

Curriculum in Sweden

Prof. Dr. Raghd Z.Ghayadh

Mustansiriyah University / College of basic education

Abstract

The current research aims to study the curricula in Sweden according to the distribution of academic stages in general education. The research reviewed in the board specifications of the geographical location and population density of the State of Sweden and then the researcher provided a description of the stages of study and distribution through all the elements of the curriculum of goals, content, teachers, teaching methods and tests, the researcher reviewed Sweden's experience of the comprehensive school and its history and stages of development in order to benefit from the Swedish experience in education within the public education curricula in Iraq The researcher presented a set of recommendations and proposals at the end of the research.

Chapter One / Introduction to Research

The importance of research and the need for it: The importance of the current study comes from looking at the change in education in developed countries in general as a result of economic, political and societal development, which was reflected in the curricula and the extent of their use in Iraq, taking into account the nature of values in both Iraq as an Arab Muslim country and the State of Sweden as a secular country or its own value character.

Today in Iraq we are in dire need of a radical change in the curricula of school in general and secondary education in particular as a result of the social changes that have occurred. Human education and upbringing will remain an endless problem. Education officials may develop educational plans and curricula to meet the needs of the individual and society in certain social, economic, political and cultural conditions and conditions .

After years, those concerned are forced to reconsider these plans and curricula according to the rapid change and change in social, economic and other conditions. There are many forces and factors that play their role in molding the education systems in the world and changing some stages of education in Qatar or changing its curricula. One celebrity pioneer of comparative education mentioned the factors that affect the school and determine its course when he said We must not forget in the study of foreign

education systems that the things located outside the schools are of greater importance than those things inside them, as they govern the things inside and interpret them and we can not play in vain between the educational systems in the world like a child moving around the garden picking a flower from one bush and some leaflets from another tree, and then we expect that if we plant what we collected in The soil of our homeland, we get a living plant. The national education system is a living thing, the product of forgotten struggles and difficulties as well as the product of long-standing battles. There are some hidden factors related to national life that affect that system.... But is it not possible that if we try to understand with empathy the true approach taken by the educational system of a foreign nation, we will find ourselves better able to understand the spirit and heritage of our national education, be more sensitive to its ideals in the code, be quicker to pick up the evidence that determines its increasing or decreasing effectiveness, and be more prepared to challenge the dangers that threaten it and the subtle changes it faces. In fact, the practical value of studying the correct foreign educational systems with scientific accuracy is that we will end up being more suitable for studying and understanding our educational system) (.The content of the study of comparative educational systems and their importance starts from the well-known educational axiom that the education systems in the world are different and changing. Rather, the same educational system changes in part according to the development of local economic, social, political and other conditions. One of the primary axioms in comparative education also that the individual does not go overboard and rush to issue judgments, preferring a certain educational system over another. As every educational system has its historical, economic, social and other roots ..That is, each particular education system is different from the other, and what works for one country may not be suitable for another country. Some educational experiences may be suitable for more than one country if the conditions that follow the educational system are similar. Man must turn things around well, investigate the factors that cause differences between educational systems, and make accidental efforts to discover the reality of educational systems that are most beneficial to humans in certain circumstances.

The international experiences in the development of the secondary school curriculum, including (the experience of Sweden), will show what secondary schools and preparatory schools were like in Sweden, and what decisions

have been taken in order to develop curricula and schools and raise the scientific level there.

Research Objective: The current research aims to review the experience of one of the developed countries for the secondary stage embodied in the experience of Sweden and what the curricula provided to take into account the requirements and variables of the labor market.

Area and population in Sweden: In the current research, we must mention some basic facts about population, area and the nature of Swedish society given its direct relationship to the educational system. Sweden occupies the eastern part, the largest part of the Scandinavian peninsula in northwestern Europe, separated by the Baltic Sea from Finland in the east and the summit of Kajolen from Norway in the west. It has an area of 173,665 square miles and a population of 10,420,000 according to the 2021 census, the population density is 53 people per square mile, it was 8,220,000 in 1976 after it was 3,900,000 in 1860.

