



Swedish Council for  
Higher Education

Swedish Council for Higher Education  
SUHF (the Association of Swedish Higher Education)

October 2016

## **Swedish higher education institutions' activities associated with refugees**

## Contents

Swedish higher education institutions' activities associated with refugees.....	2
HEIs' responses to the questionnaire.....	3
Tables with the HEIs' responses per question .....	9
Arbetsförmedlingen's contributions to helping people who have newly arrived in Sweden become established .....	16
Establishment.....	16
Snabbspår – a faster route to work.....	17
Governmental investments in public placements.....	18
Governmental investments in bridging programmes for graduates with foreign qualifications .....	18
Other .....	19
Online courses in Swedish for newly arrived immigrants .....	19

# Swedish higher education institutions' activities associated with refugees

## FOREWORD

SUHF (the Association of Swedish Higher Education) has, as part of the remit of its working group for refugee issues, taken the initiative of conducting a survey of higher education institutions' activities associated with refugees and newly arrived immigrants in Sweden. The Swedish Council for Higher Education (UHR), which is represented in the group, assumed responsibility for this task.

The purpose of the survey was to highlight some of the efforts made by each higher education institution (HEI) to contribute to finding solutions for refugees and new arrivals. HEIs' undergraduate education and bridging programmes help them to become established and integrated, and to introduce them to the Swedish labour market. Research contributes to knowledge and understanding and helps to produce effective action. All HEIs are tasked with great responsibility for widening participation and equal opportunities.

The role of the working group is to disseminate knowledge, influence decision-makers and to push for renewal and development. Its work focuses on the current situation, but should still contribute to processes that are sustainable in the long-term, ones that increase inclusion and opportunities for recognition/validation, as well as bridging programmes for foreign graduates.<sup>1</sup>

The questionnaire was sent out on 13 September to SUHF's working group's contact people for refugee issues at HEIs. The questionnaire was sent to 30 HEIs, of which 27 responded. The results are presented in a compiled form for the entire response group, as well as per HEI.

The report begins with a presentation of the HEIs' responses. This is followed by a description of the measures coordinated by Arbetsförmedlingen (the Swedish Public Employment Agency) and statistics for the number of people registered as part of the establishment assignment. Government measures linked to the target group follow.

There is an additional PDF appendix, which presents the HEIs' complete responses per HEI in Swedish. This appendix is available on the Swedish Council for Higher Education's website: [www.uhr.se](http://www.uhr.se).

Cecilia Christersson

Chair of SUHF's working group for refugee issues

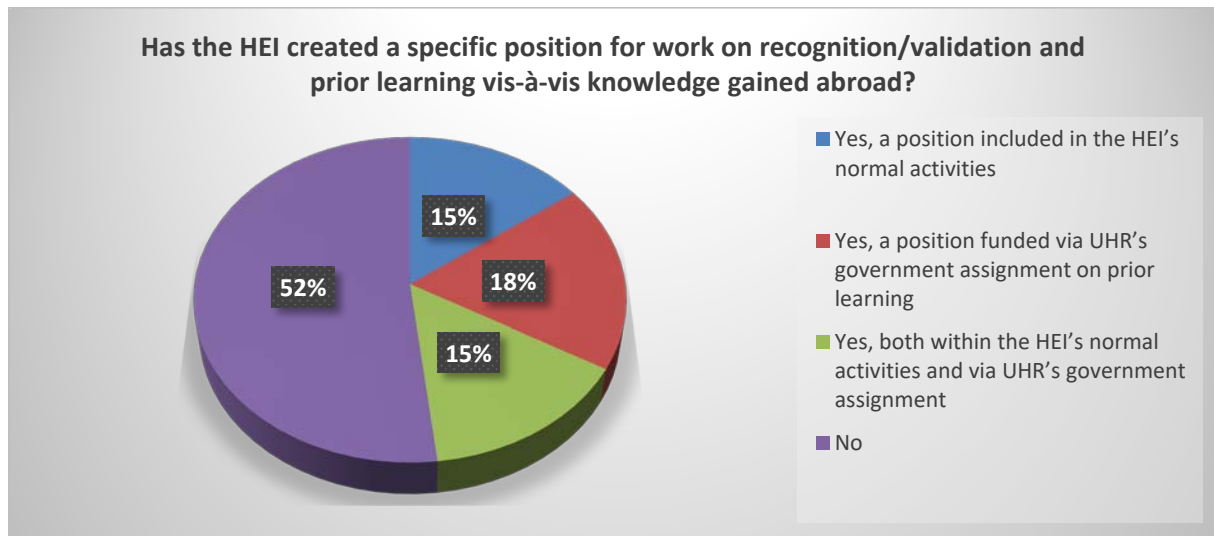
---

<sup>1</sup> [www.suhf.se/arbetsgrupp/arbetsgruppen-for-flyktingfragor](http://www.suhf.se/arbetsgrupp/arbetsgruppen-for-flyktingfragor)

