



Population: 9 million inhabitants

Language: Swedish and four minority languages

Constitutional monarchy: King Carl XVI Gustaf

Religion: 80% Evangelical Lutheran

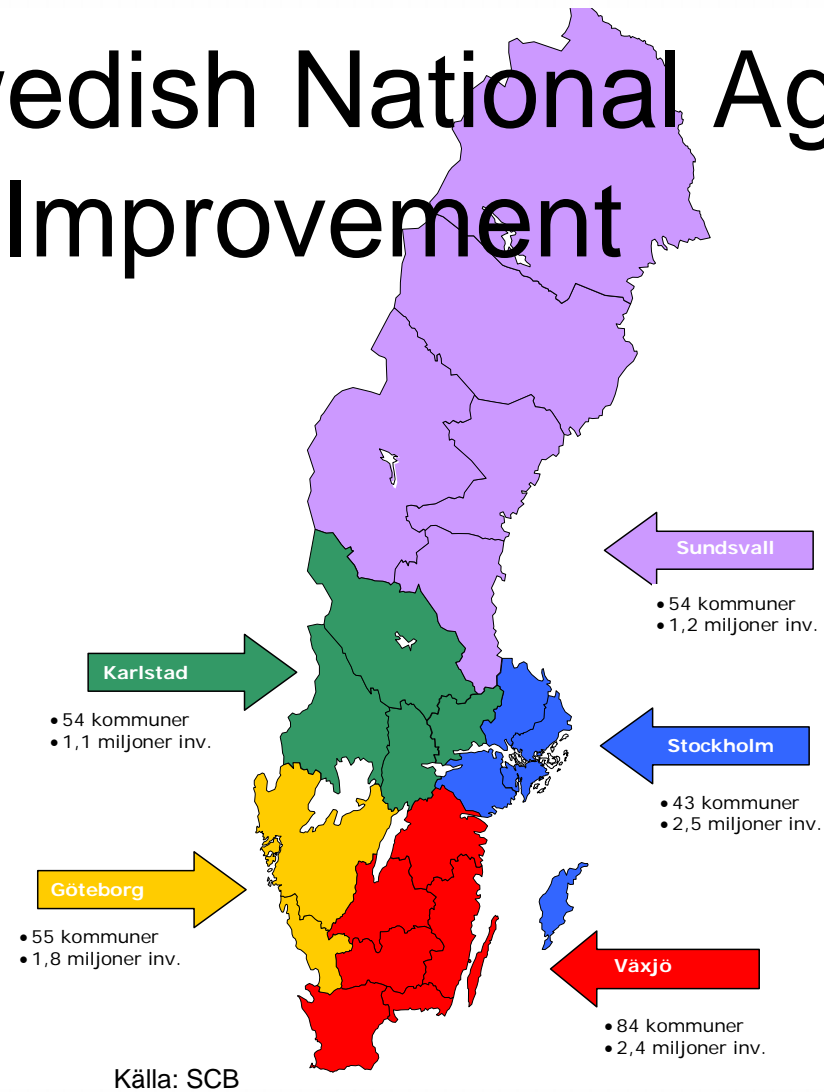
Swedish women have 1.85 children each



MYNDIGHETEN FÖR SKOLUTVECKLING

Swedish National Agency for School Improvement

The Swedish National Agency for School Improvement



The Swedish National Agency for School Improvement

Support municipalities and key authorities in their development with increased quality and better results so that nationally agreed goals, targets and values in education are realised.