It has an area of 173,665 square miles and a population of 10,420,000 according to the 2021 census, the population density is 53 people per square mile, it was 8,220,000 in 1976 after it was 3,900,000 in 1860.

The importance of population increase does not come from numerical increase only, but also from changing the structure of the population structure.

Sweden founded its primary schools in the nineteenth century, as the society was then an agricultural society, and then the foundations of comprehensive schools in the twentieth century after the demographics of society changed after the continued migration to cities, so only 14% of the population remained working in agriculture %40 .work in industry and handicrafts and 21% work in trade and transportation and 20% in public services (Al-Wakeel, 1982, p. 118)

In recent years, the number of workers in agriculture has decreased in exchange for the increase in the number of workers in industry and investment, making the transformation of society completely from agricultural society to industrial society.

Therefore, the educational system today cannot be as its starting points and objectives as the previous educational system, it is no longer enough for the Swedish population to read and write only, and the educational system must

keep pace with social and economic transformations due to technological and economic development.

Chapter Two / Theoretical Framework

A brief history of education in Sweden:

Education in Sweden during the second half of the nineteenth century was class limited to the wealthy and notable, and a small group of the children of that class enter the academic high school La Roverk in order to prepare for a profession.

Folk Skola primary education was limited to the poor class, and in 1880 the Labour Party, in cooperation with the Merchants' Union, called for the need to give way to the poor classes to enter secondary school, as well as to call for the need to unify the educational system on the basis of popularity, not class. The year 1928 is considered a turning point in the history of Swedish education, where the secondary stage was considered complementary to the primary stage, which lasted 6 years, and groups of poor class began to enter the secondary school without obstacles .

Education in Sweden during the second half of the nineteenth century was stratified and confined to the wealthy and notable. A small group of children of this class enter the academic high school in order to prepare for a career.

With the establishment of the comprehensive school in the fifties, compulsorily and for nine years, another class barrier in education was eliminated in 1842. It is considered a crucial year in Sweden, where parliament has enacted legislation providing for compulsory education throughout the country, but this law did not mention the duration of the obligation, leaving it to the local authorities and their discretion . Since 1882 the duration of the obligation was set at six years and a unified curriculum was applied throughout Sweden, and in 1937 it was decided that the parliament should have a minimum obligation of at least seven years. The mandatory period was increased in 1950 to nine years by legislation passed by the Swedish Parliament. Primary schools began to gradually disappear. Secondary education has evolved over the years, and in 1894 it was decided that the first three grades of primary education would be based on secondary education .(Marklund, 1967,p34).

After that, the basic years were increased to four years in primary school, after which students accepted secondary education. Secondary education has

undergone many experiments in terms of type and quantity and has been divided (before the application of the comprehensive school) into two stages:

Middle School Real Skola Middle School Gymnasium

The middle school did not settle until 1905 and became three years after primary school. There were other types of middle schools serving multiple goals, as it was founded in 1909 modern secondary schools supervised by the municipal administration, as well as there were secondary schools for girls for the duration of the study period of 3 years after primary has remained until the establishment of the comprehensive school in the fifties. There were also popular secondary schools, and these schools were used for educational purposes other than what is known today (such as academic schools), but they are concerned with developing capabilities and training citizens on national and international bases. It also works to provide the citizen with applied scientific information, teach skills and train him in some professions, including that these schools are working to serve the areas adjacent to the city center to benefit from them in the field. These schools were established by the local administrative authorities or from some religious bodies, and most of the students of these popular schools were residents of villages and rural areas. And preparatory schools Gymnasium, as there was no radical change in the number of years of schooling in the preparatory where it remained three years in general and in some of them became four years. But there were many changes that took place in the diversity of its branches and the introduction and development of its curricula, and perhaps included an expansion in the number of its seats to accept the largest number of its children due to the scientific revolution and evolutionary knowledge at the beginning of development, those preparatory schools from that era. From what we will learn about that the academic preparatory schools have been divided into three basic branches :-Humanities. Science. General culture. Where students are accepted in these departments according to certain indicators and controls shared by educators and students' parents.