## HEIs' responses to the questionnaire

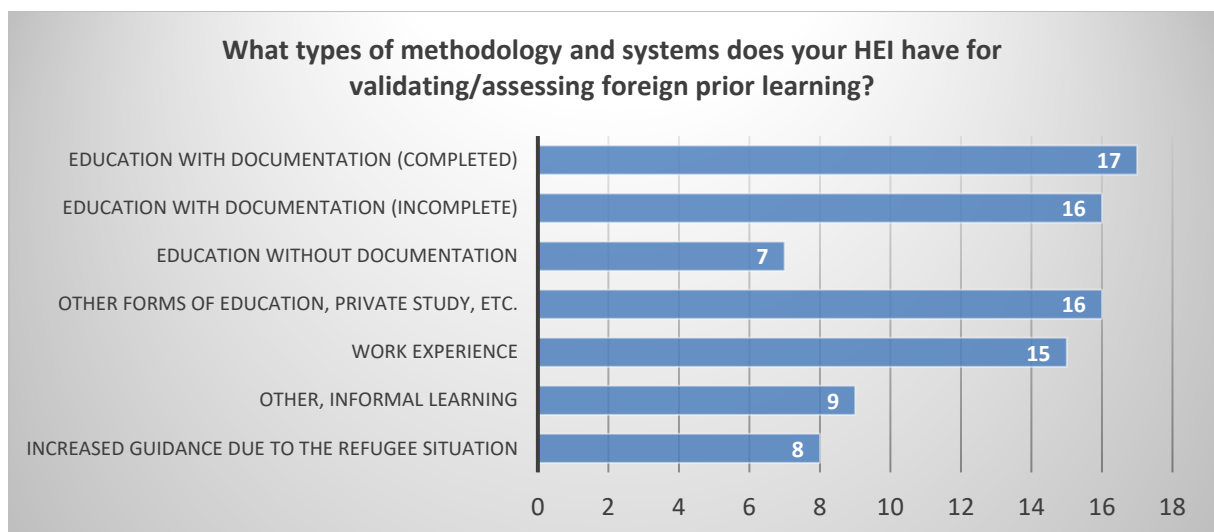
Of the 27 respondents, 13 HEIs (48%) stated that they have a specific position for work on recognition/validation and prior learning. The scope of these positions varied from 5% to 100% of a full-time position. A few HEIs stated that they are planning to establish such a position. Four of the HEIs stated that they had a position that was financed both by them and by funding from UHR's government assignment on prior learning.

Figure 1, Has the HEI created a specific position for work on recognition/validation and prior learning vis-à-vis knowledge gained abroad?



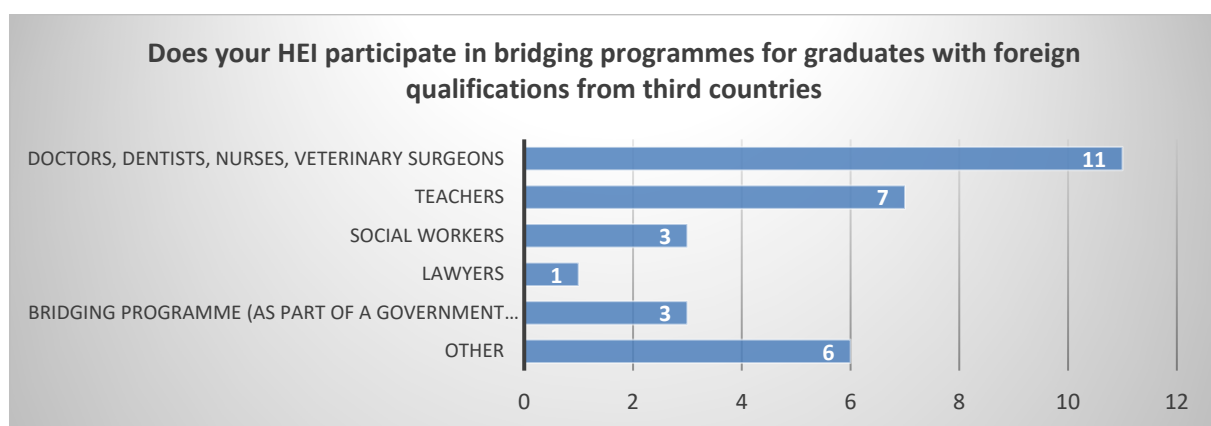
The majority of the HEIs that responded (56-64%) have a methodology and system for working with documented education/qualifications, whether completed or incomplete, as well as for other forms of education and work experience. Somewhat fewer respondents (26-33%) state that they have created systems for working with education that is not documented and other, informal, learning. Eight HEIs state that they have some form of increased guidance due to the refugee situation. These increased measures often include working with Arbetsförmedlingen and asylum-seeker accommodation, for example.

Figure 2, What types of methodology and systems does your HEI have for validating/assessing foreign prior learning?



