



Film for joy and learning

FILM EDUCATION IN SWEDEN



FILM FOR JOY AND LEARNING



Preface 4

The role of the moving image in pre-schools and schools	9
Emphasis on film and media	9
Pupil-teacher collaboration	10
Viewing and experiencing movies	13
Understanding the language of film	14
Making moving images	14
Public agreement on media issues	15
Film and media in the syllabuses for the compulsory school	19
Pleasure in being creative	21
Film on a par with literature and theatre	21
An expanded concept of text	23
The critical examination and evaluation of media messages	25
Media and society	26
The role of art in learning	27
The role of popular culture	28
Read more	29
The National Agency for Education	34
The National Agency for Education – local units	36
The Swedish Film Institute	38
Regional resource centres for film and video	40
Regional educational development centres	44

# Preface

Film and media have come to permeate society and our daily lives. Schools now have a clear responsibility to provide children and young people with the skills and knowledge they need to participate in today's media society. The ability of citizens to use various media and to understand the role of media in society is closely linked to the freedom of speech, and is a condition of democracy. This is why working with film and media is a primary task for schools and pre-schools.

There are many different forms of media in society: newspapers, magazines and books, radio and television, cinema and videos, CD's and the Internet. It will not be possible to examine all of these forms here. This guide deals primarily with film and filmmaking in schools, even though it does address the media in more general terms.

In the revised syllabuses for the compulsory school system, which have been in effect since autumn 2000, the moving image is emphasised more clearly than previously. It is to exist in schools as a source of knowledge, as a creative tool for the

pupils and as a form of art. In many Swedish schools, activities with film and filmmaking are on the rise. The Swedish Film Institute and the National Agency for Education wish to support this development and believe it is essential to promote broad co-operation on strengthening the position of the moving image in education.

This guide is intended to show why film is an important part of teaching and to provide information on where teachers, school officials and others interested in promoting work with film and media in schools and pre-schools can find support and inspiration for their continued efforts to do so.

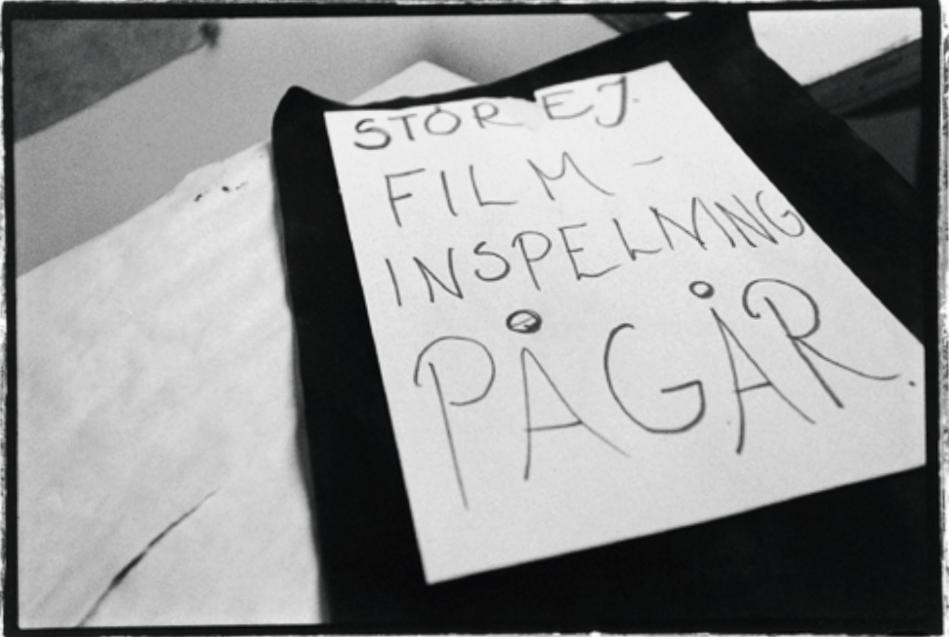
Work with film and media should be a part of the pupils' entire education – from pre-schools to upper secondary schools. The present guide, however, deals primarily with pre-schools and compulsory schools.

*Åse Kleveland*  
CEO  
THE SWEDISH FILM INSTITUTE

*Mats Ekhholm*  
GENERAL DIRECTOR  
THE NATIONAL AGENCY FOR EDUCATION







STÖREJ  
FILM-  
INSPELNING  
PÅGÅR.

*Film shoot. Do not disturb.*

# The role of the moving image in pre-schools and schools

The Swedish pre-schools and compulsory schools are mandated to provide children and young people with the opportunity to experience and produce various forms of creative work. Pre-schools and compulsory schools alike are charged with integrating work with media.

In the pre-school curriculum (Lpfö 98), play and various forms of inspirational learning are emphasised as a means of stimulating the imagination, empathy, communication and symbolic thinking, as well as strengthening collaboration and problem solving skills. Creating and communicating with the help of different forms of expression are part of the pre-schools' efforts to further the child's development and learning. According to the curriculum, even the pre-schools are expected to work with multimedia and information technology.

The curriculum for the compulsory school system (Lpo 94) states that the schools are responsible for seeing that all pupils, upon completing compulsory school, "have developed their ability to express themselves creatively and become more interested in participating in the range of cultural activities that society has to offer," "are able to develop and use their knowledge and experience in as many different forms of expression as possible covering language, pictures, music, drama and dance," as well as "have knowledge about the media and their role."

## EMPHASIS ON FILM AND MEDIA

The revised syllabuses for the compulsory school system have been in effect since July 1, 2000. They express the schools' responsibility for dealing with

forms of creative expression more explicitly than before and they develop the goals of the curriculum regarding work with film and media. The document *Compulsory school syllabuses 2000 (Grundskolans kursplaner och betygskriterier 2000)* states that art, Swedish and social studies subjects have a special responsibility for providing pupils with an opportunity to deepen their knowledge and develop their skills in the area of film and media. However, the study of the moving image as a form of portrayal and as a source of knowledge is not to be limited to certain subjects. Working with film in school provides a high degree of stimulation for cross-curricular work.