1- In 1950, the law recommended increasing the duration of compulsory education to nine years for every citizen who reached the age of seven to sixteen. Therefore, the 1950 law has eliminated all branches and types of primary, middle and former secondary schools, which made the Comprehensive Schools Committee in 1957. It was decided to speed up the

establishment of comprehensive schools as well, and the reason for what we conclude from the number of students in the decision of the 1950 law Comprehensive schools will only bear them by expanding and establishing comprehensive schools to accommodate the numbers that will cross into those schools. It should be noted that this type of school did not see the light of day until 1963 and one of the main tasks of this committee was to be Study the school's comprehensive goals and tasks in the community. Make recommendations on linking this type of school with other types of middle schools. Decide on the type and content of the courses. Estimate the cost of establishing such schools.

Chapter Three / Research Procedures

In order to complete the research procedures to reach the desired goal, the researcher took the information obtained from the literature on the axes represented by the following:

- 1 Teaching that the curriculum is uniform throughout Sweden. And that the official working hours are the same, as well as the teaching hours for each stage of education. The objective objectives of each stage and subject are determined by the Swedish Ministry of Education. The study is general in the comprehensive school (for nine years) and semi-specialized in the preparatory stage to meet the economic needs and the labor market.

The Education Law states- :

The purpose of raising children and youth is knowledge, training and developing skills, and for the student to become useful and responsive to the needs of society in cooperation between school and home) (A.Anderson, 1956. pp. 401-403.)

The standardization of curricula in a comprehensive school does not mean that it includes slow-learning students. These students have private schools and special curricula. As for the preparatory stage, students have some choice in some subjects. And that specialization is done in the last grade (third) of middle school. In 1970, the law allowed students to choose one subject out of five subjects. These subjects are German, French, economics, aesthetic education (arts) and technology. And for 3 4 hours every week. The 1970 law also stipulates that the middle school student (optional work) takes two hours a week .This work aims to enable the student in one of the projects of his

choice such as journalism, photography, sports, first aid and others. We will mention this in detail when dealing with curriculum development.

(Johnson, 1973. Pp.186-205.)

The curriculum and its development must and before delving into the nature of curriculum development in Sweden to clarify some general observations about the dynamics of any curriculum and its meanings. The curriculum has its definitions and meanings. The curriculum has motives for changing and reforming it. The curriculum has its frameworks and the curriculum has its relationship to the approval of other educational processes in the numbers of teachers and teaching, for example, and then on what basis is curriculum development measured? Those concerned with changing and developing curricula are interested in answering such questions:

1. Is there a change in education outcomes?
2. Is there a change in teaching plans?
3. Are there new goals?
4. Are there balances used in testing and organizing curriculum materials?
5. Is there a change in the number of specialists in the curriculum or their training during the service?
6. Is there a change in the organization of specialized research in the curricula or giving them?
7. Is there a change in the way educational policy is formulated?
8. What are the justifications for reforming or developing curricula?

The answers were :

1- The process of improving the curriculum has its own frameworks and requirements for its success, there are: Research that must be conducted The idea of developing the curriculum for the better Training of educators concerned with curriculum affairs.

2- Retraining and there is practical planning to reform the curriculum and set goals, and when talking about educational reforms for any educational system or part of it, you must realize that there are several frameworks through which work can be done, the first framework is the existing educational system 'The other framework is the educational structure through which the process of reforms, reorganization or development of curricula takes place.