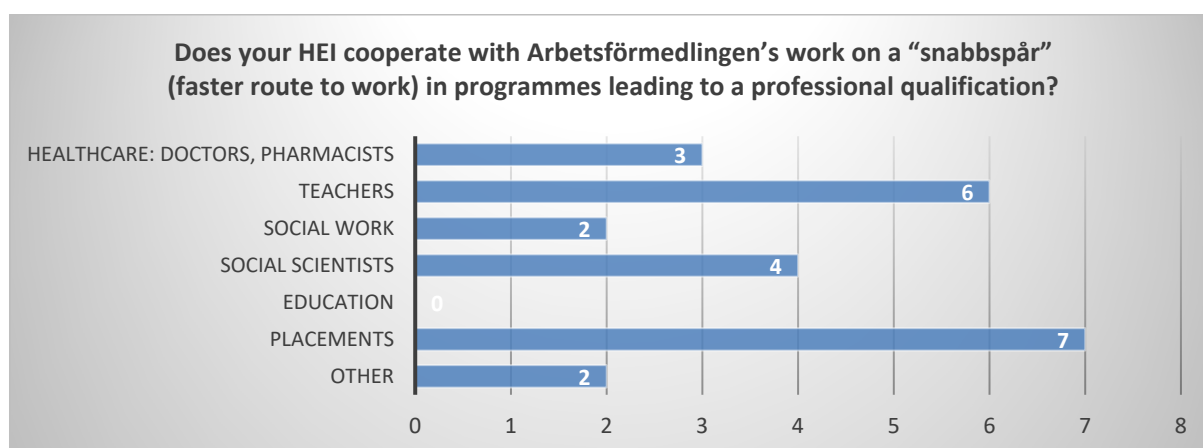
As regards HEIs' measures for bridging programmes (for people with foreign qualifications), most of these take place within measures that have already existed for a few years, e.g. for teachers: as part of continuing professional development for foreign teachers (ULV), bridging programmes in education (KPU) and continuing professional development for teachers (VAL); as well as for various healthcare professions as part of Socialstyrelsens (the National Board of Health and Welfare's) licencing process. Otherwise, courses are linked to the Swedish Government's current investments in bridging programmes for foreign graduates due to the refugee situation, see further on in the document. However, the government has expanded its measures and included more professions after the questionnaire was answered, so the overall picture differs from that when the responses were provided. A number of HEIs have, however, stated in the free text answers that applications to offer course/programmes have been submitted to the government and they are waiting to be notified.

Figure 3, Bridging programmes for graduates with foreign qualifications from third countries.



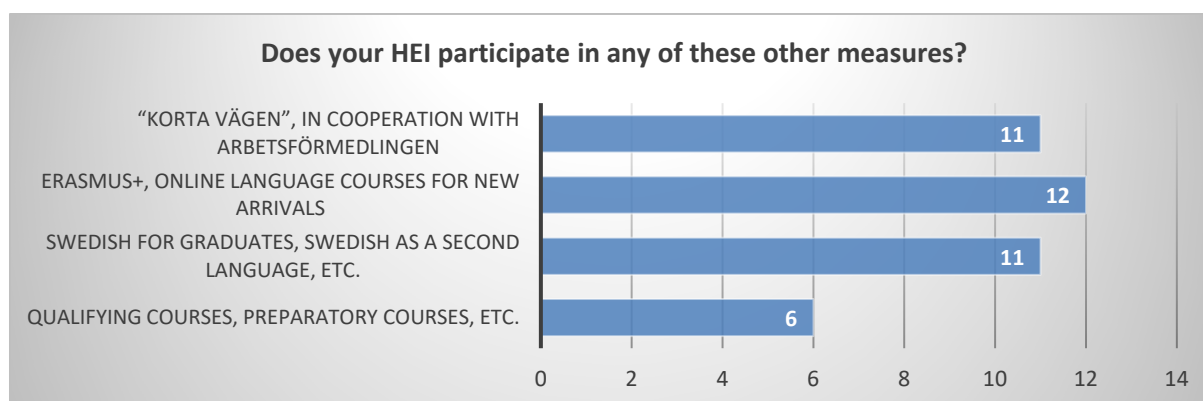
The HEIs' participation in Arbetsförmedlingen's "snabbspår" (a faster route to the labour market) measures is governed by the focus of governmental policy vis-à-vis the labour market, and in which areas there is a labour shortage. This involves specially-designed courses linked to actual professional practice and equivalent to no longer than 6 months of full-time study, pursuant to Section 12 of the ordinance on labour market programmes (2000:634). At some HEIs, education is offered in partnership with "Korta vägen" (a collaborative project between educational institutions and Arbetsförmedlingen, with the aim to help academics with a foreign degree into the labour market), and the courses are combined with vocational Swedish classes and work placements, among other things. The heading Other, below, includes additional vocational Swedish and regional cooperation projects.

Figure 4, “Snabbspår” – cooperation with Arbetsförmedlingen’s work on a “snabbspår” (faster route to work) in programmes leading to a professional qualification



As regards other education-related measures, there are a number of others, with the majority relating to studying Swedish.