Individual schools are free to decide for themselves how the study of cinema is to be organised and carried out. The municipalities are responsible for ensuring that the schools are able to carry out their work so that the goals set forth in the curricula and syllabuses can be achieved. The new emphasis on film and media in the revised syllabuses ought to make film and media more visible in the planning of educational activities in school and lead to a greater emphasis on film and media in municipal school plans and in the action plans of local schools.

#### PUPIL-TEACHER COLLABORATION

Film is a form of cultural expression that is particularly appealing to children and young people. Working with moving image media provides pupils with an opportunity to express himself or herself in a different manner than by writing or speaking. In addition, work with film in pre-schools and schools teaches collaboration skills and provides training in democratic forms of work.

Teachers are heed to start with the backgrounds and needs of the pupils, with their particular film related interests and media experience. It might involve the teacher and the pupils viewing a movie together in order to explore what the story has to say and how the film is constructed. It might also involve supporting and stimulating the pupils' own efforts to make moving images. Many pupils quickly develop an ability to use cameras and editing equipment and the role of the teacher is often to serve as a creative discussion partner and advisor.





Working with film, media and other aesthetic forms of portrayal provides a way to emphasise other aspects of narrative art than those that can be expressed by the spoken and written word. Teachers and pupils are confronted with questions of how dramaturgy and aesthetics can be used to present particular content or express a message in a captivating manner. In this way, work in school involves all the senses, generates pupil interest and a desire to learn.

### VIEWING AND EXPERIENCING MOVIES

Watching a movie together can provide an excellent starting-point for conversation and reflection about important issues in life. It is often easy to see and understand human behaviour and dilemmas in the fiction film format. Documentary film can put people, places and events in new perspectives. Films can bring the past to life, mirror the present-day and help us to identify with people in different countries, with different cultural backgrounds and living under different conditions.

Experiencing a movie together provides a way to spark pupil curiosity and inspire continued knowledge seeking. Watching film as a part of the pupils' education can also serve as a way of introducing them to a broad, varied cinema repertoire they might not have found on their own.

It is important to remember that even small children are serious consumers of moving images on television and video. Pre-schools and schools are also responsible for ensuring that the youngest children see films and talk about what they have seen, helping them to gain a deeper understanding of both the content and the grammar of the moving image.

Most people today encounter movies via television, video and computers. Giving children and young people an opportunity to see film in the cinema is a way of allowing them to participate in the cultural life of their society, comparable to taking them to museums, theatrical performances and concerts. Many municipalities today run a school-cinema programme that is planned and run by teachers and pupils jointly.

## UNDERSTANDING THE LANGUAGE OF FILM

Television, video and the Internet have thoroughly transformed society. We no longer lack information, as was the case at the start of the previous century when knowledge had to be gathered in special textbooks. What is important today is to be able to provide pupils with tools they can use to deal with their media experiences, to sift through available information and be able to take a critical stance to what they see and hear.

Film and media products that are used in education must be examined and analysed by pupils and teachers together, just as works of literature are examined and analysed. The schools' work with understanding and interpreting the languages of media is to provide knowledge about the mechanisms, values and economic forces that govern the media available to us. At issue is the right of individual pupils to increase their knowledge about the world around them and to be able to take advantage of the opportunities available to them as citizens.

## MAKING MOVING IMAGES

The individual filmmaking experience allows pupils to express themselves and give form to their thoughts and feelings. By making their own films and news reports on video, pupils learn to look for information and subject it to criticism, while investigating and describing the world around them.

The fact that cameras and editing equipment are now easily accessible is decisive in determining how work with film and media can be integrated into daily schoolwork. Previously, many municipalities set up special media workshops and animation studios where children and young people could make their own films on video. As video technology has become simpler and less expensive, it has become more common for pre-schools and schools to acquire their own equipment.

Working on a film or video production is a collective creative process that often requires collaboration among pupils and encourages problem solving in a group. During the different phases involved in planning, shooting

and editing a film, pupils with different talents and interests can take turns playing prominent roles in the group.

For pupils, being able to participate in making films and expressing themselves through moving images is a democratic right, linked to the right to freedom of speech. Pupil filmmaking gains an even deeper significance if the films produced reach a broader audience than just the pupils' classmates. An example of this would be screening the films at a municipal video film festival or broadcasting them on local cable television. The possibility of communicating with an audience lends special meaning to the pupils' individual creative efforts.

#### PUBLIC AGREEMENT ON MEDIA ISSUES

Schools have become an arena for major initiatives relating to media and information technology (IT). In the years 1999–2002, the Ministry of Education has contributed vastly to the development of IT in Swedish schools. Every other teacher has gone through an IT education and been provided with a portable computer for private use. Schools have been equipped with computers and Internet connections. This investment has increased the interest in and possibilities for the work with new media in schools.

At times, too much attention is paid to technology while too little is paid to content. Schools would benefit from deeper discussions of the role of media in schoolwork, the educational aim, pupil participation and the increasing need for greater critical reflection.

An increasing number of municipalities are realising the importance of working towards an agreement regarding work with media in schools. These issues are particularly important in connection with developing action plans for media education in local schools or plans for teacher skills development.







# Film and media in the syllabuses for the compulsory school

The planning of school activities is to be based on the curriculum and the syllabuses. In the curriculum, the Swedish government and parliament have set forth the basic values around which school activities should be designed and the goals and guidelines applicable to work in school. The syllabuses set forth the goals for each school subject, as well as the goals that individual pupils are to have achieved upon reaching the fifth and ninth classes.

The syllabuses describe the aim and role of each subject in the education. The nature and structure of a given subject is defined based on the core and particular qualities of the subject. Essential perspectives for each subject are emphasised. The syllabuses are designed to clarify what all pupils should learn, while still providing considerable room for teachers and pupils to choose their own content and work methods.

The division into subjects provides a way of organising the educational content of the education but the intention is not to establish boundaries between subjects. The syllabuses constitute the basis for planning work in the different subjects and collaboration across subjects. This collaboration across subjects is necessary for comprehensive and meaningful knowledge development in accordance with the goals and guidelines of the curriculum.

