other subjects.

*Act (2018:749)* .

**Section 32** An applicant for a national programme who does not have a passing grade in English but meets other eligibility requirements shall nevertheless be considered eligible if the applicant

1. due to special personal circumstances has not had the opportunity to participate in teaching in English during a significant part of his or her time in compulsory school or equivalent education, and

2. is deemed to have the potential to successfully complete the studies in the applied programme.

**Section 33** An applicant who has acquired equivalent knowledge in a subject in a way other than through compulsory school studies shall, when applying the eligibility rules, be deemed to have passed the grade in the subject. *Law (2018:749)* .

**Section 34** The Government or the authority designated by the Government shall issue regulations stating that special entry requirements shall apply to certain courses of study.

#### *Application*

**Section 35** An application for a national programme or for such a national specialisation, special variant or upper secondary apprenticeship that begins the first academic year shall be submitted to the applicant's home municipality. If the application concerns more than one programme, the applicant shall state in which order he or she wishes to be considered.

If the application concerns training organized by another principal, the application must be immediately forwarded to that principal.

#### *Decision on eligibility and receipt*

**Section 36** The principal of the applied for education examines whether an applicant is qualified and whether the applicant should be accepted.

#### *The right to complete education*

**Section 37** A student who has begun an education in a national program, a national specialization or a special variant has the right to continue his or her education in the program he or she has begun or the current specialization or variant with the principal or, if the principal is public, within the area of collaboration.

The first paragraph applies even if the circumstances that were the basis for the acceptance change during the study period.

**Section 38** What is stated in Section 37 applies correspondingly to students who have begun upper secondary apprenticeship training.

If suitable workplace-based training can no longer be arranged, the student shall instead be offered the opportunity to complete their education through school-based training in the relevant programme. If this is also not possible, the offer shall be to complete the education in another vocational programme.

**Section 39** If the principal's offer of a national program included that the student would later be admitted to a national specialization, a special variant or upper secondary apprenticeship in accordance with Section 12, the student who has started the program has the right to complete the education in the national specialization, the special variant or as upper secondary apprenticeship in accordance with Sections 37 and 38.

**Section 40** The right to complete the education according to Sections 37-39 also applies after a break of no more than one academic year for studies abroad.

However, there is no right to complete the education according to the first paragraph if the offer referred to in Section 12, when it was made, was accompanied by an explicit reservation that it does not apply during a break in studies.

**Section 41** Section 49 contains further provisions regarding the right of a student in a school with a public principal to continue their education when the student moves to another municipality.

*Education on national programs at a publicly funded upper secondary school  
Obligation to offer training*

**Section 42** The home municipality is responsible for ensuring that all eligible young people in the municipality are offered education in national programs.

The offer shall include a comprehensive selection of national programs and national specializations. When assessing whether a comprehensive selection is offered, the municipality may also take into account education offered by individual principals with school units in the municipality or in another municipality within a primary cooperation area of which the municipality is a part. *Law (2022:1089)* .

*Reception first and foremost*

**Section 43** /Expires on 1 July 2025/ Of the eligible applicants for a national programme or for such a national specialisation, special variant or upper secondary apprenticeship training that begins the first academic year, the principal shall primarily accept those who are residents of the municipality or within the cooperation area for the training.

A student shall, when deciding on admission according to the first paragraph, be treated as if he or she were a resident of the municipality or the

cooperation area for the education, if the student resides in the municipality or the cooperation area for the education due to placement in a home for care or accommodation as referred to in Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation as referred to in Chapter 6, Section 1 a of the same Act.

*Act (2024:89) .*

**Section 43** */Enters into force 1: 2025-07-01/* Of the eligible applicants for a national program or for such a national specialization, special variant or upper secondary apprenticeship that begins the first academic year, the principal shall primarily accept those who are residents of the municipality or within the cooperation area for the education.

When deciding on admission according to the first paragraph, a student shall be treated as if he or she were a resident of the municipality or the cooperation area for the education, if the student resides in the municipality or the cooperation area for the education due to placement in a home for care or accommodation as referred to in Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation as referred to in Chapter 9, Section 6 of the same Act. *Act (2025:440) .*

**Section 44** In addition to what follows from Section 43, those who are eligible applicants shall be accepted in the first place if they have applied for

1. such education as referred to in Section 43 and, taking into account their personal circumstances, have special reasons to attend the upper secondary school to which they have applied,

2. a national programme or a national specialization that begins in the first academic year and is located in a municipality that does not offer the education applied for,

3. upper secondary apprenticeship that begins in the first academic year and is located in a municipality that does not offer any education in the relevant programme,

4. a national programme and have claimed that the principal within the applied programme arranges a national specialization that begins later than the first academic year and that the home municipality does not offer,

5. a vocational programme that lacks national specializations and has claimed that the principal arranges the programme mainly in a school setting and that the home municipality does not offer, or

6. a programme for which a decision has been made on national recruitment in accordance with Section 45.

#### *National recruiting training*

**Section 45** The National Agency for Education may decide for national programs that applicants from all over the country shall be accepted for a particular education program in the first instance (national recruitment).

The Government may issue regulations regarding the conditions for a certain education to be eligible for national recruitment.

**Section 46** Decisions on national recruitment shall state the period for which the decision shall be valid and how many places the training may cover.

#### *Secondary reception*

**Section 47** Eligible applicants other than those who are to be accepted in the first place according to Sections 43 and 44 may be accepted in the second place to places that remain after all those who are to be accepted in the first place have been admitted to the programme.

#### *Statement from the home municipality*

**Section 48** Before a municipality or region accepts an applicant who is not a resident of the municipality or the cooperation area for the education, an opinion shall be obtained from the applicant's home municipality. However, an opinion need not be obtained if it is unnecessary in view of a previously submitted opinion or for other reasons. *Law (2019:947)* .

#### *The right to complete education for a student who moves*

**Section 49** /Expires on 1 July 2025/ A student who has started a national programme or a national specialization and who subsequently moves from the municipality or cooperation area for the education has the right to continue the education in the programme or specialization begun, if the new home municipality offers such education.

If the new home municipality does not offer the relevant education, the student has the right to complete their education in another municipality or region that organizes the education, at their own choice.

A student who has been placed in a home for care or accommodation pursuant to Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation pursuant to Chapter 6, Section 1 a of the same Act, and therefore moves from the municipality or the cooperation area for the

education, has the right to complete the education in the program or specialization begun in the municipality where the home for care or accommodation or the sheltered accommodation is located, if the municipality offers such education. If it does not offer the education in question, the student has the right to complete his or her education, of his or her own choice, in another municipality or a region that arranges the education, if this does not prevent the student from staying in the home for care or accommodation or in the sheltered accommodation. *Act (2024:89)* .

**Section 49** */Enters into force 1: 2025-07-01/* A student who has started a national program or a national specialization and who subsequently moves from the municipality or cooperation area for the education has the right to continue the education in the program or specialization begun, if the new home municipality offers such education.

If the new home municipality does not offer the relevant education, the student has the right to complete their education in another municipality or region that organizes the education, at their own choice.

A student who has been placed in a home for care or accommodation pursuant to Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation pursuant to Chapter 9, Section 6 of the same Act, and therefore moves from the municipality or the cooperation area for the education, has the right to complete the education in the program or specialization begun in the municipality where the home for care or accommodation or the sheltered accommodation is located, if the municipality offers such education. If it does not offer the education in question, the student has the right to complete his or her education, of his or her own choice, in another municipality or a region that arranges the education, if this does not prevent the student from staying in the home for care or accommodation or in the sheltered accommodation. *Act (2025:440)* .

**Section 49 a** */Expires on 1 July 2025/* A student who has been placed in a home for care or accommodation in accordance with Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation in accordance with Chapter 6, Section 1 a of the same Act and who returns to his or her home municipality after the placement has the right to complete an education that has been started in a national programme.

or a national specialization in the home municipality, if it offers such training. This applies regardless of whether the training began in the home municipality or the cooperation area before the placement or in the municipality or cooperation area where the care or residential home or sheltered accommodation is located.

If the home municipality does not offer the education in question, the student has the right to complete his or her education in another municipality or region that organizes the education, at his or her own choice.

*Law (2024:89) .*

**Section 49 a** */Enters into force 1:2025-07-01/* A student who has been placed in a home for care or accommodation pursuant to Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation pursuant to Chapter 9, Section 6 of the same Act and who returns to his/her home municipality after the placement has the right to complete an education that has been started in a national program or a national specialization in the home municipality, if it offers such education. This applies regardless of whether the education was started in the home municipality or the cooperation area before the placement or in the municipality or cooperation area where the home for care or accommodation or the sheltered accommodation is located.

If the home municipality does not offer the education in question, the student has the right to complete his or her education in another municipality or region that organizes the education, at his or her own choice.

*Law (2025:440) .*

#### *Intermunicipal compensation*

**Section 50** A municipality that has admitted a student who is not a resident of the municipality to a national program and a region that has admitted a student to a national program shall be reimbursed for its costs for the student's education by the student's home municipality (inter-municipal reimbursement).

The Government or the authority designated by the Government may issue regulations on intermunicipal compensation. *Act (2022:1089) .*

**Section 51** Unless the organising principal and the pupil's home municipality agree otherwise, and unless otherwise follows from the second and third



paragraphs, the inter-municipal compensation shall correspond to the organiser's cost.

When the student has been accepted in a secondary capacity in accordance with Section 47, the compensation shall not exceed the cost that the home municipality itself has for the corresponding education. If the organizer's cost is lower, the home municipality shall instead reimburse the lower cost.

When it comes to nationally recruiting education or special variants within the national programs, the home municipality must pay the amount that has been decided in each specific case by the National Agency for Education.

*Education on national programs at an independent upper secondary school  
Contribution from the home municipality*

**Section 52** The home municipality shall provide a contribution to the principal for each student on a national program at the school unit that the home municipality, according to Section 42, was obliged to offer education on national programs at the time the education began.

The grant consists of a basic amount according to Section 53 and, in certain cases, an additional amount according to Section 54.

The first paragraph does not apply if state grants are provided for a student's education because the student is a Swedish citizen living abroad.

*Law (2015:73) .*

**Section 53** The basic amount shall refer to compensation for

1. teaching,
2. learning tools,
3. student health,
4. meals,
5. administration,
6. value-added tax, and
7. premises costs.

**Section 54** Additional amounts shall be provided for pupils who have extensive special support needs or are to be offered mother tongue instruction. The additional amount for a pupil in need of special support shall be determined individually based on the pupil's needs.

The home municipality is not obliged to pay additional amounts for a student in need of special support if significant organizational or financial difficulties

arise for the municipality.

*Law (2016:550) .*

**Section 55** For education in national programmes and national specializations offered by the home municipality, the basic amount shall be determined on the same basis as the municipality applies when allocating resources to that programme or specialization.

For education in special variants and for such education as referred to in Section 13, third paragraph, the home municipality shall pay the basic amount that has been decided in each specific case by the National Agency for Education.

The Government or the authority designated by the Government may issue regulations regarding the basic amount that the home municipality must pay if the student, in cases other than those referred to in the second paragraph, has been accepted to an education that the municipality does not offer.

## **Chapter 17. Education in introductory programs in upper secondary schools**

### *Chapter content*

**Section 1** This chapter contains

- general provisions (2-15 a §§),
- provisions on education in introductory programmes at an upper secondary school with a public principal (16-27 §§), and
- provisions on education in introductory programmes at an independent upper secondary school (28-36 §§). *Act (2024:89) .*

### *General provisions*

### *The various introductory programs*

**Section 2** The introductory programs are

- program-oriented choice,
- vocational introduction,
- individual alternative, and
- language introduction.

*Law (2018:749) .*

### *Purpose of the training*

**Section 3** In addition to what applies to all upper secondary education according to Chapter 15, Section 2, the purpose of

- program-oriented choice is that students should receive an education that is oriented towards a certain national program and that they should be able to be admitted to that program as soon as possible,
- vocational introduction is that students should receive a vocational education that makes it easier for them to establish themselves in the labor market or that leads to studies in a vocational program,
- individual alternative is that students should proceed to vocational introduction, other continued education or the labor market, and
- language introduction is to give newly arrived young people an education with an emphasis on the Swedish language, which enables them to proceed to upper secondary school or to other education. *Law (2018:749)* .

### *The design of the education*

**Section 4** Program-oriented choice and vocational introduction may be designed for a group of students or for an individual student. Other introductory programs shall be designed for an individual student.

*Law (2018:749)* .

**Section 5** Has been repealed by *law (2018:749)* .

### *Scope of training and guaranteed teaching time*

**Section 6** The training in introductory programs shall be conducted to an extent that corresponds to full-time studies.

Students are entitled to an average of at least 23 hours of instruction per week (guaranteed instruction time). However, the scope of the education may be reduced for a student who requests it if the principal determines that there are special reasons. *Law (2018:749)* .

### *Curriculum and individual study plan*

**Section 7** The training in an introductory programme shall follow a training plan decided by the principal. The training plan shall contain information about the purpose, main content and duration of the training.

An individual study plan must be drawn up for each student.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue

further regulations on the educational plan and the individual study plan. *Act (2018:749)* .

### *Competence*

**Section 8** In addition to the common eligibility requirements for upper secondary school in Chapter 15, Sections 5 and 6, Sections 10-12 apply to the various introductory programs. *Law (2018:749)* .

**Section 9** Has been repealed by *law (2018:749)* .

**Section 10** Programme-oriented selection is open to young people who do not have all the passing grades required for eligibility for a certain national programme according to Chapter 16, Section 30 or 31, but who have passed grades from compulsory school in Swedish or Swedish as a second language and

- in English or mathematics and at least four other subjects, or
- in English and mathematics and at least three other subjects.

*Act (2018:749)* .

**Section 11** Vocational introduction and individual alternatives are open to young people who do not have the passing grades required for eligibility for a vocational program according to Chapter 16, Section 30. However, they are not open to young people who are to be offered language introduction.

If the education provider finds that there are exceptional reasons, young people who meet the eligibility requirements for a vocational programme may be accepted for vocational introduction or individual alternative.

**Section 12** Language introduction is open to newly arrived young people who do not have the passing grades required for eligibility for a vocational program according to Chapter 16, Section 30 and who need an education with an emphasis on the Swedish language in order to continue in upper secondary school or to other education. If there are special reasons, other students may also take language introduction. *Law (2015:246)* .

### *Application*

**Section 13** An application for a program-oriented choice that has been designed for a group of students or for a vocational introduction that has been designed for a group of students must be submitted to the applicant's home municipality.

If the application concerns training organised by another principal, the application shall be forwarded to that principal immediately.

*Act (2018:749) .*

#### *Decision on eligibility and receipt*

**Section 14** The principal who arranges the education shall examine whether an applicant for a program-oriented choice that has been designed for a group of students or for a vocational introduction that has been designed for a group of students is eligible and whether the applicant should be accepted. *Law (2018:749) .*

#### *Assessment of a student's knowledge*

**Section 14 a** When a newly arrived student is accepted for language introduction, the student's knowledge shall be assessed, unless such an assessment is clearly unnecessary. The assessment shall be made promptly so that an individual study plan in accordance with Section 7 can be drawn up for the student within two months of acceptance. The result of the assessment shall form the basis for the individual study plan. What is meant by newly arrived is stated in Chapter 3, Section 12 a.

The Government or the authority designated by the Government may issue regulations on the basis for such assessments.

*Act (2018:749) .*

#### *The right to complete education*

**Section 15** A student who has begun an introductory program has the right to complete the education with the principal according to the education plan that was in effect when the education began and the individual study plan, or in another introductory program according to the principal's education plan and a new individual study plan.

A student who moves to another municipality has the right to complete the education in an introductory program that has begun or in another introductory program at the new home municipality according to the new municipal principal's education plan and a new individual study plan. Under the conditions set out in sections 29 and 30, the student has the right to complete the education at a principal of an independent upper secondary school according to that principal's education plan and a new individual study plan.

If a student has agreed to a change in the individual study plan, the student has the right to complete the education according to the changed plan.

The right to continue the education also applies after a break of no more than one year for studies abroad.

*Law (2018:749) .*

**Section 15 a** */Expires on 1 July 2025/* A student who has been placed in a home for care or accommodation in accordance with Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation in accordance with Chapter 6, Section 1 a of the same Act, and therefore moves from the municipality or the cooperation area for the education, has the right to complete the education in an introductory program that has begun or in another introductory program in the municipality or in the cooperation area where the home for care or accommodation or the sheltered accommodation is located. In such a case, the education shall be completed in accordance with the new principal's education plan and a new individual study plan.

Under the conditions set out in sections 29 and 30, the student has the right to complete the education at a principal of an independent upper secondary school according to that principal's education plan and a new individual study plan.

A student who has started an introductory program with a principal and who, after completing a placement in a home for care or accommodation or in a sheltered accommodation, returns to his/her home municipality, has the right to complete the education in the program or in another introductory program at the home municipality or in the home municipality's cooperation area according to the home municipality's education plan and a new individual study plan.

*Act (2024:89) .*

**Section 15 a** */Enters into force 1:2025-07-01/* A student who has been placed in a home for care or accommodation pursuant to Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation pursuant to Chapter 9, Section 6 of the same Act, and therefore moves from the municipality or the cooperation area for the education, has the right to complete the education in an introductory program that has begun or in another introductory program in the municipality or in the cooperation area where the home for care or accommodation or the sheltered accommodation

is located. In such a case, the education shall be completed according to the new principal's education plan and a new individual study plan.

Under the conditions set out in sections 29 and 30, the student has the right to complete the education at a principal of an independent upper secondary school according to that principal's education plan and a new individual study plan.

A student who has started an introductory program with a principal and who, after completing a placement in a home for care or housing or in a sheltered accommodation, returns to his/her home municipality, has the right to complete the education in the program or in another introductory program at the home municipality or in the home municipality's cooperation area according to the home municipality's education plan and a new individual study plan.

*Act (2025:440) .*

*Education in an introductory program at a publicly funded upper secondary school*

*Obligation to offer training*

**Section 16** The home municipality is responsible for ensuring that all eligible young people in the home municipality are offered program-oriented choices, vocational introduction, individual alternatives and language introduction. The offer of program-oriented choices shall refer to education that is oriented towards a comprehensive selection of the national programs that the municipality arranges or offers through collaboration agreements.

In addition to what follows from the first paragraph, the home municipality is responsible for ensuring that students from adapted primary schools are offered vocational introduction and individual alternatives, if they wish such education. However, the home municipality is not required to offer such education if, in the best interests of the student, there are exceptional reasons not to do so.

The home municipality may offer language introduction according to Section 12 to students who belong to the target group of the adapted upper secondary school.

*Law (2022:1315) .*

*Training organized by county councils*

**Section 17** A region that organizes a national program may organize program-oriented elections that are focused on the national program. *Law (2019:947)* .

*Training organized by regions*

**Section 18** A region may, in addition to what follows from Section 17, arrange vocational introduction and individual alternatives after agreement with a municipality. *Law (2019:947)* .

*Admission to training courses designed for a group of students*

**Section 19** /Expires on 1 July 2025/ A municipality or region that organizes a programme-oriented selection that has been designed for a group of students or a vocational introduction that has been designed for a group of students shall accept all eligible applicants for the education who belong to the municipality or the cooperation area for the education.

When deciding on admission according to the first paragraph, a student shall be treated as if he or she were a resident of the municipality or the cooperation area for the education, if the student resides in the municipality or the cooperation area for the education due to placement in a home for care or accommodation as referred to in Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation as referred to in Chapter 6, Section 1 a of the same Act.

If there are places left on the programme after all applicants to be accepted according to the first and second paragraphs have been accepted, the municipality or region may accept other eligible applicants for the programme. *Act (2024:89)* .

**Section 19** /Enters into force I: 2025-07-01/ A municipality or region that organizes a program-oriented selection that has been designed for a group of students or a vocational introduction that has been designed for a group of students shall accept all eligible applicants for the education who belong to the municipality or the cooperation area for the education.

When deciding on admission according to the first paragraph, a student shall be treated as if he or she is a resident of the municipality or the cooperation area for the education, if the student resides in the municipality or the cooperation area for the education due to placement in a home for care or accommodation as referred to in Chapter 9, Section 4 of the Social Services



Act (2025:400) or in a sheltered accommodation as referred to in Chapter 9, Section 6 of the same Act.

If there are places left on the programme after all applicants to be accepted according to the first and second paragraphs have been accepted, the municipality or region may accept other eligible applicants for the programme. *Act (2025:440)* .

#### *National recruiting training*

**Section 20** The National Agency for Education may, for program-oriented selection that has been designed for a group of students at an upper secondary school with a public principal, decide that the education shall be open to applicants from all over the country (national recruitment).

Decisions on national recruitment shall state the period for which the decision shall be valid and how many places the training may cover.

*Act (2018:749)* .

#### *Admission to training courses designed for an individual student*

**Section 21** A municipality that organizes a program-oriented choice that has been designed for an individual student, a vocational introduction that has been designed for an individual student, an individual alternative or a language introduction may accept young people who meet the eligibility requirements for the respective education even if they do not come from the municipality.

A region that organizes a program-oriented choice that has been designed for an individual student, a vocational introduction that has been designed for an individual student or an individual alternative may also accept eligible young people for the education regardless of which municipality they come from. *Law (2019:947)* .

**Section 21 a** */Expires on 1 July 2025/* A municipality that arranges such training as referred to in the first paragraph of Section 21 shall accept young people who meet the eligibility requirements for the respective training if they reside in the municipality or the cooperation area for the training due to placement in such a home for care or accommodation as referred to in Chapter 6, Section 1 of the Social Services Act (2001:453) or in such a sheltered accommodation as referred to in Chapter 6, Section 1 a of the same Act. This also applies to a region that arranges such training as referred to in the second paragraph of Section 21. *Act (2024:89)* .

**Section 21 a** /Enters into force I:2025-07-01/ A municipality that arranges such training as referred to in Section 21, first paragraph, shall accept young people who meet the eligibility requirements for the respective training if they reside in the municipality or the cooperation area for the training due to placement in such a home for care or accommodation as referred to in Chapter 9, Section 4 of the Social Services Act (2025:400) or in such a sheltered accommodation as referred to in Chapter 9, Section 6 of the same Act. This also applies to a region that arranges such training as referred to in Section 21, second paragraph. Act (2025:440) .

#### *Intermunicipal compensation*

**Section 22** Has been repealed by law (2018:749) .

**Section 23** A municipality that has admitted a student who is not a resident of the municipality through a program-oriented selection, and a region that has admitted a student through a program-oriented selection, shall be reimbursed for its costs for the student's education by the student's home municipality (inter-municipal reimbursement).

Unless the organizing principal and the home municipality agree otherwise, the inter-municipal compensation shall be calculated in accordance with Sections 24-27. Act (2022:1089) .

**Section 24** The intermunicipal compensation for program-oriented choices consists of

1. compensation for the part of the education that corresponds to the national program that the program-oriented choice is aimed at, and
2. compensation for the part of the education that relates to the support that the student needs to achieve eligibility for the national program.

Compensation according to the first paragraph 2 shall be provided for a maximum of one year. Law (2018:749) .

**Section 25** If the home municipality does not offer the relevant national program, the compensation pursuant to Section 24 1 shall correspond to the organizer's cost.

If the home municipality offers the relevant national programme, the compensation pursuant to Section 24, Section 1 shall not exceed the cost incurred by the home municipality itself for the corresponding training. If the

organiser's cost is lower, the compensation shall instead amount to the lower cost.

The Government or the authority designated by the Government may issue regulations regarding the compensation referred to in Section 24, Section 2. *Act (2018:749)* .

**Section 26** When it comes to nationally recruiting education according to Section 20, the home municipality shall pay the amount that has been decided in each particular case by the National Agency for Education.

**Section 26** a A municipality or county council that, in accordance with Section 19, second paragraph, has accepted a student on a program-oriented choice designed for a group of students or a vocational introduction designed for a group of students shall be reimbursed for its costs for the student's education by the student's home municipality. The same applies to a municipality or county council that, in accordance with Section 21 a, has accepted a student on a program-oriented choice designed for an individual student, a vocational introduction designed for an individual student, an individual alternative or a language introduction.

Unless the organizing principal and the student's home municipality agree otherwise, the compensation for the education shall correspond to the organizer's cost. *Law (2018:749)* .

**Section 26** a A municipality or region that, in accordance with Section 19, second paragraph, has accepted a student on a program-oriented choice designed for a group of students or a vocational introduction designed for a group of students shall be reimbursed for its costs for the student's education by the student's home municipality. The same applies to a municipality or region that, in accordance with Section 21 a, has accepted a student on a program-oriented choice designed for an individual student, a vocational introduction designed for an individual student, an individual alternative or a language introduction.

Unless the organising principal and the pupil's home municipality agree otherwise, the compensation for the education shall correspond to the organiser's cost. *Act (2019:947)* .

**Section 27** The Government or the authority designated by the Government may issue further regulations on intermunicipal compensation.

*Education in an introductory program at an independent high school*

*Arranging training*

**Section 28** An independent upper secondary school that organizes a national program may organize program-oriented choices that are oriented towards the national program, individual alternatives and language introduction.

An independent upper secondary school that organizes a vocational program may organize vocational introduction. *Act (2018:749)* .

*Receiving*

**Section 29** The principal of an independent upper secondary school is obliged to accept a student for vocational introduction, individual alternative and language introduction only if the principal and the student's home municipality have agreed on the contribution that the municipality will pay to the principal for the education.

The principal of an independent upper secondary school is obliged to accept a student for a program-oriented choice that has been designed for an individual student only if the principal and the student's home municipality have agreed to this. The contribution shall be determined in accordance with Section 35.

*Act (2018:749)* .

**Section 30** Chapter 15, Section 33 states when the principal of an independent school that organizes a program-oriented choice that has been designed for a group of students is obliged to accept eligible applicants for the education.

What applies to selection among received applicants and admission to the education follows from Chapter 15, Sections 12-14. *Law (2018:749)* .

**Section 31** Has been repealed by *law (2018:749)* .

**Section 32** Has been repealed by *law (2018:749)* .

**Section 33** Has been repealed by *law (2018:749)* .

**Section 34** Has been repealed by *law (2018:749)* .

*Contributions from the home municipality for program-oriented elections*

**Section 35** The home municipality shall provide a contribution to the principal for each student on a program-oriented choice at the school unit that was eligible for the education at the time it began.

The grant consists of

1. a grant for the part of the education that corresponds to the national program that the program-oriented choice is aimed at, and
2. a grant for the part of the education that relates to the support that the student needs to achieve eligibility for the national program.

Contributions pursuant to the second paragraph 2 shall be made for a maximum of one year.

The first paragraph does not apply if state grants are provided for a student's education because the student is a Swedish citizen living abroad.

*Act (2018:749) .*

**Section 36** Contributions pursuant to Section 35, second paragraph 1 are calculated in the same way as contributions are calculated for the national programme pursuant to Chapter 16, Sections 52-55.

The Government or the authority designated by the Government may issue regulations regarding the compensation referred to in section 35, second paragraph 2.

## **Chapter 17 a. Further education in the form of a fourth technical year**

*Chapter content*

**Section 1** This chapter contains provisions on

- requirements for arranging the training (Section 2),
- purpose and target group (Sections 3 and 4),
- the design and content of the training (Sections 5-15), and
- eligibility, application and receipt (Sections 16-18).

*Act (2014:530) .*

### *Requirements for organizing the training*

**Section 2** A principal who arranges training in the technical programme may arrange further training in the form of a fourth technical year. *Act (2014:530)* .

### *Purpose*

**Section 3** The further education aims at a high school engineering degree and shall form the basis for professional activity as a high school engineer. *Law (2014:530)* .

### *Target group*

**Section 4** Further education shall be open only to those who have completed education in the technical programme or have equivalent knowledge and who begin further education

1. the semester after he or she has completed education in the technical programme or equivalent education, or
2. no later than the calendar year in which he or she turns 22.

*Law (2014:530)* .

### *The design and content of the training*

#### *Graduation goals*

**Section 5** There shall be degree objectives that contain objectives for the education. *Law (2014:530)* .

### *National profiles*

**Section 6** Within education, there shall be specially profiled educational paths (national profiles).

The Government may issue regulations on which national profiles shall exist. The Government or the authority designated by the Government may issue further regulations on national profiles. *Act (2014:530)* .

### *Scope of training and guaranteed teaching time*

**Section 7** The education is intended to be completed in one academic year. The education shall be conducted as full-time studies. *Law (2014:530)* .

**Section 8** Students in the education program are entitled to at least 800 teaching hours of 60 minutes (guaranteed teaching time). *Law (2014:530)* .

