



Annex

Education in Sweden: A Diagnostic Review with analysis of PISA 2022 Results

Objectives and Scope of the Work

The OECD is committed to support countries in their education reform efforts through a variety of approaches, including Education Policy Reviews and Policy Diagnostic Reviews that rely on in-depth data analysis. These reviews offer comprehensive assessments of the state of education in given countries, identify priorities for policy action and provide practical insights to enhance learning outcomes. They also offer analysis to inform the internal policy debate among stakeholders.

After discussing several options prepared by the OECD, Sweden selected a review option that aims to conduct an in-depth analysis of Sweden's PISA 2022 results in view of examining their policy implications. The exercise will review distinct features of education in Sweden, characterise specific strengths of the system and identify potential policy challenges. It will also highlight the relevance of these results for student learning and their connection with recent educational policy developments in the country. The PISA 2022 data can help to identify specific areas within the Swedish education system that require closer examination to build on existing strengths and develop policy improvement strategies. The objective is to identify policy areas in which interventions could help to improve the quality and equity of learning outcomes.

The **OECD Education Diagnostic Review of Sweden** will:

- **Analyse trends and performance in PISA results:** This involves examining Sweden's performance in the PISA 2022 results across reading, mathematics, and science, analysing trends over time and drawing insights into the effectiveness of the education system. Relevant questions include:
 - What are the main trends in learning outcomes – cognitive and non-cognitive - over time? How do they compare to average OECD trends and

trends in relevant comparator countries? What factors within the education system may explain such trends?

- **Explore issues of equity and quality in the system:** This involves examining how the PISA 2022 results reflect on the equity and quality of education in Sweden, identifying any significant disparities in learning outcomes related to socio-economic status, geography, or other demographic factors. Relevant questions include:
 - To what degree does student achievement differ in relation to e.g., gender, socioeconomic status, immigrant status, past early childhood education experience, participation in sociocultural activities, school type, school size?
 - What are the scale and nature (e.g., differences in relation to specific knowledge and skills categories, and content areas) of student learning achievement gaps?
 - What are distinct features of the Swedish education system in terms of student well-being?
 - What are the factors most strongly associated with student learning outcomes? For example, how does the level of autonomy and decentralisation in Sweden's school system influence student performance? How are evaluation and accountability mechanisms associated to student achievement?
 - How is the classroom disciplinary climate, which is reportedly declining in Sweden, associated with student learning outcomes in the country?
 - According to recent PISA data, how prevalent is the use of digital devices in Swedish schools, and what impact does this have on students' academic achievements and cognitive skills?
- **Provide insights in terms of policy developments and impact:** By connecting recent education policy developments to the trends observed in the PISA 2022 results, the review aims to elucidate the potential factors underpinning these connections. Relevant questions include:
 - What are the main national education policies, regulations and legislation focussed on improving student learning outcomes? Do they focus adequately on the main performance challenges identified? How does the use of resources in school education in Sweden compares with other countries in terms of its effectiveness?
- **Develop a diagnostic framework for policy support:** Using the findings from PISA 2022 alongside an analysis of educational policies, the review will propose a diagnostic framework to support policymakers in Sweden. This framework will

suggest policy areas that deserve greater attention and specific policy issues that require policy interventions.

These elements will be designed in conjunction with Swedish education authorities to guide the focus of the review on understanding the multifaceted aspects of their education system in the context of PISA 2022 results. The aim is to identify key areas for policy attention and setting the stage for informed discussions among stakeholders. External literature and international examples of best practices will be considered to enrich the analysis and provide comparative insights. Very importantly, this exercise will not include a country visit.

Methodological approach

The methodology of this review is designed to guide the implementation of the project, ensuring adaptability and alignment with Swedish values of innovation, sustainability, and social equity. The approach aims to integrate both quantitative and qualitative analyses, and peer learning and stakeholder engagement, reflecting a comprehensive and flexible framework for achieving our shared objectives with Sweden.

The review will be based on a mixed method design, incorporating a blend of quantitative and qualitative analysis, along with international comparative analysis with countries considered relevant for Sweden. It will include the preparation of some background information by Swedish authorities, the analysis of PISA 2022 data, and the review of relevant policy developments in Sweden. It will also entail identifying international best educational practices in areas of interest to Sweden and include key virtual stakeholder interviews to better understand policy developments.

Working closely with Swedish education authorities will be central to the review's development, ensuring alignment with system needs and contextual considerations. Sweden will be expected to nominate a coordinator for the review and may consider establishing an Advisory Committee with stakeholder representation. The OECD will assemble a team led by a Senior Analyst from the OECD Directorate of Education and Skills, comprising individuals with proven knowledge and experience in the topics under investigation. As mentioned, it should be noticed that this review does not include a country visit and associated outputs (like in-situ discussions, on-field interviews, and/or enriched analysis based on the direct examination of the local context).

Summary

Main Objectives: Data Analysis and Review of Policy Developments

Scope of Work and Outputs:

- Comprehensive analysis of Sweden's PISA 2022 results.
- Trends analysis across reading, mathematics, and science performance.
- General examination of equity and quality of education based on PISA 2022 results.

- Analysis of the impact of disciplinary climate on student learning outcomes.
- Analysis of the use of digital devices in schools and its effect on student learning outcomes
- Analysis of the effective use of school resources in the education system in Sweden (international comparison).
- International comparisons (quantitative) based on PISA 2022 results.
- Desk-based analysis of recent educational policy developments.
- Examination of possible associations between policy changes and trends in PISA results.
- Consideration of best practices from other countries in areas identified as requiring attention.
- Inclusion of key virtual stakeholder interviews (in limited number, prioritising policymakers to better understand policy developments).
- Develop a diagnostic framework for policy support.

Methodological Approach (in connection with the previous points)

- Analytical Framework: The OECD team will develop an analytical framework to analyse the PISA data and review recent policy developments.
- Quantitative Analysis: A rigorous quantitative analysis will be conducted, applying statistical techniques to identify trends, patterns, and disparities in student performance.
- Equity and Quality Assessment: An examination of equity and quality in education will involve analysis of factors explaining achievement and producing disparities related to socio-economic status, geography, and other demographic factors.
- Policy-Data Linkage: Examination of potential associations between policy changes and trends observed in the PISA results, reflecting on potential relationships.
- Best Practices Review: Analysis of international best practices and policies from other countries to provide comparative insights in areas identified as requiring greater policy attention.
- Semi-structured interviews (virtual): Gathering information to better understand the context and the implementation of education policies (prioritising policymakers).

Ethical Considerations

The OECD will ensure an appropriate protection of personal data in accordance with its applicable rules and procedures.

Comparative Analysis

Comparative analysis will be used to investigate Sweden's education system in relation to countries with similar systems, providing valuable insights into areas for improvement and potential best practices. These methodological elements are designed to align with the review option selected, ensuring that data analysis, policy review, and stakeholder engagement (where applicable), contribute to a comprehensive diagnostic of Sweden's education system considering their PISA 2022 results.