At the request of the Swedish government, the National Agency for Education has revised the syllabuses and grading criteria for the Swedish compulsory school system. In connection with this, greater emphasis has been placed on work with film and media in the art, social studies and Swedish subjects. In a special document, *Comments on compulsory school syllabuses and grading criteria 2000 (Kommentarer till grundskolans kursplaner och betygskriterier 2000)*, the National Agency for Education has

*Common to all subjects in the compulsory school is that they should impart pleasure in being creative and a desire to continue learning. In their education pupils should develop the ability to draw conclusions and generalise, as well as explain and be able to provide the reasons for their thinking and their conclusions. Based on their own experiences and questions, pupils can develop good judgement and get a feeling of what is important.*

FROM THE INTRODUCTION TO COMPULSORY SCHOOL SYLLABUSES 2000  
(GRUNDSKOLANS KURSPLANER OCH BETYGSKRITERIER 2000)

explained its reasoning behind the revision work, indicated which general changes have been made and provided comments on the content of the syllabuses for the various subjects.

#### PLEASURE IN BEING CREATIVE

Learning is to be an enjoyable, creative process. The revised syllabuses for the compulsory school system are permeated with this notion. They contain an urgent request to school officials and teachers to create greater opportunities for cross-subject work, for creative ways of working and for making schoolwork interesting and exciting for pupils.

#### FILM ON A PAR WITH LITERATURE AND THEATRE

Work with film and media has primarily had an effect on the syllabus for Swedish, where a number of sections deal with film. The introduction, "Aim of the subject and its role in education," places film on a par with literature and theatre:

The subject of Swedish provides pupils with opportunities to use and develop their ability to speak, listen, see, read and write, as well as experience and learn from literature, films and the theatre. Language skills are of great importance for all work in school and the future life and activities of the pupils. This is why one of the school's most important tasks is to create good opportunities for pupils' language development. The subject should also provide experiences in reading, films and the theatre, and also the opportunity to exchange experiences relating to these activities.

The presentation of the structure and nature of the subject of Swedish includes a section entitled "Literature, films and the theatre." The pupils' right to experience culture, to experience literature, films and the theatre is

Erik Svensson Ö6

Jag tycker skolbio är jätte bra  
för det är roligt och vi får  
jobba med sarna och lära oss  
att framförallt samarbeta som jag  
har rött svårt för.

I think school-cinema is great because it is fun and we get to work with the fifth graders  
and we learn to co-operate which I find rather difficult. Erik Svensson, Ö6.

Jag tycker inte om  
att gå på bio på skoltid

Jesper Höganäs

I don't like going to the movies on school time. Jesper, Höganäs.

presented as an explanation of why it is so important for children and young people to take part in these expressions of culture.

Literature, films and the theatre open new worlds and communicate experiences of excitement, humour, tragedy and joy. Literature, films and the theatre help people to understand themselves and the world, and contribute to the development of an identity. Literature, films and the theatre provide opportunities for developing empathy and understanding of others, and for what is different, as well as for reviewing values and attitudes. This can create contrasting images to racism, extremism, stereotyped gender roles and undemocratic conditions. When young people meet literature, films and the theatre, there are opportunities for them to assimilate literary models and expressions.

#### AN EXPANDED CONCEPT OF TEXT

Knowledge becomes visible and manageable through language. This applies to all verbal expression. Learning can take place via oral communication or texts but also via different aesthetic forms of expression such as images, theatrical works, dance and music. These ‘languages’ open up many paths to knowledge and communication. Numerous forms of language are needed in a multicultural, dynamic and socially rich society. The different forms of expression help to develop our thinking and creativity, they enrich our personal and cultural identities and our relations to others. The syllabus for the subject of Swedish builds on the notion of an expanded concept of text:

Work with language and literature creates opportunities for satisfying pupils’ needs to express what they feel and think. It provides common experiences to reflect over and discuss. It provides knowledge of the Swedish language, of different cultural heritages and our surrounding world. Assimilating and working through a text does not necessarily imply reading, it may involve listening, drama, role-play, films, videos



and looking at pictures. The subject develops pupils' ability to understand, experience and interpret texts. A broader concept of text covers pictures, in addition to written and spoken texts.

Similar remarks also appear in the syllabus for the subject of art: "Pictures interact together with other forms of expression, such as speech, text and music within the framework of an expanded concept of text. Communication today largely takes place through combinations of different media, which impose demands on the inter-disciplinary."

### THE CRITICAL EXAMINATION AND EVALUATION OF MEDIA MESSAGES

The word "media education" is not mentioned specifically in the syllabus for any subject. Attention should be drawn to the various media and their roles in all school subjects. In different places in the syllabuses, formulations appear that touch upon the pupil's ability to interpret, critically examine and evaluate different sources of texts and messages. Under the heading "Goals to aim for," in the subject of Swedish, schools are instructed to help the pupils:

develop their ability to use different opportunities to obtain information, acquire knowledge of the language and functions of the media, as well as develop their ability to interpret, critically examine and evaluate different sources and their contents

Under the heading "Goals that pupils should have attained by the end of the ninth year in school" in the subject of Swedish, pupils are expected to "be able to appreciate and reflect over and evaluate the contents and means of expression used in pictures, films and the theatre."

In the overall texts on the social studies subjects, there is a discussion of the ways in which media contribute to shaping our understanding of reality.

The presentation of the structure and nature of the subject of art contains a section dealing with the ways in which media contribute to shaping our view of the world. The subject of art is also explicitly responsible for examining the ways in which media represent social class, ethnicity and gender.

#### MEDIA AND SOCIETY

The question of media and society is dealt with primarily in the social studies subjects. Under the heading "The structure and nature of social studies," there is a section entitled "Creating knowledge in an information society":

The society of today provides a virtually unending flow of information, which can be accessed from a range of sources and channels of varying reliability. The various media and their message play a major role when people form their views. In social studies, pupils become familiar with different ways of acquiring knowledge, as well as develop insights into how different media can be used and how they influence people and society. By orienting themselves in different information environments and using different sources of information, pupils obtain an insight into the opportunities and problems which are a part of the IT society. Searching, examining, selecting, structuring, critically evaluating, integrating and presenting information in different ways – in speech, writing, pictures, art, drama, music and movement – are all central to social studies. This promotes pupils' orientation in time and space, and their ability to design their own patterns and views of the surrounding world, which can be used as tools for analysing and assessing the interpretations and views of others as well as their own.