**Section 9** The scope of the studies is stated in upper secondary school credits.

*Law (2014:530)* .

**Section 10** The education comprises 900 upper secondary school credits, of which 100 upper secondary school credits relate to a degree project.

There should be a points system for the training.

The Government or the authority designated by the Government may issue regulations regarding the points plan. *Act (2014:530)* .

#### *Subjects and levels in subjects*

**Section 11** There shall be a subject plan for each subject. If there are special reasons, several subjects may have a common subject plan.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on subject plans. *Act (2022:147)* .

**Section 12** A subject consists of one or more levels.

For each level, it must be stated how many upper secondary school credits the level includes.

The Government or the authority designated by the Government may issue regulations regarding what is required for a student to be allowed to begin studying a subject or a certain level in a subject.

*Act (2022:147)* .

#### *Individual study plan*

**Section 13** An individual study plan shall be drawn up for each student.

The Government or the authority designated by the Government shall issue regulations on the individual study plan.

*Act (2014:530)* .

#### *Right to further education*

**Section 14** If a student has received a grade of at least E after completing a level in a subject or completing a degree project, the principal is not obliged to offer further education of the same type, unless otherwise provided by regulations issued pursuant to the second paragraph.

The Government or the authority designated by the Government may issue regulations regarding what is required for a student to be allowed to study a subject or a certain level of a subject again.

*Act (2022:147)* .

### *High school engineering degree*

**Section 15** The upper secondary school-leaving examination shall be issued if a student has completed a complete further education with passing grades.

The Government or the authority designated by the Government shall issue further regulations on the upper secondary school engineering degree.

*Act (2014:530) .*

### *Eligibility, application and receipt*

#### *Competence*

**Section 16** In addition to what is prescribed in Section 4, eligibility for the education requires a high school diploma from the technology program or equivalent knowledge.

The Government or the authority designated by the Government may issue further regulations on eligibility conditions.

*Act (2014:530) .*

### *Application and application procedure*

**Section 17** An application for a course must state which course provider and which national profile the application refers to. If the application refers to more than one course, the courses must be listed in order of priority.

The application must be submitted to the applicant's home municipality. If the application concerns a training course that is organised by a different principal than the applicant's home municipality, the application must be forwarded to that principal immediately. *Law (2014:530) .*

### *Decision on eligibility and receipt*

**Section 18** The principal of the applied education examines whether an applicant is qualified and should be accepted.

Eligible applicants from all over the country will be accepted for the training (national recruitment).

Chapter 15, Sections 12 and 13 state that the principal shall make a selection from among the applicants received if more applicants have been accepted to the principal's education than there are places in the education. *Law (2014:530) .*



## **Chapter 18. General provisions on adapted upper secondary schools**

### *Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-20),
- provisions on grades (Sections 21-26 a),
- provisions on adapted upper secondary schools with a public principal (Sections 27-33), and
- provisions on independent adapted upper secondary schools (Sections 34-37).

*Act (2022:1315) .*

### *General provisions*

#### *Purpose of the training*

**Section 2** Adapted upper secondary schools shall provide students with intellectual disabilities with an education adapted to them, which shall provide a good foundation for professional activities and continued studies, as well as for personal development and active participation in social life.

The education should be designed so that it promotes social cohesion and develops students' ability to acquire, deepen and apply knowledge independently and together with others.

The education in adapted upper secondary schools should mainly be based on the knowledge that the students have gained in adapted primary schools or equivalent education.

It follows from Chapter 29, Section 8, that what is stated in this Act regarding young people with intellectual disabilities shall also apply to certain other young people. *Act (2022:1315) .*

### *Cooperation*

**Section 3** The head of the adapted upper secondary school shall cooperate with society in general. *Law (2022:1315) .*

### *Target group*

**Section 4** Education in adapted upper secondary schools shall be open to young people whose compulsory education has ended and who, due to an intellectual disability, are not considered to have the conditions to meet the

grading criteria that apply to upper secondary schools and which must at least be met.

Young people who belong to the target group for adapted upper secondary school have the right to be admitted to an adapted upper secondary school if the education begins before the end of the first calendar half of the year in which they turn 20. *Law (2022:1315)* .

**Section 5** The home municipality shall examine the question of whether an applicant belongs to the target group. The decision shall be preceded by an investigation corresponding to that which, according to Chapter 7, Section 5, second paragraph, shall be made prior to a decision on admission to an adapted compulsory school if an investigation is lacking or it is deemed necessary for other reasons. *Law (2022:1315)* .

**Section 6** Anyone working within the school system must notify the student's principal if he or she notices or becomes aware of anything that indicates that a student in an adapted upper secondary school does not belong to the adapted upper secondary school's target group.

A principal who receives such information shall report this to the student's home municipality. The home municipality shall promptly investigate the matter.

*Law (2022:1315)* .

**Section 7** The home municipality shall decide that the student does not belong to the target group of the adapted upper secondary school if an investigation according to Section 6 shows this. The home municipality shall then offer the student education in upper secondary school or adult education according to this Act. The home municipality shall take the measures required for the student's transition from adapted upper secondary school to upper secondary school or adult education. *Act (2022:1315)* .

*The different training courses*

**Section 8** Education in adapted upper secondary schools consists of national and individual programmes.

Further provisions on programs can be found in Chapter 19 of *the Act (2022:1315)* .

**Section 9** Each municipality shall provide information about the various programs of adapted upper secondary schools. *Law (2022:1315)* .

### *Academic year and semesters*

**Section 10** The education shall be conducted during the academic year, which includes an autumn semester and a spring semester.

The Government may issue regulations on the length of the academic year and when the academic year shall begin and end. *Act (2012:109)* .

### *The location of the education*

**Section 11** Education in adapted upper secondary schools shall mainly be school-based, unless otherwise stated in the second or third paragraph.

According to Chapter 19, Section 10, upper secondary apprenticeship training shall primarily be located at one or more workplaces.

Chapter 22, Section 3 states that education where distance learning is used does not need to be primarily school-based.

*Law (2022:1315)* .

### *Admission*

**Section 12** The principal is responsible for admission to the various training courses organised by the principal. *Act (2012:109)* .

**Section 13** The admissions organization may be common for adapted upper secondary schools, upper secondary schools, municipal adult education as adapted education at upper secondary level and municipal adult education at upper secondary level.

The admissions organization may be common for adapted upper secondary schools arranged by municipalities, regions and individual principals. *Act (2022:1315)* .

**Section 14** In Chapter 17, Section 16, second and third paragraphs, there are provisions on the provision of education in upper secondary school for certain pupils from adapted primary schools and pupils who belong to the target group of adapted upper secondary schools. *Act (2022:1315)* .

### *Information for the home municipality*

**Section 15** When a student starts or finishes at an adapted upper secondary school with a principal other than the home municipality, the principal shall notify the home municipality of this as soon as possible.

The same applies if a student who has not reached the age of 20 without a valid reason is absent to a significant extent. This obligation does not affect

the principal's responsibility to provide support or special support to students. *Act (2022:1315)* .

#### *Student attendance and absence information*

**Section 16** A student in an adapted upper secondary school shall participate in the activities organized to provide the intended education, unless the student has a valid reason for not attending.

If a student in an adapted upper secondary school is absent from the activities organized to provide the intended education without a valid reason, the principal shall ensure that the student's guardian is informed on the same day that the student has been absent. If there are special reasons, the student's guardian does not need to be informed on the same day.

In the event of repeated or prolonged absence, the principal shall, regardless of whether the absence is valid or invalid, ensure that the absence is promptly investigated if it is not unnecessary. If the conditions for an investigation into special support according to Chapter 3, Section 7 are met, such an investigation shall also be initiated.

*Law (2022:1315)* .

#### *Fees*

**Section 17** Education in adapted upper secondary schools shall be free of charge.

Students shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education.

Fees in connection with the application for a place may not be charged. *Law (2023:951)* .

**Section 18** Despite Section 17, there may be occasional elements that may entail an insignificant cost for the students.

In connection with school trips and similar activities, despite other provisions in this Act, in individual cases during an academic year, costs may arise that are reimbursed by the student or the student's guardian on a voluntary basis. Such activities shall be open to all students. The reimbursement may not exceed the principal's cost of the student's participation in the activity.

*Act (2012:109)* .

### *Mother tongue teaching*

**§ 19** A student who has a guardian with a mother tongue other than Swedish must be offered mother tongue teaching in this language if

1. the language is the student's daily language of communication at home, and
2. the student has good knowledge of the language.

A student who belongs to one of the national minorities must be offered mother tongue teaching in the student's national minority language.

The Government or the authority designated by the Government may issue regulations on mother tongue education. Such regulations may mean that mother tongue education shall be offered in a language only if a certain number of pupils wish such education in that language. *Act (2023:689)* .

### *Mentor*

**Section 19 a** Each student shall have a mentor who shall monitor the student's knowledge development and study situation based on the student's education as a whole. The mentor shall pay particular attention to signs that the student may need support and, in such cases, promptly inform the school staff concerned.

*Act (2018:749)* .

### *Development discussions*

**Section 20** At least once each semester, the principal shall ensure that the student is given comprehensive information about his or her knowledge development and study situation in a development interview.

The development interview shall be conducted on the basis of the student's individual study plan. A student's guardian shall receive the information referred to in the first paragraph. *Act (2012:109)* .

### *Rating*

#### *General provisions*

**Section 21** General provisions on grades and grading are found in Chapter 3, Sections 13-21. *Law (2012:109)* .

### *Grading*

**Section 22** In the national programmes, grades shall be given in subjects and after completion of upper secondary school work in an adapted upper secondary school. Grades shall be given when a subject is completed. If a

subject consists of several levels, grades shall be given after each completed level in the subject.

If a student on an individual program has studied a subject according to Chapter 19, Section 15, the grade shall be set when the subject is completed. If the subject consists of several levels, the grade shall be set after each completed level in the subject.

When a grade is set at a higher level in a subject with multiple levels, the grade shall be considered to include lower levels in the subject and replace grades that have been set at such levels.

If a student has studied a subject according to the upper secondary school's subject syllabus, instead of what is prescribed in Sections 23-26, grades shall be set according to the provisions of Chapter 15, Sections 22-27 on grading in upper secondary school. *Act (2022:1315)* .

**Section 22 a** The Government may issue regulations on how grading shall be carried out. The regulations may constitute exceptions to the provision in Chapter 3, Section 16, concerning who decides on grades. *Act (2022:147)* .

**Section 23** As a grade for passing results in a subject, one of the designations A, B, C, D or E shall be used. The highest grade is designated as A and the lowest grade as E.

When grading, the teacher shall make an overall assessment of the student's knowledge at the current level in the subject in relation to the grading criteria that apply to the subject as a whole and assign the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

For students who have not met the grading criteria for grade E, no grade shall be assigned.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on grading criteria. *Act (2022:147)* .

**Section 24** The grade for upper secondary school work in an adapted upper secondary school shall be the designation E if the student has achieved the goals for upper secondary school work in an adapted upper secondary school. No grade shall be given to a student who has not achieved the goals for

upper secondary school work in an adapted upper secondary school. *Act (2022:1315)* .

**Section 25** If there are special reasons, individual parts of the grading criteria may be disregarded when assigning grades. Special reasons refer to functional impairment or other similar personal circumstances that are not of a temporary nature and that constitute a direct obstacle to the student fulfilling the grading criteria for a particular grade.

Intellectual disability may only be taken into account when grading if there are exceptional reasons.

Notwithstanding what is stated in the first and second paragraphs, parts of the grading criteria that relate to safety or that refer to laws, regulations or government regulations must always be met. *Act (2022:1315)* .

**Section 26** If there is no basis for assessing a student's knowledge due to the student's absence, a grade shall not be given.

*Law (2012:109)* .

#### *Subject areas*

**Section 26 a** Grades shall not be assigned to subject areas. For the subject areas there shall be criteria for assessing knowledge.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on criteria for assessing knowledge. *Act (2022:146)* .

#### *Adapted upper secondary school with public administration*

##### *Municipality's responsibility*

**Section 27** Each municipality is responsible for ensuring that all young people in the municipality who belong to the target group of adapted upper secondary schools are offered good quality education in adapted upper secondary schools.

The municipality may offer training that it organizes itself or training that is organized by another municipality or a region according to a collaboration agreement with the municipality or region. Municipalities that have entered into a collaboration agreement form a collaboration area for training.

The courses offered and the number of places on them shall, as far as possible, be adapted to take into account the wishes of the young people. *Law (2022:1315)* .

*The municipality's organization of adapted upper secondary schools*

**Section 28** When designing an adapted upper secondary school, each municipality shall take into account what is appropriate for the students from a communication point of view. Each municipality that arranges an adapted upper secondary school shall, as far as possible, organize the adapted upper secondary school so that no student needs to live outside their own home due to their schooling. *Law (2022:1315)* .

*Training may be organized by regions*

**Section 29** After agreement with a municipality, a region may arrange education in adapted upper secondary schools based on national and individual programmes. *Law (2022:1315)* .

*School bus*

**Section 30** Students in adapted upper secondary schools with a public principal are entitled to free school transport within their home municipality from a location adjacent to the student's home to the location where the education is conducted and back, if such transport is needed taking into account the length of the route, traffic conditions, the student's disability or any other special circumstance.

For students who attend another municipality's adapted upper secondary school, the home municipality must arrange school transport in cases where this can be done without organizational or financial difficulties.

The student's home municipality or the region that organizes the education shall ensure that school transport is organized in accordance with the first paragraph.

*Law (2022:1315)* .

**Section 31** /Expires U:2025-07-01/ A student who, under Chapter 19, Sections 35-37, attends an adapted upper secondary school in a municipality other than his/her home municipality and who, due to school attendance, must spend the night in that municipality, has the right to school transport between the temporary residence and the place where the education is conducted under the same conditions as apply to students who are residents of the municipality. The same applies to a student who attends an adapted



upper secondary school in another municipality because the student has been placed in such sheltered accommodation as referred to in Chapter 6, Section 1 a of the Social Services Act (2001:453).

The municipality that arranges the education shall ensure that school transport is arranged in accordance with the first paragraph. The municipality's costs for this shall be reimbursed by the student's home municipality. Act (2024:89) .

**Section 31** /Enters into force 1:2025-07-01/ A student who, with the support of Chapter 19, Sections 35-37, attends an adapted upper secondary school in a municipality other than his/her home municipality and who, due to school attendance, must spend the night in that municipality, has the right to school transport between the temporary residence and the place where the education is conducted under the same conditions as apply to students who are residents of the municipality. The same applies to a student who attends an adapted upper secondary school in another municipality because the student has been placed in such sheltered accommodation as referred to in Chapter 9, Section 6 of the Social Services Act (2025:400).

The municipality that arranges the education shall ensure that school transport is arranged in accordance with the first paragraph. The municipality's costs for this shall be reimbursed by the student's home municipality. Act (2025:440) .

#### *Boarding support*

**Section 32** The home municipality shall provide financial support to students in an adapted upper secondary school with a public principal who need boarding due to their schooling. This obligation applies up to and including the first calendar half of the year in which the student turns 20. However, the obligation does not apply to students who have been accepted secondarily to a national program according to Chapter 19, Section 39.

The support shall cover accommodation, increased living costs and travel to and from home. It shall be given in cash or in another manner as shall be stated in the decision on support. If the support is given in cash, it shall be provided at a minimum of 1/30 of the price base amount according to Chapter 2, Sections 6 and 7 of the Social Insurance Code for each full calendar month that the student lives in an unaccompanied accommodation. The

amount may be rounded down to the nearest whole ten kronor. *Law (2022:1315)* .

#### *Selection*

**Section 33** The Government issues regulations on selection among applicants who have been accepted to an adapted upper secondary school with a public principal. *Act (2022:1315)* .

#### *Independent adapted secondary school*

##### *Receiving*

**Section 34** Every independent adapted upper secondary school shall be open to all young people who have the right to education in an adapted upper secondary school with a public principal.

The principal does not need to accept or provide continued education for a student if the home municipality has decided not to provide a grant for the student in accordance with Chapter 19, Section 47, second paragraph.

For individual programs, the obligation according to the first paragraph only applies if the principal and the student's home municipality have agreed on the contribution that the municipality will pay to the principal for the education. *Act (2022:1315)* .

#### *School bus*

**Section 35** Students in adapted upper secondary schools with an individual principal are entitled to free school transport within their home municipality from a location adjacent to the student's home to the location where the education is conducted and back, if such transport is needed taking into account the length of the route, traffic conditions, the student's disability or any other special circumstance.

The student's home municipality shall ensure that school transport is arranged in accordance with the first paragraph. However, the municipality is not obliged to arrange school transport if organizational or financial difficulties arise for the municipality. *Act (2022:1315)* .

#### *Selection*

**Section 36** If there is not room for all applicants for an education in an independent school, the selection shall be made on grounds approved by the State School Inspectorate. *Law (2012:109)* .

### *Transparency*

**Section 37** The municipality where the independent school is located has the right to transparency in the operations so that the municipality can fulfill its obligations under this Act and satisfy the public's need for transparency. *Act (2014:903)* .

## **Chapter 19. Education in programs in adapted upper secondary schools**

### *Chapter content*

**Section 1** This chapter contains provisions on

- the design and content of the education (Sections 2-26),
- documentation of completed education in an adapted upper secondary school (Section 27),
- application, receipt and completion of the education (Sections 28-33),
- education on a programme at an adapted upper secondary school with a public principal (Sections 34-44 a), and
- education on a programme at an independent adapted upper secondary school (Sections 45-48). *Act (2024:89)* .

### *The design and content of the training courses*

#### *The national programs*

**Section 2** The national programmes are set out in Appendix 3. *Act (2018:749)* .

**Section 3** The following subjects shall be included in the national programmes:

- Swedish or Swedish as a second language,
- English,
- mathematics,
- sports and health,
- aesthetic activities,
- history,
- social studies,
- religious studies, and
- natural sciences.

Furthermore, it should include topics that give the program its character.

There should also be individual choice.

The Government or the authority designated by the Government may issue further regulations on subjects and individual choices in adapted upper secondary schools. *Act (2022:1315)* .

**Section 4** For students on national programmes who are to be offered mother tongue instruction, each language that is to be offered as a mother tongue shall be a separate subject. *Act (2022:147)* .

#### *Program goals*

**Section 5** For each national programme there shall be programme objectives.

*Act (2012:109)* .

#### *National orientations and special variants*

**Section 6** Within the national programmes, there may be specialisations that begin in the first, second, third or fourth academic year.

*Act (2012:109)* .

**Section 7** The orientations are national.

The Government may issue regulations on which national orientations shall exist. *Law (2012:109)* .

**Section 8** Within the national programmes, there may be special variants that begin in the first, second, third or fourth academic year. The National Agency for Education examines questions regarding approval of such variants. *Act (2012:109)* .

**Section 9** The Government or the authority designated by the Government may issue further regulations on national orientations and special variants. *Act (2012:109)* .

#### *Upper secondary apprenticeship training in adapted upper secondary schools*

**Section 10** Within the national programmes, there may be upper secondary apprenticeship training that begins in the first, second, third or fourth academic year.

Upper secondary apprenticeship training in adapted upper secondary schools should mainly be located at one or more workplaces.

The Government or the authority designated by the Government may issue further regulations on upper secondary apprenticeship training in adapted upper secondary schools.

*Act (2022:1315) .*

**Section 10** a A written agreement (training contract) shall be drawn up for each student and workplace and signed by the student, the school principal and the legal or natural person providing the workplace-based part of the upper secondary apprenticeship. The school principal shall ensure that a training contract is drawn up.

If the student is under 18 years of age, the student's guardian must also sign the education contract.

The training contract shall state

1. which parts of the training shall be carried out at the workplace, how many weeks of the training shall be carried out there each semester and what times shall apply to the training at the workplace,
2. how the costs of any damage that the student may cause during the workplace-based part of the training shall be distributed between the school principal and the legal or natural person referred to in the first paragraph,
3. the contract period and the grounds for terminating the contract before the contract period has expired, and
4. which teacher at the school unit and which supervisor at the workplace shall be the contact persons for the workplace-based part of the training. *Act (2018:105) .*

*Offering certain training*

**Section 11** When a principal offers education in a national program, the principal may also allow the offer to include that the student will later be admitted to a national specialization, a special variant or upper secondary apprenticeship within the program.

The Government or the authority designated by the Government may issue regulations stating that such an offer shall be given within certain programs. *Act (2012:109) .*

*Deviations from the content of a national programme*

**Section 12** The National Agency for Education may decide on deviations from the structure, content and programme objectives for education in national programmes.

Decisions pursuant to the first paragraph that relate to training arranged by a public authority are made in connection with decisions on national recruitment pursuant to Section 37.

Decisions pursuant to the first paragraph concerning training arranged by an individual principal are made after an assessment that corresponds to the assessment of nationally recruiting training courses pursuant to Section 37.

The Government may issue regulations on conditions for decisions pursuant to the third paragraph. *Act (2012:109)* .

**Section 13** If there are special reasons, the principal may decide that a student's education in a national program may deviate in its content from what otherwise applies to the program.

The Government or the authority designated by the Government may issue regulations regarding such deviations. *Act (2012:109)* .

#### *Individual programs*

**Section 14** Education on an individual programme shall be offered to students who cannot follow the teaching on a national programme.

The individual programs shall include the following subject areas:

- aesthetic activities,
- home and consumer knowledge,
- sports and health,
- nature and environment,
- individual and society, and
- language and communication.

Internships may occur if the principal deems it beneficial to the student.

The program may aim to stimulate the student to later transfer to a national program. *Law (2012:109)* .

**Section 15** The principal may decide that a student on an individual program shall study a combination of subjects according to Section 3 and subject areas according to Section 14, if the student has the prerequisites for this. Such a decision shall be stated in the student's individual study plan. *Act (2012:109)* .

**Section 16** For students on individual programs who are to be offered mother tongue instruction, each language that is to be offered as a mother tongue shall be a separate subject. *Law (2022:147)* .

### *Length of training*

**Section 17** The education in adapted upper secondary schools is intended to be completed over four academic years. However, the principal may decide that the education may be spread over a longer period.

The Government may issue regulations regarding the powers of the principal pursuant to the first paragraph. *Act (2022:1315)* .

### *The location of education and workplace-based learning*

**Section 18** Chapter 18, Section 11 states that education in adapted upper secondary schools shall primarily be school-based unless otherwise provided for in the provisions on upper secondary apprenticeship education in adapted upper secondary schools in Section 10.

A national program should include workplace-based learning.

The Government or the authority designated by the Government may issue regulations on the minimum scope of workplace-based learning and on exceptions to the provisions in Chapter 18, Section 11. *Act (2022:1315)* .

### *Scope of training and guaranteed teaching time*

**Section 19** Education in adapted upper secondary schools shall be conducted as full-time studies. *Law (2022:1315)* .

**Section 20** Students are entitled to at least 3,600 teaching hours of 60 minutes (guaranteed teaching time) spread over four academic years.

The Government or the authority designated by the Government may issue regulations on deviations from the guaranteed teaching time. *Act (2012:109)* .

**Section 21** The scope of studies in national programmes is stated in upper secondary school credits in an adapted upper secondary school. The scope of the education is 2,500 credits. The distribution of the credits is shown in a credit plan in Appendix 4.

The Government or the authority designated by the Government may issue further regulations regarding the points plan.

*Act (2022:1315)* .

*Subjects, levels in subjects, subject areas and upper secondary school work in adapted upper secondary school*

**Section 22** There shall be a subject plan for each subject. If there are special reasons, several subjects may have a common subject plan. There shall be a subject area plan for each subject area.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on subject plans and subject area plans. *Act (2022:147)* .

**Section 23** The education in the national programs shall include upper secondary school work in an adapted upper secondary school. *Law (2022:1315)* .

**Section 24** A subject consists of one or more levels.

For each level, it must be stated how many upper secondary school credits in adapted upper secondary school the level includes. *Law (2022:1315)* .

**Section 25** If a student has received a grade of at least E after completing a level in a subject or completing upper secondary school work in an adapted upper secondary school, the principal is not obliged to offer further education of the same type, unless otherwise provided by regulations issued pursuant to the second paragraph.

The Government or the authority designated by the Government may issue regulations on what is required for a student to be allowed to

1. start studying a subject or a certain level in a subject, and
2. study a subject or a certain level in a subject again.

*Act (2022:1315)* .

*Individual study plan*

**Section 26** An individual study plan shall be drawn up for each student.

The student's views shall be obtained and taken into account when designing the individual study plan.

The Government or the authority designated by the Government shall issue regulations on the individual study plan.

*Act (2012:109)* .



*Documentation of completed education in an adapted upper secondary school*

**Section 27** Students who have completed an education in an adapted upper secondary school shall receive an upper secondary school certificate for an adapted upper secondary school.

The Government or the authority designated by the Government may issue regulations on documentation of completed education in an adapted upper secondary school. *Act (2023:689)* .

*Application, receipt and completion of the training*

*Application*

**Section 28** An application for a national or individual programme or for such a national specialisation, special variant or upper secondary apprenticeship in an adapted upper secondary school that begins the first academic year shall be submitted to the applicant's home municipality. If the application concerns more than one programme, the applicant shall state in which order he or she wishes to be considered.

If the application concerns training organised by another principal, the application shall be immediately forwarded to that principal. *Act (2022:1315)* .

*Decision on acceptance*

**Section 29** The head of the applied education shall consider the question of whether the applicant should be accepted.

If the home municipality, in accordance with Chapter 18, Section 5, has decided that an applicant does not belong to the target group for adapted upper secondary school, the municipality shall provide him or her with the opportunity to apply to upper secondary school in the home municipality as soon as possible.

The home municipality shall assess whether a young person who has applied for an individual programme has the conditions to follow the teaching in a national programme. If the home municipality assesses that the applicant does not have the conditions to follow the teaching in a national programme, the applicant shall be accepted into an individual programme. If the home municipality assesses that the applicant has the conditions to follow the teaching in a national programme, the municipality shall provide him or her with the opportunity to apply for national programmes organised by the home municipality as soon as possible. *Act (2022:1315)* .

### *The right to complete education*

**Section 30** A student who has begun an education in a national program, a national specialization or a special variant has the right, except in the cases referred to in Chapter 18, Section 7, to complete their education with the principal or within the collaborative area for four academic years.

The first paragraph applies even if the circumstances that were the basis for the acceptance change during the study period. *Law (2012:109)* .

**Section 31** What is stated in Section 30 applies correspondingly to students who have begun upper secondary apprenticeship training in adapted upper secondary schools.

If suitable workplace-based training can no longer be arranged, the student shall instead be offered the opportunity to complete their education through school-based training in the relevant programme. If this is also not possible, the offer shall be to complete the education in another national programme. *Act (2022:1315)* .

**Section 32** If the principal's offer of a national programme included that the student would later be admitted to a national specialization, a special variant or upper secondary apprenticeship in accordance with Section 11, the student who has started the programme has the right to complete the education in the national specialization, the special variant or as upper secondary apprenticeship in accordance with Sections 30 and 31. *Act (2012:109)* .

**Section 33** Section 42 contains further provisions on the right of a student in a school with a public principal to continue his or her education when the student moves to another municipality.

*Law (2012:109)* .

### *Education at an adapted upper secondary school with a public principal* *Versatile selection*

**Section 34** The municipality shall strive to ensure that the offer of education in adapted upper secondary schools shall include a comprehensive selection of national programmes and national specializations.

*Law (2022:1315)* .

### *Reception first and foremost*

**Section 35** /Expires on 1 July 2025/ Of the applicants for a national programme or for a national specialisation, special variant or upper secondary

apprenticeship training starting the first academic year, the principal shall primarily accept those who are residents of the municipality or within the cooperation area for the training.

A student shall, when deciding on admission according to the first paragraph, be treated as if he or she were a resident of the municipality or the cooperation area for the education, if the student resides in the municipality or the cooperation area for the education due to placement in a home for care or accommodation as referred to in Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation as referred to in Chapter 6, Section 1 a of the same Act.

*Act (2024:89) .*

**Section 35** */Enters into force 1: 2025-07-01/* Of the applicants for a national program or for a national specialization, special variant or upper secondary apprenticeship training starting the first academic year, the principal shall primarily accept those who are residents of the municipality or within the cooperation area for the training.