3- The process of improving curricula and developing them towards the first framework is the proper device currently in force, and there is a third framework that is no less important in reform than the previous two

frameworks, which is the methods by which reform is carried out and the techniques used in reform. And do not forget the fourth basic framework in which reform is taking place, which is the broader framework, which is the framework of society, if you read the educational reform policies in a country, it is clear that there are priorities in reform that must be in line with the nature of changes in that society.

(Encyclopedia of Education, 1971, p67) .

4- The kinetic framework of the educational system is the main goal of reform, as teaching is the basic process of intended education, which leads to teaching students various skills and developing their various abilities within the new goals and that the curriculum is responsible for those achievements and educators can know that development and this can be evaluated during the course of the educational process.

5- Teaching is a planned process and this means (planning for teaching) giving the intended educational experiences that must necessarily lead to real educational experiences and this is not all that the curriculum wants, but must be evaluated for the experience and re-evaluated to install the results.

6- There is a strong relationship between the curriculum and its reform on the one hand and teaching on the other hand that the issue of curriculum is related to the ends and teaching is related to the means .In the field of teaching, a distinction must be made between planning for teaching and actual teaching, there are three stages organically interrelated when considering curriculum reform, there is an idea of developing curricula and this necessarily leads to planning for teaching and planning for education remains unable to reach its goals unless the teaching process and the selection of means lead to the goals .The following figure shows the link and cohesion between the curriculum and teaching that the teaching planner chooses the most appropriate teaching materials such as textbooks and various teaching aids such as films, slides and art workshops for the purposes of application . . . The selection of these materials requires careful examination of these methods and the provision of conditions for the success of their use to reach the results that serve the purpose of curriculum reform.

7- Comprehensive school curricula in Sweden The research will deal primarily with curriculum development in the comprehensive school in Sweden SkoIagrundIn which the study lasts for 9 years, starting from the age of seven to the age of sixteen, and it corresponds to the primary and middle

stage in many educational systems in the world ‘The researcher also does not forget to touch the changes that occurred in the preparatory school GymnasiumAlso. As it is not possible to concern those responsible for education at one stage of education without prejudice to the next stage ‘The educational system is an integrated whole and the winds of change cannot blow on part without including all stages in general, most likely.

8- The curricula in Sweden (primary and secondary) have passed through three stages extending from 1940 to 1970 and each stage took about ten years and each of these stages began with research and investigation, and before 1940 Sweden was a dual educational system, there are public schools for the people.(Abdul Daim, 1974,p85).

9- Stages passed by the Swedish educational system: The development of education in Sweden went through the following stages: First / investigation period Investigation periodIt includes the forty years (1940) and has begun to compose the fact-finding committee of Inquiry.

This committee completed its work in (1948) and submitted its recommendations to the responsible authorities to study them within the range of four thousand pages in twenty printed volumes. Its recommendations in the objectives of education were as follows:

The goal of teaching in the school should be limited primarily to giving young people the tools after leaving school in order to increase their knowledge. As well as giving students good knowledge and skill in reading, writing, mathematics and languages, students should be given basic rules in literature, science and nature as far as circumstances permit. A comprehensive introduction to social problems.

Second / experimentation period: includes the period of the fifties, the fact-finding committee has developed a report that was subject to revision and experimentation by several committees and other bodies, and the Education Committee has drawn a final version of it. The Swedish Parliament approved and ratified its legislation in 1950, and the proposals of the said committee stated the following :Swedish classes should be increased Students should learn English from the sixth grade Practical lessons should be emphasized

A lesson called National and Social Education should be introduced, and the study of the environment and the surrounding environment should be emphasized in this subject during all classes. Importance should be given to

technical lessons along with literature, history, geography, physics, biology and chemistry.

Increasing the use of teaching aids in Saffo such as educational radio and educational television and improving school libraries. The experimentation period is characterized by the introduction of the following experiments: Introducing the experience of study leaders Model leaders or teachers were appointed in 1955 in order to strengthen educational leaders in experimental schools and their duties are:

1. Conducting model lessons Holding seminars and conferences Informing teachers of some of the things that have been taught Materials Planning daily lessons at the beginning of each school year for all teachers involved in teaching in model schools.

