

Textbook Policy and Educational Materials in Sweden

Textbooks and Education materials, a historic outline

- From around 1600 the Church had a big influence when it came to what textbooks should be used in schools
- The influence of the church gradually disappeared and the control from the state took over. (1832 Educational act)
- 1938-1974, state approval scheme for examining schoolbooks for all textbooks.
- 1974-1991, state approval scheme only for textbooks in social sciences, i.e Geography, Religion, History och Political Science
- 1991- No official approval scheme, but state official school authorities (National Agency for Education and The National Agency for education educational inspectorate) still have opinions about textbooks and educational materials used at school and can make judgement about this.

What was the role of the state between 1924-91?

- Was the textbook in accordance to the curriculum?
 - Did it cover what was supposed to be covered in the different subjects?
 - Was the textbook reliable and objective?
 - Was the scientific level good enough?
 - The price should be fair.
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- Publish lists of approved textbooks for the schools to choose from.

What happened in 1991 and what role did the state take?

- **Local Authorities** got more or less the full responsibility to run the schools and the state should govern the schools with goals written in the national curriculum.
- Details were up local authority to deal with. The state abdicated a lot from their responsibility and didn't give the schools the kind of support they had given before.
- It was up to the **market** and market forces to give the schools the textbooks and educational materials they needed.
- It was up to the principal in every school, together with the teachers to decide what textbooks and educational materials should be used. **"The principal is responsible to see to it, that the students have the textbooks and educational materials needed for their learning."**

- The curriculum of 1994, LPO 94, did **not** define what should be taught. It was up to the teacher to decide what should be taught in the different subjects. The curriculum stated what goals should be achieved in different subjects, but the way to achieve these goals could vary.
- A tendency in the 90s to reduce the role of the textbook and begin to use other educational materials in schools and this was also a consequence of the recession of the 90s. Schools suffered a lot from this and many shortcuts had to be made.
- The curriculum of 2011, LGR 11 defines a central content in every subject.
- How do teachers use textbooks and other educational materials? How much do textbooks and educational materials compete with each other in the everyday work for the teacher? Is there a future for the textbook in today's school when we are flooded with all kinds of other educational materials from all kinds of sources?