When deciding on admission according to the first paragraph, a student shall be treated as if he or she were a resident of the municipality or the cooperation area for the education, if the student resides in the municipality or the cooperation area for the education due to placement in a home for care or accommodation as referred to in Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation as referred to in Chapter 9, Section 6 of the same Act. *Act (2025:440) .*

**Section 36** In addition to what follows from Section 35, applicants who are not residents of the municipality or within the cooperation area for the education shall be accepted in the first place if they have applied for

1. such education as referred to in Section 35 and, taking into account their personal circumstances, have special reasons to attend the adapted upper secondary school to which they have applied,

2. a national programme or to a national specialization that begins in the first academic year and is resident in a municipality that does not offer the education applied for,

3. upper secondary apprenticeship training in an adapted upper secondary school that begins in the first academic year and is resident in a municipality that does not offer any education in the relevant program,

4. a national programme and has claimed that the principal within the

applied program arranges a national specialization that begins later than the first academic year and that the home municipality does not offer,

5. a national programme that lacks national specializations and has claimed that the principal arranges the program mainly in a school setting, which the home municipality does not offer, or

6. an education for which a decision has been made on national recruitment in accordance with Section 37. *Act (2022:1315)* .

#### *National recruiting training*

**Section 37** The National Agency for Education may decide for national programs that applicants from all over the country shall be accepted for a particular education program in the first instance (national recruitment).

The Government may issue regulations on the conditions for a certain education to be eligible for national recruitment. *Act (2012:109)* .

**Section 38** Decisions on national recruitment shall state the period for which the decision shall be valid and how many places the training may cover. *Law (2012:109)* .

#### *Secondary reception*

**Section 39** Applicants to national programmes other than those who are to be accepted in the first place according to Sections 35 and 36 may be accepted in the second place to places that remain after all those who are to be accepted in the first place have been admitted to the programme. *Law (2012:109)* .

#### *Reception on individual programs*

**Section 40** A municipality may accept a student from another municipality on an individual programme in its adapted upper secondary school provided that the home municipality has assessed that the student cannot follow the teaching on a national programme. A region may also accept a student on an individual programme under the same conditions.

However, what is stated in the first paragraph only applies if the home municipality and the receiving municipality or region agree on the compensation for the education. *Law (2022:1315)* .

**Section 40 a** */Expires U:2025-07-01/* A municipality or region shall accept a student on an individual programme if

1. the student resides in the municipality or the cooperation area for the

education due to placement in a home for care or accommodation as referred to in Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation as referred to in Chapter 6, Section 1 a of the same Act, and

2. the home municipality has assessed that the student cannot follow the teaching on a national programme. *Act (2024:89)* .

**Section 40 a** */Enters into force I:2025-07-01/* A municipality or a region shall accept a student on an individual programme if

1. the student resides in the municipality or the cooperation area for the education due to placement in a home for care or accommodation as referred to in Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation as referred to in Chapter 9, Section 6 of the same Act, and

2. the home municipality has assessed that the student cannot follow the teaching on a national programme. *Act (2025:440)* .

*Statement from the home municipality*

**Section 41** Before a municipality accepts an applicant who is not a resident of the municipality or the cooperation area for the education, a statement shall be obtained from the applicant's home municipality. The statement shall contain information on whether the student belongs to the target group of the adapted upper secondary school. The same applies before a region accepts an applicant. In cases where the student has applied for an individual program, the statement shall also contain information on whether the student can follow a national program and on an agreement on compensation for the education in accordance with Section 40. *Act (2022:1315)* .

*The right to complete education for a student who moves*

**Section 42** */Expires U:2025-07-01/* A student who has started a national program or a national specialization and who subsequently moves from the municipality or collaboration area for the education has the right to continue the education in the program or specialization begun, if the new home municipality offers such education.

If the new home municipality does not offer the relevant education, the student has the right to complete their education in another municipality or region that organizes the education, at their own choice.

A student who has been placed in a home for care or accommodation pursuant to Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation pursuant to Chapter 6, Section 1 a of the same Act, and therefore moves from the municipality or the cooperation area for the education, has the right to complete the education in the program or specialization begun in the municipality where the home for care or accommodation or the sheltered accommodation is located, if the municipality offers such education. If it does not offer the education in question, the student has the right to complete his or her education, of his or her own choice, in another municipality or a region that arranges the education, if this does not prevent the student from staying in the home for care or accommodation or the sheltered accommodation. *Act (2024:89)* .

**Section 42** */Enters into force I: 2025-07-01/* A student who has started a national program or a national specialization and who subsequently moves from the municipality or collaboration area for the education has the right to continue the education in the program or specialization begun, if the new home municipality offers such education.

If the new home municipality does not offer the relevant education, the student has the right to complete their education in another municipality or region that organizes the education, at their own choice.

A student who has been placed in a home for care or accommodation pursuant to Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation pursuant to Chapter 9, Section 6 of the same Act, and therefore moves from the municipality or the cooperation area for the education, has the right to complete the education in the program or specialization begun in the municipality where the home for care or accommodation or the sheltered accommodation is located, if the municipality offers such education. If it does not offer the education in question, the student has the right to complete his or her education, of his or her own choice, in another municipality or a region that arranges the education, if this does not prevent the student from staying in the home for care or accommodation or the sheltered accommodation. *Act (2025:440)* .

**Section 42 a** */Expires U:2025-07-01/* A student who has been placed in a home for care or accommodation pursuant to Chapter 6, Section 1 of the Social Services Act (2001:453) or in a sheltered accommodation pursuant to Chapter 6, Section 1 a of the same Act and who returns to his/her home

municipality after the placement has the right to complete an education that has been started in a national program or a national specialization in the home municipality, if it offers such education. This applies regardless of whether the education was started in the home municipality or the cooperation area before the placement or in the municipality or cooperation area where the home for care or accommodation or the sheltered accommodation is located.

If the home municipality does not offer the education in question, the student has the right to complete his or her education in another municipality or region that organizes the education, at his or her own choice.

*Law (2024:89) .*

**Section 42 a** */Enters into force 1:2025-07-01/* A student who has been placed in a home for care or accommodation pursuant to Chapter 9, Section 4 of the Social Services Act (2025:400) or in a sheltered accommodation pursuant to Chapter 9, Section 6 of the same Act and who returns to his/her home municipality after the placement has the right to complete an education that has been started in a national program or a national specialization in the home municipality, if it offers such education. This applies regardless of whether the education was started in the home municipality or the cooperation area before the placement or in the municipality or cooperation area where the home for care or accommodation or the sheltered accommodation is located.

If the home municipality does not offer the education in question, the student has the right to complete his or her education in another municipality or region that organizes the education, at his or her own choice.

*Law (2025:440) .*

*Intermunicipal compensation*

**Section 43** A municipality that has admitted a student to a national program who is not a resident of the municipality or the cooperation area for the education shall be reimbursed for its costs for the student's education by his or her home municipality (inter-municipal compensation).

The first paragraph also applies to a region that has admitted a student to a national program who is not resident in the cooperation area for the education.

The Government or the authority designated by the Government may issue regulations on inter-municipal compensation for the national programmes. *Act (2019:947)* .

**Section 44** Unless the organising principal and the pupil's home municipality agree otherwise, and unless otherwise follows from the second and third paragraphs, the inter-municipal compensation pursuant to Section 43, first paragraph, shall correspond to the organiser's cost.

When the student has been accepted in a secondary capacity in accordance with Section 39, the compensation shall not exceed the cost that the home municipality itself has for the corresponding education. If the organizer's cost is lower, the home municipality shall instead reimburse the lower cost.

When it comes to nationally recruiting education or special variants within the national programs, the National Agency for Education shall decide for each education or variant the compensation that the home municipality shall pay. *Act (2012:109)* .

**Section 44** a A municipality or region that has accepted a student on an individual program pursuant to Section 40 a shall be reimbursed for its costs for the student's education by the student's home municipality.

Unless the organising principal and the pupil's home municipality agree otherwise, the compensation for the education shall correspond to the organiser's cost. *Act (2019:947)* .

*Education at an independent adapted upper secondary school  
Contribution from the home municipality*

**Section 45** The home municipality shall provide a contribution to the principal for each student on a national program at the school unit that the home municipality was obliged to offer education in an adapted upper secondary school in accordance with Chapter 18, Section 27 at the time the education began.

The grant consists of a basic amount according to Section 46 and, in certain cases, an additional amount according to Section 47.

The first paragraph does not apply if state grants are provided for a student's education because the student is a Swedish citizen living abroad.

*Act (2022:1315)* .



**Section 46** The basic amount shall refer to compensation for

1. teaching,
2. learning tools
- , 3. student health,
4. meals,
5. administration,
6. value-added tax, and
7. premises costs.

*Act (2012:109) .*

**Section 47** Additional amounts shall be provided for pupils who have extensive special support needs or are to be offered mother tongue instruction. The additional amount for a pupil in need of special support shall be determined individually based on the pupil's needs.

The home municipality is not obliged to pay additional amounts for a student who is in need of special support if significant organizational or financial difficulties arise for the municipality. *Law (2016:550) .*

**Section 48** For education in national programmes and national specializations or in comparable programmes offered by the home municipality, the basic amount shall be determined on the same basis as the municipality applies when allocating resources to that programme, specialization or a comparable programme.

The Government or the authority designated by the Government may issue regulations regarding which of the national programmes are comparable in the allocation of resources.

When it comes to education as referred to in Section 12, third paragraph, or special variants within the national programmes, the National Agency for Education shall decide for each education or variant the basic amount that the home municipality shall pay.

The Government or the authority designated by the Government may issue regulations on the basic amount that the home municipality shall pay if the student, in cases other than those referred to in the third paragraph, has been accepted for an education that the municipality does not offer.

*Act (2012:109) .*

## Chapter 20. Municipal adult education

### *Chapter content*

**Section 1** This chapter contains

- general provisions (Sections 2-9),
- provisions on municipal adult education at basic level and municipal adult education as adapted education at basic level (Sections 10-15),
- provisions on municipal adult education at upper secondary level and municipal adult education as adapted education at upper secondary level (Sections 16-23),
- provisions on municipal adult education in Swedish for immigrants (Sections 24-33),
- provisions on coherent education for certain newly arrived immigrants (Sections 33 a and 33 b),
- provisions on grades (Sections 34-41 a),
- provisions on validation (Sections 42 and 43), and
- provisions on certificates (Sections 44 and 45).

*Act (2022:1315) .*

### *General provisions*

#### *Overall goals*

**Section 2** The objectives of municipal adult education are that

- adults shall be supported and stimulated in their learning,
- adults shall be given the opportunity to develop their knowledge and skills with the aim of strengthening their position in working and social life and promoting their personal development,
- it shall provide a good foundation for students' continued education, and
- it shall constitute a basis for the national and regional supply of skills to working life.

The starting point for the education of an individual student shall be the student's needs and circumstances. When it comes to municipal adult education at upper secondary level and municipal adult education as adapted education at upper secondary level, those who have the greatest need for education shall be given priority. *Act (2022:1315) .*

### *Training content*

**Section 3** Municipalities shall provide municipal adult education.

The education shall be provided

- at basic level,
- at upper secondary level,
- as adapted education at basic level,
- as adapted education at upper secondary level, and
- as Swedish for immigrants.

*Act (2022:1315) .*

**Section 3 a** In municipal adult education, municipalities shall provide coherent education for newly arrived immigrants who take part in initiatives referred to in the Act (2017:584) on responsibility for establishment initiatives for certain newly arrived immigrants and who, due to short education, are not considered to be able to be matched to work during the period of the initiatives. *Act (2022:109) .*

### *Purpose of the training*

**Section 4** Education at basic level aims to provide adults with the knowledge they need to participate in society and working life. It also aims to enable further studies.

Education at upper secondary level aims to provide adults with knowledge at a level that corresponds to that provided by upper secondary school education.

Adapted education at the basic level aims to provide adults with knowledge at a level that corresponds to that provided by education in adapted primary schools.

Adapted education at upper secondary level aims to provide adults with knowledge at a level that corresponds to that provided by education in national programs in adapted upper secondary schools.

Swedish language education for immigrants aims to provide adult immigrants with basic knowledge of the Swedish language. The education also aims to give adult immigrants who lack basic reading and writing skills the opportunity to acquire such skills. The education may be given in the student's mother tongue or another language that the student is fluent in.

*Act (2022:1315) .*

**Section 4 a** The coherent education that the municipalities shall provide for certain newly arrived immigrants pursuant to Section 3 a aims to provide the participants in a structured form with the knowledge they need to be able to study further or establish themselves in the labor market. *Act (2022:109)* .

*Courses, subjects and high school credits*

**Section 5** Education at basic level, adapted education at basic level and education in Swedish for immigrants is conducted in the form of courses. Education at upper secondary level and adapted education at upper secondary level is conducted in the form of

1. subjects, and
2. a municipal adult work.

A topic consists of one or more levels.

At the upper secondary level, the scope of the levels in subjects and the municipal adult work is indicated with upper secondary school credits.

Within adapted education at upper secondary level, the scope of the levels in subjects and the municipal adult work with upper secondary school credits in adapted upper secondary school is specified. *Law (2022:1315)* .

**Section 5 a** The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations stating that education at upper secondary level and adapted education at upper secondary level where grades are not set may be conducted in the form of courses. *Act (2022:1315)* .

**Section 6** For each course in basic education and adapted basic education, there shall be a syllabus. For each subject in upper secondary education and adapted upper secondary education, there shall be a syllabus. If there are special reasons, several subjects may have a common syllabus.

The Government or the authority designated by the Government may issue regulations on course syllabi, subject syllabi, upper secondary school credits and upper secondary school credits in adapted upper secondary schools. Such regulations may mean that course syllabi or subject syllabi shall not exist or that upper secondary school credits or upper secondary school credits in adapted upper secondary schools shall not be calculated for certain courses.

The Government or the authority designated by the Government may also issue regulations on objectives for community adult work.

*Act (2022:1315) .*

#### *Coherent vocational training*

**Section 6 a** */Expires on 1 July 2025/* In upper secondary education and in adapted upper secondary education, courses relevant to a vocational area may be combined into a coherent vocational education. Part of the education in a coherent vocational education shall be carried out as workplace-based learning.

The training can be designed as a nationally coherent vocational training or be designed by a principal.

*Law (2022:1315) .*

**Section 6 a** */Enters into force I: 2025-07-01/* In education at upper secondary level and in adapted education at upper secondary level, subjects or levels of subjects that are relevant to a professional area may be combined into a coherent vocational education. Part of the education in a coherent vocational education shall be carried out as workplace-based learning.

The training can be designed as a nationally coherent vocational training or be designed by a principal.

*Law (2022:1318) .*

**Section 6 b** The Government or the authority designated by the Government may issue regulations on the minimum scope of workplace-based learning in integrated vocational training and on exemptions from the requirement for workplace-based learning.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on which coherent vocational training courses shall be national and what content these shall have. *Act (2022:1089) .*

#### *Common provisions on fees*

**Section 7** The education shall be free of charge, unless otherwise provided for in this Act or in regulations issued pursuant to Chapter 3, Section 21. However, there may be occasional elements that may entail an insignificant cost for the students.

Fees may not be charged in connection with the application for a place. *Law (2023:951)* .

*Fees in municipal adult education at basic and upper secondary level and in adapted education at basic and upper secondary level*

**Section 7 a** Students in education at basic or upper secondary level or in adapted education at basic or upper secondary level shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education.

Despite the first paragraph, the principal may decide that learning tools that each student has for his or her own use and may keep as his or her property shall be acquired by the students themselves or offered for fees that do not exceed the principal's acquisition costs. *Act (2023:951)* .

*Fees for Swedish language education for immigrants*

**Section 7 b** Students in Swedish for immigrants education shall have free access to textbooks, other teaching materials and other learning tools needed for good knowledge development in accordance with the goals of the education.

Despite the first paragraph, the principal may decide that students should use their own individual learning tools. *Act (2023:951)* .

*Initial mapping*

**Section 8** The home municipality is obliged to ensure that anyone who wants to have their skills assessed prior to training or examination within municipal adult education is offered an initial assessment.

The Government or the authority designated by the Government may issue further regulations regarding the initial survey. *Act (2023:951)* .

*Individual study plans*

**Section 8 a** The home municipality is responsible for drawing up an individual study plan for each student. The plan must contain information about the individual's educational goals and the planned scope of the studies.

The Government or the authority designated by the Government shall issue regulations on the individual study plan.

*Act (2023:951)* .

### *Right to complete education*

**Section 9** Anyone who has been admitted to a course has the right to complete the education on the course. Anyone who has been admitted to a certain level in a subject has the right to complete the education at the relevant level.

However, the principal may decide that the education in the course or the current level in the subject shall end for a student if the student lacks the conditions to benefit from the education or for other reasons is not making satisfactory progress.

A person whose education at basic level or adapted education at basic level has ended in accordance with the second paragraph shall be provided with such education again, if there are special reasons for it. A person whose education at upper secondary level or adapted education at upper secondary level has ended in accordance with the second paragraph may be provided with such education again, if there are special reasons for it.

Anyone whose education in Swedish for immigrants has ended in accordance with the second paragraph or who has voluntarily discontinued such education shall be provided with such education again, if there are special reasons for it.

The education may also be interrupted in accordance with the provisions of Chapter 5, Sections 17-20. *Law (2022:1315)* .

### *Municipal adult education at basic level and as adapted education at basic level*

#### *Municipality's responsibility*

**Section 10** The home municipality is responsible for ensuring that those who, according to Section 11 or 11a, have the right to participate in education at basic level or in adapted education at basic level and who wish to do so, are also allowed to participate in such education.

Each municipality shall actively work to reach adults in the municipality who have the right to participate in basic education or adapted basic education and to motivate them to participate in such education. *Law (2022:1315)* .

### *Study and career guidance*

**Section 10 a** The home municipality is obliged to ensure that anyone who intends to begin education at basic level or adapted education at basic level is offered study and career guidance. *Law (2022:1315)* .

### *Right to participate in basic education and adapted basic education*

**Section 11** An adult has the right to participate in education at basic level from the second calendar half of the year in which he or she reaches the age of 20, if he or she

1. is resident in the country,
2. lacks the knowledge that is normally achieved in compulsory school, and
3. has the conditions to benefit from the education.

*Law (2020:446)* .

**Section 11 a** An adult with an intellectual disability has the right to participate in adapted education at the basic level from the second calendar half of the year in which he or she turns 20, if he or she

1. is resident in the country,
2. lacks the knowledge that education in adapted primary school aims to provide, and
3. has the conditions to benefit from the education.

It follows from Chapter 29, Section 8, that what is stated in this Act regarding persons with intellectual disabilities shall also apply to certain other adults. *Act (2022:1315)* .

**Section 11 b** Anyone who has the right to participate in training pursuant to Section 11 or 11 a has the right to participate in such training also in a municipality other than the home municipality, if the training is provided there.

*Law (2020:446)* .

**Section 11 c** The Government or the authority designated by the Government may issue regulations stating that rights under Section 11 or 11 a shall commence earlier than stated therein. *Act (2020:446)* .

**Section 11 d** The provisions of Section 11, Section 11 a, first paragraph, and Section 11 b do not apply to inmates in correctional institutions. Chapter 24, Section 10 states that the Swedish Correctional Service is responsible for their education.

*Act (2020:446)* .



### *Education in a language other than Swedish*

**Section 12** If a student in basic education or in adapted basic education has inadequate knowledge of the Swedish language, the education may be provided in the student's mother tongue or another language that the student is proficient in. Such education shall be supplemented with instruction or training in the Swedish language. *Act (2022:1315)* .

### *Application and receipt*

**Section 13** An application to participate in basic education or adapted basic education shall be submitted to the applicant's home municipality. An applicant shall be admitted to the education if the conditions set out in Section 11 or 11 a are met. *Act (2022:1315)* .

**Section 14** If an application concerns training organised by another principal, the home municipality shall promptly forward the application to that principal. The application shall be accompanied by a statement in which the home municipality reports its assessment of whether the applicant fulfils the conditions set out in Section 11 or 11a.

The principal who arranges a training course decides whether the applicant shall be admitted to the training course. The other principal may admit the applicant, even if the home municipality has determined that the applicant does not have the right to participate in the training course.

*Act (2020:446)* .

### *Intermunicipal compensation*

**Section 15** A municipality that has a student from another municipality in its basic education or in its adapted basic education shall receive compensation for its costs for that student's education from the student's home municipality. This only applies if the home municipality has assessed or, after appealing a decision pursuant to Section 14, second paragraph, a decision has been issued that the student has the right to participate in the education. *Act (2022:1315)* .

### *Municipal adult education at upper secondary level and as adapted education at upper secondary level*

#### *The principal's responsibility*

**Section 16** The home municipality is responsible for ensuring that those who, according to Section 19, 19 a or 19 b, have the right to participate in an education and wish to participate in it, also receive it. Each municipality shall in addition offer education at upper secondary level and adapted education at

upper secondary level in accordance with Sections 16 a and 16 b. *Law (2022:1315)* .

**Section 16 a** A primary collaboration agreement according to Chapter 2, Section 2 b shall cover vocational subjects and integrated vocational education in education at upper secondary level.

A municipality's offer of such training must include all training organized by the principals in the primary collaboration area.

When a municipality decides which vocational subjects and integrated vocational training courses to offer and the number of places in these, the municipality must take into account

1. adults' demand and need for education, and
2. the needs of the labor market.

*Act (2022:1089)* .

**Section 16 b** In addition to what is stated in Sections 16 and 16 a, the municipalities shall strive to offer education at upper secondary level and adapted education at upper secondary level that meets the demand and needs of adults. *Act (2022:1315)* .

**Section 17** Each municipality shall provide information about the opportunities for education at upper secondary level and adapted education at upper secondary level and actively work to ensure that adults in the municipality participate in such education. *Law (2022:1315)* .

**Section 18** A region may provide education at upper secondary level in the areas of nature management and care. After agreement with a municipality, the region may also provide education at upper secondary level in other areas.

A region may provide adapted education at upper secondary level after agreement with a municipality. *Law (2022:1315)* .

*Right to participate in education at upper secondary level*

**Section 19** An adult who is eligible to participate in education at upper secondary level according to Section 20 but who has not achieved basic eligibility for higher education that begins at the basic level or education at a university of applied sciences has the right to participate in education at upper secondary level with the aim of achieving such eligibility. *Act (2016:1184)* .

**Section 19 a** If an adult is eligible to participate in education at upper secondary level according to Section 20 and has achieved basic eligibility for higher education that begins at the basic level and is aimed at beginners, he or she has the right to participate in education at upper secondary level with the aim of achieving specific eligibility for such higher education.

Anyone who has achieved both basic and special qualifications for higher education that begins at the basic level and is aimed at beginners has the right to participate in education at the upper secondary level with the aim of achieving one or more other special qualifications for such higher education. However, the right only applies to one such qualification-giving education at a time. *Act (2016:1184)* .

**Section 19 b** If an adult is eligible to participate in education at upper secondary level according to Section 20 and has achieved basic eligibility for education at a university of applied sciences, he or she has the right to participate in education at upper secondary level for the purpose of fulfilling the requirements for specific knowledge for education at a university of applied sciences.

Anyone who has achieved basic eligibility for education at a university of applied sciences and who meets the requirements for specific knowledge for such education has the right to participate in education at upper secondary level with the aim of meeting the requirements for specific knowledge for one or more other education at a university of applied sciences. However, the right only applies to one such qualifying education at a time. *Act (2016:1184)* .

**Section 19 c** If basic eligibility according to Section 19 can be achieved through different education programmes at upper secondary level, the home municipality shall decide which of the education programmes it shall offer. The municipality shall then

1. proceed from the adult's need for special eligibility for higher education programmes that begin at basic level and are aimed at beginners or for special knowledge for education at a university of applied sciences, and
2. take into account the adult's wishes, previous education and work experience as far as possible. *Act (2016:1184)* .

**Section 19 d** Anyone who has the right to participate in education at upper secondary level according to Section 19, 19 a or 19 b has the right to participate in such education in a municipality other than their home

municipality or in a region, if the education is available there and is not offered by the home municipality.

The right to participate in education in a municipality other than the home municipality according to the first paragraph also applies if the education is offered by the home municipality when

1. the education concerns vocational subjects or a coherent vocational education, and
2. the other municipality is part of the same primary cooperation area as the home municipality.

In the case of young people who have the right referred to in the first paragraph, the provisions of Chapter 15, Section 32 shall apply up to and including the first calendar half of the year in which they turn 20.

*Law (2022:1089) .*

**Section 19 e** The Government or the authority designated by the Government may issue regulations on which subjects and which levels in these subjects are covered by the right to participate in education pursuant to Sections 19 a and 19 b. *Act (2022:147) .*

*Eligibility for upper secondary education and adapted upper secondary education*

**Section 20** An adult is eligible to participate in education at upper secondary level from the second calendar half of the year in which he or she reaches the age of 20, if he or she

1. is resident in the country,
2. lacks the knowledge that the education aims to provide,
3. has the conditions to benefit from the education, and
4. otherwise meets the prescribed conditions.

Eligible is also someone who is younger than what is stated in the first paragraph, but has completed education in a national program in upper secondary school or equivalent education and meets other eligibility requirements. *Law (2020:446) .*

**Section 20 a** An adult with an intellectual disability is eligible to participate in adapted education at upper secondary level from the second calendar half of the year in which he or she reaches the age of 20, if he or she

1. is resident in the country,
2. lacks the knowledge that the education aims to provide,

3. has the conditions to benefit from the education, and
4. otherwise meets the prescribed conditions.

Eligible is also someone who is younger than what is stated in the first paragraph but has completed education at an adapted upper secondary school or equivalent education and meets the other eligibility requirements.

It follows from Chapter 29, Section 8, that what is stated in this Act regarding persons with intellectual disabilities shall also apply to certain other adults. *Act (2022:1315)* .

**Section 20 b** The Government or the authority designated by the Government may issue regulations stating that competence pursuant to Section 20, first paragraph, or Section 20 a, first paragraph, shall commence earlier than stated therein.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue further regulations on eligibility conditions. *Act (2020:446)* .

**Section 20 c** The provisions of Section 20 and Section 20 a, first and second paragraphs, do not apply to inmates in correctional institutions. Chapter 24, Section 10 states that the Swedish Correctional Service is responsible for their education. *Act (2020:446)* .

### *Application*

**Section 21** An application to participate in education at upper secondary level or in adapted education at upper secondary level shall be submitted to the applicant's municipality of residence.

If the application concerns training organised by another principal, the home municipality shall promptly forward the application to that principal. The application shall be accompanied by a statement stating whether the home municipality undertakes to cover the costs of the applicant's training. A statement is not required if it is unnecessary in view of a previous agreement. *Act (2022:1315)* .

### *The home municipality's commitment to intermunicipal compensation*

**Section 21 a** An undertaking to cover the costs of training with another principal (inter-municipal compensation) must always be provided by the home municipality if

1. the applicant is entitled to the training according to Section 19 d,

2. the application concerns a vocational subject or a coherent vocational training in education at upper secondary level and the principal arranging the training and the home municipality are part of the same primary area of cooperation, or

3. the applicant, taking into account his or her personal circumstances, has special reasons to participate in training with the other principal.

An obligation to cover the costs applies even if the applicant subsequently changes his/her municipality of residence. *Law (2022:1089)* .

### *Receiving*

**Section 22** The principal who arranges education at upper secondary level or adapted education at upper secondary level decides whether the applicant shall be admitted to the education.

The home municipality shall accept an applicant if the conditions set out in Section 20 or 20 a are met or if the applicant has the right to education under Section 19, 19 a or 19 b.

A municipality shall accept an applicant from another municipality and a region shall accept an applicant if

1. the conditions set out in Section 20 or 20 a are met or if the applicant has the right to education pursuant to Section 19, 19 a or 19 b, and

2. the home municipality has undertaken or, after appeal pursuant to Chapter 28, Section 12, shall undertake to cover the costs of the applicant's education.

A decision to admit an applicant to education at upper secondary level shall state the grounds on which the applicant is admitted. *Act (2022:1315)* .

### *Admission*

**Section 23** If the applicant has the right to participate in education according to Section 19, 19 a or 19 b, a decision on acceptance according to Section 22 means that the applicant is also admitted to the education. Otherwise, it is the principal who arranges education at upper secondary level or adapted education at upper secondary level who decides whether an applicant shall be admitted to the education.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on selection among applicants received. *Act (2022:1315)* .

## *Municipal adult education in Swedish for immigrants*

### *Scope of training*

**Section 24** Education in Swedish for immigrants shall, on average, comprise at least 15 hours of instruction per week over a four-week period. However, the scope of instruction may be reduced if the student requests it and the principal finds that it is compatible with the purpose of the education.

The principal shall ensure that teaching is offered at times that are adapted to the student's needs. *Act (2015:482)* .