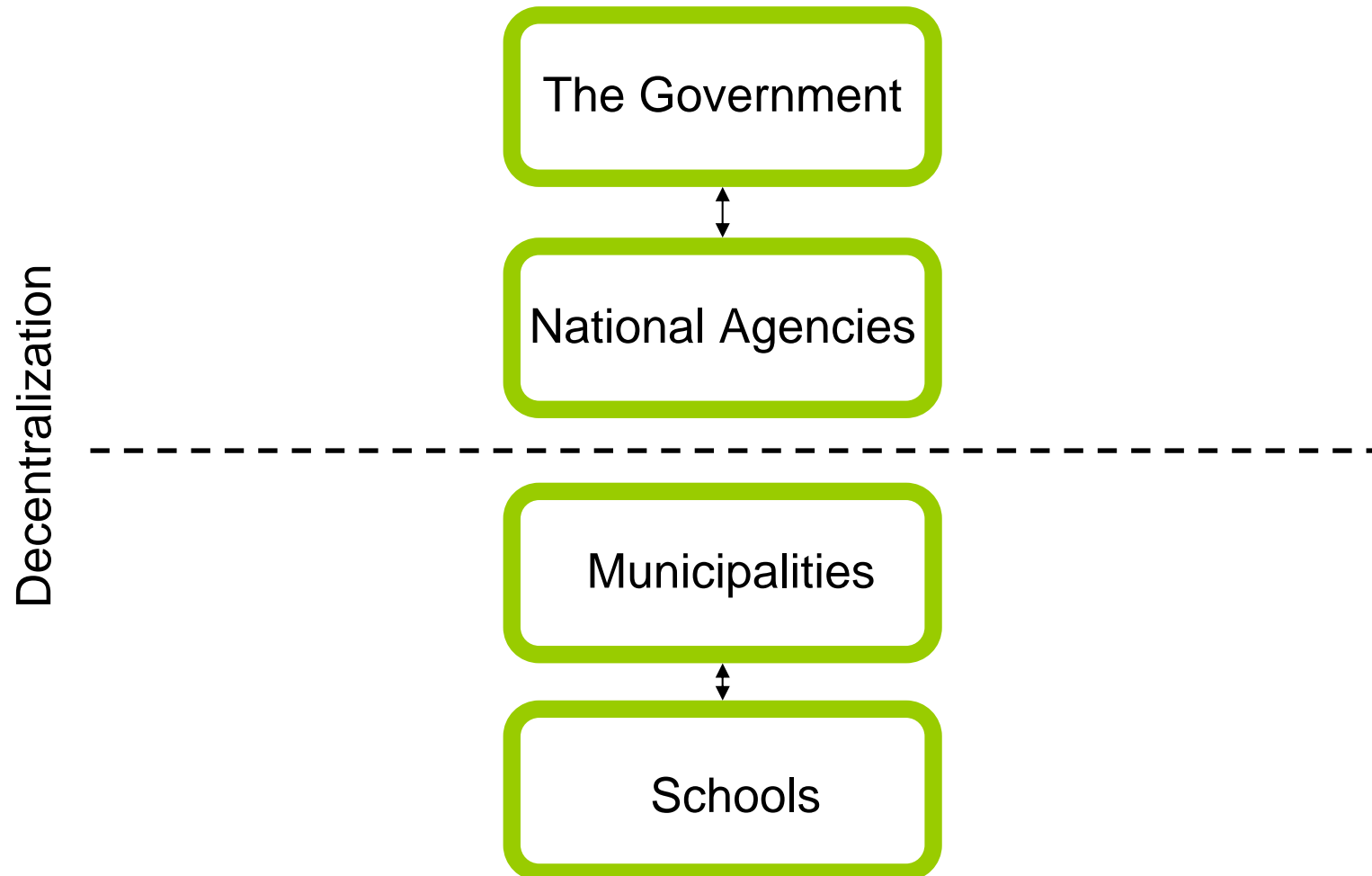
The Swedish School system

- The Swedish school system is a goal-based system with a high degree of local responsibility. The main responsibility lies with the municipalities and authorities responsible for independent schools.
- The overall national goals are set out by Swedish Parliament and Government in:
 - The Education Act
 - Curricula
 - Course syllabi for compulsory school etc.
 - Program goals for upper secondary school

The steering system

- In Sweden the educational goals are expressed in three national curricula – one for pre-school, one for compulsory school and one for upper secondary school – decided by the government.
- The municipalities and their schools are responsible for finding ways of reaching the goals, evaluating the efforts and improving the work. The state supports the municipalities and their schools in their strivings to provide and develop the quality of the inner work.

The Education System



The Steering System

State level (Government, Parliament and national agencies)

- Goals and regulations
- Resources
- Control (by inspection, monitoring and and evaluations)
- Support and information

Municipality level (local authorities)

- Resources
- Organisation
- In-service training
- Local development work
- Quality control and development

School level (headmasters)

- Local goals for teaching and learning
- Recruitment and in-service training
- Local development work
- Quality control and development



About the curricula for Pre-school

- 1998 first curricula for pre-school
- First step in the Swedish education
- The state set the national goals and the municipalities are responsible for implementation
- The educational principles of the preschool curriculum build on care and education going hand in hand.

