

1. National Information

Sweden

	EC sector	Primary school
Age of children	1-6	7-16
Policy responsibility at central level	Ministry of Education and Science	Ministry of Education and Science
Operational responsibility at regional level (leave blank if not relevant)		
Operational responsibility at local level	Municipality board	Municipality board
% proportion of public, non profit and for-profit provision	Public 90% Non-profit For-profit	Public 90% Non-profit For-profit
Annual public funding per child (100 Skr=10.58 Euro)	Childcare Early Education } 11. 557 Euro	Primary school: 8. 382 Euro Pre-school class 4. 720 Euro Leisure-time centre 3. 471 Euro
Levels of access – what percentage of children in the age group attend	Childcare (1-2 years) 63 % Early Education (3-6 years) 90%	Pre-school class (6 years) 98 % Primary school at 6 years: 1,4 %
Average hours of attendance per day of children	Childcare Early Education 7-8 h/d	4-5 hours
Do national or regional curricula or guidelines exist	Childcare Early Education YES	YES
Do the curricula include guidelines concerning transitions or continuity	YES	YES
How would you describe the continuities that exist between early years and primary schools.	Good	
What is the relationship between ECEC staff and primary school staff? Close, distant, very distant	Childcare (0-3 years) staff with Primary School staff distant, Early Education (3-6 years) staff with Primary School staff distant,	
Do the curricula include guidelines concerning emergent literacy	Yes	YES
Job titles of lead contact staff and assistant staff involved (please provide original language title and a literal translation)	Lead contact staff: Förskollärare och barnskötare Assistant staff	Lead contact staff: Förskollärare, grundskollärae, fritidspedagog Assistant staff
Length and level of initial training of lead staff and assistant staff	Lead contact staff: 3,5 years High education Assistant staff Different about 1 year	Lead contact staff: 3,5-4 year High education Assistant staff Different about 1 year
Days per year entitlement to in-service training of each category	Lead contact staff: about 5 days Assistant staff about 5 days	Lead contact staff: about 5 days Assistant staff about 5 days
% of lead staff with graduate training as a proportion of all staff	42%	82%
What is your opinion of the suitability of staff in terms of qualifications, experience and motivation for development	Lead contact staff: Good Assistant staff: Good	Lead contact staff: Good Assistant staff: Good
Average number of children per teacher, e.g. 10:1	5,2	12
Salaries of teachers per annum in Euros	26.400 €	31.200 €
Required working hours per week	34	30
Occupational status of ECEC staff – high, medium, low	Lead contact staff: high Assistant staff medium	Lead contact staff: high Assistant staff: medium

The statistical information are from Skolverket and it is based on the year of 2007 (2009 02 01). The Salaries of teachers are from the homepage for the teachers union (2009 02 01).

The annual public funding for preschool (11 557,63 Euro) include 10% that are parents fee.

Table 1. Curriculum features across the countries

Country	Curriculum name	Age group covered	Author and responsible levels	Main content orientations	Literacy orientation	Open framework or adult-driven	Other initiative related to Curriculum	Curriculum implementation features	Assessment process
Sweden	<p>The Curriculum for the Pre-school (Lpfö 98 (SKOLFS 1998:16; 2006:22).</p> <p>The Curriculum for the compulsory school system, the pre-school class and the leisure-time centre (Lpo 94) (SKOLFS 1994:1; 2006:23).</p> <p>National Syllabuses</p>	<p>1-6 years</p> <p>6-16 years</p>	<p>Ministry of Education and Research</p> <p>Education Act (Skollagen, 1985:1100)</p> <p>National Agency for Education</p> <p>Municipal responsibility.</p>	<p>Lpo94/lpfö98</p> <p>Fundamental values and tasks of the pre-school/schools</p> <ul style="list-style-type: none"> ▪ Goals and guidelines ▪ Norms and values ▪ Development and learning/Knowledge ▪ Influence of the child/Responsibility and influence of pupils ▪ Pre-school and home/School and home <p>Lpfö98</p> <ul style="list-style-type: none"> ▪ Co-operation between the pre-school class, the school and the leisure-time centre <p>Lpo94</p> <ul style="list-style-type: none"> ▪ Transition and co-operation ▪ The school and the surrounding world ▪ Assessment and grades ▪ Responsibility of the school-head 	<p>Goals and guidelines explicit point out that the pre-school should try to ensure that children develop their ability to listen, narrate, reflect and express their own views,</p> <p>develop a rich and varied spoken language and the ability to communicate with others and to express their thoughts, develop their vocabulary and concepts, the ability to play with words, an interest in the written language and an understanding of symbols as well as their communicative functions,</p> <p>develop creative abilities and the ability to convey thoughts and experiences in many different forms of expression, such as play, pictures, song and music, dance and drama,</p>	<p>Open framework giving principles:</p> <p><i>Guidelines</i> address process rather than content. Content is a municipal/centre responsibility</p> <p>In both Lpfö98 and Lpo94 there are Goals to strive towards</p> <p>In Syllabuses for Primary School there are Goals to be attained in the third, fifth and ninth year of school.</p>	<p><i>A revision of the curricula is started</i></p>	<p>Favourable child: staff ratios 5:1</p> <p>Teachers is trained in 3,5 year higher education.</p> <p>The proportion of graduate teachers is 42% (vision 2014 60%)</p>	<p>Mainly portfolio and individual plan assessment</p> <p>Parental inputs</p> <p>From first grade Individual developing plan (IUP) and grades from 1:st grade</p>