### *Collaboration with working life*

**Section 25** The principal, in collaboration with the Swedish Public Employment Service, shall work to ensure that the student is given opportunities to practice the Swedish language in working life and that education in Swedish for immigrants can be combined with other activities such as

- working life orientation,
- validation,
- internship, or
- other education.

The principal shall also work to ensure that education in Swedish for immigrants can be conducted during times when the student receives compensation according to the Social Insurance Code due to illness, injury or parental leave and that the education can be combined with activities offered within the health and medical care sector. *Law (2015:482)* .

**Section 26** The education shall be able to be combined with gainful employment.

*Law (2015:482)* .

**Section 27** The principal shall consult with an employer concerned and the local employee organization to which the employer is bound by collective agreement regarding an employee's participation in the training and the placement of the training.

*Act (2015:482)* .

### *Municipality's responsibility*

**Section 28** The home municipality is obliged to ensure that education in Swedish for immigrants is offered to those who, according to Section 31, first paragraph, have the right to participate in the education.

In the case of a person who, according to Section 31, second paragraph, has the right to participate in training in Swedish for immigrants, it is the municipality where he or she permanently works that is obliged to ensure that the training is offered to him or her.

*Law (2015:482) .*

**Section 29** Each municipality shall actively work to reach those in the municipality who are entitled to the training and to motivate them to participate in the training.

The training should be available as soon as possible after the right to education in Swedish for immigrants has come into effect. Unless there are special reasons, the training should be able to begin within three months.

Each municipality shall actively work to ensure that a newly arrived person who is covered by the Act (2017:584) on responsibility for establishment efforts for certain newly arrived immigrants can begin training within one month of the newly arrived person registering for training in Swedish for immigrants with the municipality. *Act (2017:595) .*

*Study and career guidance*

**Section 30** The home municipality is obliged to ensure that anyone who intends to begin education in Swedish for immigrants is offered study and career guidance. *Law (2015:482) .*

*Right to participate*

**Section 31** A person has the right to participate in Swedish language training for immigrants from the second calendar half of the year in which he or she turns 16, if he or she

1. is resident in the country, and
2. lacks the basic knowledge of the Swedish language that the training aims to provide.

A Finnish citizen who works permanently in a Swedish municipality, but lives in Finland close to the border with Sweden and lacks such basic knowledge of the Swedish language as the education aims to provide, is also entitled to participate in education in Swedish for immigrants from the second calendar semester of the year in which he or she turns 16.

*Law (2015:482) .*



**Section 32** Anyone who has such knowledge of the Danish or Norwegian language that training in Swedish for immigrants cannot be considered necessary does not have the right to participate in the training.

*Law (2015:482) .*

#### *Receiving*

**Section 33** The principal decides whether a person shall be admitted to training in Swedish for immigrants. *Law (2015:482) .*

#### *Coherent education for certain newly arrived immigrants*

**Section 33 a** The coherent education that the municipalities shall provide for certain newly arrived immigrants pursuant to Section 3 a shall, on average, comprise at least 23 hours of instruction per week over a four-week period. *Law (2022:109) .*

**Section 33 b** The integrated education shall follow a plan decided by the home municipality. The education plan shall contain information about the purpose, organization and main content of the education.

An individual study plan shall be drawn up for each student in accordance with Section 8 of the Act (2022:109) .

#### *Rating*

#### *Applicable regulations*

**Section 34** General provisions on grades and grading are found in Chapter 3, Sections 13-21. *Law (2015:482) .*

#### *Grading*

**Section 35** In education at basic level, adapted education at basic level and education in Swedish for immigrants, grades shall be given for each completed course.

Within the part of the adapted education at basic level that corresponds to education in subject areas in adapted primary school, grades shall not be set. After a completed course, a certificate shall instead be issued stating that the student has participated in the course. *Act (2022:1315) .*

**Section 35 a** In education at upper secondary level and adapted education at upper secondary level, grades shall be set in subjects. Grades shall be set when a subject is completed. If a subject consists of several levels, grades shall be set after each completed level in the subject.

When a passing grade is set at a higher level in a subject with multiple levels, the grade shall be considered to cover lower levels in the subject and replace grades set at such levels. This applies even if the grades at the lower levels were set within upper secondary school or adapted upper secondary school.

Grades shall also be given after completed community adult work.

*Law (2022:1315) .*

**Section 35 b** The Government or the authority designated by the Government may issue further regulations on grading and on municipal adult work in general. Such regulations may mean that grades shall not be assigned to certain courses. *Act (2022:147) .*

**Section 36** */Expires on: 2025-07-01/* As a grade for education at the basic level and in Swedish for immigrants, one of the designations Passed or Failed shall be used.

The grade for adapted education at the basic level shall be Pass. For students who do not achieve the grade Pass, a certificate stating that the student has participated in the course shall be issued.

As a grade for education at upper secondary level, one of the designations A, B, C, D, E or F shall be used. Grades for passing results are designated A, B, C, D and E. The highest grade is designated A and the lowest grade is E. Grades for failing results are designated F.

As a grade for adapted education at upper secondary level, one of the designations A, B, C, D or E shall be used for passing results. The highest grade is designated as A and the lowest grade as E. For students who do not achieve grade E, a certificate stating that the student has participated in the course shall be issued. *Law (2022:1315) .*

**Section 36** */Enters into force I: 2025-07-01/* As a grade for education at the basic level and in Swedish for immigrants, one of the designations Passed or Not Passed shall be used.

The grade for adapted education at the basic level shall be Pass. For students who do not achieve the grade Pass, a certificate stating that the student has participated in the course shall be issued.

As a grade for education at upper secondary level, one of the designations A, B, C, D, E or F shall be used. Grades for passing results are designated A, B, C,

D and E. The highest grade is designated A and the lowest grade is E. Grades for failing results are designated F.

As a grade for adapted education at upper secondary level, one of the designations A, B, C, D or E shall be used for passing results. The highest grade is designated as A and the lowest grade as E. For a student who does not achieve the grade E in a subject, a certificate shall be issued stating that the student has participated in education in the subject. *Act (2024:411)* .

**Section 37** When grading a course, the teacher shall assess the student's knowledge in relation to the grading criteria that apply to the course. In order for the student to receive the grade Pass, all criteria for this grade must be met.

When grading a subject, the teacher shall make an overall assessment of the student's knowledge at the current level in the subject in relation to the grading criteria that apply to the subject as a whole and assign the grade that best corresponds to the student's knowledge. However, all criteria for grade E must be met in order for the student to receive a passing grade.

Grading criteria must exist for each course and subject where grades are to be given.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on grading criteria. *Act (2022:147)* .

**Section 37 a** When grading a course in which a national examination is given, the student's results on that examination shall be given special consideration. The same applies when grading a subject at a level in which a national examination is given. However, the examination result or results on partial examinations shall not be given special consideration if there are special reasons. *Act (2022:147)* .

**Section 38** If there are special reasons, individual parts of the grading criteria may be disregarded when assigning grades. Special reasons refer to functional impairment or other similar personal circumstances that are not of a temporary nature and that constitute a direct obstacle to the student being able to meet the grading criteria for a particular grade.

When grading in adapted education at primary and secondary school level, an intellectual disability may only be taken into account if there are exceptional reasons.

Notwithstanding what is stated in the first and second paragraphs, parts of the grading criteria that relate to safety or that refer to laws, regulations or government regulations must always be met. *Act (2022:1315)* .

**Section 39** If there is no basis for assessing a student's knowledge in a course or at a certain level in a subject due to the student's lack of participation, a grade shall not be given for the course or level. *Law (2022:147)* .

#### *Examination*

**Section 40** Anyone who is resident in the country and wants to have grades from basic education, adapted basic education or education in Swedish for immigrants shall have the opportunity to undergo assessment in all courses for which grades are given. This also applies to anyone who has previously received grades in the course.

Exams in a course may only be taken at a principal who organizes the course in question.

An assessment in a course refers to an assessment of knowledge that results in a grade that is set in accordance with the provisions on grades and grading in Sections 35-37 and 38. *Act (2022:1315)* .

**Section 40 a** Anyone who is resident in the country and wants to have grades from education at upper secondary level or adapted education at upper secondary level shall have the opportunity to undergo examination in all subjects in which grades are given and at all levels in these subjects. This also applies to anyone who has previously received a grade in the subject and even if the grade covers the level in the subject to which the examination applies. However, anyone who is still a student at upper secondary school or at adapted upper secondary school may not undergo examination at a certain level in a subject if the student has previously received at least a grade E at that level.

Examinations in a subject may only be taken at a principal who arranges education in the subject at the level to which the examination applies.

An examination in a subject refers to an assessment of knowledge at the level in the subject to which the examination applies, resulting in a grade that is set in accordance with the provisions on grades and grading in Sections 35-37 and 38. *Act (2022:1315)* .

**Section 40 b** Anyone who is resident in the country and wants to have grades from education at upper secondary level or adapted education at upper secondary level shall have the opportunity to undergo an examination in municipal adult work. This also applies to anyone who has previously received grades in municipal adult work, a high school project or a high school project in an adapted high school. However, anyone who is still a student in a high school or in an adapted high school may not undergo an examination in municipal adult work if the student has previously received a grade E on a high school project or a high school project in an adapted high school.

Examinations in community adult work may only be taken at a principal who arranges training within the area of knowledge to which the community adult work relates. *Act (2022:1315)* .

**Section 41** The examination shall be carried out by one or more teachers. If the examination is carried out by two or more teachers and they cannot agree on a grade, the grade shall be set by the principal.

*Law (2015:482)* .

**Section 41 a** The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue further regulations on examination. *Act (2022:147)* .

#### *Validation*

**Section 42** The principal is obliged to ensure that a student is offered validation, if the student needs it and the validation is done within the framework of one or more courses or levels that are paid for by the student's home municipality. Validation refers to a structured process that includes an in-depth survey and an assessment that aims to recognize a person's knowledge regardless of how it was acquired.

The principal shall ensure that validation is carried out in accordance with law and other regulations.

The Act (2015:478) authorising the issuance of regulations on validation and application fees for qualifications for lifelong learning authorises the

Government or the authority designated by the Government to issue regulations on validation of a person's knowledge.

*Act (2022:912) .*

**Section 43** Anyone who has undergone validation according to Section 42 shall have the opportunity to have the result recognized through grades. Grades after validation shall be set through examination. *Law (2022:912) .*

*Certificate*

**Section 44** Anyone who has completed a course in municipal adult education and wants to have their knowledge documented in a way other than through grades shall receive a certificate. The same applies to anyone who has completed education at one or more levels in a subject or a validation according to Section 42 and wants to have the results documented in a way other than through grades.

The principal is responsible for informing students about the possibility of obtaining a certificate.

The Government or the authority designated by the Government may issue regulations stating that certificates shall always be issued after certain courses, certain subjects or certain education.

*Act (2022:912) .*

**Section 45** The principal issues certificates.

What is stated in Chapter 3, Sections 19 and 20 regarding correction and amendment of grades also applies to certificates.

The Government or the authority designated by the Government shall issue further regulations on certificates. *Act (2015:482) .*

## **Chapter 21. Distance learning in certain types of schools**

*Chapter content*

**Section 1** This chapter contains provisions on

- general conditions for distance learning in certain types of school (Sections 2 and 3),
- when distance learning may be used in certain compulsory types of school

(Sections 4 and 5),

- when distance learning may be used in upper secondary schools and adapted upper secondary schools (Section 6),
- when distance learning may be used in education at special youth homes (Section 7),
- experimental activities (Section 8),
- decisions on distance learning (Section 9),
- providers of distance learning (Section 10),
- requirements for distance learning (Sections 11-13), and
- authorization (Section 14).

*Act (2022:1315) .*

*General conditions for distance learning in certain school types*

**Section 2** Distance learning may be used in primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school only under the conditions and with the limitations that follow from this chapter and regulations that have been issued in connection with the chapter. Distance learning may not be used in preschool.

*Act (2022:1315) .*

**Section 3** */Expires on 1 July 2025/* Distance learning may be used for a student in a compulsory school, special school or Sami school in courses that the student is studying according to the upper secondary school curriculum.

Otherwise, distance learning may be used in the school forms specified in Section 2 only if

1. for certain teaching there is no teacher within the principal's school unit who meets the requirements for identification and competence according to Chapter 2, Section 13 and the principal, despite repeated efforts, has not succeeded in employing such a teacher,
2. in the case of integrated Sami teaching in compulsory school, there is no suitable teacher within the principal's school unit who can conduct integrated Sami teaching and the principal, despite repeated efforts, has not succeeded in employing such a teacher, or
3. the student base for a certain school unit is so limited that regular teaching within the school unit leads to significant organizational or financial difficulties for the principal. *Act (2024:410) .*

**Section 3** */Enters into force on: 2025-07-01/* Distance learning may be used for a student in primary school, special school or Sami school in subjects that the student is studying according to the upper secondary school curriculum.

Otherwise, distance learning may be used in the school forms specified in Section 2 only if

1. for certain teaching there is no teacher within the principal's school unit who meets the requirements for identification and competence according to Chapter 2, Section 13 and the principal, despite repeated efforts, has not succeeded in employing such a teacher,
2. in the case of integrated Sami teaching in compulsory school, there is no suitable teacher within the principal's school unit who can conduct integrated Sami teaching and the principal, despite repeated efforts, has not succeeded in employing such a teacher, or
3. the student population for a certain school unit is so limited that regular teaching within the school unit leads to significant organizational or financial difficulties for the principal. *Law (2024:411)* .

*When distance learning may be used in certain compulsory school types*

**Section 4** */Expires on 1 July 2025/* In primary school, adapted primary school, special school and Sami school, distance learning may only be used in the subjects

- English,
- mathematics,
- modern languages,
- mother tongue,
- nature-oriented subjects: biology, physics and chemistry,
- society-oriented subjects: geography, history, religious studies and social studies,
- Sami,
- Swedish,
- Swedish as a second language,
- sign language, and
- technology.

In primary school, distance learning may also be used for extra study time and integrated Sami teaching.

Section 3, first paragraph, states that distance learning may also be used in courses that a student in a compulsory school, special school or Sami school



takes according to the upper secondary school's subject plans.

*Law (2024:410) .*

**Section 4** */Enters into force 1:2025-07-01/* In primary school, adapted primary school, special school and Sami school, distance learning may only be used in the subjects

- English,
- mathematics,
- modern languages,
- mother tongue,
- nature-oriented subjects: biology, physics and chemistry,
- society-oriented subjects: geography, history, religious studies and social studies,
- Sami,
- Swedish,
- Swedish as a second language,
- sign language, and
- technology.

In primary school, distance learning may also be used for extra study time and integrated Sami teaching.

Section 3, first paragraph, states that distance learning may also be used in subjects that a student in a compulsory school, special school or Sami school studies according to the upper secondary school's subject plans.

*Act (2024:411) .*

**Section 5** The Government may issue regulations on restrictions regarding the grades in which distance learning may be used in compulsory school, adapted compulsory school, special school and Sami school.

The Government or the authority designated by the Government may, in relation to the specified school types, issue regulations on

1. the size of student groups when distance learning is used, and
2. the extent to which distance learning may be used.

*Act (2022:1315) .*

*When distance learning may be used in upper secondary school and adapted upper secondary school*

**Section 6** The Government or the authority designated by the Government may, in the case of upper secondary schools and adapted upper secondary

schools, issue regulations on

1. in which subjects and levels in these subjects distance learning may be used,
2. the size of student groups when distance learning is used, and
3. to what extent distance learning may be used.

*Act (2022:1315) .*

*When distance learning may be used in education at special youth homes*

**Section 7** Distance learning may be used for education at special youth homes in accordance with Chapter 24, Sections 8 and 9. For such education, the same provisions on distance learning shall apply as for the type of school that the education shall correspond to, with the exception of Section 12. *Act (2020:605) .*

*Experimental activities*

**Section 8** The Government may issue regulations on a pilot project with distance learning in

1. preschool class, and
2. compulsory school, adapted compulsory school, special school and Sami school in subjects other than those specified in Section 4.

Such experimental activities as referred to in the first paragraph shall otherwise be conducted in accordance with the provisions of this chapter.

*Act (2022:1315) .*

*Decision on distance learning*

**Section 9** /Expires U:2025-07-01/ A principal who intends to use distance learning in a certain subject or in a certain course, for extra study time or for integrated Sami teaching in compulsory school shall make a decision to do so. The principal may decide to use distance learning for a maximum of one academic year at a time. *Act (2022:730) .*

**Section 9** /Enters into force I:2025-07-01/ A principal who intends to use distance learning in a certain subject, for extra study time or for integrated Sami teaching in compulsory school shall make a decision to do so. The principal may decide to use distance learning for a maximum of one academic year at a time. *Act (2024:411) .*

*Provider of distance learning*

**Section 10** Distance learning may only be carried out by principals within the school system.

However, distance learning referred to in Section 7 may also be carried out by the person who is the principal of the special youth home.

The Government or the authority designated by the Government may issue regulations regarding the extent to which distance learning may be carried out on behalf of another principal. *Act (2020:605)* .

#### *Distance learning requirements*

##### *Distance learning teacher*

**Section 11** Provisions on who may teach in the school system are contained in Chapter 2, Sections 13-19. Instead of what is stated in Chapter 2, Sections 18 and 19, a teacher who does not meet the requirements for identification and qualification in Chapter 2, Section 13 may still conduct distance learning if

1. the teaching concerns the mother tongue or a vocational subject in an upper secondary school or an adapted upper secondary school, and
2. the teacher is suitable to conduct the teaching and to the greatest extent possible has an education that corresponds to the education that qualifies. *Law (2022:1315)* .

#### *Premises*

**Section 12** Students who participate in distance learning shall do so in premises provided by the school unit. *Law (2020:605)* .

#### *Supervisor*

**Section 13** In distance learning, there shall be a supervisor. In primary school, adapted primary school, special school and Sami school, the supervisor shall be present where the students are.

The supervisor must be a person suitable for this purpose.

*Law (2022:1315)* .

#### *Authorization*

**Section 14** The Government or the authority designated by the Government may issue further regulations on distance learning in compulsory school, adapted compulsory school, special school, Sami school, upper secondary school and adapted upper secondary school. *Act (2022:1315)* .

## **Chapter 22. Distance learning in certain types of schools**

## *Chapter content*

**Section 1** This chapter contains provisions on

- general conditions for distance learning in certain types of school (Sections 2-4),
- when distance learning may be used in certain compulsory types of school (Sections 5 and 6),
- when distance learning may be used in upper secondary schools and adapted upper secondary schools (Sections 7 and 8),
- providers of distance learning (Section 9),
- requirements for distance learning (Sections 10 and 11),
- travel and accommodation (Section 12),
- special provisions on education in upper secondary schools and adapted upper secondary schools where distance learning may be used for the entire education (Sections 13-22), and
- authorization (Section 23).

*Act (2022:1315) .*

## *General conditions for distance learning in certain school types*

**Section 2** Distance learning may be used in primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school only under the conditions and with the limitations that follow from this chapter and regulations that have been issued in connection with the chapter. Distance learning may not be used in preschool and preschool classes.

In education where distance learning is used, other forms of teaching may also be used. *Law (2022:1315) .*

**Section 3** */Expires U:2025-07-01/* The following provisions do not apply to education where distance learning is used:

- Chapter 2, Section 6 a on consultation,
- Chapter 2, Section 36 on school libraries,
- Chapter 10, Section 5, Chapter 11, Section 7, Chapter 12, Section 5, Chapter 13, Section 5, Chapter 16, Section 18, Chapter 17, Section 6, Chapter 17 a, Section 8 and Chapter 19, Section 20 on teaching time, and
- Chapter 15, Section 11, first paragraph and Chapter 18, Section 11, first paragraph on mainly school-based education.

Chapter 21 on distance learning does not apply to education where distance learning is used together with distance learning.

*Act (2020:605) .*

**Section 3** */Enters into force 1:2025-07-01/* The following provisions do not apply to education where distance learning is used:

- Chapter 2, Section 6 a on consultation,
- Chapter 2, Sections 24 a-24 d on school libraries,
- Chapter 10, Section 5, Chapter 11, Section 7, Chapter 12, Section 5, Chapter 13, Section 5, Chapter 16, Section 18, Chapter 17, Section 6, Chapter 17 a, Section 8 and Chapter 19, Section 20 on teaching time, and
- Chapter 15, Section 11, first paragraph and Chapter 18, Section 11, first paragraph on mainly school-based education.

Chapter 21 on distance learning does not apply to education where distance learning is used together with distance learning.

*Act (2024:1072) .*

**Section 4** For a student in primary school, adapted primary school, special school or Sami school who has received distance learning, the total teaching time after the student has returned to regular teaching must correspond at least to the time remaining for other students in the relevant year during the remaining school term.

For a student in upper secondary school or adapted upper secondary school who has received distance learning and who returns to regular education, the guaranteed teaching time after the student has returned must correspond at least to the time remaining for other students in the relevant education during the remaining school term. *Law (2022:1315) .*

*When distance learning may be used in certain compulsory school types*

**Section 5** Distance learning may be used as special support in accordance with Chapter 3, Section 11 a, in primary school, adapted primary school, special school or Sami school for a pupil who cannot participate in regular teaching due to a documented medical, psychological or social problem, if all other possibilities for special support have been exhausted or are deemed inappropriate and if the pupil's guardian allows such teaching to be used. However, in primary school, such teaching may only be used as special support if there are exceptional reasons. *Act (2022:1315) .*

**Section 6** Distance learning according to Section 5 may only be used in the subjects

- English,
- mathematics,
- modern languages,
- mother tongue,
- nature-oriented subjects: biology, physics and chemistry,
- society-oriented subjects: geography, history, religious studies and social studies,
- Sami,
- Swedish,
- Swedish as a second language,
- sign language, and
- technology.

*Act (2020:605) .*

*When distance learning may be used in upper secondary schools and adapted upper secondary schools*

**Section 7** Distance learning may be used as special support pursuant to Chapter 3, Section 11 a, within the framework of education commenced in upper secondary school or adapted upper secondary school for a student who cannot participate in regular education due to a documented medical, psychological or social problem, if the student consents to such education being used. *Act (2022:1315) .*

**Section 8** Distance learning may be used for an entire education in upper secondary school or adapted upper secondary school for a student who cannot participate in regular education due to a documented medical, psychological or social problem or for other special reasons.

Provisions on eligibility, admission, national recruitment and selection for such education as referred to in the first paragraph are found in Sections 13-15. *Act (2022:1315) .*

*Provider of distance learning*

**Section 9** Distance learning may only be carried out by a principal within the school system who, after application, has been approved as a provider of education where distance learning is used. In order for approval to be granted, it is required that

1. the principal has the conditions to carry out distance learning of good

quality, and

2. it can be assumed that there will be a sufficient student base to run a stable operation.

The approval must relate to certain education at a specific school unit.

The State School Inspectorate examines questions about approval.

The Government or the authority designated by the Government may issue further regulations on what is required for approval to be granted and regulations on selection among applicants. *Act (2020:605)* .

#### *Distance learning requirements*

##### *Distance learning teacher*

**Section 10** Provisions on who may teach in the school system are contained in Chapter 2, Sections 13-19. Instead of what is stated in Chapter 2, Section 18, a teacher who does not meet the requirements for identification and eligibility in Chapter 2, Section 13 may still conduct distance learning if

1. the teaching concerns the mother tongue or a vocational subject in an upper secondary school or an adapted upper secondary school, and
2. the teacher is suitable to conduct the teaching and to the greatest extent possible has an education that corresponds to the education that qualifies. *Law (2022:1315)* .

##### *Student's contact with the distance learning teacher*

**Section 11** The distance teacher shall have regular direct contact with the student when distance learning is used. *Law (2020:605)* .

##### *Travel and accommodation*

**Section 12** A student who is receiving distance learning is entitled to compensation for travel within Sweden that is required for the education. The student's home municipality shall cover the costs.

If the student must spend the night outside their own home in connection with a trip according to the first paragraph, the home municipality shall be responsible for the costs of accommodation during the trip. *Law (2020:605)* .

*Special provisions on education in upper secondary schools and adapted upper secondary schools where distance learning may be used for the entire education*

*Competence*

**Section 13** For eligibility for education in upper secondary school or adapted upper secondary school where distance learning is used with the support of Section 8, the applicant must, in the case of

1. upper secondary school, meet the eligibility requirements that apply to such education according to Chapter 16, Sections 29-33, Chapter 17, Sections 8-12, Chapter 17a, Section 4 or Section 16, first paragraph or regulations that have been issued with the support of Chapter 16, Section 34 or Chapter 17a, Section 16, second paragraph, or
2. adapted upper secondary school, belong to the target group for the school type according to Chapter 18, Section 4. *Act (2022:1315)* .

*Decisions on eligibility and admission as well as national recruitment*

**Section 14** The principal of such education as referred to in Section 13 shall assess whether an applicant is eligible and shall be admitted. In this assessment, the principal is bound by the decision of the home municipality pursuant to Chapter 18, Section 5, that an applicant belongs to the target group of the adapted upper secondary school.

Eligible applicants from all over the country shall be admitted to the training (national recruitment). However, the principal is only obliged to admit an applicant to a training course that concerns a program-oriented choice that has been designed for an individual student, vocational introduction, individual alternative or language introduction in upper secondary school or to a training course that concerns an individual program in adapted upper secondary school if the principal and the applicant's home municipality have agreed on the remuneration. *Act (2022:1315)* .

*Selection*

**Section 15** The principal of a training course referred to in Section 13 shall make a selection from among the applicants received, if more applicants have been accepted to the principal's training course than there are places in the training course. Selection shall be made on grounds approved by the Swedish National School Inspectorate. *Act (2020:605)* .



### *Special costs for a student*

**Section 16** If a student has been admitted to an education where distance learning is used on the basis of Section 8 for other special reasons, the student may, despite the provisions on free education in Chapter 15, Section 17 and Chapter 18, Section 17, be responsible for the costs of broadband connection and other technical equipment in the form of necessary hardware needed for the implementation of the education.

*Act (2020:605) .*

### *Compensation to a public authority*

**Section 17** A public authority that has admitted a student to a program in upper secondary school or adapted upper secondary school where distance learning is used with the support of Section 8 shall be reimbursed for its costs for the student's education by the student's home municipality (inter-municipal reimbursement).

If it is a national program in upper secondary school or adapted upper secondary school or program-oriented choice that has been designed for a group of upper secondary school students, the home municipality must pay the amount that has been decided in each specific case by the National Agency for Education.

If the education is different from that specified in the second paragraph, the inter-municipal compensation shall correspond to the organizer's cost, unless the organizing principal and the student's home municipality agree otherwise.

This section does not apply if government grants are provided for a student's education because the student is a Swedish citizen living abroad.

*Act (2022:1315) .*

### *Contribution to an individual principal*

**Section 18** The home municipality shall provide a grant to an individual principal who has admitted a student to a program in upper secondary school or adapted upper secondary school where distance learning is used with the support of Section 8.

If it is a national program in upper secondary school or adapted upper secondary school or program-oriented choice that has been designed for a group of upper secondary school students, the contribution consists of a basic amount according to Section 19, which has been decided in each specific case

by the National Agency for Education and in certain cases an additional amount according to Section 20.

If the education is different from that specified in the second paragraph, the contribution shall correspond to the individual principal's cost, unless the principal and the student's home municipality agree otherwise.

This section does not apply if government grants are provided for a student's education because the student is a Swedish citizen living abroad.

*Act (2022:1315) .*

**Section 19** The basic amount shall refer to compensation for

1. teaching,
2. learning tools
- , 3. student health,
4. meals,
5. administration,
6. value-added tax, and
7. premises costs.

*Law (2020:605) .*

**Section 20** Additional amounts shall be provided for pupils who have extensive special support needs or are to be offered mother tongue instruction. The additional amount for a pupil in need of special support shall be determined individually based on the pupil's needs.

The home municipality is not obliged to pay additional amounts for a student in need of special support if significant organizational or financial difficulties arise for the municipality.

*Law (2020:605) .*

*Authorization for compensation and contributions*

**Section 21** The Government or the authority designated by the Government may issue further regulations regarding the compensation and contribution referred to in Sections 17-20. *Act (2020:605) .*

*Right to complete the education with regular teaching*

**Section 22** A student who has begun an education in a national program or a national specialization in upper secondary school or adapted upper secondary school or in an introductory program in upper secondary school, where distance learning is used with the support of Section 8, and who

subsequently wishes to participate in regular education has the right to complete the education in the program or specialization begun with such education at the home municipality, if the home municipality offers such education.

