

## SWEDEN [2] - 2012

### FUTURE COMPETENCIES

#### A. BASIC INFORMATION

<b>Country:</b>	Sweden
<b>Title of initiative:</b>	[SE] <i>Framtidskompetenser</i> [EN] Future Competencies
<b>Coordinator/ Organization:</b>	Rektorsakademien (Principal Academy)
<b>Key competences addressed:</b>	[SE] <i>Digital kompetens</i> [EN] Digital competence; [SE] <i>Lära att lära</i> [EN] Learning to learn; [SE] <i>Social och medborgerlig kompetens</i> [EN] Social and civic competence; [SE] <i>Initiativförmåga och företaganda</i> [EN] Sense of initiative and entrepreneurship; [SE] <i>Matematiskt kunnande och grundläggande vetenskaplig och teknisk kompetens samt Kommunikation på främmande språk och Kulturell medvetenhet och kulturella uttrycksformer</i> [EN] Mathematical competence and languages and cultural awareness;
<b>Type of initiative and channels used for implementation</b> (e.g. curriculum reform introduced through legislation etc.)	School projects
<b>Partners:</b>	Rektorsakademien and municipalities
<b>Scope:</b> (student/teacher/school level; local/regional/national)	Student, teacher, schools
<b>Learning context:</b> (formal or non-formal)	Formal
<b>School education level/s:</b> (primary, lower secondary, upper secondary)	All educational levels but the primary focus is on upper-secondary schools
<b>Target groups:</b>	Teachers, head teachers, students, parents and employers
<b>Time frame:</b> (start and end date)	Still in pilot phase, planning to start in January 2013
<b>Relevant links:</b>	Rektorsakademien: <a href="http://rektorsakademien.se/framtidskompetenser">http://rektorsakademien.se/framtidskompetenser</a>

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## B. SUMMARY

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The *Framtidskompetenser* (Future Competencies) initiative of the *Rektorsakademien* (Principal Academy) was set up to help schools better prepare their students for today's society and working life and also for that of tomorrow. Through this initiative, *Rektorsakademien* helps schools to integrate skills and competences into the traditional syllabi and curriculum. Schools will pay a participation fee, in return for which they receive training, guidance and materials. Schools are asked to select one or two competences that they intend to focus on, and guidance from *Rektorsakademien* and exchanges of experience and best practice between schools will be available to help them with this. Schools are also asked to form an Advisory Committee with representatives from the private or public sector as well as teachers and students which will support and advise the school management team in their work with Future Competences and help to ensure a close contact with the demands of working life.

The initiative is still in the pilot phase and the full launch is planned for January 2013.

## C. IN DEPTH INFORMATION

### Rationale/contextual background/motivation for introducing the initiative/reform:

The program was developed to help schools to integrate skills and competences into their traditional syllabi and curriculum. It is intended to be a concrete tool to be used alongside the Swedish national curriculum. The program offers training, a handbook or manual on how to implement and integrate the work on competences into the curriculum and process support in change management. Schools are asked to form an Advisory Committee with representatives from businesses as well as teachers and students. The role of the Advisory Committee is to support and advise the school management team in their work with Future Competences and to ensure a close contact with the demands of working life.

### Objectives:

To better prepare students for today's society and working life and in particular for that of tomorrow.

### Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

Student curriculum

### Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

*Rektorsakademien* offers general guidance to schools as well as methods and materials. The main aim is for schools to define what competences they want to work on and they are encouraged to do so in cooperation with employers in order to strengthen the links between school and working life.

### Detailed explanation of the key competence/s concerned:

The competences are divided into four groups: social competences, digital competences, innovative competences and basic competences. In all we have identified 10 competences within each group; from each of these groups, schools are asked to select one or two competences that they intend to focus on.

## Specific subjects concerned or cross-curricular approach:

Cross-curricular

**How the initiative/reform is being implemented** (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

Schools will pay a participation fee, in return for which they receive training, guidance and materials.

## Present stage/phase of implementation:

The initiative is still in the pilot phase and the full launch is planned for January 2013.

**Pedagogical issues** (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

Training courses will be provided to the school head and to one or two key individuals in the school. However, it is the school's responsibility to decide how the work on competences will be implemented into the curriculum. Guidance from Rektorsakademien and exchanges of experience and best practice between schools will be available.

## What works well (to identify enablers):

As the project is still in the pilot phase it is too early to say.

## Challenges and how these are being addressed (to identify obstacles and solutions):

It seems to be more difficult to implement the project in compulsory schools, since the students are younger and not so close to working life as students in upper secondary education. It has therefore been decided that the program will initially concentrate on upper secondary education. Apart from this, since the project has not been running for long, it is difficult to identify other specific challenges at this stage.

**Monitoring & evaluation so far/planned, and which methods are being used** (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

No information provided.

**Impact** (e.g. any planned impact assessment?):

Too early to say.

**Communication of the initiative/dissemination of outputs and activities:**

An annual Competence Festival is held, to which schools are invited to participate along with employers, national agencies, researchers etc. There are also plans for the creation of a website and newsletter as well as various reports, etc.

**Next steps/follow-up:**

A pilot phase with three schools was undertaken in 2011/2012. Materials and methods are being finalised during the autumn of 2012 in preparation for the launch in January 2013. The annual Competence Festival will take place in Stockholm on 20 November 2012.

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