



**Curriculum
For Adult Education Programme 2012**

Skolverket

Ordering address:
Fritzes kundservice
106 47 Stockholm, Sweden
Tel: +46 8 690 95 76
Fax: + 46 8 690 95 50
Email: order.fritzes@nj.se
www.fritzes.se

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ORDINANCE (SKOLFS 2012 :101)

Curriculum for Adult Education

Ordinance on the Curriculum for Adult Education

ISSUED ON 22 NOVEMBER 2012

The Swedish government stipulates the following.

Section 1. The curriculum that appears in the Annex to this Ordinance shall apply to municipal adult education, especially education for adults and instruction in Swedish for immigrants (Sfi), as well as for corresponding educational programmes in accordance with Chapters 5 and 6 of the Ordinance (2011:1108) on Adult Education.

Section 2. Where instruction in Swedish for immigrants (Sfi) or equivalent education, in accordance with Ch. 5 or Ch. 6 of the Ordinance (2011:1108) on Adult Education, is combined with some other type of education within the school system, the Ordinance on the Curriculum that applies to the other type of education shall be applied to the education as a whole.

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1. This Ordinance shall be promulgated in the Statutes of the Swedish National Agency for Education (SKOLFS).
 2. The Ordinance enters into force on 1 January 2013. It shall be applied to courses, sub-courses (modules) and upper secondary diploma projects commenced after 30 June 2012.
 3. The Ordinance (SKOLFS 2012:00) concerning the suspension of the Ordinance (SKOLFS 1994:2) relating to 1994 year's curriculum for the voluntary school types states, on the one hand, that the Ordinance ceases to be valid at the end of 2012, on the other hand the suspended Ordinance still applies to courses, sub-courses (modules) or project work within municipal adult education and adult education for those persons with learning disabilities that have commenced before 1 July 2012.
 4. In the implementation of this Ordinance, the knowledge requirement in this Ordinance shall be placed on an equal footing with such knowledge goals and grading criteria as stipulated in Ch. 21 of the Swedish Education Act (2010:800), in its wording before 1 July 2013, where special education for adults as well as corresponding educational programmes in accordance with Ch. 5 and Ch. 6 of the Ordinance (2011:1108) on Adult Education are concerned.

Contents

1. Adult Education's Mandate and Value System 5

2. Overall Goals and Guidelines 10

2.1 Knowledge 10

2.2 Educational specialisation – for work and community life 12

2.3 Assessment and grading 13

2.4 Responsibility of the Principal 14

1. Adult Education's Mandate and Value System

Adult Education's mandate

Adult Education shall transmit knowledge and support students so that they can work and take an active role in the community. It also aims to facilitate continued studies. Adult Education shall provide such knowledge as comprises the common frame of reference for society; this knowledge, moreover, is based on a value system incorporating democratic values and respect for human rights.

Adult Education's target group is heterogeneous and the students are individuals with highly varied prerequisites and prospects. In addition, the students' goals, so far as the educational courses and programmes are concerned, may vary sharply. The education provided must consequently be adapted on the basis of the individual's needs and preconditions and it may vary both in terms of length and content. The Adult Education shall always respond to each student on the basis of his or her needs and preconditions.

Fundamental values

In the Education Act (2010:800), it is established that the purpose of the education provided within the school system is for students to acquire and develop knowledge and values. It shall promote the development and learning of students as well as a lifelong desire to learn. The education shall communicate - and anchor among students - respect for human rights and underlying democratic values on which Swedish society rests. The education provided shall be based on scientific grounds and tried and tested experience. Everyone active within Adult Education shall also promote respect for everybody's intrinsic value and respect for our common environment.

The education, in accordance with the ethical standards that are upheld by Christian tradition and Western humanism, shall endorse the inviolability of human life, individual freedom and integrity, the equal value of all human beings, gender equality as well as solidarity between people. The education shall be non-confessional in character.

Understanding and shared humanity

The Adult Education shall promote the understanding of other people and the capacity for empathy. Nobody within Adult Education shall be subject to discrimination that is connected with gender, ethnic identity, religion or other belief, transgender identity or expression, sexual inclination, age or disability or to harassment and abusive treatment of any kind. All tendencies to discrimination or harassment shall be actively countered. Xenophobia and intolerance shall be confronted with knowledge, open discussion and active measures.

The trend for growing internationalisation and mobility across national borders, as it affects Swedish society, places high demands on people's capacity to live with, and understand, the values that lie in cultural and ethnic diversity. For the individual the educational venue, regardless of type of study, becomes also a social and cultural meeting place. Familiarity with Sweden's culture and history, as well as the Swedish language, shall be strengthened by way of education in different courses offered by Adult Education. International contacts and educational interchanges with other nations shall be promoted.