By the time they finish compulsory school, pupils are to be able to: look for information from a variety of sources; process, examine, and evaluate the information; and be able to use different forms of expression to present the results and conclusions of their work. The moving image and other visual media often prove to be rewarding forms of expression when used for this purpose.

## THE ROLE OF ART IN LEARNING

Most of the responsibility for the pupils' visual image development is borne by the subject of art. At the same time, the art syllabus states "all subjects have a responsibility for creating greater awareness of the visual world, the different functions of art in school and society, as well as the importance of working with art for the pupils' learning."

Under the heading "Aim of the subject and its role in education," the central role of art is emphasised:

Knowledge of art and creating pictures is of great importance for work in the school and other parts of pupils' lives and activities. The language of art is one of many ways to achieve knowledge and personal development. In working with pictures, experiences are represented, knowledge is acquired and becomes visible, understandable and possible to communicate. As a result of its aesthetic and communicative nature, the subject can contribute to promoting the school as a cultural environment, as well as cultural work, and also participation and personal creativity.

The subject of art is clearly oriented towards the pupils' own creative activities. Pupils are to acquire knowledge about means of expression and narrative strategies used in film and television, as well as the ability to perceive and discuss cultural and ideological patterns in the media content. Under the heading "Goals to aim for," schools are instructed, in connection with art, to strive to ensure that pupils "develop their ability so that they are able to enjoy creating their own pictures with the help of handicraft-based methods and techniques, as well as methods using computers and video technology" and that pupils "develop the ability to analyse and discuss pictures and also an understanding that pictures carry and create meaning, and have content, in addition to what they actually represent."

## THE ROLE OF POPULAR CULTURE

For the first time, popular culture is now mentioned in the syllabuses in relation to child and youth culture. Taking an active and open attitude towards the role that popular culture and youth culture play in the lives of pupils, presents a challenge for everyone who works in the school system. Doing so might involve giving pupils an opportunity, in school, to reflect on movies, television programmes and media products in which young people take an interest in their spare time. The syllabus for the subject of art states:

Visual representation is of growing importance in the information society. The media society of today is widely influenced by a global visual culture. Pictures occupy a prominent position in commercial contexts and play an important role in forming public opinion. Popular culture provides the most dominant category of pictures in the life of children and young people, and has an influential role in their construction of identity, knowledge and culture. Increasing diversity in art, the growth of information technology and changes in the conditions by which pictures are produced are rapidly changing educational structures in the cultural area.

The syllabus for the subject of music also mentions popular culture in relation to youth culture and the aesthetic forms of expression: "In today's international youth culture, music and text are integrated, often in combination with pictures, into new means of expression which reflect and influence the evolving individual's outlook on life."

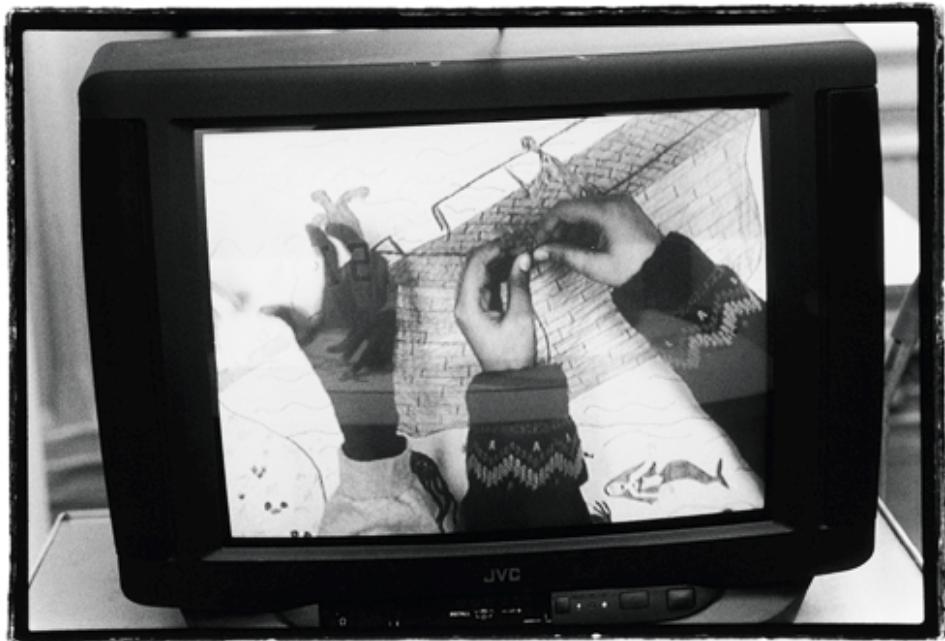
READ MORE

The curriculum for the compulsory school system is published by the Ministry of Education. The syllabuses and the grading criteria are published by the National Agency for Education.

The document *Curriculum for the compulsory school system, the pre-school class and the leisure-time centre* and the document *Compulsory school syllabuses 2002* are available in English as pdf-files on the National Agency for Education web site: [www.skolverket.se/english/publ.shtml](http://www.skolverket.se/english/publ.shtml)









# The National Agency for Education

The Swedish government and parliament have set forth the goals for pre-schools and schools. It is the responsibility of every municipality to ensure that it is possible for school officials and teachers to plan and carry out instruction based on the backgrounds, experience, interests and needs of the pupils. Working with film and media is one of the tasks with which the schools are charged. In an increasing number of municipalities, work with film and media is now being made visible in municipal school plans and the action plans of local schools.