If the home municipality does not offer the education in question, the student has the right to complete his or her education with regular education in another municipality or region that organizes the education. *Law (2022:1315)* .

#### *Authorization*

**Section 23** The Government or the authority designated by the Government may issue further regulations on distance learning in compulsory school, adapted compulsory school, special school, Sami school, upper secondary school and adapted upper secondary school. *Act (2022:1315)* .

## **Chapter 23. Contracting and collaboration**

### *Chapter content*

**Section 1** This chapter contains provisions on

- general conditions for contracting (Sections 2-7),
- what may be contracted out (Sections 8-19),
- authorization for contracting (Section 20),
- collaboration (Sections 21-24), and
- transfer of responsibility for medical interventions (Sections 25 and 26).

*Act (2020:605)* .

### *General conditions for contracting*

What is meant by contracting?

**Section 2** */Expires on 1 July 2025/* In this Act, contracting means that a principal enters into an agreement with someone else to carry out tasks within education or other activities for which the principal is responsible under this Act. The principal retains the principalship for tasks carried out under contract.

A contract for construction work may only be concluded under the conditions set out in this chapter.

The provisions that exist for training or other activities under this Act also apply to tasks that are performed on a contract basis, unless otherwise stated

in this chapter or in regulations issued in connection with the chapter. *Act (2020:605)* .

**Section 2** */Enters into force 1: 2025-07-01/* In this Act, contracting means that a principal enters into an agreement with someone else to carry out tasks within education or other activities for which the principal is responsible under this Act. The principal retains the principalship for tasks carried out under contract.

A contract for construction work may only be concluded under the conditions set out in this chapter or in provisions referred to in this chapter.

The provisions that apply to training or other activities under this Act also apply to tasks performed on a contract basis, unless otherwise stated in this chapter or in regulations issued in connection with the chapter. *Act (2024:1072)* .

*Municipalities and regions may perform tasks on a contract basis*

**Section 3** Despite the provision in Chapter 2, Section 1 of the Local Government Act (2017:725) regarding connection to the area of the municipality or region or their members, a municipality or region may, through an agreement pursuant to Section 2, perform tasks for another principal within the school system or such tasks as referred to in Section 18. *Act (2020:605)* .

*The state may perform certain tasks on a contract basis*

**Section 4** */Expires on 1 July 2025/* The state, as the principal for the special school and the Sami school, may only perform such tasks on a contract basis as

1. referred to in Section 12a or 15, or
2. relate to distance learning in accordance with Section 16 in such a subject or in such an activity as referred to in Section 12a or 15.

*Act (2024:410)* .

**Section 4** */Enters into force 1:2025-07-01/* The state, as the principal for the special school and the Sami school, may only perform such tasks on a contract basis as

1. referred to in Section 8 a, 12 a or 15, or
2. relate to distance learning according to Section 16 in such a subject or in such an activity as referred to in Section 12 a or 15.

*Law (2024:1072)* .

### *Transfer of authority in contracting*

**Section 5** If a principal transfers the task of conducting teaching to a contractor, the principal may also transfer the exercise of authority that is part of a teacher's teaching task to the contractor. *Law (2020:605)* .

**Section 6** A municipality or region may, with regard to municipal adult education, also transfer the exercise of authority that is part of the principal's duties to the provider.

The Government or the authority designated by the Government may issue regulations on restrictions regarding the transfer of rector duties that involve the exercise of authority. *Act (2020:605)* .

### *Teacher*

**Section 7** Provisions on who may teach in the school system are contained in Chapter 2, Sections 13-19. Instead of what is stated in Chapter 2, Section 18, in the case of primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school, a teacher who does not meet the requirements for identification and eligibility in Chapter 2, Section 13 may still teach on a contract basis if

1. the teaching concerns the mother tongue or a vocational subject in upper secondary school or adapted upper secondary school, and
2. the teacher is suitable to conduct the teaching and to the greatest extent possible has an education that corresponds to the education that gives eligibility. *Act (2022:1315)* .

### *What can be outsourced?*

#### *When all tasks can be outsourced*

**Section 8** All information may be transferred to an individual natural or legal person on contract within

1. municipal adult education, and
2. such educational activities as referred to in Chapter 25 of the Act (2020:605) .

*/Title enters into force on: 2025-07-01/*

#### *When school library operations may be outsourced*

**Section 8 a** */Enters into force 1:2025-07-01/* The task of providing school library services according to Chapter 2. Section 24 a, first paragraph, may, under the conditions stated in the third paragraph of the same section, be transferred to another principal within the school system or a principal for a

public library on contract within

1. preschool class,
2. primary school,
3. adapted primary school,
4. special school,
5. Sami school,
6. upper secondary school, and
7. adapted upper secondary school. *Law (2024:1072)* .

*When tasks other than teaching may be outsourced*

**Section 9** Information relating to the assessment of a student's knowledge in accordance with Chapter 3, Section 12 c, may be transferred to another principal within the school system on a contract basis within

1. primary school,
2. adapted primary school,
3. special school, and
4. Sami school.

Tasks within upper secondary schools that relate to the assessment of a student's knowledge according to Chapter 17, Section 14 a, may be transferred to another principal within the school system on a contract basis. *Act (2022:1315)* .

**Section 10** Other tasks than those specified in Sections 9 and 14 and which are not related to teaching may be handed over to an individual natural or legal person on contract within

1. preschool,
2. preschool class,
3. after-school center,
- ,
5. adapted primary school,
6. upper secondary school, and
7. adapted upper secondary school.

*Law (2022:1315)* .

*When teaching may be outsourced within preschools and after-school centers*

**Section 11** Information relating to teaching may be transferred to another principal within the school system on a contract basis within the preschool and after-school care centre, if this is necessary to provide activities at times

when only a few children or students need preschool or after-school care. *Act (2020:605)* .

*When certain teaching may be outsourced within compulsory school, special school and Sami school*

**Section 12** Information relating to teaching in law schools according to Chapter 10, Sections 23 a and 23 b may be transferred to another principal within the school system on a contract basis within the compulsory school system. *Act (2020:605)* .

**Section 12 a** */Expires U:2025-07-01/* Tasks within compulsory school, special school and Sami school that relate to teaching a course according to the upper secondary school curriculum according to Chapter 10, Section 23 g, Chapter 12, Section 23 a or Chapter 13, Section 21 c may be outsourced to

1. a principal for a compulsory school,
2. the principal for a special school or Sami school, or
3. a principal for a high school.

The first paragraph only applies if the course is taught by teachers who meet the requirements for identification and qualification in Chapter 2, Section 13.

If information is outsourced according to the first paragraph, information relating to distance learning in the course may also be outsourced to the same principal in accordance with Section 16.

*Act (2024:410)* .

**Section 12 a** */Enters into force I: 2025-07-01/* Tasks within compulsory school, special school and Sami school that relate to teaching a subject according to the upper secondary school subject syllabus in accordance with Chapter 10, Section 23 g, Chapter 12, Section 23 a or Chapter 13, Section 21 c may be outsourced to

1. a principal for a compulsory school,
2. the principal for a special school or Sami school, or
3. a principal for a high school.

The first paragraph only applies if teaching in the subject is conducted by teachers who meet the requirements for identification and qualification in Chapter 2, Section 13.

If information is outsourced according to the first paragraph, information relating to distance learning in the subject may also be outsourced to the

same principal in accordance with Section 16.

*Act (2024:411) .*

**Section 12 b** */Expires U:2025-07-01/* All tasks in a nationally recruiting cutting-edge education in primary school, except tasks that relate to teaching in subjects where the teaching is deepened or broadened or in courses that are taught according to the upper secondary school subject syllabi, may be transferred to another principal within primary school on a contract basis. *Act (2024:410) .*

**Section 12 b** */Enters into force I: 2025-07-01/* All tasks in a nationally recruiting cutting-edge education in primary school, except tasks that relate to teaching in subjects where the teaching is deepened or broadened or in subjects that are taught according to the upper secondary school subject syllabi, may be transferred to another principal within primary school on a contract basis.

*Act (2024:411) .*

*When certain teaching may be outsourced within upper secondary schools and adapted upper secondary schools*

**Section 13** Information relating to teaching in character subjects that have a vocational or aesthetic profile may be handed over to an individual natural or legal person on contract within

1. upper secondary school, and
2. adapted upper secondary school.

*Law (2022:1315) .*

*When mother tongue teaching and study guidance in the mother tongue may be outsourced within certain types of school*

**Section 14** Information relating to mother tongue teaching or study guidance in the mother tongue may be transferred to another principal within the school system on a contract basis within

1. primary school,
2. adapted primary school,
3. special school,
4. Sami school,
5. upper secondary school, and
6. adapted upper secondary school.



A submission of information relating to study guidance in the mother tongue may mean that study guidance is provided in an interactive form using information and communication technology where the student and the study guide are separated in space but not in time.

*Law (2022:1315) .*

*When teaching sign language or Sami or integrated Sami teaching in primary school may be outsourced*

**Section 15** Tasks relating to teaching sign language or Sami or integrated Sami teaching in primary school may only be contracted out to the state. *Law (2020:605) .*

*When distance learning may be outsourced within certain types of schools*

**Section 16** Information relating to distance learning in accordance with Chapter 21 may be transferred to another principal within the school system on a contract basis within

1. primary school,
2. adapted primary school,
3. special school,
4. Sami school,
5. upper secondary school, and
6. adapted upper secondary school.

*Act (2022:1315) .*

*When distance learning may be outsourced within certain types of schools*

**Section 17** Information relating to distance learning or other teaching in accordance with Chapter 22 may be transferred to another principal within the school system, who has been approved as a provider of distance learning in accordance with Chapter 22, Section 9, on a contract basis within

1. primary school,
2. adapted primary school,
3. special school,
4. Sami school,
5. upper secondary school, and
6. adapted upper secondary school.

*Act (2022:1315) .*

*When tasks may be outsourced within certain specific forms of education*

**Section 18** For education at special youth homes according to Chapter 24, Sections 8 and 9, and education for students who are cared for in a hospital or

other equivalent institution according to Chapter 24, Sections 17-19, the same provisions on contracting shall apply as for the type of school that the education shall correspond to. *Law (2020:605)* .

#### *Exemption possibility*

**Section 19** If there are special reasons, the Government may, upon application by a municipality, a region or an individual principal in cases other than those specified in Sections 11-14, 16 and 17, allow the municipality, region or individual principal to entrust someone else with the provision of education within the school system on a contract basis. *Act (2020:605)* .

#### *Authorization for contracting*

**Section 20** The Government or the authority designated by the Government may issue further regulations on contracting pursuant to Sections 8-18. *Act (2020:605)* .

#### *Cooperation*

What is meant by collaboration?

**Section 21** Collaboration in this chapter means that a municipality enters into an agreement with another municipality, a region or the state to take over responsibility for the municipality's tasks under this Act in a specific area. Such a collaboration agreement means that the party taking over responsibility also takes over the responsibility for the tasks.

A collaboration agreement may only relate to such tasks as are specified in sections 22-24.

The agreement must be reported to the Swedish National School Inspectorate. *Act (2020:605)* .

**Section 21 a** Provisions on cooperation between municipalities other than those referred to in this chapter are found in Chapter 2, Sections 2 a and 2 b. *Act (2022:1089)* .

#### *When a municipality may enter into an agreement on collaboration with another municipality*

**Section 22** A municipality may enter into an agreement on collaboration with another municipality regarding tasks within

1. preschool,
2. after-school care,
3. municipal adult education, and

4. such educational activities as referred to in Chapter 25 *of the Act (2020:605)* .

*When a municipality is allowed to enter into an agreement on collaboration with a region*

**Section 23** A municipality may enter into an agreement on collaboration with a region regarding tasks within

1. municipal adult education at basic and upper secondary level, and
2. municipal adult education as adapted education at basic and upper secondary level.

Section 25, second paragraph, contains provisions that a municipality may transfer responsibility for medical interventions to a region.

*Law (2022:1315)* .

*When a municipality may enter into an agreement on collaboration with the state*

**Section 24** A municipality may enter into an agreement on collaboration with the state as the principal for the Sami school regarding tasks within preschool. *Law (2020:605)* .

*Transfer of responsibility for medical interventions*

**Section 25** A principal within the school system may transfer responsibility for such medical interventions as are specified in Chapter 2, Sections 25-28, in accordance with the second or third paragraph, even if the principal otherwise retains responsibility for the education.

A municipality as principal, an individual principal or the state as principal may transfer responsibility to a region, if both parties agree to this.

A region as principal, an individual principal or the state as principal may transfer responsibility to a municipality, if both parties agree to this. *Act (2020:605)* .

**Section 26** What is prescribed regarding the transfer of responsibility in Section 25 also applies to the state as the principal for education at special youth homes according to Chapter 24, Sections 8 and 9. *Act (2020:605)* .

## **Chapter 24. Special forms of education**

## *Chapter content*

**Section 1** This chapter contains provisions on

- international schools (Sections 2-7),
- education at special youth homes (Sections 8 and 9),
- education for inmates in correctional institutions (Section 10),
- education at folk high schools that correspond to municipal adult education in Swedish for immigrants (Sections 11-15),
- education for children and students who are cared for in a hospital or an institution affiliated with a hospital (Sections 16-19),
- education at home or in another suitable place (Sections 20-22),
- other ways of fulfilling compulsory education (Sections 23-25), and
- authorisations (Section 26).

*Act (2015:482) .*

### *International schools*

#### *Definition*

**Section 2** In this Act, an international school means a school

1. where the education does not follow a curriculum as referred to in Chapter 1, Section 11, but the curriculum of another country or an international curriculum, and
2. which is primarily aimed at students who are resident in Sweden for a limited time. *Act (2015:802) .*

### *International school at primary school level with a private principal*

**Section 3** A child may fulfil his/her compulsory education in an international school at compulsory school level that has an individual principal, if the principal has been approved in accordance with Section 3 a and

1. the child is resident in Sweden for a limited period of time,
2. the child has attended school abroad for a longer period of time and wants to complete his/her education in Sweden,
3. there is good reason to assume that the child will leave Sweden for a longer period of time, or
4. the child has the school's language of instruction as the daily language of communication with one or both guardians and sufficient knowledge of the language to follow the teaching.

The Government may decide that an international school referred to in the first paragraph may accept children other than those referred to in the first paragraph so that they may fulfil their compulsory education at the school.

The first paragraph does not apply to children referred to in Chapter 7, Sections 5 and 6. *Act (2015:802)* .

**Section 3 a** An individual may, upon application, be approved as the principal of an international school at primary school level.

In order for approval to be granted, it must be assumed that there will be a sufficient student base to run a stable business.

The State School Inspectorate examines questions about approval.

The Government or the authority designated by the Government may issue regulations on what is required regarding education at an international school at compulsory school level for approval to be granted and on education at such a school whose principal has received approval. *Act (2015:802)* .

*International school at primary school level with municipal principal*

**Section 4** A child may fulfil his/her compulsory education in an international school at compulsory school level that has a municipal principal, if the principal has received consent in accordance with Section 4 a and

1. the child is resident in Sweden for a limited period of time,
2. the child has attended school abroad for a longer period of time and wants to complete his/her education in Sweden,
3. there is good reason to assume that the child will leave Sweden for a longer period of time, or
4. the child has the school's language of instruction as the daily language of communication with one or both guardians and sufficient knowledge of the language to follow the teaching.

The first paragraph does not apply to children referred to in Chapter 7, Sections 5 and 6. *Act (2015:802)* .

**Section 4 a** The State School Inspectorate may, upon application, decide that a municipality may be the principal of an international school at primary school level, if the education follows an international curriculum and there is a need for the education.

The Government or the authority designated by the Government may issue regulations regarding education at an international school at compulsory school level whose principal has received consent in accordance with the first paragraph. *Act (2015:802)* .

*Grant for a student in an international school at primary school level*

**Section 5** The home municipality of a student in an international school at compulsory school level, whose principal has received approval pursuant to Section 3 a or consent pursuant to Section 4 a, shall, unless the home municipality and the principal are the same municipality, provide a grant to the principal of the school if

1. the student is allowed to fulfil his/her compulsory education there, or
2. the home municipality receives a government grant for the student.

The grant shall be provided from the autumn semester of the year the student turns six and shall be determined taking into account the school's commitment and the student's needs according to the same principles that the home municipality applies when allocating resources to its own compulsory schools. If a student has extensive special support needs, the home municipality is not obliged to provide a grant for the special support if significant organizational or financial difficulties arise for the municipality.

Unless the home municipality and the principal of the school have agreed otherwise, the contribution shall be calculated for one contribution year at a time. Each contribution year begins on 1 January.

*Act (2015:802) .*

**Section 5 a** The Government or the authority designated by the Government may issue

1. regulations on how the home municipality's contribution shall be determined instead of that specified in Section 5, second paragraph, if the home municipality receives state support for the student, and
2. additional regulations on the home municipality's contribution pursuant to Section 5. *Act (2015:802) .*

*Grant for a student in an international school at upper secondary level with an individual principal*

**Section 6** An individual principal for an international school at upper secondary level may, upon application, be declared eligible for grants for students from their home municipalities in accordance with Section 6a.

In order for a declaration of entitlement to a grant to be submitted, it is required that it can be assumed that there will be a sufficient student base to run a stable business.

The State School Inspectorate examines questions regarding declarations of entitlement to grants.

The Government or the authority designated by the Government may, with the support of Chapter 8, Section 7 of the Instrument of Government, issue regulations on what is required in terms of education at an international school at upper secondary level for a declaration of entitlement to a grant to be submitted and on education at such a school whose principal has received a declaration of entitlement to a grant. *Act (2015:802)* .

**Section 6 a** The home municipality of a student in an international school at upper secondary level, whose principal has received a declaration in accordance with Section 6, shall provide a contribution to the principal of the school if

1. the student is registered in Sweden or the home municipality receives government funding for the student,
2. the student is resident in Sweden for a limited time or has other special reasons to receive his or her education at an international school at upper secondary level, and
3. the home municipality was obliged to offer the student upper secondary education at the time the education began.

The contribution pursuant to the first paragraph shall amount to the amount agreed upon by the home municipality and the international school.

For a student who has extensive special support needs, the home municipality shall, in addition to what follows from the second paragraph, provide an additional contribution. The contribution shall correspond to the principal's costs for the additional support, provided that corresponding costs would have been incurred if the student had attended an upper secondary education offered by the municipality. However, the municipality need not provide an additional contribution if significant organizational or financial difficulties arise for the municipality.

Unless the home municipality and the principal have agreed otherwise, the contribution shall be calculated for one contribution year at a time. Each contribution year begins on 1 January.

*Act (2015:802)* .

**Section 6 b** The Government or the authority designated by the Government may issue

1. regulations on the amount that the pupils' home municipalities shall pay pursuant to Section 6 a, first paragraph, if the municipalities and the principal of the international school do not agree on the amount pursuant to the second paragraph of the same section,

2. regulations on how the home municipality's contribution shall be determined instead of that specified in Section 6 a, second and third paragraphs, if the home municipality receives a government grant for the pupil, and

3. additional regulations on the home municipality's contribution pursuant to Section 6 a. *Act (2015:802)* .

### *Transparency*

**Section 7** The municipality where an international school with a private principal is located has the right to access the school's operations, so that the municipality can fulfill its obligations under this Act and meet the public's need for access.

*Act (2015:802)* .

### *Education at special youth homes*

#### *Education for those who are required to attend school*

**Section 8** While staying in a home as referred to in Section 12 of the Act (1990:52) containing special provisions on the care of young people (especially youth homes), children of compulsory school age who cannot suitably fulfil their school obligations in any other way shall fulfil them by participating in education at home.

The education shall be arranged through the agency of the principal of the home. It shall correspond to the education in a primary school or, where applicable, an adapted primary school or a special school. For such education, the relevant provisions of the Education Act shall be applied with the necessary deviations that result from the child staying in such a home.

However, the following provisions need not be applied:

- provisions on register control (Chapter 2, Sections 31-33), and
- provisions on premises and equipment (Chapter 2, Section 35).

*Act (2022:1315)* .

#### *Education for those not required to attend school*

**Section 9** Anyone who is no longer subject to compulsory schooling and resides in a home referred to in Section 8, first paragraph, and who cannot appropriately complete schooling in any other way shall, through the



principal's care, be given the opportunity to participate in education that corresponds to the education offered in upper secondary school or adapted upper secondary school.

For such education, the relevant provisions of the Education Act shall be applied with the necessary deviations resulting from the young person staying in such a home. However, the following provisions need not be applied:

- provisions on register control (Chapter 2, Sections 31-33), and
- provisions on premises and equipment (Chapter 2, Section 35).

*Act (2022:1315) .*

#### *Education for inmates in correctional institutions*

**Section 10** For inmates in correctional institutions, education that corresponds to municipal adult education may be arranged. The Swedish Correctional Service is responsible for such education. *Act (2020:446) .*

#### *Education at folk high schools that corresponds to municipal adult education in Swedish for immigrants*

**Section 11** Anyone who has the right to participate in municipal adult education in Swedish for immigrants has the right to participate in a corresponding education at a folk high school instead, if

1. the folk high school, in accordance with regulations issued under Chapter 29, Section 24, has been given the right to set grades, arrange examinations and issue grades and certificates, and
2. the folk high school has declared its intention to accept the applicant for the education. *Act (2015:482) .*

**Section 12** What is stated in Chapter 20, Sections 2, 4-6, 7-9, 24-27 and 32 regarding municipal adult education in Swedish for immigrants also applies to the corresponding education at a folk high school that a person is entitled to participate in according to Section 14.

The Government or the authority designated by the Government may issue regulations stating that other provisions of the Act shall also apply to such education. *Act (2022:1089) .*

**Section 13** Anyone who wishes to participate in a folk high school education that corresponds to municipal adult education in Swedish for immigrants according to the provisions of this chapter must notify their home municipality. *Law (2015:482) .*

**Section 14** The home municipality shall, in connection with making a decision on admission pursuant to Chapter 20, Section 33, declare the student eligible to participate in education at a folk high school that corresponds to municipal adult education in Swedish for immigrants if

1. the conditions specified in Section 11 are met, and
2. notification has been submitted pursuant to Section 13.

*Act (2015:482) .*

**Section 15** A folk high school that has admitted a student to its education in Swedish for immigrants who has been declared eligible to participate in the education in accordance with Section 14 is entitled to compensation for the cost of the student's education from the student's home municipality.

The compensation shall be determined taking into account the folk high school's commitment and the student's needs and on the same basis that the municipality applies when allocating resources to its own education in Swedish for immigrants.

The Government or the authority designated by the Government may issue regulations regarding the amount of compensation and the period during which compensation may be provided.

*Education for children and students who are being cared for in a hospital or other equivalent institution*

*Education equivalent to preschool, preschool class and after-school center*

**Section 16** If a child is cared for in a hospital or an institution affiliated with a hospital, the head of the institution shall be responsible for ensuring that the child has the opportunity to participate in education that, as far as possible, corresponds to that offered in a preschool, preschool class or after-school care center. *Law (2015:176) .*

*Special education*

**Section 17** For pupils in primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school who, due to illness or similar reasons, cannot participate in regular school work and who are being cared for in a hospital or an institution affiliated with a hospital, special education shall be arranged at the hospital or institution, unless it is unnecessary for the pupil's acquisition of knowledge. Such education shall, as far as possible, correspond to the education in which the pupil cannot participate.

Only those who have a teaching license may conduct such teaching as referred to in the first paragraph. *Act (2022:1315)* .

**Section 18** Special education pursuant to Section 17 shall not be given to a student if the doctor responsible for the student's care advises against it.

*Principal*

**Section 19** Special education according to Section 17 shall be arranged by the municipality in which the institution is located. Such education shall also be open to those who fulfil compulsory education outside the school system.

The Government or the authority designated by the Government may issue regulations on what shall apply instead of the first paragraph in cases where the institution is located in two or more municipalities.

*Education at home or at another suitable location*

*Special education*

**Section 20** For pupils in primary school, adapted primary school, special school, Sami school, upper secondary school and adapted upper secondary school who, due to illness or similar reasons, cannot participate in regular school work for a longer period of time but who are not being cared for in a hospital or an institution affiliated with a hospital, special education shall be arranged at home or in another suitable place. Such education shall, as far as possible, correspond to the education that the pupil cannot participate in. *Act (2022:1315)* .

**Section 21** Special education under Section 20 shall not be given to a pupil if the doctor responsible for the pupil's care advises against it.  
Special education may only be given at home if the pupil or the pupil's guardian consents.

*Principal*

**Section 22** Special education according to Section 20 is arranged by the person who is responsible for the education in which the student otherwise participates.

*Another way to fulfill compulsory education*

*Conditions for consent*

**Section 23** A child subject to compulsory schooling may be granted the right to fulfil compulsory schooling in a manner other than that specified in this Act. Consent shall be given if

1. the activity appears to be a satisfactory alternative to the education otherwise available to the child in accordance with the provisions of this Act,
2. the need for transparency in the activity can be met, and
3. there are exceptional reasons.

**Section 24** Consent pursuant to Section 23 may be granted for up to one year at a time. During its period of validity, the outcome of the operation shall be reviewed. The consent shall be revoked if it can be assumed that the conditions pursuant to Section 23 no longer exist.

A decision to revoke consent is effective immediately, unless otherwise decided.

**Section 25** Issues under Sections 23 and 24 are examined by the child's home municipality or, if the child has a disability that, according to Chapter 7, Section 6, may be grounds for fulfilling compulsory education in a special school, by the Special Education School Authority.

#### *Authorization*

**Section 26** The Government or the authority designated by the Government may issue regulations on education referred to in Sections 8-25.

*Act (2015:802) .*

## **Chapter 25. Other educational activities**

### *Chapter content*

**Section 1** This chapter contains provisions on

- educational care offered instead of preschool or after-school care (Sections 2 and 2 a),
- open preschool (Section 3),
- open after-school activities (Section 4),
- care during times when preschool or after-school care is not offered (Section 5),
- other educational activities in national minority languages (Section 5 a),
- overall requirements for the activities (Sections 6-9), and
- individual principals and contributions (Sections 10-16).

*Act (2022:241) .*

### *Educational care offered instead of preschool or after-school care*

**Section 2** The municipality shall strive to offer a child educational care instead of a preschool or after-school center if the child's guardian so wishes. The municipality shall take reasonable account of the guardian's wishes regarding the form of operation.

The care referred to in the first paragraph shall, through educational activities, stimulate children's development and learning. This includes, in cooperation with the homes, promoting the all-round personal development of children into active, creative, competent and responsible individuals and citizens. The children shall be prepared for continued learning and for education within the school system.

Children who, for physical, mental or other reasons, need special support in their development shall be given the support that their special needs require. If it is determined that a child is in need of special support, the principal shall ensure that the child is given such support. The child's guardian shall be given the opportunity to participate in the design of the special support measures.  
*Act (2022:241) .*

**Section 2** a A person who is 15 years of age or older and is registered in the population register where such an activity as referred to in Section 2 is to be conducted shall, at the request of the municipality, produce an extract from the register kept in accordance with the Criminal Records Act (1998:620). The extract shall be no more than one year old.

If a register extract is not presented, the business may not be conducted.

The check of the register extract shall be documented by the municipality's administrator noting that the extract has been presented. No other documentation of the check may be made.

*Law (2022:241) .*

### *Open preschool*

**Section 3** A municipality may arrange open preschool as a complement to preschool and educational care.

The open preschool should offer children educational activities in collaboration with the adults accompanying the children, while giving the adults the opportunity for social interaction.

### *Open leisure activities*

**Section 4** According to Chapter 14, Section 7, a principal may, under certain conditions, offer open leisure activities instead of leisure centres.

The open leisure activities shall, through educational activities, supplement education in primary school, adapted primary school, special school, Sami school and other special forms of education in which compulsory education can be fulfilled. The activities shall offer children the opportunity for development and learning as well as meaningful leisure and recreation.

*Act (2022:1315) .*

### *Care during times when preschool or after-school care is not offered*

**Section 5** The municipality shall strive to offer care for children during times when preschool or after-school care is not offered to the extent necessary, taking into account the parents' employment and the family's situation in general.

### *Other educational activities in national minority languages*

**Section 5 a** A municipality that is part of an administrative area according to the Act (2009:724) on National Minorities and Minority Languages and that provides activities referred to in Section 2 or 5 shall strive to offer children, whose guardians so request, a place in such activities where all or a significant part of the activities are conducted in Finnish, Meänkieli or Sami, respectively.

If the municipality offers activities according to Section 2 or 5, guardians who apply for such activities must be asked whether they wish to be placed in activities conducted in Finnish, Meänkieli or Sami, respectively.