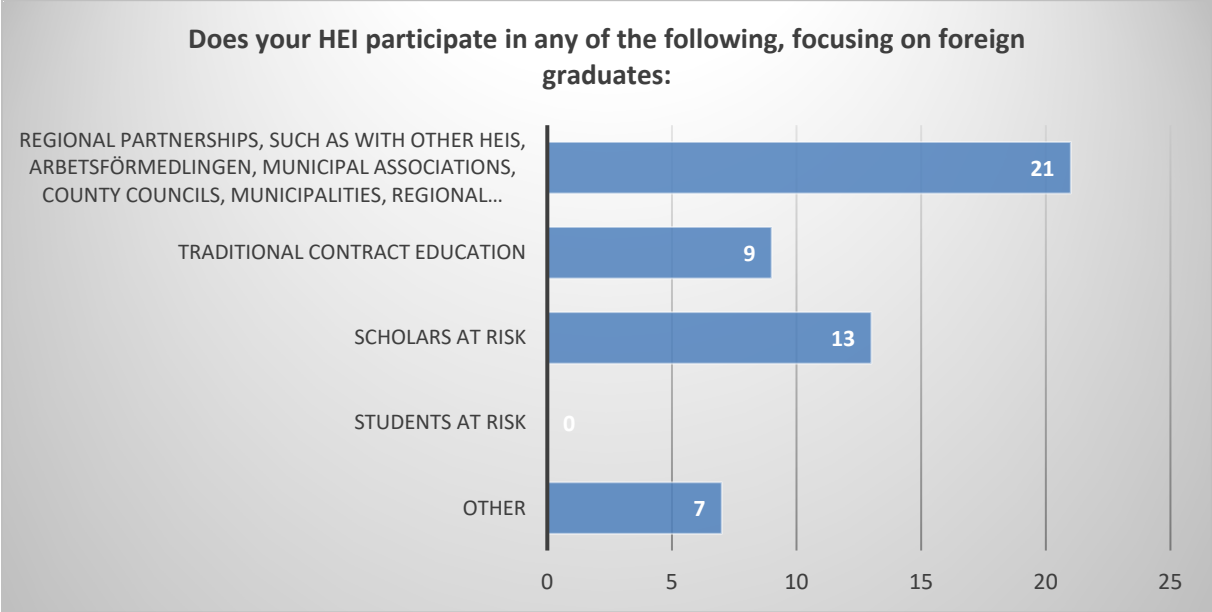
Figure 5, Other education-related measures



There are many activities within primarily regional cooperation projects; 21 HEIs state that they are part of some form of cooperation. This could include everything from reception and establishment, regional skills provision, development of recognition/validation methods, increased guidance and, to highlight one form of regional cooperation in the county of Stockholm, cooperation on SFX courses<sup>2</sup>. One example of contract education focuses on people working with unaccompanied minors, others on “snabbspår”. The heading Other includes the development of online courses (MOOCs), supervisor training for the workplace, hiring new arrivals as guest lecturers, etc.

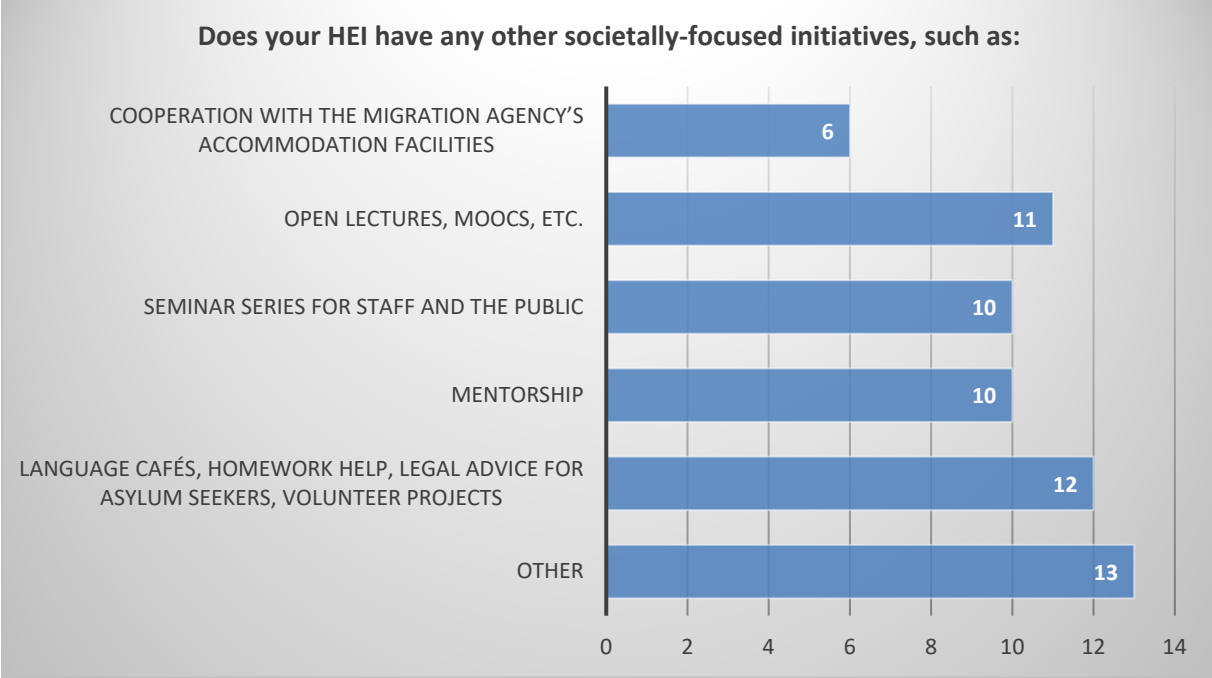
<sup>2</sup> SFX: Swedish classes for people with professional qualifications, combined with the opportunity to learn how the labour market works and their profession functions in Sweden. The aim is to reduce the time to employment or starting a business. Some SFX courses offer work placements and the chance to supplement the course at an HEI or upper secondary school.