Together with the Swedish National Council for Cultural Affairs, the National Agency for Education has been asked by the Swedish government to strengthen and stimulate local development work on culture in schools. The basis for this work includes the suggestions set forth by the Department of Culture's working group for culture in school in a report entitled A strategy for culture in school (*En strategi för kultur i skolan*; Ds 1998:58). During the three-year period 1999–2001, the National Agency for Education and the Swedish National Council for Cultural Affairs co-ordinated national efforts for stimulating development work on culture in school. Information regarding this assignment is presented in a folder entitled Culture for joy and learning (*Kultur för lust och lärande*).

One of the development areas to which the National Agency for Education has devoted itself is the area of film and media. Within the framework of the project Schools in development (Skola i utveckling), the National Agency for Education studied development work on different areas in 270 schools during the period 1996–1998. The way in which these schools worked with visual arts and media is described in a report entitled Among dedicated souls and aesthetes (*Bland eldsjälar och esteter*), published in 1999.

In the period 1999–2000, the National Agency for Education held discus-

sions, in consultation with the Swedish Film Institute, with representatives from regional resource centres for film and video, and with representatives from regional educational development centres at colleges and universities. In collaboration with these parties, the National Agency for Education arranged two national and nine regional seminars dealing with film and media in schools during the school year 1999–2000. The aim of these seminars was to create a meeting place for decision-makers and co-ordinators at the regional and municipal levels, and to stimulate education and skills development to strengthen work with film and media in Swedish schools. A concluding report entitled *Film and media education – a seminar series (Film- och mediepedagogik – en seminarieserie)* contains the main lectures presented at the seminars and was published in December of 2000. It is available in Swedish at the Window on Culture web site (*Kulturfönstret*). The National Agency for Education and the Swedish Film Institute will continue to support the building of networks and meeting places at the regional and local levels.

Information regarding continuing work in this area is published on a regular basis in the National Agency for Education's newsletter and journal.

Information can also be found at Window on Culture (*Kulturfönstret*), a joint web site for the National Agency for Education and the Swedish National Council for Cultural Affairs. This web site contains a film and media room, where anyone is invited to contribute their own experiences or find suggestions and ideas for creative work with film and media in schools. Window on Culture can be found at: [www.skolverket.se/skolnet/kulturfonstret/](http://www.skolverket.se/skolnet/kulturfonstret/)

A useful service from the School Data Network, run by the National Agency for Education, is the Multimedia Workshop (*Multimediabyrån*), where methods and creative tools for film and media-related educational work can be accessed. The Multimedia Workshop can be found at:

[www.multimedia.skolverket.se](http://www.multimedia.skolverket.se)

National Agency for Education  
SE-106 20 Stockholm, Sweden  
*Telephone* +46 8 527 332 00  
*Fax* +46 8 24 44 20  
[www.skolverket.se](http://www.skolverket.se)

# The National Agency for Education – local units

In addition to a central office in Stockholm, the National Agency for Education has regional offices in eleven locations throughout Sweden. These offices are all responsible for following, analysing and supporting the development of educational activities in municipal and private schools and pre-schools in their respective geographical area. A telephone service and regional contacts with organisations and other authorities are important components of the Agency's contact with its surroundings.

Additional information and current reports on local initiatives by the National Agency for Education can be found at the Agency's web site:  
[www.skolverket.se/lokalt/index.shtml](http://www.skolverket.se/lokalt/index.shtml)

## GÖTEBORG

National Agency for Education  
Göteborg  
Ekelundsgatan 9  
SE-411 18 Göteborg, Sweden  
*Telephone +46 8 527 336 20*  
*Fax +46 8 527 336 30*

## LINKÖPING

National Agency for Education Linköping  
S:t Larsgatan 21  
SE-582 24 Linköping, Sweden  
*Telephone +46 8 527 337 40*  
*Fax +46 8 527 337 41*

## KARLSTAD

National Agency for Education  
Karlstad  
Järnvägsgatan 6  
SE-652 25 Karlstad, Sweden  
*Telephone +46 8 527 337 00*  
*Fax +46 8 527 337 20*

## LULEÅ

National Agency for Education Luleå  
Sandviksgatan 81  
SE-972 34 Luleå, Sweden  
*Telephone +46 8 527 339 60*  
*Fax +46 8 527 339 80*

#### LUND

National Agency for Education Lund  
Västra Stationstorget 10  
SE-222 37 Lund, Sweden  
*Telephone +46 8 527 336 50*  
*Fax +46 48 527 336 90*

#### SKÖVDE

National Agency for Education Skövde  
Kyrkogatan 11  
SE-541 30 Skövde, Sweden  
*Telephone +46 8 527 338 00*  
*Fax +46 8 527 338 01*

#### STOCKHOLM

National Agency for Education  
Stockholm  
Karlungsvägen 77-81  
SE-113 35 Stockholm, Sweden  
*Telephone +46 8 527 335 50*  
*Fax +46 8 527 335 51*

#### SUNDSVALL

National Agency for Education Sundsvall  
Storgatan 22  
SE-852 30 Sundsvall, Sweden  
*Telephone +46 8 527 339 00*  
*Fax +46 8 527 339 10*

#### UMEÅ

National Agency for Education Umeå  
Nygatan 18-20  
SE-903 27 Umeå, Sweden  
*Telephone +46 8 527 339 30*  
*Fax +46 8 527 339 39*

#### UPPSALA

National Agency for Education Uppsala  
Trädgårdsgatan 12  
SE-753 09 Uppsala, Sweden  
*Telephone +46 8 527 338 60*  
*Fax +46 8 527 338 80*

#### VÄXJÖ

National Agency for Education Växjö  
Västra Esplanaden 9 A  
SE-352 31 Växjö, Sweden  
*Telephone +46 8 527 338 38*  
*Fax +46 8 527 338 59*

# The Swedish Film Institute

The Swedish Film Institute has a national public function in the area of film. This function includes supporting the production of Swedish films, supporting the distribution and exhibition of films throughout all of Sweden, promoting Swedish films abroad, as well as preserving and keeping alive the history of Swedish cinema.

An important task of the Swedish Film Institute is to strengthen the role of film and cinemas in regional and local cultural life. This means safeguarding the cinema as the place where films are seen and developing opportunities for audiences throughout all of Sweden to see good films under sound viewing conditions.

