



EMEDUS
Europe Media Education

WP3. Formal Media Education

SWEDEN



1. Education System

Although education in Sweden is planned at the national level, each municipality designs its local curriculum according to their needs and circumstances.

The Swedish Agency for Education (Skolverket) is the central authority that manages the public education system from preschool to adult education. The agency oversees, evaluates and supports schools to improve their quality. Municipalities and independent schools organize the education system, provide resources and organize activities for students to meet the objectives. They are required by law to offer senior secondary education to all those who have completed the basic compulsory education.

Children must attend compulsory school for nine years, beginning their formal education at age 7 but if parents wish, they can start school at age 6. Citizens have the right to enroll in a regular senior secondary school education until the age of 20. After that age they can access the various forms of adult education.

2. Policies in Media Literacy

Sweden does not have an explicit national policy for the implementation of media education in schools.

But digital technologies have been introduced in a big way at school with projects such as the 1x1 (each student has an electronic device) through the Swedish Agency for Education. Since 2009 the National Department of Education has carried out the following tasks:

In Sweden, media literacy has been associated with citizenship and the future of democracy

- Dissemination of knowledge on the use of ICT in teaching and learning.
- Support the development of communication between schools, students and households or families.
- Monitor the development, research and other national and international studies on the subject.
- Maintain and develop dialogue with all interested parties.
- Promote secure and critical use of ICT.

3. Media Literacy and National Curricula

Media literacy is not included in the Swedish curriculum although references to the concept of media education can be found among its creative

Literacy is integrated in different fields like the arts, music, Swedish and social studies

learning objectives or in some of its areas referred to as "exploring reality" with methods of searching for and processing information.

Media education is related to a critical attitude among students with participation in society and democracy. An example of this is the creation of the story "Super Researchers" by the Swedish Media Council that familiarizes preschoolers with the critical use of the media which has been distributed throughout the country and abroad.

Film Education is incorporated into the curriculum as part of the subjects of language, history, social sciences and arts or as an extracurricular activity. These activities are promoted by the Swedish Film Institute Foundation, a government body that aims to bring young people to the cinema to express their creativity through it. By 2014 the plan is to develop in young people a critical attitude towards the media and teach them how to interpret films.

There are also organizations that promote film education such as film festivals and the National Museum of Film.

4. Tools to measure the Level of Competencies

As for the tools to measure levels of media literacy of citizens in Sweden, there is no system of measurement or evaluation.

5. Teacher Media Training

Media education is almost nonexistent in the initial teacher training programs and the integration of technology is deficient, so the Swedes have started to build a national network of teacher training institutions in ICT to enhance their education in this field.



As in Finland, teachers in Sweden have extensive autonomy to act as it is the municipalities, schools and teachers themselves who decide the subjects to be taught and the methodologies used to implement them.

As for media education, teachers decide how to teach this subject in class albeit without following unified criteria. Sometimes librarians teach the subject and sometimes they are special classes.

Teacher training programs still need to include the pedagogical and didactic use of the media because most teacher training programs do not distinguish between working with the media in class and educating students in and with the media.

The Swedish Media Council is preparing a website with quality educational materials on media education which will be linked to national education guidelines so that teachers will feel obliged to use them in class.

6. ICT in Schools



ICT's are integrated into the curriculum in terms of tools and training in order to develop skills. The new Education Law stipulates that students should have access to the "tools of modern learning." However, there are no guidelines on the amount of time used or the number of devices or mechanisms employed by which this goal should be met.

Swedish students constantly use digital technologies in class which creates great uncertainty for teachers and the feeling of lacking control in their classes.

The keys to the inclusion of ICT in Swedish schools can be summarized in the following programs and initiatives:

- **PIM (Practical IT and Media skills)**: Is an Internet resource with which media skills can be improved in order to use ICT in schools. PIM is produced by the Swedish National Agency for School Improvement and is available free of charge to any person interested.
- **DIGITAL LEARNING RESOURCES AND SERVICE**: For the development of digital skills among directors of Swedish schools: to improve learning, communication and logistics
- **USER - GENERATED CONTENT**: content initiatives where internet sites can be found like: lektion.se y Teacher On demand.
- **WEB 2.0**: Using various tools such as the social network Dela, creating an ever-growing community on Twitter and Facebook groups for teachers.
- **CONTENT SHARING**: Search engine called *Spindeln* ("Spider " en Inglés) which connects a series of archives.
- **LEARNING PLATFORMS**: Most municipalities/schools have access to some kind of LMS although they are not widely used.

Annex. Country Key Features

(a)	Languages	Swedish (official), small Sami- and Finnish-speaking minorities
	Population	9,119,423 (July 2013 est.)
	Major cities	STOCKHOLM (capital) 1.279 million (2009)
	Government type	Constitutional monarchy
	GDP (Purchasing Power Parity)	\$395.8 billion (2012 est.)
	GDP real growth rate	1.2% (2012 est.)
	GDP per capita (PPP)	\$41,700 (2012 est.)
(b)	GDP composition by sector	Agriculture: 1.8% Industry: 27.3% Services: 70.9% (2012 est.)
	GDP per head (PPS)	126.0 (year 2011) (Index, EU27=100)
(c)	Year of EU entry	1995
	Currency	Krona (kr)
	Schengen area	Member of the Schengen area since 1996
(d)	Pupils and students (ISCED levels 1-6) (1 000)	2.060,5 (year 2011)
	Pupils at ISCED level 1 (1 000)	683,0 (year 2011)
	Pupils at ISCED level 2 (1 000)	343,5 (year 2011)
	Pupils and students at ISCED level 3 (1 000)	546,3 (year 2011)
	Students at ISCED level 4 (1 000)	24,2 (year 2011)

Sources: own design, using data from:

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- http://ec.europa.eu/regional_policy/information/brochures/pages/country2012/index_en.cfm]
- (b) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]
- (c) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

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Teacher On Demand

<http://www.teacherondemand.se/>

The Swedish Film Institute

<http://www.sfi.se/>

The Swedish Media Council

<http://www.statensmedierad.se/Om-Statens-medierad/In-English/>

The Swedish National Agency for Education. Skolverket.

<http://www.skolverket.se/>