2. Introducing the experience of practical applied career counseling Practical Vocation al-Guidance This material is optional where the career counselor helps students while working in two or three workshops or factories or others that the duration of the application is two weeks in the eighth and ninth year and the purpose of obtaining the essential ideas and main requirements for each work In order to monitor and get the information they need, although this subject is optional, a high percentage of students have registered in it. Most males have expressed their desires for jobs such as mechanical work, engine mechanics, radio repair, business, food industry, electrical works, construction, agriculture, civil defense and transportation .As for the females, they registered on the work of secretarial, health services, nursing, office work, textile and clothing factories, education and work in the postal departments, paper industry and printing that these works were available with the help of private offices and in coordination with the school.

3. Enter the mentor experience Vocational Counsel or He was in charge of guiding students and introducing parents to the nature of the work chosen by the students and is in constant contact with the city's employment office for the purpose of obtaining jobs for the purpose of applied career guidance. Third: The transition period to the new system includes the sixties, where a committee called the School Committee was composed in 1957 and the committee completed its proposals in 1961 It contains specific phrases and formulas about the nine-year comprehensive school, which was approved by the Swedish Parliament in 1962.

Swedish Comprehensive School:

The development of comprehensive schools in some countries, including Sweden, is almost an educational phenomenon that appeared after World War II, where officials in Sweden seriously considered considering the few years after primary school as years of compulsory general education. So that it includes the student's access to information and skills and the disclosure of his abilities during this period and directing him towards a branch of education or a profession in line with the new new envelope in the labor market and with modern technologies. The comprehensive school - in its different forms and doctrines - is a school that includes among its all students who belong to this stage of education and also includes in miniature various theoretical and practical activities. After this stage, the various branches of secondary education are composed, as they include under one roof many theoretical studies, practical workshops, and technical and vocational training, all of which will facilitate students to practice different types of activities. And to facilitate the discovery of their true capabilities from a distance for this or that type of theoretical or professional activity) (Abdul Daim, 1974, p. 189)

- 5Re-reform of comprehensive schools for the year 1969 This period includes the period of the seventies and called the reform phase that the reforms in the composition of the comprehensive school and curricula in the sixties did not convince education officials in Sweden, where the research believes that it was not to meet equality in education has been stated in the report tagged equality report submitted by the Social Democrats Party in 1967 when considering the reform of the stage mentioned that the children of the social class of the third class did not have the same line of education as the sons of the class Higher Social. (Marvin, Alkin, 1973 ,p. 58)

On this basis, the intention was to amend the organization of the comprehensive school and modify the curricula in the final section of it, and on this the objectives were modified and the subjects were deleted and replaced by lessons that can be focused on technical lessons and practical lessons. Some optional lessons were also deleted and students were allowed five new choices, namely (technology and economics topics - technical lessons - German language - French language) and the authors of the report have developed a brochure called a booklet (guide and objectives (They explain some of the objectives behind the reform of the comprehensive

school has stated in its introduction that the work of the school must not adapt to the student only, but to adapt to social trends and that the school reveals the desires of students and their capabilities and strive to form a free and independent citizen and as long as the school is an integral part of society it does not meet its educational and cultural mission without reference to society as a whole and on this the teaching must develop social trends in general. This is done by facing the student of social problems and life trends whenever possible, as well as educating the student about social responsibility and motivating the student to actively contribute to the development of society (Marvin, Alkin, 1973, p. 61)

It was stated in other pages of the guide (that the school must give more than the information and skills that society needs at a certain time, but must provide the student with the broad capabilities in order to be able to overcome different situations and face the difficulties of life in the structure of society economically and technologically and seek to develop his personality and make him able to contribute and influence in this field) (Marvin, p. 63). The guide explained the importance of focusing on general trends and recommended when developing the new vocabulary for the curriculum of each subject to focus more than before on the main objectives of learning each subject within the conditions and social expressions and that the student realizes that the relationship of topics with their social applications such as environmental enthusiasm and the harms of smoking, alcoholic beverages and traffic education.