Figure 6, Does your HEI participate in any of the following, focusing on foreign graduates?



A number of different activities are part of the additional initiatives shown in the below table. The heading Other includes examples of open lectures, information for newly arrived upper secondary school pupils and integration through a range of sporting activities, as well as student activities for unaccompanied minors, to name a few.

Figure 7, Does your HEI have any other societally-focused initiatives, such as:



Eleven of 27 HEIs responded to the final question: *Has your HEI identified legislation (acts, ordinances, regulations) that are a barrier to your work with the target group and, if so, which?* To summarise, the answers can be grouped as follows.

#### Access and eligibility

- Language, i.e. the requirement for the equivalent of Swedish step 3 for general eligibility, whether or not it is necessary for the subject being studied
- The “access enquiry” is producing new proposals regarding access to higher education, e.g. barriers to new arrivals in the form of merit ratings
- A problem in the Higher Education Ordinance, Chapter 6 Sections 6 and 7, a student’s right to credit transfers from other higher education, other education or work experience, is that it excludes informal learning
- No opportunities for targeted admission for the target group

#### Tuition fees for third country citizens

- Higher Education Ordinance 2010:543, tuition fees for third country citizens, is a barrier to welcoming asylum seekers to education
- Higher Education Ordinance – asylum-seekers’ right to participate in free higher education
- Tuition fees
- Uncertainty about many measures for asylum-seekers due to the Ordinance on application fees and tuition fees at higher education institutions

#### Recognition/validation and prior learning

- Higher Education Ordinance – the ordinance will probably need amending the concept of recognition/validation, to provide this work with legitimacy within the university.
- Validation process cannot begin before admission
- Validation process is not adequately tested
- Unclear rules for prior learning

#### Lack of resources, contract education, other forms of funding

- A lack of resources for targeted preparatory courses
- Resources for education
- Ordinance on contract education at higher education institutions (SFS 2002:760) does not allow people who are not employed by a legal person to participate in contract education, even if someone else pays
- Restrictive rules about which organisations may fund education
- Funding for undergraduate education is too meanly defined
- Limitations to contract education for private actors

#### Residence permits

- Temporary residence permits are not conducive to education
- Temporary residence permits
- Requirements for rapid establishment on the labour market with temporary residence permits can make HEIs’ work with new arrivals more difficult



Other

- The Public Procurement Act makes it impossible to efficiently locally procure educational measures from AF<sup>3</sup>
- Refugee researchers – possibility to become affiliated with an HEI  
Should be able to supplement some subject studies within KPU.

---

<sup>3</sup> Since February 2016, Arbetsförmedlingen has had the opportunity enter agreements with state HEIs for labour market courses and programmes, pursuant to Section 12 of the Ordinance on labour market programmes (2000:634).

## Tables with the HEIs' responses per question

Table 1

Has the HEI created a specific position for work on recognition/validation and prior learning vis-à-vis knowledge gained abroad?				
Name of the HEI	Yes, a position funded via UHR's government assignment on prior learning	Yes, a position included in the HEI's normal activities	Percentage of a full-time position	No
Blekinge Institute of Technology				X
Chalmers University of Technology				X
Swedish Defence University				X
University of Gothenburg	X		50%	
Stockholm School of Economics				X
Dalarna University	X		N/D	
University of Borås		40%	40%	
University of Gävle				X
Halmstad University				X
Jönköping University	X	X	35% (100%)	
Kristianstad University				X
University West	X	X	N/D	
Karolinska Institutet	X		40%	
University College of Arts, Crafts and Design				X
KTH Royal Institute of Technology		X	45%	
Linköping University				X
Linnaeus University	X	X	100%	
Luleå University of Technology	X		50%	
Lund University				X
Malmö University	X	X	100%	
Mid Sweden University		X	N/D	
Mälardalen University				X
Stockholm University of the Arts		X	5%	
Stockholm University				X
Södertörn University				X
Umeå University	X		50%	
Örebro University				X