The activities of the Swedish Film Institute are governed by an agreement between the Swedish government and the film and television industry. The agreement for 2000–2004 contains a special assignment regarding film in school. This assignment involves several aspects such as presenting the possibilities of the moving image in school, generating interest in film as an art form among teachers and pupils, highlighting the cinema as the place to experience film and stimulating active, critical work with film and media in school.

Since 1998, the Swedish Film Institute administrates a governmental fund directed at the municipal authorities for the promoting of film screenings within the school system. The aim of this financial support is to make it possible for pupils to see quality films in their local cinema and to provide an understanding of the language of the moving image. Support is granted annually, with a maximum of three years. Then, the local authorities will take on the economic responsibilities. This support has been granted to municipalities for implementing cinema-related activities in education and develop municipal plans for working with film and media in schools.

Since 1996 the Swedish Film Institute has published a yearly report on the school-cinema co-operation programme in the Swedish municipalities. In the year 2001, school-cinema programmes were carried out in 161 of Sweden's 289 municipalities. The total number of admissions to these school screenings exceeded 660,000. To secure the work with film in education, this work should be mentioned in the municipal school policy or in the policy for cultural affairs in the municipality. 94 of Sweden's 289 municipalities have mentioned film or the local cinema in a policy document.

In order to assist anyone working with film in school, the Swedish Film Institute publishes a variety of moving image related educational materials. Study guides to specific films are published in Zoom, a quarterly magazine. In addition to the study guides, Zoom contains a comprehensive section of movie reviews. Articles and special reports deal with issues pertaining to media education with an emphasis on the possibilities for film in school.

A catalogue over films suitable for school screenings is published on a regular basis. This catalogue contains suggestions for useful movies sorted by a number of themes. The catalogue is published by the Swedish Film Institute in collaboration with The Swedish Labour Movements Association of Community Centres (Folkets Hus och Parker), an organisation managing cinemas all over Sweden. Over the years, the film and cinema industry in Sweden has become involved in the work with the school-cinema programme and provides support to this activity by offering discounts on film and cinema rentals.

Information about the school-cinema programme and film education can be found on the Swedish Film Institute web site: [www.sfi.se](http://www.sfi.se)

The Swedish Film Institute  
Box 27126  
SE-102 52 Stockholm, Sweden  
*Telephone +46 8 665 11 00*  
*Fax +46 8 661 18 20*  
[www.sfi.se](http://www.sfi.se)

# Regional resource centres for film and video

In all Swedish regions, the county councils have set up regional resource centres for film and video. Connected to these are regional film and cinema consultants responsible for supporting work with film in education. These consultants procure contacts among schools, municipal authorities and cinema managers. They arrange preview screenings of current films appropriate for the school-cinema programme and help to organise certain training in cinema and media studies for teachers. Many regional resource centres also run major programmes designed to support the filmmaking efforts of children and young people in school and in their spare time. One important task is inviting representatives of the county municipalities to network meetings, providing them with opportunities to exchange experiences and offer training relating to film and media education.

All the regional resource centres for film and video have initiated a co-operation with the regional educational development centres that have been established in connection with teacher training programmes at colleges and universities. During 2001, this co-operation was supported economically by the Swedish Film Institute and the Ministry of Education and in consultation with the National Agency for Education.

BLEKINGE AND KRONOBERG COUNTY  
Filmik  
Box 1201  
SE-351 12 Växjö, Sweden  
*Telephone* +46 470 58 69 52  
*Fax* +46 470 58 69 65  
[www.filmik.org](http://www.filmik.org)

DALARNA COUNTY  
Film i Dalarna  
Villavägen 3  
SE-791 37 Falun, Sweden  
*Telephone* +46 23 262 74  
*Fax* +46 23 262 79  
[www.filmidalarna.se](http://www.filmidalarna.se)

GOTLAND COUNTY  
Film på Gotland  
Gotlands kommun  
Söderväg 2 A  
SE-621 81 Visby, Sweden  
*Telephone* +46 498 26 94 41  
*Fax* +46 498 20 35 45  
[www.filmpagotland.org](http://www.filmpagotland.org)

GÄVLEBORG COUNTY  
Film Gävleborg  
Slottet  
SE-802 66 Gävle, Sweden  
*Telephone* +46 26 15 59 74  
*Fax* +46 26 60 58 79  
[www.filmgavleborg.lg.se](http://www.filmgavleborg.lg.se)

HALLAND COUNTY  
Film i Halland  
Kulturhuset Fyren  
Borgmästaregatan 6  
SE-434 32 Kungsbacka, Sweden  
*Telephone* +46 300 347 68  
*Fax* +46 300 348 85  
[www.filmihalland.nu](http://www.filmihalland.nu)

JÄMTLAND COUNTY  
Filmpool Jämtland  
Länskulturen  
Krondikesvägen 93  
SE-831 83 Östersund, Sweden  
*Telephone* +46 63 14 75 00  
*Fax* +46 63 14 76 01  
[www.jll.se/filmpool](http://www.jll.se/filmpool)

JÖNKÖPING COUNTY  
Resurscentrum för  
film i Jönköpings län  
Animationens hus  
Kaserngatan 26  
SE-575 35 Eksjö, Sweden  
*Telephone* +46 381 141 55  
*Fax* +46 381 141 35  
[www.ltjkpg.se](http://www.ltjkpg.se)

KALMAR COUNTY  
Film i Sydost  
Loftagatan 36  
SE-594 32 Gamleby, Sweden  
*Telephone* +46 493 131 25  
*Fax* +46 493 131 26  
[www.kalmar.regionförbund.se](http://www.kalmar.regionförbund.se)

NORRBOTTEN COUNTY  
Filmpool Nord  
Kronan A2  
SE-974 42 Luleå, Sweden  
*Telephone* +46 920 43 40 70  
*Fax* +46 920 43 40 79  
[www.fpn.se](http://www.fpn.se)

SKÅNE COUNTY  
Film i Skåne  
Stortorget 27, 1 tr.  
SE-211 34 Malmö, Sweden  
*Telephone* +46 40 30 91 60  
*Fax* +46 40 30 91 65  
[www.filmisskane.nu](http://www.filmisskane.nu)