The following are some of the general foundations and objectives in teaching some of the subjects that were introduced to the upper stages of the comprehensive school:

1- Applied vocational guidance Modifications were made to what existed in the past, so the long and the application of what he took in his community became a primary goal of the goals of the new reform in the curriculum in the seventies, where he discovered the research conducted after the transition period in the sixties. The education of the student in a specific field of professional activity based on experience from the seventh grade by giving an idea of the professional and applied work in the community and distributes to students some brochures and lectures and discusses their contents with students after reading them. Accustom the student to analysis, planning and application. Accustoming the student to analyze, plan and apply things is

necessary in the new curriculum, that the method of teaching mathematics, for example, does not target mechanical mathematical skills as it was previously, but students are accustomed to analysis, logical thinking, analysis and evaluation of statistical materials, tables and application to mathematical tools and various computers. Encouraging self-employment I have allocated two hours a week (in the new curriculum) for free optional work, in this subject students are given the opportunity to implement their wishes in activities aimed at developing their personal talents within the school framework .And encourage hobbies and benefit from leisure time activities. In addition to encouraging students to take advantage of the two classes per week for topics proposed in the curriculum to link the school with the community such as (contribution to the homes of the elderly) (contact with foreigners) (work in social organizations) and other topics. The school does not require a certain achievement from the student in such a lesson and does not criticize his choice.(William 1977,pp.103-111).

2- The holistic view of society and nature has introduced the material of the view or survey of society and nature has collected lessons of history, geography, sociology and religion in each unified one is the survey material for society. The lessons of life sciences, chemistry and physics were also collected in one lesson is nature in order to accustom the student to understand the general laws of society and nature and to understand social and natural phenomena in their general holistic form.

3- Family education Perhaps the dissolution of the family bond as a result of absolute freedom and lack of guidance and the legacy of modern civilization and technology of breaking the family cordon and family warmth led officials to return to the holiness of the family and its coalition. The new curriculum has proven a subject or re-subject called child education taught by males and females, both in the ninth grade, as well as home economics in order for the student to be aware of the reality of family responsibilities and planning them and to accomplish daily routine work, which is a mandatory lesson for the last two grades, unlike the old curriculum in which home economics was taught in the seventh grades only.

4- Aesthetic and artistic education The purpose of teaching aesthetic and artistic education is to motivate students and continuous and active contact with the cultural life of the new society, that the curriculum in addition to theoretical frameworks provides the student with general and individual

activities and enables the student to express himself artistically and taste his abilities, that visits to exhibitions and theaters and the presence of musical groups are an integral part of the curriculum, that the new curriculum gave more time than the previous curriculum for music and the rest of the fine arts, Music lessons are mandatory in the upper grades.

5- There is no longer a choice between painting and handicrafts, the two subjects are taught together, and the teaching of handicrafts such as working in wood, weaving, hammering on metals and others is given to boys and girls alike.(World Almanac., 1978, pp.654 -655).

6- Focus on conversation and oral communication in learning foreign languages that the English language is scheduled as a second language from the third grade until the end of the stage while it was taught in the old curriculum from the fourth grade to the seventh grade, and it is possible that the student chooses a second foreign language is French or German while the choice of the second foreign language was more of these two languages in the previous curriculum 'The goal of teaching foreign languages is to focus on conversation and communication more than writing because the rule as described in the written manual is to learn languages as a means of communication between human groups and that students should learn a limited basic amount of words, sentences and grammatical patterns.To learn how to express themselves in simple everyday situations and to read and understand simple books, the use of laboratory methods in teaching a foreign language has given great importance to the new curriculum.