Table 2

What types of methodology and systems does your HEI have for validating/assessing foreign prior learning?							
Name of the HEI	Education with documentation (completed)	Education with documentation (incomplete)	Education without documentation	Prior learning other than normal education			
				Other forms of education, private study, etc.	Work experience	Other, informal learning	Increased guidance due to the refugee situation
Blekinge Institute of Technology							
Chalmers University of Technology	X	X	X	X	X		X
Swedish Defence University	X	X		X	X		
University of Gothenburg	X	X					X
Stockholm School of Economics							
Dalarna University	X	X		X	X		
University of Borås	X	X	X	X	X	X	X
University of Gävle							
Halmstad University							
Jönköping University		X					
Kristianstad University	X	X	X	X	X	X	
University West	X	X		X	X	X	X
Karolinska Institutet	X	X		X	X		
University College of Arts, Crafts							
KTH Royal Institute of Technology	X			X			
Linköping University	X	X		X	X	X	X
Linnaeus University	X	X	X	X	X	X	X
Luleå University of Technology				X	X		
Lund University	X			X	X	X	
Malmö University	X	X	X	X	X	X	X
Mid Sweden University							
Mälardalen University	X	X	X	X	X	X	
Stockholm University of the Arts	X	X	X	X	X	X	
Stockholm University	X	X					X
Södertörn University	X	X		X	X		
Umeå University							
Örebro University							

Table 3

Does your HEI participate in bridging programmes for graduates with foreign qualifications from third countries, who may be:						
Name of the HEI	Doctors, dentists, nurses, veterinary surgeons	Teachers	Social workers	Lawyers	Bridging programme (as part of a government assignment or initiated by the HEI)	Other
Blekinge Institute of Technology	X					X
Chalmers University of Technology						
Swedish Defence University						
University of Gothenburg	X	X		X		X
Stockholm School of Economics						
Dalarna University						
University of Borås					X	
University of Gävle	X		X			
Halmstad University	X	X				
Jönköping University						
Kristianstad University						
University West						
Karolinska Institutet	X					
University College of Arts, Crafts and Design						
KTH Royal Institute of Technology		X				
Linköping University	X				X	
Linnaeus University	X					X
Luleå University of Technology						
Lund University	X					
Malmö University	X	X	X		X	
Mid Sweden University						
Mälardalen University						X
Stockholm University of the Arts						
Stockholm University		X				X
Södertörn University	X					
Umeå University	X	X	X			X
Örebro University		X				

Table 4

Does your HEI cooperate with Arbetsförmedlingen's work on a "snabbspår" (faster route to work) in programmes leading to a professional qualification?							
Name of the HEI	Teachers	Healthcare: doctors, pharmacists	Social work	Social scientists	Education	Placements	Other
Blekinge Institute of Technology							
Chalmers University of Technology						X	
Swedish Defence University							
University of Gothenburg	X	X				X	X
Stockholm School of Economics							
Dalarna University							
University of Borås							
University of Gävle							X
Halmstad University		X					
Jönköping University							
Kristianstad University							
University West							
Karolinska Institutet		X					
University College of Arts, Crafts and							
KTH Royal Institute of Technology							
Linköping University	X						
Linnaeus University				X			
Luleå University of Technology						X	
Lund University							
Malmö University	X			X		X	
Mid Sweden University							
Mälardalen University							
Stockholm University of the Arts							
Stockholm University	X		X	X			
Södertörn University			X	X		X	
Umeå University	X					X	
Örebro University	X					X	

Table 5

Does your HEI participate in any of these other measures?				
Name of the HEI	Qualifying courses, preparatory courses, etc.	Swedish for graduates, Swedish as a second language, etc.	Erasmus+, online language courses for new arrivals	“Korta vägen”, in cooperation with Arbetsförmedlingen
Blekinge Institute of Technology				
Chalmers University of Technology			X	
Swedish Defence University			X	
University of Gothenburg	X			
Stockholm School of Economics				
Dalarna University	X	X	X	X
University of Borås	X	X	X	X
University of Gävle				X
Halmstad University		X		
Jönköping University		X	X	X
Kristianstad University			X	
University West				
Karolinska Institutet	X			
University College of Arts, Crafts				
KTH Royal Institute of Technology				
Linköping University				
Linnaeus University	X	X	X	X
Luleå University of Technology		X	X	X
Lund University	X	X	X	X
Malmö University		X		
Mid Sweden University		X		X
Mälardalen University				
Stockholm University of the Arts				
Stockholm University		X		X
Södertörn University			X	
Umeå University			X	X
Örebro University		X	X	X

Table 6

Does your HEI participate in any of the following, focusing on foreign graduates:					
Name of the HEI	Regional partnerships, such as with other HEIs, Arbetsförmedlingen, municipal associations, county councils, municipalities, regional development centres, etc.	Contract education	International cooperation		
			Scholars at Risk	Students at Risk	Other
Blekinge Institute of Technology	X				
Chalmers University of Technology	X	X			
Swedish Defence University			X		
University of Gothenburg	X	X	X		X
Stockholm School of Economics		X			
Dalarna University	X		X		X
University of Borås	X	X	X		
University of Gävle	X				
Halmstad University	X				X
Jönköping University	X				
Kristianstad University	X				
University West	X		X		
Karolinska Institutet	X				
University College of Arts, Crafts			X		
KTH Royal Institute of Technology	X	X	X		
Linköping University	X				X
Linnaeus University	X	X			
Luleå University of Technology	X				
Lund University	X	X	X		
Malmö University	X	X	X		X
Mid Sweden University	X		X		X
Mälardalen University					
Stockholm University of the Arts					
Stockholm University	X		X		
Södertörn University			X		X
Umeå University	X	X	X		
Örebro University	X				