Child Care in Sweden

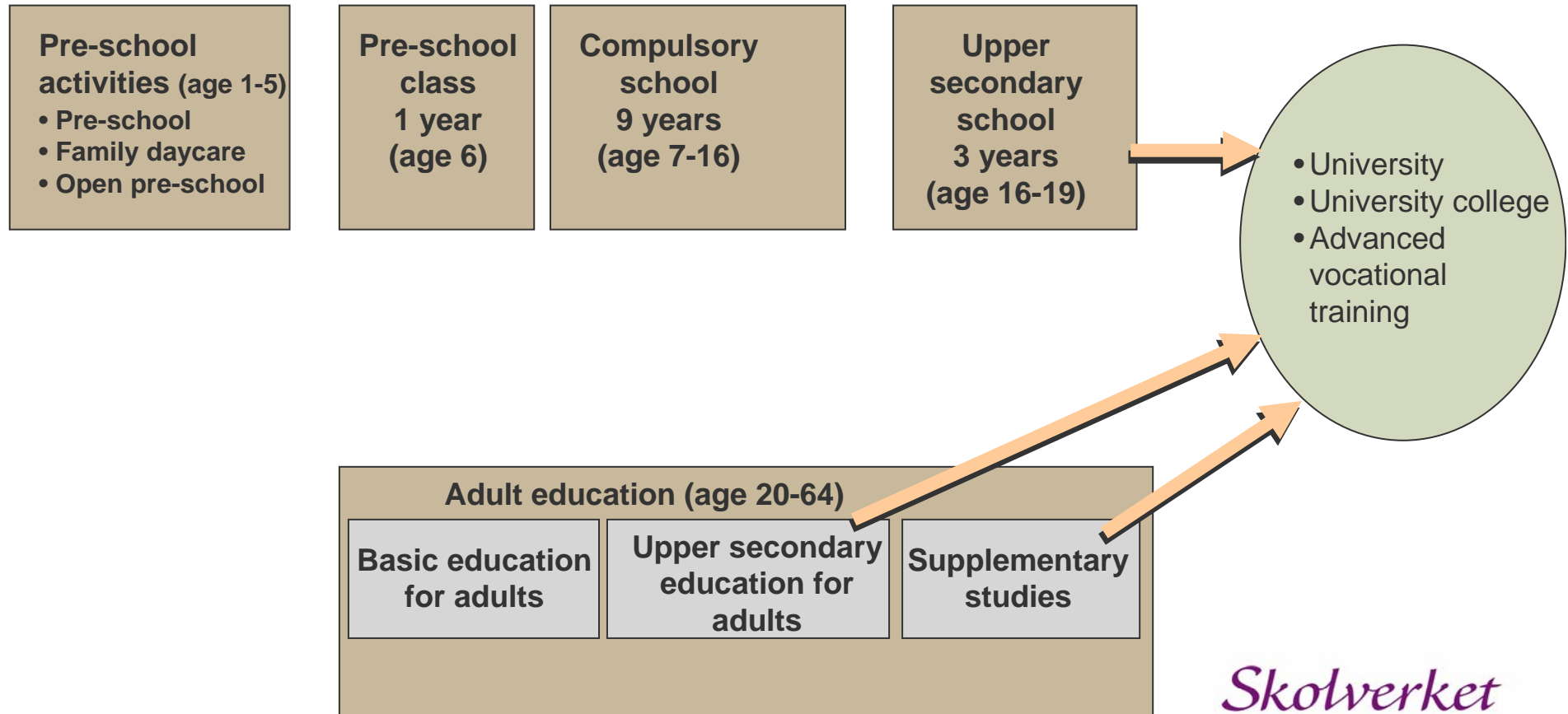
- Twin tasks - two aims
- combine parenthood with employment and studies
- support and encourage children's development and learning
- provide good conditions





The Swedish Education System

Basic Education





Basic Education in Sweden

Pre-school Class and Compulsory School

Pre-school class
1 year
(age 6)

Compulsory school
9 years
(age 7-16)

- **Pre-school class 1998**
- **New curriculum 1994 followed by a new goal oriented grading system**
- **Funded by state grants and local taxes – no fees**



Basic Education in Sweden

Upper Secondary School

Non compulsory

**Upper secondary
School (98 %)**

- **New curriculum 1994 followed by a new goal oriented grading system**
- **Funded by state grants, local taxes. Slight fees for lunch and books can occur**
- **Including both public and independent schools**
- **All students are qualified for higher education**

Sweden

Decentralised educational system

The Government sets the goals but it is up to the Municipality to see to that the schools (and students) fulfil the goals

The teachers can choose their methods and material (i.e. books) to achieve the goals.

Teachers work together with parents

Teachers work in teams

There are two National Agencies under the Ministry of Education and Culture, inspecting and supporting respectively.

The Swedish National Agency for School Improvement

- Is responsible for general support to schools within nationally prioritised areas
- Supports local development of work quality and improvement of learning environments
- Stimulates the development of professional competence among educators
- Is responsible for the national programme for school leader education
- Supports the widened use of ICT in education
- Disseminates knowledge, experiences and research among professional educators
- Participates in national and international networks that stimulate school improvement



Improvement through interaction

In order for change to be made, schools and municipalities must identify and specify their own needs for improvement. The agency adds perspective through specialist competence and occasionally financial support. We establish networks between schools which enable the spreading of good examples.



Our most important work

- Involves schools where the distance between goals to be achieved and visible results is not acceptable.
- Linguistic development in Swedish as well as mother tongue language is prioritized.
- We also offer support to interactive networks and quality reports as well as help with development of ICT-competence

Five Areas for Development

- Skills, Knowledge and assessment
- Diversity and Equity
- Quality work and supervision
- Democracy and Influence
- Education, Working Life and Progress



Who do we address

- Preschool
- Compulsory school
- Preschool class
- Upper secondary
- Adult education
- Independent School
- Child Care for School Children
- Sami School
- Schools for special needs

Strategies/work methods

- Internet
- Development interchange
- Informative model
- Network
- Competence development
- Collaboration
- Publications
- Human resources
- Head teacher training programmes
- Knowledge development/ dissemination



Lessons Learned?

- Long term development, not projects
- Based on assessments of local needs
- Support from the school management
- Systemic approach



Who we work with

The National Agency for School Improvement works with national organisations to provide optimum local conditions for quality improvement in education.

We collaborate with universities and colleges, national and regional training centres, head teacher competence development units and other institutions