



Barbro Kalla

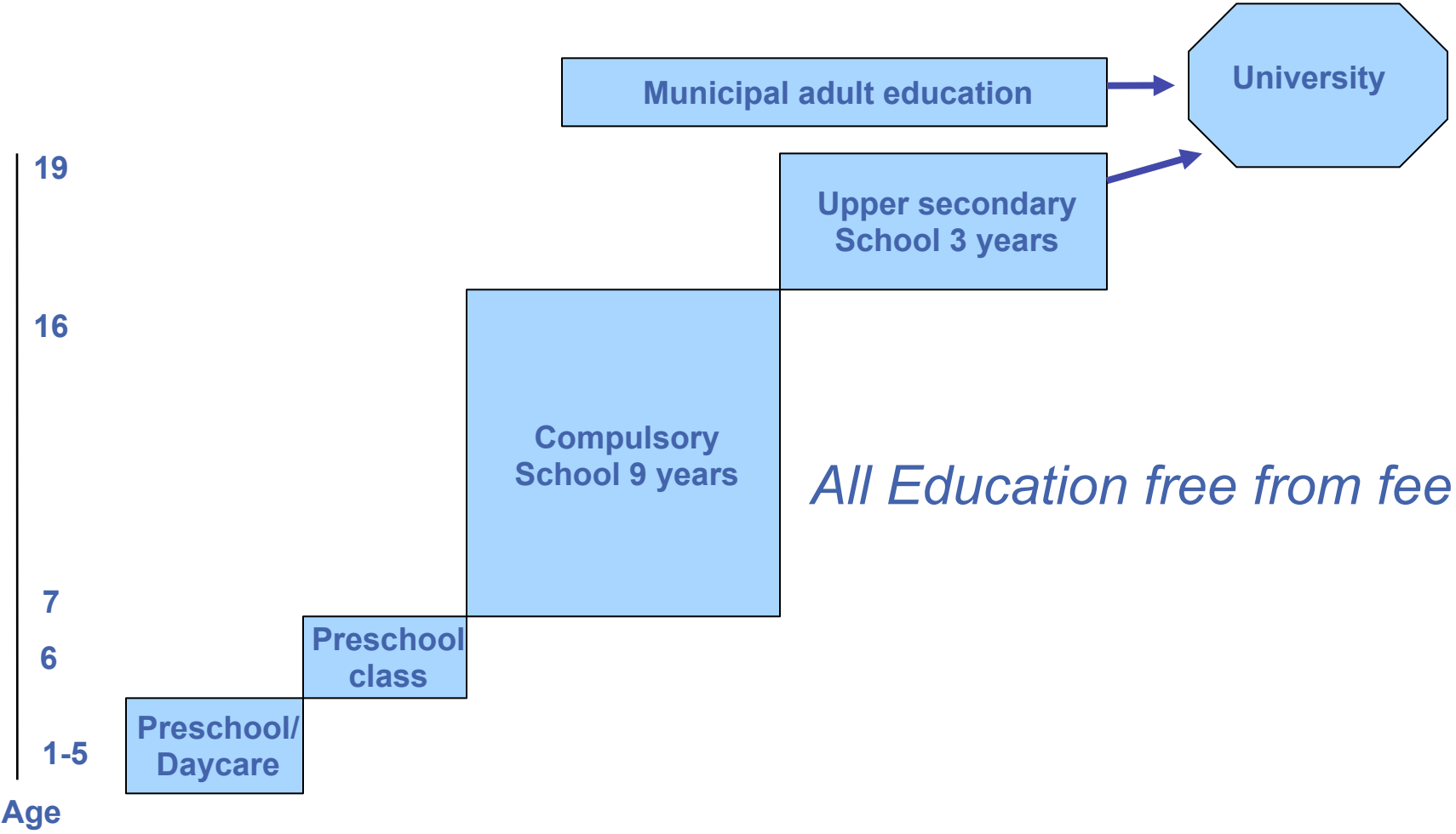
Sustainable Sweden Association

- Coordinator - Educational Projects
- Project Manager – Sustainable Sweden Tours
- Visiting group leader



UMEÅ

OUTLINE OF SCHOOL SYSTEM



ADVANCEMENT AND CAREER CHOICE

- From year eight onwards in compulsory basic school pupils are awarded grades.
- Almost everyone goes from compulsory school to upper schools.
- Pupils application for upper school is based on final grades from year nine and with final grades from upper school to University
- No University entrance exams.
- The adult education is a way to achieve higher grades (or the subjects required) in order to enter the University



THE STEERING SYSTEM

The Swedish school system is a goal-based system

- a high degree of local responsibility - municipalities
- The municipalities are to distribute resources and organize education such that students are able to achieve the national goals.

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



CURRICULA

- **Lpfö 98**
Curriculum for the
Preschool
Preschool
- **Lpo 94**
Curriculum for the Compulsory School
System, the Preschool Class and the
Leisure-time centre
1 - 9
- **Lpf 94**
Curriculum for the Non-compulsory
School System
Upper secondary
School:



NATIONAL OBJECTIVES

MATHEMATICS

Goals to aim for

The school in its teaching of mathematics should aim to ensure that pupils

- develop an interest in mathematics, as well as confidence in their own thinking and their own ability to learn and use mathematics in different situations,

Goals that pupils should have attained by the end of the fifth year

- be able to compare, estimate and measure length, area, volume, angles, quantities and time, as well as be able to use drawings and maps,



EXAMPLES OF CHANGES WHEN WORKING WITH NATIONAL OBJECTIVES:

Examples of changes when working with national objectives

- The national objectives and guidelines do not specify how teaching should be carried out in practice or what teaching aids should be used
- The teacher can decide what textbook/material to use.
- Every subject has a certain amount of hours to be distributed within the nine years of compulsory school.



DEMOCRACY AND FUNDAMENTAL VALUES

- The democracy assignment of schools is threefold;
 - Teach the student democracy and fundamental values
 - The schools shall themselves operate democratically
 - Foster democratic members of the society
- Fundamental Values : solidarity, equality between people and equal opportunity
- Education for Sustainable Development - ESD