Objective and balanced

Adult Education shall be open to different perceptions and views and also encourage their presentation. It shall stress the importance of personal standpoints and offer scope for such. The education shall be objective and balanced in character. When values are presented, it must always be evident who is responsible for them.

All those who are active within Adult Education shall assert the fundamental values that are indicated in Sweden's Education Act, as well as this curriculum, and clearly dissociate themselves from anything that conflicts with this.

An equivalent education

The Education Act stipulates that the education provided within each type of education (school type) shall be equivalent or comparable, regardless of where in Sweden it is arranged. The norms of equivalence are indicated by way of the national goals for education. An equivalent education does not mean, however, that the education in question must be prepared in the same way everywhere, nor that the resources available to the educational activity must necessarily be allocated equally among the students. Due account must be taken of the individual students' different preconditions, requirements and level of knowledge. There are also different ways to reach these goals. Special attention shall be paid to those students who for, differing reasons, have difficulties in reaching the goals for the education. Consequently, teaching, guidance or accreditation should be designed differently for different students. The school system has a special responsibility for students with disabilities.

Adult Education shall actively and consciously promote the equal rights and opportunities of men and women. The students shall be encouraged to develop their interests without any preconceptions associated with what is appropriate for either gender.

The Adult Education shall support those students who, during their study time, need to combine education and work. Flexibility shall always be aimed for where the education is concerned; this may relate to the venue, time, rate of study and learning method for the relevant education.

Rights and obligations

The students shall be offered real opportunities to exercise influence on the education and to take responsibility for their study results. A precondition for this is that Adult Education clarifies the education's goals, content and working forms as well as the rights and obligations that the students have. The guidance provided for students and potential students here plays an essential role. Consequently, in accordance with the Education Act, Adult Education students shall have access to personnel with such competence that the need for guidance on the part of the students can be met. The Education Act also states that, for each student within Adult Education, there shall be an individualised study plan. The study plan may be influenced by the fact that students are having, or have had, their knowledge and competencies accredited. Accreditation can occur within all of Adult Education's different types of education.

Strategic perspectives of the education

To the extent that it is relevant for the education in question, the following perspectives shall be highlighted in the education.

- The Adult Education shall stimulate the students' creativity, curiosity and self-belief as well as the will to try out and translate new ideas into practice as well as to solve problems. Adult Education shall contribute to the students developing an approach that fosters *entrepreneurship*, *an entrepreneurial perspective* and *innovation*. Thereby, the students can develop capabilities which

are valuable in working and social life and in the case of further studies. Such an approach also facilitates starting up and running a business. The Adult Education shall ensure that the students are given a basic knowledge of the labour market and employment prospects.

- Adult education shall consider the *ethical perspective* and provide a foundation for, and foster, the students' own capacity to take a standpoint on a particular question.
- The *environmental perspective* in the education shall offer the students insights so that, on the one hand, they can participate in preventing damaging environmental effects and, on the other hand, acquire a personal approach to the all-embracing and global environmental issues. The education shall illustrate how society's different functions and people's way of living and working can be adapted to create sustainable development.
- An *international perspective* is essential. This enables one to see one's own situation in a global context and to create a sense of solidarity transcending national frontiers. The teaching shall offer the students knowledge of the European Union (EU) and its significance for Sweden as well as preparing them for a society with ever more intensive contacts across national and cultural borders. The international perspective shall also contribute to developing the students' understanding for the cultural diversity within Sweden.
- The *historical perspective* of the education shall develop the students' understanding of the contemporary age and preparation for the future. The teaching shall also develop understanding for the relativity of knowledge and the capacity for dynamic thinking.

Knowledge and competencies

The task of Adult Education to mediate knowledge and to foster learning presupposes an active discussion about concepts of knowledge, about the knowledge that is essential in today's world, and in the future, as well as how knowledge development can occur. Different aspects of knowledge are natural starting points for such a discussion.

Knowledge is no unambiguous concept. Knowledge finds expression in different forms – such as facts, understanding, skills and conversance – which presuppose and interact with one another. Teaching and learning may not one-sidedly emphasise one or other knowledge form.

Adult Education shall provide the students with possibilities of acquiring an oversight and a proper context. The students shall acquire the possibility of reflecting over their experiences and applying their knowledge.

What the education shall lead to is also expressed in the EU's key competencies for lifelong learning; here competencies are expressed as a combination of knowledge, skills and the approach that an individual may need so as to fulfil his or her full potential and actively participate in social and working life.