Table 7

Does your HEI have any other societally-focused initiatives, such as:						
Name of the HEI	Cooperation with the Migration Agency's accommodation facilities	Open lectures, MOOCs, etc.	Seminar series for staff and the public	Mentorship	Language cafés, homework help, legal advice for asylum seekers, volunteer projects	Other
Blekinge Institute of Technology						X
Chalmers University of Technology		X		X	X	
Swedish Defence University						
University of Gothenburg				X		
Stockholm School of Economics						
Dalarna University		X	X	X	X	
University of Borås	X	X	X	X	X	X
University of Gävle		X		X		
Halmstad University			X	X	X	X
Jönköping University			X			X
Kristianstad University						
University West	X	X	X		X	X
Karolinska Institutet		X				
University College of Arts, Crafts and						X
KTH Royal Institute of Technology		X				X
Linköping University			X		X	X
Linnaeus University	X	X	X	X	X	
Luleå University of Technology	X	X			X	
Lund University		X		X	X	
Malmö University	X	X		X	X	X
Mid Sweden University	X		X			X
Mälardalen University						X
Stockholm University of the Arts						X
Stockholm University			X			
Södertörn University					X	X
Umeå University			X			
Örebro University				X	X	



## Arbetsförmedlingen’s contributions to helping people who have newly arrived in Sweden become established<sup>4</sup>

### Establishment

The Act on establishment contributions for newly arrived immigrants came into force at the end of 2010, with Arbetsförmedlingen holding coordinative responsibility. The aim of the reform is to help new arrivals learn Swedish, find work, and earn a living as soon as possible. When a person receives a residence permit, as a refugee, quota refugee, person in need of protection, or as a relative to any other these, he or she has an establishment interview with an employment officer, during which the process is presented and the person’s previous skills and competences begin to be mapped out. Vocational Swedish, validation according to industry models, bridging programmes or subsidised employment are appropriate measures. In specific professions where there is a shortage of labour, there are also the abovementioned “snabbspår”, where tailor-made measures are used to speed up the route to employment.

*Table 8, People with post-secondary education registered in Arbetsförmedlingen’s establishment assignment, August 2016. Allocated according to the 50 biggest educational specialisations (Swedish education nomenclature code numbers with the equivalent ISCED heading).*

<b>Education</b>	<b>Post-secondary education, two or more years</b>	<b>Post-secondary education, less than two years</b>	<b>Total</b>
340 Business and administration	1508	383	1891
380 Law	949	174	1123
140 Education	944	174	1118
222 Language acquisition	665	131	796
523 Electronics and automation	437	104	541
349 Business and administration, not elsewhere classified.	410	96	506
721 Medicine	421	36	457
720 Health, not elsewhere classified	351	93	444
144 Teacher training without subject specialisation	365	59	424
481 Information and communication technologies	349	49	398
724 Dental studies	360	32	392
727 Pharmacy	327	24	351
582 Building and civil engineering	283	40	323
145 Teacher training with subject specialisation	282	20	302
480 Information and communication technologies, not further defined	183	87	270
520 Engineering and engineering trades, not further defined	196	73	269
522 Electricity and energy	223	42	265
220 Arts and humanities, not further defined	194	64	258
521 Mechanics and metal trades	196	47	243
581 Architecture and town planning	203	28	231

<sup>4</sup> <http://www.arbetsformedlingen.se/Om-oss/Om-Arbetsformedlingen/Eablering-av-nyanlanda.html>

442 Chemistry	192	20	212
621 Crop and livestock production	179	21	200
229 Arts and humanities, not further defined	145	48	193
142 Education science	152	37	189
149 Education not elsewhere classified	158	27	185
310 Social and behavioural sciences, not further defined	109	69	178
529 Engineering and engineering trades not elsewhere defined	118	50	168
460 Natural sciences, mathematics and statistics, not further defined	125	42	167
311 Psychology	141	21	162
343 Finance, banking and insurance	145	14	159
729 Health not elsewhere classified	135	22	157
344 Accounting and taxation	117	32	149
812 Travel, tourism and leisure	104	37	141
489 Information and communication technologies not elsewhere classified	96	38	134
811 Hotel, restaurants and catering	89	39	128
580 Architecture and construction, not elsewhere classified	107	18	125
461 Mathematics	104	14	118
342 Marketing and advertising	102	16	118
212 Music and performing arts	96	20	116
146 Teacher training with subject specialisation	98	18	116
143 Training for pre-school teachers	93	22	115
225 History and archaeology	91	14	105
221 Religion and theology	94	10	104
813 Sports	88	16	104
443 Earth sciences	86	17	103
421 Biological and related sciences, not further defined	93	10	103
525 Motor vehicles, ships and aircraft	73	29	102
211 Fine arts	73	22	95
640 Veterinary	77	16	93
320 Journalism and information, not further defined	77	14	91
Other Swedish education nomenclature codes	1814	539	2353
<b>Total</b>	<b>14017</b>	<b>3068</b>	<b>17085</b>

In August 2016, around a quarter of the 59,192 individuals registered in Arbetsförmedlingen's establishment assignment had post-secondary education of two or more years. The focus of this education is provided in the above table.