STOCKHOLM COUNTY  
Film Stockholm  
Box 3136  
SE-103 62 Stockholm, Sweden  
*Telephone* +46 8 677 50 90  
*Fax* +46 8 679 50 90  
[www.filmstockholm.se](http://www.filmstockholm.se)

SÖDERMANLAND COUNTY  
Film i Sörmland  
Box 314  
SE-611 26 Nyköping, Sweden  
*Telephone* +46 155 24 57 89  
*Fax* +46 155 28 55 42  
[www.landstinget.sormland.se](http://www.landstinget.sormland.se)

UPPSALA COUNTY  
Film i Uppland  
Kultur i länet  
Box 26074  
SE-750 26 Uppsala, Sweden  
*Telephone* +46 18 611 62 85  
*Fax* +46 18 611 65 39  
[www.lul.se/kultur](http://www.lul.se/kultur)

VÄRMLAND COUNTY  
Film i Värmland  
Landstingshuset  
SE-651 82 Karlstad, Sweden  
*Telephone* +46 54 61 50 00  
*Fax* +46 54 61 40 58  
[www.filmivarmland.nu](http://www.filmivarmland.nu)

#### VÄSTERBOTTEN COUNTY

Film i Västerbotten  
Tullkammaren Kultur  
Västra Strandgatan 9  
SE-903 26 Umeå, Sweden  
*Telephone* +46 90 16 34 88  
*Fax* +46 90 13 82 68  
[www.vll.se/ac/film](http://www.vll.se/ac/film)

#### VÄSTERNORRLAND COUNTY

Film i Västernorrland  
Magasinsgatan 12, 3 tr.  
SE-852 34 Sundsvall, Sweden  
*Telephone* +46 60 15 54 25  
*Fax* +46 60 15 54 24  
[www.kultur.lvn.se/film](http://www.kultur.lvn.se/film)

#### VÄSTMANLAND COUNTY

Film i Västmanland  
Landstinget i Västmanland  
Repslagargatan 3  
SE-724 60 Västerås, Sweden  
*Telephone* +46 21 17 46 53  
*Fax* +46 21 17 46 50  
[www.ltvastmanland.se/kultur](http://www.ltvastmanland.se/kultur)

#### VÄSTRA GÖTALAND COUNTY

Film i Väst  
Box 134  
SE-461 23 Trollhättan, Sweden  
*Telephone* +46 520 49 09 00  
*Fax* +46 520 49 09 01  
[www.filmvast.se](http://www.filmvast.se)

#### ÖREBRO COUNTY

Film i Örebro län  
Storgatan 6  
SE-703 61 Örebro, Sweden  
*Telephone* +46 19 602 10 82  
*Fax* +46 19 10 15 92  
[www.film.orebroll.se](http://www.film.orebroll.se)

#### ÖSTERGÖTLAND COUNTY

Film i Öst  
Gamla Rådstugugatan 30  
SE-602 24 Norrköping, Sweden  
*Telephone* +46 11 15 26 50  
*Fax* +46 11 16 18 40  
[www.flimmer.nu](http://www.flimmer.nu)

# Regional educational development centres

Regional educational development centres (in Swedish called: "regionala pedagogiska utvecklingscentrum", often referred to as "RUC") have in recent years been established in connection with universities and colleges that offer teacher-training programmes. Their task is to serve as meeting places for colleges and municipalities in the region in order to benefit schools and teacher-training programmes. The aim is to create a forum for collaboration between pre-schools, schools and colleges, to strengthen the practical and theoretical aspects of teacher-training programmes and to support local school development efforts. This might involve helping schools and colleges to make better use of each other's skills, promoting co-operation on the part of the teacher-training programme that takes place in schools and helping to achieve greater depth in discussions of educational research.

The concept of regional educational development centres is presented in a department memorandum entitled Teacher-training in transition (*Lärarutbildning i förändring*; Ds. 1996:16). An account of the establishment of these centres can be found in a report entitled Regional development centres – new forms of co-operation (*Regionala utvecklingscentrum – nya former för samverkan*), published by the National Agency for Higher Education and the National Agency for Education in May 1999.

Blekinge Institute of Technology  
Institutionen för humaniora  
Avdelningen för lärarutbildning  
och pedagogisk utveckling  
SE-371 79 Karlskrona, Sweden  
*Telephone* +46 455 38 53 69  
*Fax* +46 455 38 53 57  
[www.hk-r.se](http://www.hk-r.se)

Borås University College  
Centre of School Development  
SE-501 90 Borås, Sweden  
*Telephone* +46 33 16 43 85  
*Fax* +46 33-16 40 06  
[www.hb.se/ped/csu](http://www.hb.se/ped/csu)

Dalarna University College  
Pedagogiskt utvecklingscentrum  
SE-791 88 Falun, Sweden  
*Telephone* +46 23 77 80 00  
*Fax* +46 23 77 80 80  
[www.du.se](http://www.du.se)

Gävle University College  
Pedagogiskt utvecklingscentrum  
SE-801 76 Gävle, Sweden  
*Telephone* +46 26 64 89 94  
*Fax* +46 26 64 85 02  
[www.hig.se/pux](http://www.hig.se/pux)

Göteborg University  
Utbildnings- och forskningsnämnden  
för lärarutbildning  
Box 100  
SE-405 30 Göteborg, Sweden  
*Telephone* +46 31 773 55 14  
*Fax* +46 31-773 55 15  
[www.ufl.gu.se](http://www.ufl.gu.se)

Halmstad University College  
Uppdragsutbildningsenheten  
Box 823  
SE-301 18 Halmstad, Sweden  
*Telephone* +46 35 16 71 28  
*Fax* +46 35 18 47 54  
[www.hh.se](http://www.hh.se)

Jönköping University College  
PULS / HLK  
Box 1026  
SE-551 11 Jönköping, Sweden  
*Telephone* +46 36 15 77 38  
*Fax* +46 36 16 25 85  
[www.hlk.hj.se](http://www.hlk.hj.se)