Adult Education shall make use of the knowledge and experiences that adult students have obtained through their working life or previous studies.

Development of Adult Education activities

Adult Education shall strive for flexible solutions where the organisation, working methodology and types of work are concerned, based on the individual's needs and preconditions. The individual student should be able to combine, on the one hand, studies in several different types of education within Adult Education and, on the other hand, studies with actual work. The co-operation with higher vocational education and training, folk high schools and universities and

university colleges shall be developed in order to facilitate the dissemination of information on further education. Adult Education which is covered by this curriculum should be able to be combined with the aforementioned educational programmes. Co-operation with working activities, the Swedish Public Employment Service and labour market partners are all of significance for the quality of vocational education and training, and also for the students' ability to maintain a foothold in the labour market.

The developments in working life mean that there is a need for an interdisciplinary approach, encompassing different occupational areas; also that demands are made on the awareness of one's own competence and that of others. This, in its turn, places demands on the form of working and work organisation of the Adult Education programmes.

Daily pedagogical management of the Adult Education programmes and the professional responsibility of the teachers are preconditions for the activities achieving the requisite quality. This requires that activities are constantly reviewed, that results are followed up and evaluated and that new methods are tried out, developed and evaluated.

2. Overall Goals and Guidelines

2.1 Knowledge

Goals

It is Adult Education's responsibility that every student in municipal adult education, education for adults with learning disabilities and Swedish for immigrants (Sfi), as well as the corresponding programmes and courses, receives support and teaching on the basis of their educational goals, needs and prerequisites.

To the extent that appears in the student's individual study plan, the student shall be given the opportunity

- to satisfy the requirements for a vocational qualification, which implies that the student has an acceptable level of vocational knowledge and proficiency to be well prepared for working life,
- to satisfy the requirements for a higher education preparatory diploma, which means that the student has sufficient knowledge to be well prepared for higher educational studies, or
- to acquire good knowledge in the courses that form part of the student's individual study plans and that can be used for further studies and in social, working and everyday life.

It is the responsibility of Adult Education that every student who has concluded his or her Adult Education studies, to the extent indicated in the students' individual study plans

- is able to use their knowledge as an instrument
 - to formulate, analyse and examine assumptions as well as to solve problems,
 - to reflect over their experiences and their own ways of learning,
 - critically examine and evaluate statements and circumstances, and
 - to solve practical problems and working tasks,
- can seek out such specialist literature, belles-lettres and other cultural expressions as a source of knowledge, self-insight and personal enrichment,
- can acquire stimulation from cultural experiences and to develop a feeling for aesthetic values,
- has knowledge about, and insight into, key parts of the Swedish, Nordic and Western cultural heritage as well as knowledge of other cultures,
- has knowledge of human rights,
- has knowledge of the culture, languages, religion and history of the national minorities in Sweden (Jews, Roma, Sami and Sweden Finns),
- has knowledge of community and working life, the labour market and the role of the partners in the labour market as well as labour law and the working environment,
- has the prerequisites to participate in democratic decision-making processes in community and working life,
- has the capacity to critically examine and assess what he or she sees, hears and reads in order to be able to discuss and take a stand on different questions concerning life and values,
- have knowledge about international co-operation and global links and is able to assess processes from a Swedish, Nordic and European and global perspectives,

- can observe and analyse people's interaction with its external environment from the perspective of sustainable development, and
- can use book and library knowledge and modern technology as a tool for knowledge searches, communication, creation and learning.

Guidelines

All who work within Adult Education shall

- give support to, and activate, students so that they achieve what they are capable of,
- pay attention to those students who are in need of support, and
- co-operate with others to ensure that the education process is a favourable environment for development and learning.

The teacher shall

- work on the basis of the individual students' needs, preconditions, experiences and ideas,
- in the education, create such a balance between theoretical and practical knowledge as to foster the learning of students,
- clarify the scientific bases, values and perspectives on which the knowledge rests and guide the students so that they can adopt a position on how the knowledge can be used,
- ensure that the education, in terms of content and design, is characterised by a gender equality perspective,
- stimulate, guide and support the student,
- where appropriate, co-operate with other teachers in the work of achieving the educational goals, and
- in the education process, take account of results of developments within the subject area and pedagogy and other research relevant to the education.

2.2 Educational specialisation – for work and community life

A student in Adult Education may have the need to combine studies in several of the types of education included in Adult Education. This presupposes that there is close co-operation between the different educational types. The Adult Education shall also co-operate and interact with activities which pertain to working life, higher vocational education, folk high schools and universities and university colleges as well as the wider community in general. This is necessary so that the students obtain an education of high quality, but also a basis for the choice of courses within the education and for further studies or work-related activities. Given that working life is in process of continuous change, where the need for competence and recruitment of labour within different areas is concerned, study and vocational guidance in a broad sense acquires great significance for the individual student. It is especially important for Adult Education to collaborate with working life in vocational education and training.