The new curriculum wanted to simplify the previous complex curriculum in the upper grades of the comprehensive school and its various branches, and perhaps the winds of change will blow on the curriculum in the next ten years due to what education officials in Sweden see as a result of economic, social and other change.

The results of the research:

The results reached by the researcher were as follows: The process of improving the curriculum has its own frameworks and requirements for its success, there are: Research that must be conducted The idea of developing the curriculum for the better Training of educators concerned with curriculum affairs Retraining There is practical planning to reform the curriculum and set goals When talking about educational reforms for any educational system or part of it, you must realize that there are several frameworks through which

work can be done, the first framework is the existing educational system, and the other framework is the educational structure through which the process of reforms, reorganization or development of curricula takes place.

The Swedish experience is one of the most disciplined and consistent educational curricula experiments with the type of learners and their age stages Sweden provided a comprehensive school experience as a global experience that proved its success The contents of the curricula and teaching methods adopted in their implementation corresponded with the academic level of each stage of Swedish education.

Recommendations

Based on its results, the researcher recommends the following:

1. Adopting the Swedish experience as a guide for curriculum development in the Arab world
2. The Iraqi Ministry of Education can reconsider the curricula adopted in Iraqi public education in the light of the Swedish experience.
3. Obliging the directorates of education to review international experiences such as the experience of Sweden in order to develop and strengthen the approved curriculum and their implementation systems.

propositions:

The researcher proposes to complement her research ; Conducting a study similar to the current study on other global experiences in order to benefit from them in Iraqi education. Conducting a study to plan the curriculum according to some international experiences, such as the experience of Sweden that we presented in the current study

Sources

1. Abdul Daim, Abdullah. The Technological Revolution in Education, Beirut. Dar Al-Ilm for Millions, 1974.
2. Al-Wakeel, Abdul Amir. International Experiences in Development, Article in the Journal of Educational and Psychological Sciences, Sixth Issue, 1982.
3. Hans, Nicholas. Comparative Education - translated by Youssef Mikhail Asaad and Abu Al-Fotouh Radwan. Cairo, Dar Al-Nahda Al-Arabiya, 1966.
4. A.Anderson, Peinciples and Prodedures of Curricu – Ium Improvement. New York, The Roland Press Co., 1956.
5. Encyclopedia of Education, VOI.8, New York, The Macmillan Co., And the Three Press, 1971 .

6. Johnson, Mavritz, "The Context of National Education Reform, International Review of Education Vol; XIX, Spring, 1973. Pp.186-205.
7. Marklund, Sixten, The Swedish Comprehensive School. London, Longman and Green Co., 1967.
8. Marvin, Alkin, "Analysis of National Curriculum". International. Review of Education, Vol., XIX, Summer, 1973 pp.209-220.
9. William Bodo, Economic Change Educational Needs and Secondary School Reform, Western European Education, Vol., IX, No.2, Summer 1977, pp.103-111.
10. World Almanac, New York, News Paper Enterprise Association Inc., 1978, pp.654 -655.

المناهج الدراسية في السويد
أ.د. رغد زكي غياض
الجامعة المستنصرية / كلية التربية الأساسية

مستخلص البحث:

يهدف البحث الحالي الى دراسة المناهج في السويد بحسب توزيع المراحل الدراسية في التعليم العام . استعرض البحث في متنه مواصفات الموقع الجغرافي والكثافة السكانية لدولة السويد ثم قدمت الباحثة توصيفا للمراحل الدراسية وتوزيعها مروراً بكل عناصر المنهج من اهداف ومحتوى ومدرسين واساليب تدريس واختبارات ، استعرضت الباحثة تجربة السويد للمدرسة الشاملة وتاريخها ومراحل تطورها بغية الاستفادة من التجربة السويدية في التعليم ضمن مناهج التعليم العام في العراق . قدمت الباحثة مجموعة توصيات ومقترحات في نهاية البحث .