If a municipality that is part of an administrative area arranges open preschool according to Section 3, the municipality shall, if there is such demand, strive to offer all or a significant part of the activities in Finnish, Meänkieli or Sami, respectively. *Act (2018:1368) .*

### *Overall requirements for the business*

#### *Starting points*

**Section 6** Such activities as referred to in Sections 2-5 shall be designed with respect for the rights of the child and in accordance with fundamental democratic values and human rights such as the inviolability of human life, the freedom and integrity of the individual, the equal value of all people, gender equality and solidarity between people. They shall convey and anchor respect

for human rights and the fundamental democratic values on which Swedish society is based.

Everyone involved in such activities must promote human rights and actively counteract all forms of abusive treatment. The activities must be based on a holistic view of the child and the child's needs and be designed to promote all-round contacts and social community.

#### *Quality requirements*

**Section 7** Activities referred to in Sections 2-5 shall be conducted in appropriate premises in groups of appropriate composition and size. The activities shall be carried out by personnel with such training or experience that the child's need for care and good educational activities can be met.

For such activities as referred to in Section 2, in addition to the first paragraph, the responsible principal shall ensure that the staff responsible for the care are given the opportunity for skills development. The principal for such activities shall systematically and continuously plan, follow up and develop the activities. The quality work shall be documented. *Law (2022:241)* .

#### *Follow-up and evaluation*

**Section 8** A municipality shall systematically follow up and evaluate such activities as referred to in Sections 2-5.

If, during follow-up, through complaints or in another way, it is discovered that there are shortcomings in such activities as referred to in sections 2-5, the municipality shall ensure that necessary measures are taken.

The municipality must have written procedures for receiving and investigating complaints against the operation. Information about the procedures must be provided in an appropriate manner.

#### *Fees*

**Section 9** For places in educational care referred to in Section 2 and offered instead of preschool or after-school care, as well as for care referred to in Section 5, fees may be charged in the manner specified in Chapter 8, Section 16, first paragraph, and Chapter 14, Section 12, respectively.

#### *Individual principals and contributions*

##### *Educational care offered instead of preschool or after-school care*

**Section 10** An individual may be approved as the principal for such educational care as referred to in Section 2. The municipality where the activity

is to be conducted shall, upon application, grant approval if

1. the individual has insight into and the conditions to comply with the regulations that apply to the activity,
2. the individual is otherwise deemed suitable,
3. the activity does not entail significant negative consequences for the municipality's corresponding activity,
4. the activity is open to all children for whom a municipality shall strive to offer corresponding activity, with the exception of children for whom the home municipality has decided not to provide a subsidy in accordance with Section 13, second paragraph, and
5. the fees are not unreasonably high.

Approval to be a principal shall relate to operations at a specific place of business that is deemed suitable. If the operations are to be conducted where someone is registered, an applicant cannot be considered suitable without a register check in accordance with Section 2 a having been carried out.

The municipality may approve an individual as a principal even though the condition in the first paragraph 4 is not met, if there are reasons with regard to the special nature of the activity.

*Act (2022:241) .*

**Section 10 a** In the case of a legal person, the examination pursuant to Section 10, first paragraph, 1 shall collectively refer to

1. the managing director and others who, through a management position or otherwise, have a controlling influence over the business,
2. board members and deputy board members,
3. partners in limited partnerships or other partnerships, and
4. persons who, through direct or indirect ownership, have a significant influence over the business.

When assessing the suitability of an individual pursuant to Section 10, first paragraph 2, the willingness and ability to fulfil their obligations to the public, compliance with the law in general and other relevant circumstances shall be taken into account. In the case of a legal person, it is required that all persons in the circle of persons specified in the first paragraph are assessed as suitable. *Act (2022:241) .*



**Section 10 b** An individual principal shall notify the municipality of changes in the circle of persons referred to in Section 10 a, first paragraph, no later than one month after the change. *Act (2022:241)* .

**Section 10 c** The municipality may charge a fee for an application for approval pursuant to Section 10. *Act (2022:241)* .

**Section 11** The home municipality shall provide a grant to an individual who has been approved as the principal in accordance with Section 10 for each child taken in. The grant consists of a basic amount in accordance with Section 12 and, in certain cases, an additional amount in accordance with Section 13.

The municipality of residence is not obliged to provide a subsidy to more than two principals for the same child or to more than one principal for educational care for a child who also attends preschool. If the child has been received in two individual activities, or in one municipal and one individual activity, the municipality is not obliged to provide a total subsidy amount that is higher than if the child has been received in only one municipal activity. The municipality of residence shall decide how the subsidy shall be distributed between the principals for the activities.

When children are accepted into individual educational care where their guardian works, the municipality may not provide grants for more children to the guardian than the number of children of others who have been accepted. *Law (2022:241)* .

**Section 12** The basic amount shall refer to compensation for

1. care and educational activities,
2. educational materials and equipment,
3. meals,
4. administration,
5. value-added tax, and
6. premises costs.

The basic amount shall be determined according to the same principles that the municipality applies when allocating resources for its own educational care. If the municipality does not provide educational care, the contribution shall be determined according to what is reasonable taking into account the content and scope of the individual activity.

**Section 13** Additional amounts shall be provided for children who have extensive special support needs. The additional amount shall be determined individually based on the child's needs.

The municipality of residence is not obliged to pay additional amounts for a child if significant organizational or financial difficulties arise for the municipality. *Law (2016:550)* .

**Section 14** The home municipality is only obliged to provide contributions to the extent that it is obliged to offer preschool according to Chapter 8 and after-school centers according to Chapter 14.

#### *Open leisure activities*

**Section 15** If an individual who has been approved as the principal of a leisure centre instead offers open leisure activities to a student, a contribution shall be provided by the home municipality, if the municipality where the activity is located has been assured of transparency in the activity, the activity meets the requirements set out in Sections 6 and 7 and the fees are not unreasonably high.

The contribution shall be determined taking into account the principal's commitment and the student's needs according to the same principles that the municipality applies when allocating resources to its own corresponding activities.

If a student has extensive special support needs, the municipality does not need to provide a contribution for the special support if significant organizational or financial difficulties arise for the municipality.

#### *Other activities*

**Section 16** A municipality may also provide a contribution to activities referred to in Sections 3-5 and which are carried out by an individual principal, if the municipality has been assured of transparency in the activities, the activities meet the requirements set out in Sections 6 and 7 and the fees are not unreasonably high. Such a contribution should be determined in the manner set out in Section 12, second paragraph.

## **Chapter 26. Supervision, state quality review and national follow-up and evaluation**

## *Chapter content*

**Section 1** This chapter contains provisions on

- supervision (2-9 a sections),
- interventions during supervision (10-18 sections),
- state quality review (19-23 sections), and
- national follow-up and evaluation (24-28 sections).

*Act (2014:903) .*

## *Supervision*

### *Definition of supervision*

**Section 2** In this Act, supervision means an independent review whose purpose is to check whether the activity being inspected meets the requirements of laws and other regulations. Supervision includes making decisions on measures that may be necessary for the principal conducting the activity to correct errors discovered during the review.

If, during the supervision of the activities at a school unit, recurring deficiencies are found that significantly affect the conditions for students to achieve the goals of the education, the teaching resources at the school unit shall be analyzed.

*Law (2014:903) .*

### *Scope of supervision*

**Section 3** The State School Inspectorate supervises

1. the school system, special forms of education and other educational activities pursuant to this Act,
2. education referred to in Chapter 29, Section 17,
3. how a municipality fulfils its obligations pursuant to Chapter 7, Sections 21 and 22, Chapter 24, Sections 23 and 24 and Chapter 29, Section 9,
4. how a municipality fulfils its supervisory responsibility pursuant to Section 4, and
5. that individuals approved by the School Inspectorate continuously fulfil the requirements in Chapter 2, Sections 5 and 6 b.

The first paragraph does not apply if the supervision is a special task for another supervisory authority. *Act (2022:1088) .*

**Section 3 a** The State School Inspectorate may, on the basis of information received from an individual about education within the school system, initiate supervision concerning an individual child or individual student only if

1. the individual has filed a complaint with the principal and the principal has been given the opportunity to fulfill his or her obligations pursuant to Chapter 4, Sections 7 and 8, or
2. there are special reasons. *Act (2022:940)* .

**Section 3 b** If the Swedish National School Inspectorate receives information from an individual or another authority about education within the school system and the Swedish National School Inspectorate does not initiate supervision, the authority may hand over the information to the principal for handling in accordance with Chapter 4, Sections 7 and 8, if confidentiality does not prevent this.

*Act (2022:940)* .

**Section 4** A municipality has supervision over

1. preschools and after-school centers whose principal the municipality has approved in accordance with Chapter 2, Section 7, second paragraph,
2. educational care whose principal the municipality has approved in accordance with Chapter 25, Section 10, and
3. that individuals who have been approved by the municipality continuously meet the requirements in Chapter 2, Sections 5 and 6 b and Chapter 25, Sections 10, 10 a and 10 b.

The municipality's supervision according to the first paragraph does not include supervision over compliance with the provisions of Chapter 6. *Act (2022:1088)* .

**Section 5** The Health and Social Care Inspectorate exercises supervision over student accommodation in Rh-adapted education, special schools and certain education for students with intellectual disabilities that is conducted under agreements with the state.

*Law (2022:1315)* .

*Access to premises and other spaces*

**Section 6** A supervisory authority has the right to inspect on-site activities under its supervision for the purpose of its supervision.

The supervisory authority has the right to access the buildings, premises and other areas used in the activities to the extent necessary for the supervision.

### *Duty to provide information*

**Section 7** A person whose activities are subject to supervision under this Act is obliged to provide information and documents and other materials needed for supervision at the request of the supervisory authority.

The Government may issue regulations stating that anyone else who can provide information or holds documents and other material relating to the audited activity and needed for supervision shall also be obliged to provide information, documents and other material at the request of the supervisory authority.

The Government or the authority designated by the Government may issue regulations regarding what information, documents and other material must be provided.

**Section 8** The supervisory authority may order the person who is obliged to provide information pursuant to Section 7, first paragraph, or pursuant to regulations issued pursuant to Section 7, second paragraph, to fulfill their obligation.

### *Preventive measures*

**Section 9** The supervisory authority shall, within the framework of its supervision, provide advice and guidance.

### *Establishment control*

**Section 9 a** The Swedish National School Inspectorate shall, within the framework of its supervision, carry out an inspection of the activities that an individual principal intends to conduct (establishment inspection), if the Swedish National School Inspectorate has approved the individual as a principal in accordance with Chapter 2, Section 5. The establishment inspection shall be carried out before the education starts. *Act (2014:903)* .

### *Interventions during supervision*

#### *Order*

**Section 10** A supervisory authority may order a principal who is under its supervision under this Act to fulfil its obligations if the activity does not meet the requirements arising from the regulations applicable to the activity or, in the case of an individual principal, the conditions applicable to the approval or decision on entitlement to a grant.

The State School Inspectorate may order a provider of education where distance learning is used in primary school, adapted primary school, special school, Sami school, upper secondary school or adapted upper secondary school to fulfill its obligations if the distance learning does not meet the requirements that follow from the regulations that apply to the education or the conditions that apply to the approval as such provider.

A decision on an injunction is effective immediately.

An order shall state the measures that the principal shall take to remedy the deficiencies complained of. If the deficiencies are considered to be a serious misconduct, this shall be stated. If an analysis in accordance with Section 2, second paragraph, provides support for this, the measures may include changes in teaching resources.

*Act (2022:1315) .*

#### *Remark*

**Section 11** A supervisory authority may, instead of issuing an injunction, issue a warning to a principal who is under its supervision under this Act in the event of less serious violations of what applies to the activity.

#### *Refusal to intervene*

**Section 12** A supervisory authority may refrain from intervening if

1. the violation is minor,
2. the party whose activities are being inspected takes the necessary corrective action, or
3. there are otherwise special reasons against intervening, taking into account the circumstances.

#### *Revocation*

**Section 13** A supervisory authority may revoke an approval, consent or decision on entitlement to a contribution that the authority has issued under this Act, if

1. an order under Section 10 has not been complied with, and
2. the misconduct is serious.

An approval or decision pursuant to the first paragraph may also be revoked if

1. an order pursuant to Section 10 has not been complied with, and
2. the individual cannot demonstrate during the establishment inspection referred to in Section 9 a that reasonable measures have been taken to establish a consultation pursuant to Chapter 2, Section 6 a. *Act (2018:1158) .*

**Section 14** Approval of an individual as a principal within the school system may be revoked if the individual no longer meets the requirements for approval pursuant to Chapter 2, Section 5, second and third paragraphs, and Section 6.

Approval of an individual as a principal for educational care may be revoked if the conditions for approval according to Chapter 25, Section 10, first paragraph 1 and 2 and second paragraph are no longer met. *Law (2022:1088)* .

**Section 14 a** A municipality may revoke a decision on the right to a subsidy for educational care offered instead of preschool or after-school care and which the municipality has announced in accordance with this Act, if the individual has been declared bankrupt or if a decision has been made on compulsory liquidation. *Act (2022:115)* .

**Section 14 b** The State School Inspectorate shall revoke an approval of an individual as a principal within the school system that the authority has issued in accordance with this Act, if

1. the education has not started at the latest at the beginning of the academic year that begins two years after the approval, or
2. the education has otherwise not been conducted for a continuous period of two years.

If only part of the education at a particular school unit has not started or is no longer being conducted, the revocation may relate to this part of the education.

If there are special reasons, the Swedish School Inspectorate may refrain from revoking the approval.

An approval referred to in the first paragraph shall also be revoked if the individual requests it. If it is only part of the education at a particular school unit that the individual no longer wishes to have approval for, the revocation shall relate to this part of the education. *Act (2022:115)* .

**Section 14 c** A municipality shall revoke an approval of an individual as a principal within the school system or a decision on the right to a subsidy for educational care offered instead of preschool or after-school care and which the municipality has notified in accordance with this Act, if

1. the activity has not started no later than two years after the first date to which the approval relates, or

2. the activity has otherwise not been conducted for a continuous period of two years.

If there are special reasons, the municipality may refrain from revoking the approval or decision.

An approval or decision referred to in the first paragraph shall also be revoked if the individual requests it. *Act (2022:115)* .

**Section 15** Within two years of a decision on an injunction pursuant to Section 10 concerning a serious misconduct, a supervisory authority may revoke an approval, consent or decision on entitlement to a contribution that the authority has issued pursuant to this Act, even though the injunction has been complied with, if

1. there is nevertheless a serious misconduct in the activity, and
2. the principal has already demonstrated a lack of ability or willingness to fulfil his obligations as principal of the activity before the injunction. *Act (2022:115)* .

**Section 16** The supervisory authority may decide that a decision on revocation shall apply even though it has not become legally binding.

#### *Prohibition of activities*

**Section 16 a** The State School Inspectorate may, in the case of an activity conducted by a municipality or a region, prohibit the principal from continuing to conduct the activity if

1. an order pursuant to Section 10 has not been complied with, and
2. the misconduct is serious.

*Act (2022:115)* .

**Section 16 b** Within two years of a decision on an injunction pursuant to Section 10 concerning a serious misconduct, an operating ban may be decided despite the injunction having been complied with, if

1. there is nevertheless a serious misconduct in the operation, and
2. the principal has already demonstrated a lack of ability or willingness to fulfill his obligations as the principal of the operation before the injunction. *Act (2022:115)* .

**Section 16 c** The State School Inspectorate may decide that a ban on activities shall apply even though it has not yet become legally binding. *Act (2022:115)* .



**Section 16 d** A decision on a ban on activities pursuant to Section 16 a or 16 b shall apply until further notice. The State School Inspectorate shall revoke the decision if the principal requests it and there is no serious irregularity that could form the basis for a ban on activities if the activities are resumed. *Act (2022:115)* .

*State measures for correction*

**Section 17** The State School Inspectorate may, in the case of an activity conducted by a municipality or a region, decide that the state shall, at the expense of the municipality or region, take the measures necessary to achieve correction, if the municipality or region

1. has not complied with an order pursuant to Section 10, and
2. the misconduct is serious.

Within two years of a decision on an injunction pursuant to section 10 concerning a serious misconduct, such measures as referred to in the first paragraph may be decided despite the injunction having been complied with, if

1. there is nevertheless a serious misconduct in the activity, and
2. the principal has already demonstrated a lack of ability or willingness to fulfil his obligations as principal of the activity before the injunction was issued.

If the state has incurred costs for a measure taken pursuant to this section, this cost may be offset against amounts that the state would otherwise have paid to the municipality or region. *Act (2022:115)* .

*Temporary ban on conducting business*

**Section 18** If it is likely that a decision to intervene pursuant to Section 13, 15, 16 a, 16 b or 17 will be made, and the decision cannot be postponed due to a serious risk to the health or safety of the children or pupils or for any other special reason, the supervisory authority may prohibit the principal from continuing to operate the business, in whole or in part, until further notice.

Decisions pursuant to the first paragraph shall apply immediately, unless otherwise decided, and may be valid for a maximum of six months. *Act (2022:115)* .

## *State quality review*

### *Mission*

**Section 19** The State School Inspectorate shall examine the quality of such education and other activities that are under its supervision or under the supervision of a municipality in accordance with this chapter.

### *The orientation*

**Section 20** The review shall concern the quality of the education or activity being reviewed in relation to goals and other guidelines.

### *Access to premises and other spaces*

**Section 21** The State School Inspectorate has the right to inspect on-site the activities to be inspected for the purpose of quality inspection.

The School Inspectorate has the right to access the buildings, premises and other spaces used in the activities to the extent necessary for the quality inspection.

### *Duty to provide information*

**Section 22** The person whose activities are being audited shall, at the request of the National School Inspectorate, provide the information and documents and other materials needed for the audit.

The Government may issue regulations stating that anyone else who can provide information or holds documents and other material relating to the audited activity and needed for the audit shall also be obliged to provide information, documents and other material at the request of the Swedish Schools Inspectorate.

The Government or the authority designated by the Government may issue regulations regarding what information, documents and other material must be provided.

**Section 23** The National School Inspectorate may order the person who is obliged to provide information pursuant to Section 22, first paragraph, or pursuant to regulations issued pursuant to Section 22, second paragraph, to fulfill their obligation.

### *National follow-up and evaluation*

#### *Mission*

**Section 24** The National Agency for Education shall, at national level, monitor and evaluate

1. the school system,
2. other education and activities that are under the supervision of the National School Inspectorate in accordance with this Act, and
3. other educational activities referred to in Chapter 25 that are organised by an individual.

#### *Duty to provide information*

**Section 25** A principal for education or other activities that are subject to national monitoring and evaluation shall provide the Swedish National Agency for Education with such information about the activities and such operational reports as are needed for the monitoring and evaluation.

The Government may issue regulations stating that anyone else who can provide information or holds documents and other material relating to the activities and needed for monitoring and evaluation shall also be obliged to provide information about the activities at the request of the National Agency for Education.

The Government or the authority designated by the Government may issue regulations regarding what information and what operational reports must be submitted.

**Section 26** The National Agency for Education may order the person who is obliged to provide information pursuant to Section 25, first paragraph, or pursuant to regulations issued pursuant to Section 25, second paragraph, to fulfill their obligation.

#### *Penalty*

**Section 27** An injunction under this chapter may be combined with a fine.

The State School Inspectorate shall combine an injunction referred to in section 10 with a fine if the injunction concerns one or more deficiencies that seriously hinder the students' ability to achieve the goals of the education, unless this is unnecessary for special reasons.

If there is reason to believe that a person who is the subject of an injunction has committed an act that may result in a penalty or a penalty-like sanction, he or she may not be ordered, on penalty of a fine, to participate in an investigation related to that act. *Act (2014:903)* .

### *Preservation of student solutions to national exams*

**Section 28** The principal of an independent school that conducts national examinations shall preserve student solutions to the national examinations.

The Government or the authority designated by the Government may issue further regulations regarding the obligation pursuant to the first paragraph. *Act (2012:120)* .

## **Chapter 26 a. Processing of personal data**

**Section 1** This chapter applies to the processing of personal data in activities carried out under this Act, regulations issued under the Act, provisions for education contained in other statutes or decisions issued under any of these statutes.

This chapter shall not apply to the processing of personal data in student health carried out within the health and medical services. *Act (2018:1354)* .

### *Relationship to other data protection regulations*

**Section 2** The provisions of this chapter supplement Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation), hereinafter referred to as the EU Data Protection Regulation.

Terms and expressions in this chapter have the same meaning as in the EU General Data Protection Regulation. *Act (2018:1354)* .

**Section 3** Provisions on the processing of personal data are also found in the Act (2018:218) with supplementary provisions to the EU Data Protection Regulation, here referred to as the Data Protection Act, and in regulations issued in connection with that Act.

*Act (2018:1354)* .

### *Sensitive personal data*

**Section 4** Personal data referred to in Article 9(1) of the EU General Data Protection Regulation (sensitive personal data) may, pursuant to Article 9(2)(g) of the same Regulation, be processed by an individual controller pursuant to

Chapter 2 or by an individual actor pursuant to Chapters 24 or 25.

1. if the processing is necessary for processing that corresponds to the processing of a matter by an authority, or
2. otherwise, if the processing is necessary for the operations and does not involve an undue intrusion into the personal integrity of the data subject.

In processing carried out pursuant to the first paragraph, it is prohibited to carry out searches with the aim of obtaining a selection of persons based on sensitive personal data.

For authorities and certain other bodies, there are provisions on the processing of sensitive personal data and on search restrictions in Chapter 3, Section 3 of the Data Protection Act. *Act (2018:1354)* .

**Section 5** The Government may issue regulations on exemptions from the search restrictions referred to in Section 4, second paragraph of this Act and in Chapter 3, Section 3, second paragraph of the Data Protection Act in respect of personal data on health in the operations of a principal for

1. adapted primary school,
2. special school,
3. adapted upper secondary school,
4. municipal adult education as adapted education
5. upper secondary school with Rh-adapted education,
6. education in upper secondary school for pupils who are deaf, hearing impaired or deaf-blind or have a language disorder, and
7. preschool, preschool class or school that has been limited to pupils in need of special support.

The Government may also issue regulations on exceptions to the search restrictions in Chapter 3, Section 3, second paragraph, of the Data Protection Act regarding personal data concerning

1. ethnic origin in the activities of a principal for a Sami school, and
2. health and ethnic origin in the activities of a municipality.

*Act (2022:1315)* .

*Personal data relating to violations of the law*

**Section 6** Personal data referred to in Article 10 of the EU Data Protection Regulation may be processed in the activities of a principal of an independent school if the processing is necessary for the activities and does not involve an undue intrusion into the personal integrity of the data subject

1. in continuous text within student health, and
2. in written documentation that must be kept in accordance with Chapter 5, Section 24.

For authorities, there are provisions on the processing of personal data referred to in Article 10 of the EU General Data Protection Regulation in Chapter 3, Section 8 of the Data Protection Act. There are also provisions for others than authorities who are obliged to follow regulations on archives. *Act (2018:1354)* .

## **Chapter 27. The School Appeals Board and the Teachers' Liability Board**

### *School Appeals Board*

**Section 1** For the examination of appeals against certain decisions in the field of education, there shall be a special board, the Education Appeals Board. Composition

**Section 2** The committee shall consist of a chairman, one or two vice-chairmen and four other members. The chairman and vice-chairmen shall be or have been ordinary judges. Other members shall have special expertise both in the circumstances and needs of children and pupils and in school operations in general. There shall be a maximum of two substitutes for the other members. *Act (2019:410)* .

**Section 3** The members of the committee and their deputies are appointed by the Government for a period of at least three years.

### *Teachers' Responsibility Board*

**Section 4** The Teachers' Liability Board, following a report from the State School Inspectorate, examines questions about teachers' and preschool teachers' continued right to hold a teaching license and whether a warning should be issued.

The committee also examines, upon application

1. by a person with a license, whether his or her license should be revoked, and
2. by a previously licensed person whether a new license should be issued.

When examining an application pursuant to the second paragraph 2, a new identification document shall be issued if the requirements in Chapter 2, Section 16 are met. *Law (2014:417)* .

#### *Composition*

**Section 5** The Teachers' Responsibility Board consists of a chairman and eight other members. They are appointed by the Government for three years. The chairman shall be or have been an ordinary judge. The other members shall have special expertise and practical experience of school or preschool activities and the tasks of teachers or preschool teachers.

One or more deputies shall be appointed for the chairman for the same period. Such a deputy shall be or have been a regular judge. For each other member there shall be a sufficient number of substitutes who shall be appointed for the same period as the member. *Law (2011:189)* .

#### *Decision-making*

**Section 6** The Teachers' Responsibility Committee has a quorum with the chairman and at least six other members. All members shall be invited to a meeting of the committee. If a member reports an impediment, a substitute shall be invited.

In matters of voting in the accountability committee, the provisions of Chapter 29 of the Code of Judicial Procedure concerning voting in a court with only members who are legally qualified shall apply. The chairman shall express his opinion first. *Law (2011:189)* .

#### *Decision of the chairman*

**Section 7** The chairman may alone make decisions

1. that do not involve a final decision on the merits, however not decisions on an order to undergo a medical examination pursuant to Chapter 27, Section 13,
2. on revocation of identification at the person's own request,
3. on revocation of identification when the person holding the identification has not complied with an order for a medical examination, or
4. on notification pursuant to Chapter 2, Section 24.

Cases that have been decided in accordance with the first paragraph shall be reported at the next meeting of the committee. *Law (2016:151)* .

### *Registration and application*

**Section 8** A report or application to the Teachers' Responsibility Board shall be made in writing and contain information about 1. who the report or application concerns and information about profession, address and workplace,

2. what is claimed in the case, and
3. the circumstances relied on in support of the report or application.

If a party is represented by an attorney, a power of attorney must be submitted.

*Law (2011:189) .*

**Section 9** If a report or application is so incomplete that it cannot be used as a basis for a substantive examination, the Teachers' Responsibility Board shall order the reporter or applicant to submit supplementary information within a certain period of time. The order shall state that the matter will otherwise not be taken up for examination. *Act (2011:189) .*

### *Defense*

**Section 10** The report and, where applicable, attached documents shall be submitted as soon as possible to the teacher or preschool teacher to whom the report relates. The recipient shall be instructed to respond within a certain period of time.

Such notification is not required if it is obvious that the notification cannot be approved or that the notification is unnecessary.

*Act (2011:189) .*

**Section 11** The person who has been asked to respond shall do so in writing, unless the Teachers' Liability Board decides that the response may be given at an oral hearing.

The response shall state whether the respondent accepts or opposes the measure in question. In the latter case, the respondent should state the reasons for his or her position and the circumstances relied on. *Law (2011:189) .*

### *Written procedure*

**Section 12** The procedure before the Teachers' Responsibility Board is in writing unless otherwise provided for in Section 16. *Act (2011:189) .*



### *Medical examination*

**Section 13** The Teachers' Responsibility Board may order the licensed person, or the person applying for a license, to undergo a certain medical examination if necessary to determine his or her suitability to teach. *Law (2011:189)* .

### *Obtaining opinions*

**Section 14** If a question requires special expertise, the accountability committee may obtain opinions from authorities and others with such special expertise.

In the case of experts, Chapter 40, Sections 2-7 and 12 of the Code of Judicial Procedure apply, as applicable.

Those who are required to provide a statement are entitled to compensation for their statement only if specifically prescribed.

Other experts are entitled to compensation from public funds for their assignment. The committee may grant an advance on such compensation.

*Act (2011:189)* .

### *Dispute*

**Section 15** In the case of a conflict of interest against the person who handles cases in the Teachers' Responsibility Board, the provisions of Chapter 4 of the Code of Judicial Procedure concerning conflict of interest against judges shall apply. *Act (2011:189)* .

### *Common provisions*

#### *Oral hearing*

**Section 16** The School Appeals Board and the Teachers' Liability Board shall hold an oral hearing if an individual party requests it, the hearing is not unnecessary and there are no special reasons against holding the hearing.

The party shall be summoned to an oral hearing. The summons shall state that the committee may handle and decide the matter even if a party fails to attend the hearing.

*Act (2011:189)* .

**Section 17** Oral proceedings shall be public.

If it can be assumed that information will be disclosed at a hearing that is subject to confidentiality under the Public Access and Secrecy Act (2009:400),

the chairman of the hearing may decide that the hearing shall be held behind closed doors. *Act (2011:189)* .

**Section 18** An individual party who has appeared at an oral hearing may be granted compensation from public funds for travel and subsistence costs if the committee finds that the party should be reasonably compensated for his or her appearance. The committee may grant an advance on the compensation.