Goals

The goal of Adult Education is that every student

- acquires information on working life's current and expected competence requirements,
- is given the possibility of having his or her knowledge and competencies accredited,
- develops his or her self-awareness and capacity for study planning,

- is able, in an informed way, to adopt a position in respect of continued study and vocational specialisation on the basis of combined experience and knowledge,
- increases his or her capacity to analyse different specialisation choices and assess which consequences they may have,
- has knowledge of the conditions which affect working life and the labour market when it comes to e.g. labour law and the working environment in general and, where possible, within his or her study specialism,
- has knowledge of the opportunities for further education and training, work placements and work in Sweden and in other countries, and
- is aware that all vocational areas are subject to change in line with technological developments, changes in society and in working life as well as increased international interaction and thereby understands the need for personal development in the occupation or profession concerned.

Guidelines

The staff shall, after a distribution of tasks carried out by the Principal

- contribute documentary material to assist the student's choice of education and occupation,
- inform and guide the students regarding their choice of course, further education and training and working activity as well as counter such limitations on choice imposed by preconceptions regarding gender and social and cultural background,
- in the information and guidance, utilise and make the most of student and staff knowledge as well as that available in the community,
- in the teaching, utilise knowledge and experiences gained from working and social life that the students already have, or that they acquire during the education,
- develop contacts with universities and university colleges as well as with supervisors and others within working life who can contribute to the achievement of the goals of the education and training,
- in the educational process, utilise contacts with the surrounding community and its working, club and cultural life, and
- contribute to potential students acquiring information on different educational and training opportunities.

2.3 Assessment and grading

The marks express to what extent the individual student has fulfilled the national knowledge requirements that exist for each course.

Goals

The goals of Adult Education are to strive to ensure that each student

- takes responsibility for his or her learning and study results, and
- is able to assess his or her study results, and development needs, in relation to the educational requirements.

Guidelines

The teacher shall

- on an ongoing basis, give each student, and where appropriate the student's legal guardian, information about the study results and development needs in the studies, and
- report for the students, and where appropriate their legal guardians, the grounds on which the grading is based,

In the grading, the teacher shall

- utilise all available information on the student's knowledge, in relation to the national knowledge requirements existing for the respective course,
- take into account also such knowledge that a student has acquired in some other way than through the corresponding education, and
- on the basis of the national knowledge requirements that exist for the respective course, evaluate comprehensively each student's knowledge.

2.4 Responsibility of the Principal

The pedagogical work shall be led and co-ordinated by a Principal. The Principal is responsible for planning, following up, evaluating and developing the education in relationship to the national objectives. As pedagogical leader for Adult Education, and as head of the teachers and other personnel in the institution, the Principal is responsible for the institution's results and, within the given framework, has a special responsibility for

- the education being so organised that, as far as possible, it is adapted to the students' requests and choice of courses,
- the teachers adapting the arrangement, content and forms of work of the educational programmes and courses in accordance with the students' varying needs and preconditions,
- the forms of work of the educational activities being developed so that an active student influence is fostered,
- the education being so arranged that the students, in order that they are able themselves to seek and develop knowledge, have access to supervision, and study resources of good quality as well as other learning tools for a modern education, e.g. library, computers and other technical support,
- the education being set up in such a way that the students who are in need of support receive it,
- the students obtaining information before the start of the educational programmes and courses, a well-balanced introduction to the education as well as support when it comes to formulating goals for their studies,
- the teaching staff, in co-operation with the students, drawing up an individual study plan for the individual concerned and revise it as and when required,
- teachers, study advisors and career counsellors and other personnel having opportunities for the continuing professional development required in order for them to carry out their tasks in a professional manner,
- co-operation between teachers on different courses taking place, so that the students have a sense of coherence in their chosen study pathways,

- collaboration with higher educational institutions and working life being developed in such a manner that the students receive a high quality education, as well as preparation for working life and further education and training,
- study and career counselling being organised so that the students obtain information and guidance for the different choices that the Adult Education offers and with a view to future education and careers,
- fostering international contacts, co-operation and interchanges in the education provided,
- the school staff acquiring knowledge of the international agreements which Sweden has agreed to abide by, in the education concerned,
- legal guardians, where this is appropriate, obtaining an insight into the student's schooling or education, and
- the work within a field of knowledge that covers several subjects being conducted in such a way that the student acquires a holistic view of the entire field.