Kalmar University College  
Pedagogiskt utvecklingscentrum  
SE-391 82 Kalmar, Sweden  
*Telephone* +46 480 44 73 90  
*Fax* +46 480 44 69 19  
[www.lub.hik.se](http://www.lub.hik.se)

Karlstad University  
Regionalt utvecklingscentrum  
SE-651 88 Karlstad, Sweden  
*Telephone* +46 54 700 10 00  
*Fax* +46 54 700 14 78  
[www.kau.se](http://www.kau.se)

Kristianstad University College  
Enheter för kompetensutveckling  
SE-291 88 Kristianstad, Sweden  
*Telephone* +46 44 20 30 70  
*Fax* +46 44 20 30 73  
[www.hkr.se](http://www.hkr.se)

Linköping University  
Eastsweden Municipality  
Research Centre  
SE-581 83 Linköping, Sweden  
*Telephone* +46 13 28 10 00  
*Fax* +46 13 28 29 95  
[www.tema.liu.se/cks](http://www.tema.liu.se/cks)

Luleå University of Technology  
Pedagogik och ämnesdidaktik  
Universitetsområdet Porsön  
SE-971 87 Luleå, Sweden  
*Telephone* +46 920 49 10 00  
*Fax* +46 920 49 23 23  
[www.luth.se](http://www.luth.se)

Malmö University College  
Teacher Education  
Regional Development Centre  
SE-205 06 Malmö, Sweden  
*Telephone* +46 40 665 70 00  
*Fax* +46 40 665 81 44  
[www.lut.mah.se](http://www.lut.mah.se)

Mid-Sweden University College  
Lärarutbildningens kansli  
SE-871 88 Härnösand, Sweden  
*Telephone* +46 611 862 54  
*Fax* +46 611 862 00  
[www.mh.se](http://www.mh.se)

Mälardalen University College  
Centrum för pedagogiskt arbete  
Box 325  
SE-631 05 Eskilstuna, Sweden  
*Telephone* +46 16 15 36 34  
*Fax* +46 16 15 34 57  
[www.mdh.se](http://www.mdh.se)

Skövde University College  
Noveum  
Box 408  
SE-541 28 Skövde, Sweden  
*Telephone* +46 500 44 82 10  
*Fax* +46 500 44 82 99  
[www.his.se](http://www.his.se)

Stockholm Institute of Education  
Regionalt utvecklingscentrum  
Box 34103  
SE-100 26 Stockholm, Sweden  
*Telephone +46 8 737 57 03*  
*Fax +46 8 737 57 05*  
[www.lhs.se/ruc](http://www.lhs.se/ruc)

Stockholm University  
Enheten för lärarutbildning  
och kompetensutveckling  
SE-106 91 Stockholm, Sweden  
*Telephone +46 8 16 48 34*  
*Fax +46 8 674 71 83*  
[www.larkomp.su.se](http://www.larkomp.su.se)

Södertörns University College  
Campus Telge  
Mariekällgatan 3  
SE-151 81 Södertälje, Sweden  
*Telephone +46 8 608 40 00*  
*Fax +46 8 608 46 25*  
[www.sh.se](http://www.sh.se)

Trollhättan/Uddevalla University College  
Department for Studies  
of the Individual and Society  
Box 1236  
SE-462 28 Vänersborg, Sweden  
*Telephone +46 521 26 42 69*  
*Fax +46 521 26 42 98*  
[www.htu.se](http://www.htu.se)

Umeå University  
Pedagogiskt utvecklingscentrum Norr  
UnivEx  
SE-901 87 Umeå, Sweden  
*Telephone +46 90 786 68 56*  
*Fax +46 90 786 67 09*  
[www.univex.umu.se](http://www.univex.umu.se)

Uppsala University  
Institutionen för lärarutbildning  
Box 2136  
SE-750 02 Uppsala, Sweden  
*Telephone +46 18 471 00 00*  
*Fax +46 18 471 24 00*  
[www.ilu.uu.se](http://www.ilu.uu.se)

Vxut – Regional Educational  
Development Centre  
Videum  
SE-351 96 Växjö, Sweden  
*Telephone +46 470 77 85 43*  
*Fax +46 470 77 89 40*  
[www.vxut.kronoberg.se](http://www.vxut.kronoberg.se)

Örebro University  
Pedagogiska institutionen  
Regionalt utvecklingscentrum  
SE-701 82 Örebro, Sweden  
*Telephone +46 19 30 34 04*  
*Fax +46 19 30 32 59*  
[www.oru.se](http://www.oru.se)

TEXT

Margot Blom, The National Agency for Education  
Klas Viklund, The Swedish Film Institute

TRANSLATION

Translator Scandinavia AB  
Copy edited by Britt Coles

ILLUSTRATIONS

All photography by Karin Alfredsson,  
except for the photo on page 12 by Susanne Sandström

GRAPHIC DESIGN

Sara Henrikson & Klas Viklund  
Layout by Jakob Ekman/GRF

ORIGINAL TITLE

Film för lust och lärande

This publication was first published in March 2001.

Copyright © 2002 The National Agency for Education, The Swedish Film Institute  
Printed in Sweden by Fagerblads Tryckcentra AB, Västerås 2002

ISBN 91-85009-13-X (Statens Skolverk)  
ISBN 91-85248-96-7 (Svenska Filminstitutet)

ORDERING

Fritzes kundservice, SE-106 47 Stockholm, Sweden.  
Telephone +46 8-690 95 76. Fax +46 8-690 95 50. e-mail: [skolverket@fritzes.se](mailto:skolverket@fritzes.se)  
Order number: 02:763



In many Swedish schools, activities with film and filmmaking are on the rise. The Swedish Film Institute and the National Agency for Education wish to support this development. This guide is intended to show why film is an important part of education and to provide information on where Swedish teachers, school officials and others can find support and inspiration to evolve the work with film and media in education.

This booklet was first published in March 2001 and has been printed and distributed in 30,000 copies to teachers and media experts in Sweden. It gives an overview of the national policies and a presentation of the national and regional support for film and media education in compulsory schools and pre-schools in Sweden.