The Government issues further regulations on compensation and advances. *Act (2011:189)* .

## Chapter 28. Appeal

### *Chapter content*

**Section 1** This chapter contains provisions on

- appeal to a general administrative court (Sections 2-11),
- appeal to the Swedish Education Appeals Board (Sections 12-17), and
- prohibition of appeal (Section 18). *Act (2022:940)* .

### *Appeal to the General Administrative Court*

#### *Decision of the State School Inspectorate*

**Section 2** Decisions of the State School Inspectorate may be appealed to a general administrative court regarding

1. approval pursuant to Chapter 2, Section 5, Chapter 22, Section 9 or Chapter 24, Section 3 a or revocation of such approval pursuant to Chapter 26, Section 13, 14, 14 b or 15,
2. consent pursuant to Chapter 24, Section 4 a or revocation of such consent pursuant to Chapter 26, Section 13 or 15,
3. declaration of entitlement to a grant pursuant to Chapter 24, Section 6 or revocation of such entitlement pursuant to Chapter 26, Section 13 or 15,
4. prohibition of activities pursuant to Chapter 26, Section 16 a or 16 b or lifting of prohibition of activities pursuant to Section 16 d, 6. temporary prohibition pursuant to Chapter Section 18, or
7. a fine pursuant to Chapter 26, Section 27.

When a decision is appealed, the Swedish School Inspectorate is the opposing party in court. *Law (2022:940)* .

#### *Decision by the National Agency for Education*

**Section 3** /Expires U:2025-09-01/ Decisions by the National Agency for Education may be appealed to a general administrative court if the decision concerns

1. a fine pursuant to Chapter 26, Section 27,
2. a rejection of an application for a teacher or preschool teacher's license pursuant to Chapter 2, Section 16 or pursuant to regulations issued pursuant to Chapter 2, Section 16 b, first paragraph, or
3. a rejection of an application for a supplement to a license pursuant to Chapter 2, Section 16. *Law (2014:417)* .

**Section 3** /Enters into force I:2025-09-01/ Decisions by the National Agency for Education may be appealed to a general administrative court if the decision concerns

1. a fine pursuant to Chapter 26, Section 27,
2. an application for a teacher or preschool teacher's license pursuant to Chapter 2, Section 16 or pursuant to regulations issued pursuant to Chapter 2, Section 16 b, first paragraph,
3. an application for a supplement to a license pursuant to Chapter 2, Section 16, or
4. an application for a qualification level pursuant to Chapter 2, Section 34 b. *Law (2023:393)* .

#### *Decision of the Teachers' Responsibility Board*

**Section 4** Decisions of the Teachers' Liability Board may be appealed to a general administrative court.

The decision of the Teachers' Responsibility Board may only be appealed by

1. the State School Inspectorate to safeguard public interests, and
2. the teacher or preschool teacher to whom the decision is directed.

Decisions of the Teachers' Responsibility Board that do not result in a case being decided may only be appealed in connection with an appeal of the final decision in the case. However, a decision that is not final may be appealed, in particular when the board has

1. rejected an objection of conflict of interest against a member of the board or an objection that there are obstacles to the examination,

2. rejected a representative or an assistant,
3. ordered someone to undergo a medical examination, or
4. ordered compensation for someone's participation in the case.

The State School Inspectorate shall be the counterparty to the teacher or preschool teacher who has appealed the final decision of the Teachers' Responsibility Board or a court under this Act.

Decisions by the Teachers' Responsibility Board are effective immediately unless otherwise stated in the decision. *Law (2011:189)* .

#### *Decision of a municipality or a region*

**Section 5** Decisions of a municipality or a region may be appealed to a general administrative court regarding

1. approval pursuant to Chapter 2, Section 5 or Chapter 25, Section 10 or revocation of such approval pursuant to Chapter 26, Sections 13, 14, 14c or 15,
2. grants pursuant to Chapter 8, Section 21, Chapter 9, Section 19, Chapter 10, Section 37, Chapter 11, Section 36, Chapter 14, Section 15, Chapter 16, Section 52, Chapter 17, Section 35, Chapter 19, Section 45, Chapter 22, Section 18 or Chapter 25, Section 11,
3. suspension pursuant to Chapter 5, Section 17 or Section 19,
4. injunction for guardians to fulfill their obligations pursuant to Chapter 7, Section 23,
5. school transport pursuant to Chapter 9 15 b § first paragraph, Chapter 9 15 c § first paragraph, Chapter 10 32 § first paragraph, Chapter 10 33 § first paragraph, Chapter 11 31 § first paragraph, Chapter 11 32 § first paragraph, Chapter 18 30 § first paragraph or Chapter 18 31 § first paragraph,
6. financial support for boarding according to Chapter 15 32 § or Chapter 18 32 § first paragraph,
7. consent to fulfill compulsory education in another way or revocation of such consent according to Chapter 24 23 or 24 §,
8. right to a grant according to Chapter 25 15 § or revocation of such right according to Chapter 26 13, 14 a, 14 c or 15 §,
9. temporary ban according to Chapter 26 Section 18, or
10. fine order according to Chapter 26. Section 27.

*Act (2022:241)* .

#### *Decision by an individual principal*

**Section 6** Decisions by an individual principal may be appealed to a general administrative court regarding suspension pursuant to Chapter 5, Section 17 or 19. The individual principal shall be the individual's counterparty.

#### *Decision of the Special Education School Authority*

**Section 7** Decisions of the Special Educational Needs Education Authority may be appealed to a general administrative court regarding

1. an order for guardians to fulfill their obligations under Chapter 7, Section 23,
2. free travel under Chapter 9, Section 15 d, first paragraph or Chapter 12, Section 25, first paragraph, or
3. consent to fulfill the school obligation in another way or revocation of such consent under Chapter 24, Section 23 or 24. *Act (2017:1115)* .

#### *Decision of the Sami School Board*

**Section 8** Decisions of the Sami School Board may be appealed to a general administrative court regarding

1. an order for guardians to fulfill their obligations under Chapter 7, Section 23, or
2. free travel under Chapter 9, Section 15 d, first paragraph, or Chapter 13, Section 23, first paragraph. *Act (2017:1115)* .

#### *Decision by a principal*

**Section 9** Decisions by a principal may be appealed to a general administrative court regarding

1. suspension of a student pursuant to Chapter 5, Sections 14, 17 or 19, and
2. exemption from the obligation to participate in mandatory elements of teaching pursuant to Chapter 7, Section 19.

If the appealed decision has been made by a principal of an independent school, the individual principal shall be the individual's counterparty. *Law (2022:940)* .

#### *Trial permit*

**Section 10** Permission to appeal is required when appealing to the Court of Appeal against decisions pursuant to Sections 2-9.

**Section 11** Has been repealed by *law (2022:940)* .

*Appeal to the School Appeals Board*

*Decision of a municipality or a region*

**Section 12** Decisions by a municipality or a region may be appealed to the Education Appeals Board regarding

1. a child's admission to an adapted primary school according to Chapter 7, Section 5 or belonging to the target group of an adapted primary school according to Chapter 7, Section 5 b,
2. deferred compulsory education according to Chapter 7, Section 10, second paragraph,
3. extension of compulsory education according to Chapter 7, Section 13 or termination of compulsory education according to Chapter 7, Section 14,
4. admission of a student from another municipality according to Chapter 9, Section 13, Chapter 10, Section 25 or Chapter 11, Section 25,
5. measures according to Chapter 10, Section 29, third paragraph for a student who does not live at home,
6. placement at a school unit other than the one the guardian wishes according to Chapter 9, Section 15, second paragraph, Chapter 10, Section 30, second paragraph or Chapter 11, Section 15, second paragraph or Chapter 11, Section 15, second paragraph. 29 § second paragraph and the right to remain at a resource school according to Chapter 10 § 31 b § second paragraph or Chapter 11 § 30 b § second paragraph,
7. admission in the first instance according to Chapter 16 § 36, admission according to Chapter 17 § 14 in the case of education in upper secondary school designed for a group of students, admission according to Chapter 17 a § 18, admission in the first instance according to Chapter 19 § 29, first paragraph or admission according to Chapter 22 § 14,
8. belonging to the target group for adapted upper secondary school according to Chapter 18 § 5 or 7,
9. admission to municipal adult education according to Chapter 20 § 13, § 14, second paragraph, § 22 or 33, 10. termination of education for a student in municipal adult education according to Chapter 20 § 13, § 14, second paragraph, § 22 or 33,
11. 9 § second paragraph,
11. to re-organise municipal adult education in accordance with Chapter 20 § 9 third or fourth paragraph,
12. undertaking for inter-municipal compensation in accordance with Chapter 20 § 21 a, or

13. right to education or other activities for someone referred to in Chapter 29 § 2 second paragraph 3.

Decisions referred to in the first paragraph 1, 4 and 7-12 may only be appealed by the child, student or applicant. *Act (2022:1315)* .

*Decision by an individual principal*

**Section 13** Decisions by an individual principal may be appealed to the Education Appeals Board in matters of

1. admission pursuant to Chapter 16, Section 36, admission pursuant to Chapter 17, Section 14 in the case of education in an upper secondary school designed for a group of students, admission pursuant to Chapter 17a, Section 18, admission pursuant to Chapter 19, Section 29, first paragraph, or admission pursuant to Chapter 22, Section 14, or

2. the right to education or other activities for someone referred to in Chapter 29, Section 2, second paragraph 3.

Decisions referred to in the first paragraph 1 may only be appealed by the applicant. *Act (2020:605)* .

*Decision of the Special Education School Authority*

**Section 14** Decisions of the Special Education School Authority may be appealed to the School Appeals Board regarding

1. the admission of children to special schools pursuant to Chapter 7, Section 6,

2. the extension of compulsory school attendance pursuant to Chapter 7, Section 13 or the termination of compulsory school attendance pursuant to Chapter 7, Section 14,

3. measures pursuant to Chapter 9, Section 15 d, second paragraph or Chapter 12, Section 25, second paragraph for a pupil who does not live at home, or

4. the right to education for someone referred to in Chapter 29, Section 2, second paragraph 3.

Decisions referred to in the first paragraph 1 may only be appealed by the child. *Act (2017:1115)* .

*Decision of the Sami School Board*

**Section 15** Decisions of the Sami School Board may be appealed to the Education Appeals Board regarding

1. the admission of children to Sami schools pursuant to Chapter 7, Section

7,

2. measures pursuant to Chapter 9, Section 15 d, second paragraph, or Chapter 13, Section 23, second paragraph, for a student who does not live at home, or

3. the right to education for someone referred to in Chapter 29, Section 2, second paragraph, 3.

Decisions referred to in the first paragraph 1 may only be appealed by the child. *Act (2017:1115)* .

#### *Decision by a principal*

**Section 16** Decisions by a principal may be appealed to the Swedish Education Appeals Board regarding

1. action programs pursuant to Chapter 3, Section 9,
2. special support in a special teaching group or individually pursuant to Chapter 3, Section 11,
3. adapted study course pursuant to Chapter 3, Section 12, or
4. repeating a grade pursuant to Chapter 7, Section 11 c.

When considering an appeal in accordance with the first paragraph 1, the board shall either confirm or annul the appealed decision. If the appealed decision is annulled, the matter shall, if necessary, be referred back to the rector for a new examination.

*Act (2022:1315)* .

Decision of the committee referred to in Chapter 15, Section 38

**Section 17** Decisions of the board referred to in Chapter 15, Section 38 in the matter referred to in the same section may be appealed to the Swedish Education Appeals Board. The decision may only be appealed by the person who has requested the education. However, a decision on placement at a specific school unit may not be appealed.

#### *Prohibition of appeal*

**Section 18** Decisions under this Act other than those specified in this chapter may only be appealed if an appeal is permitted under Chapter 13 of the Local Government Act (2017:725). However, a decision regarding admission to education may not be appealed.

Decisions by the Swedish Education Appeals Board regarding an appeal to it may not be appealed. *Law (2017:759)* .



## Chapter 29. Other provisions

### *Chapter content*

**1 §** This chapter contains provisions on

- residence (2-5 §§),
- home municipality and home region (6 §),
- Swedish students abroad (7 §),
- people with intellectual disabilities (8 §),
- the municipalities' responsibility for activities for young people (9 §),
- processing (10 and 11 §§),
- right to speak (12 §),
- cooperation and notification to the social welfare committee (13 §),
- duty of confidentiality (14 §),
- International Baccalaureate (17 §),
- submission of grade documents (18 §),
- obligation to provide information (19 §),
- obligation to provide information (19 a and 19 b §§), and
- other authorisations (20-29 §§). *Act (2025:182)* .

### *Settlement*

**Section 2** In this Act, a resident of the country refers to a person who must be registered here in accordance with the Population Registration Act (1991:481).

For the purposes of this Act, a person who is not registered here but who

1. is covered by Section 1, first paragraph or Section 1a, first paragraph of the Act (1994:137) on the Reception of Asylum Seekers etc.,
2. resides here on the basis of a temporary residence permit in accordance with Chapter 5 shall also be considered a resident of the country. Section 15 of the Aliens Act (2005:716),
3. has the right to education or other activities under this Act as a result of EU law, the Agreement on the European Economic Area (EEA) or the Agreement between the European Union and its Member States, on the one hand, and Switzerland, on the other hand, on the free movement of persons,
4. is a family member of a person who belongs to a foreign power's mission or paid consulate or its service or who is referred to in Section 4 of the Act

(1976:661) on immunities and privileges in certain cases and who is not covered by 3, or

5. resides here without the support of a decision of the authorities or a constitution.

If a decision on refusal of entry or expulsion has been issued against someone referred to in the second paragraph 1, he or she shall still be considered to be resident in Sweden on that basis until he or she leaves the country. If the person who has been refused entry or expelled remains absent so that the decision cannot be enforced, however, the person shall be considered to be resident in Sweden on the basis stated in the second paragraph 5.

Limitations on the right to education for those referred to in the second paragraph follow from Section 3. *Act (2017:582)* .

**Section 3** The persons referred to in Section 2, second paragraph, 1 and 2, are entitled to education in upper secondary school and adapted upper secondary school only if they have commenced the education before they have reached the age of 18. They are not entitled to education in municipal adult education.

The persons referred to in Section 2, second paragraph, 4, are only entitled to education in preschool, compulsory school, adapted compulsory school, special school and Sami school.

The persons referred to in Section 2, second paragraph, 5, are only entitled to education in preschool, compulsory school, adapted compulsory school, special school, Sami school and, if they begin education before they reach the age of 18, upper secondary school and adapted upper secondary school. *Act (2022:1315)* .

**Section 4** Has been repealed by *law (2017:1115)* .

**Section 5** The Government or the authority designated by the Government may issue regulations regarding participation in activities under this Act for persons who are not considered to be residents of Sweden or who are not entitled to education under Section 3.

*Home municipality and home region*

**Section 6** In this Act, a person's municipality of residence means the municipality in which the person is registered.

For someone who is resident in the country without being registered here, the municipality of residence refers to the municipality in which he or she permanently resides or, if he or she has no permanent place of residence, the municipality in which he or she is currently residing. The same applies to someone who has protected registration according to Section 16 of the Population Registration Act (1991:481).

Home region refers to the region to which the home municipality belongs.  
*Law (2019:947) .*

#### *Swedish students abroad*

**Section 7** In this Act, a Swedish student abroad means a student whose guardian permanently resides abroad and at least one of whom is a Swedish citizen.

The Government or the authority designated by the Government may issue regulations stating that others shall also be considered as Swedish students abroad.

#### *People with intellectual disabilities*

**Section 8** What is stated in this Act regarding persons with intellectual disabilities also applies to those who have suffered a significant and permanent intellectual disability due to brain damage, caused by external violence or physical illness.

For the purposes of this Act, persons with autism or autism-like conditions shall be treated in the same way as persons with intellectual disabilities only if they also have an intellectual disability or a disability as referred to in the first paragraph.

The Act (1993:387) on support and service for certain disabled people contains provisions on certain special measures other than education. *Act (2022:1315) .*

#### *Municipalities' responsibility for youth activities*

**Section 9** A home municipality shall keep itself informed throughout the year about the employment of young people in the municipality who

1. have not reached the age of 20,
2. have completed their compulsory education or have been registered in the country at a time when they do not have compulsory education,
3. are not completing education in upper secondary school or adapted upper secondary school or equivalent education,

4. do not have an upper secondary school diploma,
5. do not have an upper secondary school certificate regarding adapted upper secondary school, and
6. have not completed education equivalent to upper secondary school or adapted upper secondary school with a passing score.

The home municipality shall offer the young people referred to in the first paragraph appropriate individual measures. The measures shall primarily aim to motivate the individual to begin or resume education. The municipality shall document its efforts in an appropriate manner.

The municipality shall keep a register of the young people referred to in the first paragraph.

The Government or the authority designated by the Government may issue regulations regarding the documentation and processing of personal data that is necessary for the municipality to be able to fulfill its obligations under the first to third paragraphs.

*Act (2022:1315) .*

### *Processing*

**Section 10** In matters concerning the exercise of authority against an individual under this Act by a municipality, a region or an individual principal, the following provisions of the Administrative Procedure Act (2017:900) apply:

- Section 10 on party transparency,
- Section 23 on the responsibility for investigation,
- Section 24 on when information may be provided orally,
- Section 25 on communication,
- Section 27 on documentation of information,
- Section 31 on documentation of decisions,
- Section 32 on justification of decisions,
- Sections 33 and 34 on notification of the content of decisions and how an appeal is made, and
- Section 36 on correction of clerical errors or the like.

In such cases involving an individual principal, the provisions of Sections 16-18 of the Administrative Procedure Act also apply.

Notwithstanding the first paragraph,

1. the provisions of sections 10 and 25 of the Administrative Procedure Act shall not apply to information concerning another applicant in a matter

concerning a place in education or other activities under this Act, and

2. the provisions of sections 25 and 32 of the Administrative Procedure Act shall not apply to admission to voluntary education.

What is stated in this paragraph does not apply to grading.

*Law (2019:947) .*

**Section 11** In cases where decisions may be appealed under Chapter 28, Sections 43-47 of the Administrative Procedure Act (2017:900) also apply.  
*Act (2018:844) .*

*Right to speak*

**Section 12** Anyone who has reached the age of 16 has the right to conduct their own proceedings in cases and matters under this Act.

This right also applies to applications for upper secondary school, adapted upper secondary school or municipal adult education and appeals against decisions regarding such education even if the applicant or complainant has not reached the age of 16.

*Law (2022:1315) .*

*Collaboration and reporting to the social welfare committee*

**Section 13** */Expires on 1 July 2025/* The person responsible for activities referred to in this Act and the person employed in such activities shall, at the initiative of the social welfare committee, cooperate with community bodies, organisations and other interested parties in matters concerning children who are in harm's way or at risk of harm. The restrictions set out in Section 14 and the Act on Access to Information and Secrecy (2009:400) shall apply to the disclosure of information.

Provisions on the obligation to notify the social welfare board that a child may need the board's protection are found in Chapter 14, Section 1 of the Social Services Act (2001:453).

**Section 13** */Enters into force 1:2025-07-01/* The person responsible for activities referred to in this Act and the person employed in such activities shall, at the initiative of the social welfare committee, cooperate with social agencies, organizations and other interested parties in matters concerning children who are in harm's way or at risk of harm. The restrictions set out in Section 14 and the Public Access and Secrecy Act (2009:400) apply to the disclosure of information.

Provisions on the obligation to notify the social welfare board that a child may need the board's protection are found in Chapter 19, Section 1 of the Social Services Act (2025:400). *Act (2025:440)* .

#### *Professional secrecy*

**Section 14** Anyone who is or has been active in a privately run preschool, privately run after-school center or privately run preschool class or within such privately run activities as referred to in Chapter 25, may not disclose without authorization what he or she has learned about the personal circumstances of individuals.

Anyone who is or has been active in any other individually conducted activity under this Act than that referred to in the first paragraph may not without authorization disclose what he or she has learned about someone's personal circumstances in such student health activities that concern psychological, psychosocial or special educational efforts or in other special student support activities. He or she may also not without authorization disclose information in a matter concerning the correction of a student or the exclusion of a student from further studies.

*Anyone who is or has been active in a privately run upper secondary school or a privately run adapted upper secondary school may not disclose without authorization what*

he or she has learned about someone's personal circumstances in a matter pursuant to Chapter 22, Section 14, concerning admission to education where distance learning is used.

The provisions of the Public Access and Secrecy Act (2009:400) apply to public activities. *Act (2022:1315)* .

**Section 15** Has been repealed by *law (2015:73)* .

**Section 16** Has been repealed by *law (2015:73)* .

#### *International Baccalaureate*

**Section 17** A student's home municipality is obliged to pay compensation for the costs of the student's education to the provider of education leading to the International Baccalaureate (IB).

However, the obligation only applies to education for such students for whom the home municipality was obliged to offer upper secondary education at the

time the IB education began and only if the education provider's fees to the International Baccalaureate Office are paid by the state.

Unless the parties agree otherwise, compensation shall be paid in an amount decided by the Swedish National Agency for Education.

The first paragraph does not apply if government grants are provided for a student's education because the student is a Swede living abroad.

The first and second paragraphs do not apply to education organized by international schools at upper secondary level whose principals have been declared eligible for grants according to Chapter 24, Section 6. For such schools, there are special provisions on grants for IB education in Chapter 24, Section 6a. *Act (2015:802)* .

#### *Submission of grade documents*

**Section 18** The principal of an independent school where grades are set shall hand over the students' final grades or the grade documents that the student receives after completing upper secondary education to the municipality where the school is located.

#### *Information obligation*

**Section 19** The municipality shall inform guardians and students about education in preschools, preschool classes, primary schools, adapted primary schools, after-school centers, upper secondary schools and adapted upper secondary schools and about such educational activities as referred to in Chapter 25 and which are offered in or by the municipality. The municipality shall also inform about such nationally recruiting education as referred to in Chapter 16, Section 45 and Chapter 19, Section 37 and about corresponding education at independent schools. The information shall be designed in accordance with Chapter 8, Section 18, second paragraph of the Local Government Act (2017:725).

The municipality shall also provide information about the possibility for individuals to run a preschool, after-school center or such educational activities as referred to in Chapter 25 with contributions from the home municipality in accordance with Chapter 8, Section 21, Chapter 14, Section 15 and Chapter 25, Sections 11 and 15. *Law (2022:1315)* .

### *Duty to provide information*

**Section 19 a** A principal for a preschool class, primary school, adapted primary school, upper secondary school or adapted upper secondary school shall provide the National Agency for Education with such information about the organization and financial conditions of the operation as is necessary for public transparency.

The Government or the authority designated by the Government may issue regulations regarding the information to be provided.

*Act (2022:1315) .*

**Section 19 b** The Act (2025:170) on the obligation to provide information to law enforcement authorities contains provisions on the obligation to provide information to law enforcement authorities in certain cases. *Act (2025:182) .*

### *Other authorizations*

**Section 20** The Government or the authority designated by the Government may issue regulations to the effect that members or other representatives in bodies for collaboration or other similar activities within the school system are appointed and dismissed by individuals.

**Section 21** The Government may issue regulations regarding the possibility of making individuals and others responsible for individual elements of activities with a public authority within the school system.

With regard to education in the form of an introductory program within upper secondary school and an individual program within adapted upper secondary school, the Government may issue regulations stating that individuals and others may arrange more of the education than follows from the first paragraph.

For the participation of someone other than a principal within the school system, regulations issued in accordance with the first and second paragraphs may deviate from the provisions of Chapter 2, Sections 15-22 and 30 and Section 34, first paragraph. *Act (2022:1315) .*

**Section 22** The Government or the authority designated by the Government may issue regulations on opportunities to conduct education within the school system, which is based on collaboration between different forms of school within the school system or between such a form of school and some other



form of education. Such regulations may make exceptions to the organizational provisions of this Act.

**Section 22 a** Has been repealed by *law (2020:605)* .

**Section 23** The Government or the authority designated by the Government may issue regulations on experimental activities within the school system. Such regulations may make exceptions to the organizational provisions of this Act.

Exceptions may also be made from other provisions in this Act to enable experimental activities with such education in upper secondary schools that do not consist of education in national programs or introductory programs.

**Section 24** The Government or the authority designated by the Government may, in addition to what otherwise follows from this Act, issue regulations regarding

1. that individuals may set grades, arrange examinations and issue grades, upper secondary school diplomas and certificates in accordance with the provisions that apply to the school system,
2. that an authority may in individual cases decide on such matters as referred to in 1, and
3. additional conditions for individuals in such cases as referred to in 1 and 2 to be allowed to set grades, arrange examinations and issue grades, upper secondary school diplomas and certificates. *Act (2012:109)* .

**Section 25** The Government or the authority designated by the Government may issue regulations on the obligation for an individual principal to provide information on future operations and financial reporting on the operations.

**Section 26** The Government may issue further regulations on the determination of the contribution in the form of a basic amount and additional amounts for mother tongue education and law school that the municipalities are obliged to provide to independent preschools, independent schools and privately run educational care in accordance with Chapter 8, Section 21, Chapter 9, Section 19, Chapter 10, Sections 37 and 39, Chapter 11, Sections 36 and 38, Chapter 14, Section 15, Chapter 16, Sections 52 and 54, Chapter 19, Sections 45 and 47 and Chapter 25, Section 11.

The Government or the authority designated by the Government may issue further regulations on the determination of the contribution in the form of

additional amounts for children and pupils who have extensive need for special support that the municipalities are obliged to provide to independent preschools, independent schools and privately run educational care in accordance with Chapter 8, Sections 21 and 23, Chapter 9, Sections 19 and 21, Chapter 10, Sections 37 and 39, Chapter 11, Sections 36 and 38, Chapter 14, Sections 15 and 17, Chapter 16, Sections 52 and 54, Chapter 19, Sections 45 and 47 and Chapter 25, Sections 11 and 13.

The Government or the authority designated by the Government may issue regulations on the obligation for a municipality or a region to provide information about the activities needed for decisions on grants to independent preschools and independent schools and how grants to an independent preschool or independent school or other individual activity have been calculated.

*Act (2022:724) .*

**Section 27** The Government or the authority designated by the Government may issue regulations on the amount that the municipality shall pay instead of what is stated in Chapter 8, Sections 21-23, Chapter 9, Sections 19-21, Chapter 10, Sections 37-39, Chapter 11, Sections 36-38, Chapter 16, Sections 52-55 and Chapter 19, Sections 45-47, when the grant relates to a child or a student who is given education as a result of Sections 2 and 3 or with the support of regulations that have been issued with the support of Section 5. *Act (2018:749) .*

**Section 28** The Government or the authority designated by the Government may issue regulations on the obligation to participate in national examinations.

**Section 28 a** The Government or the authority designated by the Government may issue regulations on the obligation for principals to use national mapping materials in the preschool class and national assessment support in year 1 of compulsory school, special school, Sami school and in years 1 and 3 for pupils who study according to adapted compulsory school curricula. *Act (2022:1315) .*

**Section 29** In the event of extraordinary events in peacetime that have a significant impact on the possibility of offering education or other activities under this Act for a certain period of time, the Government may issue the regulations necessary to ensure that children and pupils receive the education

and other activities to which they are entitled under this Act. Such regulations may make exceptions to the provisions on the design, scope and location of education.

The regulations shall be time-limited.

## **Transitional provisions**

2010:800

Regulations on the entry into force of this Act are announced in the Act (2010:801) on the introduction of the Education Act (2010:800).

2010:877

This Act enters into force on 1 December 2010 and shall apply to education from 1 July 2012.

2010:1997

This Act enters into force on 1 February 2011. The provisions of Chapter 15, Section 22, first paragraph, apply to education that commences after 1 July 2011.

2010:2022

This law enters into force on 1 July 2011 and is first applied to education from the autumn semester of 2012.

2011:189

1. This Act shall enter into force on 1 July 2011. *Act (2012:493)* .

2. The provisions of Chapter 2, Sections 17, 18 and 22 in their new wording shall apply from 1 July 2012. For the period before that, these provisions shall apply in their older wording.

*Act (2012:493)* .

3. The provisions of Chapter 2, Sections 13, 15 and 20 and Chapter 3, Section 16 in their new wording shall apply from 1 December 2013. For the period before that, these provisions shall apply in their older wording. *Act (2012:493)* .

4. The provisions of Chapter 2, Sections 17, 18 and 22 in their new wording shall apply from 1 December 2013.

For the period before that, these provisions shall apply in their older

wording. Act (2012:493) .

Section 15 of the older version, which according to section 3 applies until 30 November 2013, is, however, only applicable if the application for the qualification certificate has been received by the Swedish National Agency for Higher Education before 1 July 2011. Act (2012:493) .