### Snabbspår – a faster route to work

A "snabbspår" offers a placement, language training and education in a coherent process. Parties on the labour market and Arbetsförmedlingen agree on which professions should have a "snabbspår". A "snabbspår" consists of a combination of Arbetsförmedlingen's measures, such as training in vocational Swedish, placement, validation, bridging programmes and assessments of professional

skills. “Snabbspår” participants receive establishment or activity benefits. There are currently 14 “snabbspår” in around 20 professional fields. The “snabbspår” that currently cooperate with HEIs are listed below.

- Medical doctor, at the University of Gothenburg. A 10-week course with 20 places, admission twice a year.
- Nurse, at Karolinska Institutet. A 10-week course with 25 places, admission twice a year.
- Teacher, at six (University of Gothenburg, Linköping University, Malmö University, Stockholm University, Umeå University and Örebro University) which were already associated with Continuing Professional Development for Foreign Teachers (ULV). The course is 26 weeks long and has 200 places.
- Veterinary nurse, at the Swedish University of Agricultural Sciences. A 26-week course with 20 places, admission twice a year.

### Governmental investments in public placements<sup>5</sup>

For the period 2016-2018, the Swedish Government has tasked public agencies with providing placements for newly arrived jobseekers and people with disabilities that entail a reduced capacity for work. Of these, public agencies must provide an overall total of 1000 placements for new arrivals per year. The aim of a placement is to boost Swedish skills, expand networks and gain knowledge about working at public agencies. Placements should be able to be combined with other measures, such as Swedish for immigrants. The Swedish Agency for Public Management, the Swedish Agency for Government Employers and Arbetsförmedlingen are tasked with providing assistance on enacting the Government’s decision.

The Agency for Government Employers encouraged Swedish HEIs to provide a total of 153 placements in 2016, and from January to July they provided a total of 247 placements.

### Governmental investments in bridging programmes for graduates with foreign qualifications

In the 2016 budget proposal, the Government proposed expanding bridging programmes for graduates with foreign qualifications that are equivalent to a Swedish higher education qualification. Funding for 2016 was increased to SEK 25 million. In 2017, the annual funding will be increased by SEK 75 million, and by another SEK 220 million in 2018. The Ministry of Education and Research will conduct a dialogue with HEIs on the scope of the bridging programmes. Current programmes have everything from 30 to 500 places.<sup>6</sup>

The Government’s special investments in bridging programmes for graduates with foreign qualifications that are equivalent to a Swedish higher education qualification now include programmes for medical doctors, teachers, dentists, nurses, and lawyers. There is also a bridging programme for graduates with foreign veterinary degrees, which is under the Ministry of Enterprise and Innovation. HEIs may also choose to offer bridging programmes within their funding cap.

---

<sup>5</sup>

[www.arbetsformedlingen.se/download/18.445c6101153872729ab66451/1459434542040/FAQ\\_Praktik\\_i\\_stat\\_en\\_2016\\_2018.pdf](http://www.arbetsformedlingen.se/download/18.445c6101153872729ab66451/1459434542040/FAQ_Praktik_i_stat_en_2016_2018.pdf)

<sup>6</sup> Government press release, 6 October 2016: 19 universitet och högskolor ska starta kompletterande utbildningar för personer med utländsk examen (19 HEIs to start bridging programmes for graduates with foreign qualifications).

In the spring of 2016, the Ministry for Education and Research sent an enquiry to HEIs regarding interest in offering bridging programmes for biomedical scientists, psychologists and nurses, pharmacists, economists, engineers, and social workers. HEIs have also been able to submit their own proposals for bridging programmes where they assess that a need exists.

On 30 June and 6 October 2016, the Government decided to give the below HEIs the task of planning for and creating bridging programmes, according to the list for the expansion of bridging programmes in higher education.

Pharmacists	University of Gothenburg, Uppsala University
Architects	KTH Royal Institute of Technology, and potentially Chalmers University of Technology
Midwives	Karolinska Institutet
Biomedical scientists	Uppsala University, University of Gothenburg, Linköping University, Kristianstad University
Economists	Lund University, Mid Sweden University, Mälardalen University, Dalarna University, Halmstad University
Physiotherapists	Karolinska Institutet
Engineers	Lund University, KTH Royal Institute of Technology, Luleå University of Technology, Karlstad University, and potentially Chalmers University of Technology
Medical doctors	Lund University, Umeå University
Psychologists	Uppsala University, Lund University, Umeå University
Nurses	Luleå University of Technology, Linnaeus University, University of Gävle
Social workers	University of Gothenburg, Stockholm University, Umeå University, Malmö University
Systems scientists	Lund University, Dalarna University
Dentists	Malmö University

## Other

### Online courses in Swedish for newly arrived immigrants

Due to the refugee situation in Europe, the European Commission has decided that language courses that are normally for students, volunteers, and pupils who will travel abroad via Erasmus+, may also be open to new arrivals. HEIs, schools and organisations in Sweden have been allocated 14,675 licences for online language courses for newly arrived immigrants, of which 13,765 licences have gone to HEIs.