5. Despite what is stated in section 3, Chapter 2, Section 15 of the older version also applies for the period after 30 November 2013 for the processing of matters referred to in section 4. After 31 December 2012, such matters are processed by the Swedish Council for Higher Education. Act (2012:919) .

6. The provision in Chapter 2, Section 16 of the older version still applies until the matters referred to in section 4 have been decided.

Act (2012:493) .

7. The provision in Chapter 28 Section 4 in its older version still applies to appeals against decisions in matters referred to in 4. Act (2012:493) .

8. In the application of Chapter 2, Section 20 in its older version, identification is equated with a certificate of competence. Act (2012:493) .

9. Notwithstanding what is stated in Chapter 2, Section 20 in its older version, a person who does not meet the requirements in the first paragraph of the same section may be employed as a teacher in the school system without a time limit, if he or she is to teach individual courses or orientation courses in municipal adult education. However, this only applies if

a) there are no applicants who have education intended for teaching in the course in question,

b) the applicant has sufficient competence to teach in the course in question, and

c) there is reason to assume that the applicant is suitable to conduct the teaching. Act (2012:493) .

2011:876

1. This Act enters into force on 1 July 2011.

2. The provision in Chapter 11, Section 23 a shall apply to grading in year 8 from the autumn semester 2011 and otherwise from the autumn semester 2012.

3. The provisions in Chapter 10, Section 21, Chapter 12, Section 21 and Chapter 13, Section 21 a shall apply from the autumn semester 2012.

2012:109

1. This Act enters into force on 1 April 2012 and applies to education that

begins after 30 June 2013.

2. The new provisions in Chapter 29, Section 24 shall, however, apply for the period from and including 1 July 2011. The new provisions in Chapter 20, Sections 6, 27, 28 and 30 and Chapter 22, Sections 21, 22 and 24 shall, however, apply to education that begins after 30 June 2012.

3. However, older regulations still apply to education that has begun before 1 July 2011 in the case of Chapter 29, Section 24 and before 1 July 2012 in the case of Chapter 20, Sections 6, 27, 28 and 30 and Chapter 22. Sections 21, 22 and 24 and otherwise for education that has commenced before 1 July 2013, unless otherwise provided for in section 4 or in regulations issued pursuant to section 5.

4. For education that has commenced before 1 July 2013, the new provisions in Chapter 18, Section 32 shall, however, apply from 1 July 2013.

5. The Government or the authority designated by the Government may issue regulations stating that students who have commenced their education before 1 July 2013 and who complete it later than five years from the date it commenced shall complete the education in accordance with the provisions that apply to education that has commenced after 30 June 2013.

2012:493

This Act enters into force on 1 December 2013 with regard to Chapter 3, Section 16 and otherwise on 30 June 2012.

2013:248

1. This Act shall enter into force on 1 July 2013 and shall be applied for the first time in the autumn semester of 2013 for pupils who begin year 1 in compulsory school, special school, special school and Sami school.

2. For pupils in compulsory school who begin year 2 and year 3 in the autumn semester of 2013, the following shall apply:

- the total teaching time shall be at least 6,745 hours and 6,705 hours respectively,
- the teaching time in mathematics shall be at least 980 hours and 940 hours respectively, and
- the teaching time in mathematics and the number of hours in the timetable for Swedish or Swedish as a second language and English may not be reduced at the school's discretion.

3. For pupils in special school who begin year 2 and year 3 in the autumn semester of 2013, the total teaching time shall be at least 6,745 hours and

6,705 hours respectively. This does not apply to pupils in the training school.

4. For students in special schools who start grades 2, 3 and 4 in the autumn semester of 2013, the total teaching time shall be at least 7,935 hours, 7,905 hours and 7,875 hours respectively.

5. For students in Sami schools who start grades 2 and 3 in the autumn semester of 2013, the total teaching time shall be at least 4,280 hours and 4,240 hours respectively.

6. Older regulations still apply to students who start grade 4 or a higher grade in compulsory school, special primary school or Sami school in the autumn semester of 2013, or grade 5 or a higher grade in special schools.

2013:298

1. This Act enters into force on 1 July 2013.

2. The provisions of Chapter 28, Sections 8 and 15, in their new wording, shall apply for the period from and including 1 July 2011.

2013:530

1. This Act enters into force on 1 July 2013.

2. The repealed provisions in Chapter 2, Section 24, first, second and fourth paragraphs, still apply to applications that have been submitted to the National Agency for Education before entry into force.

3. The provision in Chapter 28, Section 3 in its older wording still applies to applications that have been submitted to the National Agency for Education before entry into force.

2013:823

This Act enters into force on 1 December 2013 with regard to Chapter 2, Sections 13, 15, 16, 16 b, 17 and 20 and Chapter 28, Section 3, and otherwise on 2 December 2013.

2014:458

This Act enters into force on 1 July 2014 with regard to Chapter 2, Sections 1, 8 a, 10, 17 and 20, Chapter 3, Section 3, Chapter 10, Sections 16 and 34, Chapter 11, Sections 19 and 33, Chapter 12, Section 16 and Chapter 13, Section 17 and otherwise on 1 July 2015.

2014:530

1. This Act enters into force on 1 August 2014.

2. The Act applies to education that has commenced after 1 July 2015.

2014:903

1. This Act enters into force on 1 July 2015 with regard to Chapter 29, Section 19 and otherwise on 1 January 2015.

2. The provisions of Chapter 2, Section 5a and Chapter 26, Section 13 shall apply to principals who have applied for approval after 1 October 2014.

3. The provisions of Chapter 29, Section 19 shall apply to education programmes that commence after the end of June 2015.

2014:1002

1. This Act enters into force on 1 January 2015.

2. The municipalities' responsibility under Chapter 29, Section 9 does not apply to young people who are completing or have completed education in a specially designed programme in an upper secondary special education school, which has commenced before 1 July 2013.

2015:73

This Act enters into force on 1 January 2016 with regard to Chapter 29, Sections 1, 15 and 16 and otherwise on 1 July 2015.

2015:482

1. This Act enters into force on 1 January 2016.

2. The Act applies from 1 July 2016.

3. Older provisions shall continue to apply until the end of June 2016.

4. Anyone who has been accepted for education in Swedish for immigrants according to older provisions shall be deemed to have been accepted for municipal adult education in Swedish for immigrants according to the new provisions.

2015:802

1. This Act enters into force on 1 January 2016.

2. An approval of an international school at primary school level pursuant to Chapter 24, Section 2, second paragraph of the older version shall, if applicable at the end of December 2015, be considered an approval as the principal of such a school pursuant to Chapter 24, Section 3 a, if the principal has been declared entitled to such a contribution as referred to in Chapter 24, Section 4 of the older version. Otherwise, the approval shall cease to be valid on 1 January 2016.

3. A pupil who has compulsory school attendance and who, before the entry into force, has commenced education in an approved international school at

primary school level or has received a decision that he or she will be accepted in such a school may fulfil the compulsory school attendance in an international school at primary school level whose principal has received an approval pursuant to Chapter 24, Section 3 a or a consent pursuant to Chapter 24, Section 4 a.

4. A decision by the Government pursuant to Chapter 24, Section 2, third paragraph, of the older version shall apply as a decision pursuant to Chapter 24, Section 3, second paragraph, of the new version.

5. A declaration of entitlement to a grant pursuant to Chapter 24, Section 5, of the older version shall, if it applies at the end of December 2015, continue to apply as a declaration of entitlement to a grant pursuant to Chapter 24, Section 6, of the new version.

2016:550

1. This Act enters into force on 1 July 2016.

2. The provisions of Chapter 21, Section 4 of the new wording shall apply for the first time to education that commences after entry into force.

3. For education that has commenced before entry into force, Chapter 21, Section 4 of the older wording shall apply.

2016:553

1. This Act enters into force on 1 July 2016.

2. The Act is applied for the first time in the autumn semester of 2016 for pupils who start year 4 in compulsory school, Sami school and compulsory special school and year 5 in special school.

3. For pupils in compulsory school who start year 5 and year 6 in the autumn semester of 2016, the following applies:

- the total teaching time shall be at least 6,855 hours and 6,820 hours respectively, and

- the teaching time in the subject of mathematics shall be at least 1,090 hours and 1,055 hours respectively.

4. For pupils in compulsory special school who start year 5 and 6 in the autumn semester of 2016, the total teaching time shall be at least 6,855 hours and 6,820 hours respectively. This does not apply to pupils in the training school.

5. For students in special schools who start grades 6 and 7 in the autumn semester of 2016, the total teaching time shall be at least 8,035 hours and 8,000 hours respectively.



6. For students in Sami schools who start grades 5 and 6 in the autumn semester of 2016, the total teaching time shall be at least 4,390 hours and 4,355 hours respectively.

7. Older regulations still apply to students who in the autumn semester of 2016

a) start grade 7 or a higher grade in primary school or primary special school or

b) grade 8 or a higher grade in special school.

2017:595

1. This Act enters into force on 1 January 2018.

2. Older regulations still apply when a newly arrived immigrant has an establishment plan according to the repealed Act (2010:197) on establishment measures for certain newly arrived immigrants, as long as that plan is valid.

2017:620

1. This Act enters into force on 1 August 2017 with regard to Chapter 12, Section 5 and otherwise on 1 July 2018.

2. The repealed appendix still applies to students who start grade 7 or a higher grade in compulsory school in the autumn semester of 2018.

2017:759

1. This Act enters into force on 1 January 2018.

2. Older provisions still apply to appeals against decisions that have been announced before entry into force.

2017:1104

This Act enters into force on 1 January 2018 with regard to Chapter 2, Section 20, Chapter 15, Section 32, Chapter 20, Section 21 and Chapter 29, Sections 3 and 12, and otherwise on 29 June 2018.

2017:1115

1. This Act enters into force on 1 January 2018.

2. The Act applies to education from the autumn semester 2018.

3. If the student has begun to fulfil compulsory education before the autumn semester 2018, Chapter 7, Section 12 in the older version applies.

2018:105

1. This Act enters into force on 1 July 2018.

2. The provisions of Chapter 10, Section 8 a and Chapter 12, Section 8 a shall

not apply to students who begin grade 9 in compulsory school or grade 10 in special school in the autumn term of 2018 in the 2018/19 academic year.

2018:608

1. This Act enters into force on 1 July 2018.
2. The new provisions in Chapter 2, Section 8 a and the provisions in Chapter 26, Section 17 in the new wording are applied for the first time for activities conducted after the end of 2018.

2018:749

1. This Act enters into force on 1 July 2018 with regard to Chapter 3, Sections 1, 3, 5 a, 8 and 12 g, Chapter 15, Sections 11, 16 and 33, Chapter 16, Sections 5, 20, 30, 31 and 33, Chapter 17, Sections 2-4, 6, 8, 10, 13-17, 19-21, 23-25, 26 a, 28-30 and 35, Chapter 18, Sections 1, 14, 16, 22 and 26 a, Chapter 19, Sections 2 and 21, Chapter 28, Section 5 and Chapter 29. 9, 26 and 27 §§ and otherwise on 1 July 2019.
2. The provisions of Chapter 15, Sections 11 and 33, Chapter 17, Sections 2-4, 8, 10, 13, 14, 16, 17, 19-21, 23-25, 26 a, 28-30 and 35, Chapter 28, Section 5 and Chapter 29, Sections 26 and 27 in the new wording and the provisions of the new Chapter 17, Section 14 a apply to education that begins after 30 June 2019.
3. For education that began before 1 July 2019, Chapter 15, Sections 11 and 33, Chapter 17, Sections 11 and 33, Chapter 17, Section 2-4, 8, 10, 13, 14, 16, 17, 19-21, 23-25, 26 a, 28-30 and 35 apply. 2-4, 8, 10, 13, 14, 16, 17, 19-21, 23-25, 26 a, 28-30 and 35 §§, Chapter 28 § 5 and Chapter 29 §§ 26 and 27 in the older version.
4. The repealed provisions in Chapter 17 §§ 5, 9, 22 and 31-34 still apply to education that began before 1 July 2019.

2018:1303

This Act enters into force on 1 August 2018 with regard to Chapter 3, Sections 1, 12 b, 12 d and 12 g-12 j and otherwise on 1 July 2019.

2020:446

1. This Act enters into force on 1 July 2020.
2. For municipal adult education as special education, the provisions of Chapter 20, Section 40 shall apply for the first time in respect of examinations carried out after the end of June 2021.
3. Appendix 1 in the new wording shall apply for the first time to education

that commences after 30 June 2022.

4. For education that has commenced before the entry into force, Appendix 1 in the older wording shall apply.

5. Anyone who has been accepted or admitted to special education for adults under the older provisions and is pursuing studies after the end of June 2020 shall in future be deemed to have been accepted or admitted to municipal adult education as special education under the new provisions.

6. An individual principal who has an approval under Chapter 2, Section 5 relating to the trade and administration programme shall be deemed to have an approval for the sales and service programme.

2020:447

1. This Act enters into force on 1 January 2022 with regard to Chapter 20, Section 36 and otherwise on 1 July 2021.

2. The provisions of Chapter 20, Section 2 in the new wording are applied for the first time to education that begins after the end of June 2021.

2020:605

1. This Act enters into force on 1 August 2020.

2. The Act is applied for the first time to education and other activities that begin after 30 June 2021.

3. For construction contracts entered into before 1 July 2021, Chapter 23 in the older version applies, however, at the latest until the construction contract has expired.

2021:191

1. This Act enters into force on 1 July 2021 in relation to Chapter 3, Section 13 a and otherwise on 1 April 2021.

2. The provisions in Chapter 10, Sections 13 and 19, Chapter 11, Sections 16, 19 and 22, Chapter 12, Sections 13 and 19 and Chapter 13, Sections 13 and 20 in the new wording, as well as the provisions in the new Chapter 10, Section 16, Chapter 12, Section 16 and Chapter 13, Section 17 a, shall apply for the first time to education from the autumn semester 2021.

2021:452

1. This Act enters into force on 1 July 2021.

2. The provisions of Chapter 2, Section 31 in the new wording do not apply to

a) a person who is offered or assigned work within an upper secondary school or upper secondary special school through such employment as

referred to in Chapter 2, Section 31, second paragraph 1 and which he or she had before the entry into force,

b) a person who is assigned a place for a place for a work placement part of education within an upper secondary school or upper secondary special school through such education as referred to in Chapter 2, Section 31, second paragraph 2 and which he or she was admitted to before the entry into force,

c) a

person who is assigned a place for a work placement or other program contribution within an upper secondary school or upper secondary special school through participation in a labor market policy program that began before the entry into force. 3. The repealed provision in Chapter 2, Section 31, second paragraph 1 and which he or she had before the entry into force shall not apply to a person who is offered or assigned a place for a work placement or other program contribution within an upper secondary school or upper secondary special school through participation in a labor market policy program that began before the entry into force

. However, Section 33 still applies to register extracts that have been submitted before the entry into force.

2022:115

1. This Act shall enter into force on 1 July 2022.

2. The new provisions in Chapter 26, Section 14 b, first to third paragraphs, and Section 14 c, first and second paragraphs, shall not apply to an approval of an individual as a principal or a decision on the right to a subsidy for educational care offered instead of a preschool or after-school care center that has been issued before the entry into force. The State Education Inspectorate or the municipality that has issued such an approval or decision on the right to a subsidy shall instead revoke the approval or decision if the education or activity has not started no later than two years after the Act has entered into force or the education or activity has otherwise not been conducted during this period. The same applies if the principal has started or resumed the activity after the entry into force of the new provisions but has subsequently taken a break and has not conducted the activity for a continuous period of two years. If only part of the education at a particular school unit is covered by an approval and has not started or is no longer being conducted, the revocation of the approval may concern this part of the education. If there are special reasons, the Swedish Schools Inspectorate or the municipality that has issued an approval or a decision on a grant may

refrain from revoking the approval or decision. A decision on revocation may be appealed to a general administrative court. Leave to appeal is required when appealing to the Court of Appeal.

3. Older provisions still apply when reviewing decisions issued before the entry into force.

2022:147

1. This Act enters into force on 15 July 2022.

2. The Act is applied for the first time in relation to education that begins after 30 June 2025.

3. For education in upper secondary school and adapted upper secondary school, older provisions shall still apply in relation to education that has begun before 1 July 2025. For municipal adult education, older provisions shall still apply in relation to courses and integrated vocational education that have begun before 1 July 2025.

*Act (2022:1319) .*

4. Education within upper secondary school, adapted upper secondary school, municipal adult education at upper secondary level and municipal adult education as adapted upper secondary level education that has begun before 1 July 2025 shall, however, be completed after 30 June 2030 in accordance with the provisions that apply to education that has begun after 30 June 2025.

*Act (2022:1317) .*

5. Anyone who has begun education within upper secondary school, adapted upper secondary school, municipal adult education at upper secondary level or municipal adult education as adapted upper secondary level education before 1 July 2025 may, no later than 30 June 2030, undergo an examination in municipal adult education in accordance with the provisions of Chapter 20, Section 40 in the older version. Examination in a course may then only be carried out at a principal who offers education in a subject at a level that corresponds to the course to which the examination applies. *Act (2022:1317) .*

6. An upper secondary school diploma according to Chapter 16, Sections 26-28 and an upper secondary school engineering diploma according to Chapter 17 a, Section 15 that is issued after 30 June 2025 may, in addition to grades in subjects, include grades assigned to courses according to the older provisions.

7. If a student has received a passing grade in a course in a subject within upper secondary school, adapted upper secondary school, municipal adult

education at upper secondary level or municipal adult education as adapted education at upper secondary level according to the older provisions, a passing grade that the student receives at a level in the same subject before 1 July 2030 shall only include lower levels in the subject that do not correspond to the course for which the student has received a passing grade. *Law (2022:1317)* .

8. If a student has received a grade in a course in a subject within upper secondary school, adapted upper secondary school, municipal adult education at upper secondary level or municipal adult education as adapted education at upper secondary level according to the older provisions, a passing grade that the student receives at a level in the same subject after 30 June 2030 shall replace the grade in the course. However, this only applies if the course in question corresponds to one or more of the levels covered by the grade in the subject. *Act (2022:1317)* .

2022:241

1. This Act enters into force on 1 January 2023.

2. The new provisions in Chapter 25, Section 2 a do not apply to those who, at the time of entry into force, are registered in a place where educational care as referred to in Chapter 25, Section 2 is already provided.

3. An individual who, at the time of entry into force, is the principal of an existing educational care service and, according to a decision by the municipality, is entitled to a grant pursuant to Chapter 25, Section 10 in the older version shall be deemed to be approved as a principal pursuant to Chapter 25, Section 10 in the new version.

2022:275

1. This Act enters into force on 1 January 2023.

2. The Act is applied for the first time to education that begins in the autumn semester of 2023.

3. Older provisions still apply to education that began before the autumn semester of 2023.

2022:724

1. This Act enters into force on 2 July 2022.

2. The new provisions in Chapter 10, Sections 31 a and 31 b and Chapter 11, Sections 30 a and 30 b and the provisions in Chapter 3, Section 7, Chapter 9, Section 17, Chapter 10, Section 35, Chapter 11, Section 34, Chapter 15, Section

33 and Chapter 28, Section 12 in the new wording shall apply for the first time to education conducted after 1 July 2023.

2022:833

1. This Act enters into force on 1 July 2022.
2. The Act is applied for the first time in relation to education that begins after 1 July 2023.

2022:940

1. This Act enters into force on 1 August 2022.
2. Older regulations still apply to appeals of decisions that have been issued before entry into force.

2022:1088

1. This Act enters into force on 2 January 2023.
2. For an individual who has received approval as the principal of a preschool, preschool class, primary school, primary special school, after-school centre, upper secondary school or upper secondary special school before the entry into force, the provisions in Chapter 1, Section 7, second paragraph, first sentence, and Chapter 2, Section 5, fifth paragraph in the older wording apply instead of the provisions in Chapter 1, Section 7 a and Chapter 2, Section 5, fifth paragraph in the new wording, if the principal notifies the supervisory authority by 1 July 2023 at the latest that the activity will have a denominational orientation. The principal does not need to state which denominational orientation it is. From the time such notification has been received by the supervisory authority, the provisions in Chapter 1, Sections 7 b-7 d shall apply to the activity.

2022:1089

1. This Act enters into force on 1 July 2023.
2. The Act is applied for the first time in relation to education that begins after 31 December 2024 in the case of municipal adult education and in relation to education that begins after 30 June 2025 in the case of upper secondary school.
3. Older provisions still apply to education that has begun before 1 January 2025 in the case of municipal adult education and to education that has begun before 1 July 2025 in the case of upper secondary school.

2022:1104

1. This Act enters into force on 1 July 2023.

2. The provisions on selection in Chapter 9, Section 17, Chapter 10, Section 35 and Chapter 11, Section 34 are applied for the first time in relation to education that begins in the autumn semester of 2024.

2022:1315

This Act enters into force on 1 January 2023 in respect of Chapter 7, Section 11 c and Chapter 28, Section 16, on 1 July 2024 in respect of Chapter 3, Sections 4 and 4 b and Chapter 29, Section 28 a, and otherwise on 2 July 2023.

2022:1318

1. This Act enters into force on 1 July 2025.
2. Older provisions still apply to integrated vocational training that has begun before entry into force.

2023:354

1. This Act enters into force on 15 July 2023.
2. The Act is applied for the first time in relation to education that begins after 30 June 2025.
3. Older provisions still apply to education that has begun before 1 July 2025.
4. Education that has begun before 1 July 2025 shall, however, after 30 June 2030 be completed in accordance with the provisions that apply to education that has begun after 30 June 2025.
5. A student who has begun his or her education in the crafts programme before 1 July 2025 shall, instead of the right to complete the education in accordance with Chapter 16, Section 40, have the right to complete the education on a corresponding new study path with the principal where the student began the education. If the new corresponding study path is not arranged by the principal where the student began the education, the student has the right to complete the corresponding new study path at another principal that arranges the education, at his or her own choice.
6. An approval pursuant to Chapter 2, Section 5, which refers to the crafts programme in upper secondary school, shall cease to be valid for education that begins after 30 June 2025. For education that began before 1 July 2025, the approval shall cease to be valid no later than 30 June 2030.

The Government may issue regulations stating that an individual principal, whose approval ceases to be valid according to this paragraph, shall, after



notification to the State Education Inspectorate, be deemed to have approval for a certain specialization within the hairdressing and styling program.

The Government may issue regulations on exemptions from fees pursuant to Chapter 2, Section 5 d. Such regulations may relate to exemptions from the fee for individual principals whose approval ceases to apply pursuant to this paragraph and who need to apply for a new approval as principal in order to continue to conduct corresponding education.

7. For education that begins after June 30, 2025, an individual principal who has an approval pursuant to Chapter 2, Section 5 regarding the program for administration, trade and goods handling in adapted upper secondary schools shall instead be deemed to have an approval for the program for trade and service.

8. For education that begins after June 30, 2025, an individual principal who has an approval pursuant to Chapter 2, Section 5 regarding the program for property, construction and construction in adapted upper secondary schools shall instead be deemed to have an approval for the program for property and construction.

2023:689

1. This Act enters into force on 1 January 2024.

2. The provisions of Chapter 15, Section 19 and Chapter 18, Section 19 in the new wording shall apply for the first time to education that commences after 30 June 2025.

3. For education that has commenced before 1 July 2025, Chapter 15, Section 19 and Chapter 18, Section 19 in the older wording shall apply.

2023:943

1. This Act enters into force on 1 July 2024.

2. The Act is applied for the first time to education that begins in the autumn semester of 2024.

2024:411

1. This Act enters into force on 1 July 2025.

2. For education in upper secondary school and adapted upper secondary school that has begun before the entry into force and for courses and integrated vocational training within municipal adult education that has begun before this date, Chapter 20, Section 36 and Chapter 21, Section 9 in the older version apply.

3. Education that has begun before the entry into force shall, however, be

completed after 30 June 2030 in accordance with the provisions that apply to education that has begun after the entry into force.

## **Appendix 1**

*National programs*

*Vocational program*

*Children's and leisure program*

*Construction and civil engineering program*

*Electricity and Energy Program*

*Vehicle and Transportation Program*

*Hairdresser and stylist program*

*Sales and service program*

*Hotel and Tourism Program*

*Industrial Engineering Program*

*The Natural Resources Program*

*Restaurant and Food Program*

*Plumbing and real estate program*

*The care and welfare program*

*College preparatory program*

*Economics program*

*Aesthetic program*

*Humanities program*

*Natural Sciences Program*

*Social Sciences Program*

*Technology Program Law (2023:354) .*

## **Appendix 2**

*Credit plan for national programs in upper secondary school*

*Subject High school credits*

*General upper secondary school subjects*

The following subjects shall be included in the national programs with at least the number of upper secondary school credits specified here.

*Vocational program*

*Swedish or Swedish*

*as a second language 300 (1.)*

*English 200 (2.)*

Mathematics 100  
Sports and health 100  
History 50  
Social Studies 50  
Religious Studies 50  
Natural Science 50

### College preparatory program

Swedish or Swedish as a second language 300  
English 200  
Mathematics 100/200(3.)  
Sports and health 100  
History 50/100/200(4.)  
Social Studies 100/200(5.)  
Religious Studies 50  
Science 50/100(6.)

### Character topics

Subjects that give the national programs their character shall be included in these programs with at least the number of upper secondary school credits specified here.

Vocational program 1,500/1,600(7.)  
University preparatory program 950/1,050/1,150(8.)

### Individual choice and high school work

Individual choice and upper secondary school work must be included in the national programs with at least the number of upper secondary school credits specified here.

Individual choice 200  
High school work 100  
Total high school points 2,500/2,700/2,800(9.)

1. Students in the children and leisure programme and the health and social care programme may opt out of 100 upper secondary school credits. In other programmes, students may opt out of 200 upper secondary school credits.

2. Students in all programmes, except the hotel and tourism programme, may opt out of 100 upper secondary school credits.

3. The aesthetic programme and the humanities programme include 100 upper secondary school credits and the economics programme, the natural sciences programme, the social sciences programme and the technology programme include 200 upper secondary school credits. The natural sciences programme and the technology programme also include 100 upper secondary school credits in the subject mathematics - continuation as a character subject.

4. The technology programme includes 50 upper secondary school credits, the economics programme, the social sciences programme and the natural sciences programme include 100 upper secondary school credits and the

aesthetic programme and the humanities programme

include 200 upper secondary school credits. 5. The economics programme includes 200 upper secondary school credits and the other programmes include 100 upper secondary school credits.

6. The technology programme includes 50 upper secondary school credits and the economics programme, the aesthetics programme, the humanities programme and the social sciences programme include 100 upper secondary school credits. The subject of natural sciences is not included in the natural sciences programme. Instead, biology, physics and chemistry are included as core subjects in the natural sciences programme.

7. The children's and leisure programme, the hotel and tourism programme and the health and care programme include 1,500 upper secondary school credits and the other vocational programmes include 1,600 upper secondary school credits.

8. The economics programme includes 950 upper secondary school credits, the aesthetics programme, the humanities programme and the social sciences programme include 1,050 upper secondary school credits and the natural sciences and technology programmes include 1,150 upper secondary school credits.

9. University preparatory programs comprise 2,500 upper secondary school credits, the children's and leisure program, the hotel and tourism program and the health and social care program comprise 2,700 upper secondary school credits and other vocational programs comprise 2,800 upper secondary school credits.

*Act (2023:354) .*

## **Appendix 3**

### *National programs in adapted upper secondary schools*

The national programs in adapted upper secondary schools are

- The program for aesthetic activities,
- The program for real estate and construction,
- The program for vehicle care and goods handling,
- The program for trade and service, - The program for crafts and production,
- The program for hotels, restaurants and bakeries,
- The program for health, care and welfare,
- The program for society, nature and language, and

- The program for forests, land and animals.  
*Act (2023:354)* .

## **Appendix 4**

### *Credit plan for national programs in adapted upper secondary schools*

Subject High school credits in

adapted high school

Distribution of upper secondary school credits among different subjects in adapted upper secondary schools, which must be included in the national programs to a minimum extent.

Swedish or Swedish as a second language 200

English 100

Mathematics 100

Sports and Health 200

Aesthetic activities 100

History 50

Social Studies 50

Religious Studies 50

Natural Science 50

Topics that give the program its character 1,300

Individual choice 200

Upper secondary school work in an adapted upper secondary school 100

Total upper secondary school credits in adapted upper secondary school 2,500

*Law (2022:1315)* .

Appendix 5 Has been repealed by *law (2017:620)* .