This report reflects the point of view of literacy professionals assembled in this network. It is still a work in progress since we continue to gather and update information on literacy in Romania up to the year 2015. The contents of this publication may be reproduced in part, except for commercial purposes, provided the extract is preceded by a reference to "ELINET", followed by the date of publication of the document.

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A PERFORMANCE IN LITERACY
This section of this report draws on data from PIAAC the OECD’s Survey of Adult Skills, to describe the reading performance of adults in Sweden. Our focus is on low achievers, those who scored on the lower levels of the survey: Level 1 (scores from 176 points to fewer than 226 points) and below Level 1 (scores below 176 points).

At Level 1, adults can read relatively short digital or print continuous, non-continuous, or mixed texts to locate a single piece of information, which is identical to or synonymous with the information given in the question or directive. These texts contain little competing information. Adults performing at this level can complete simple forms, understand basic vocabulary, determine the meaning of sentences, and read continuous texts with a degree of fluency.

Below Level 1, individuals can read brief texts on familiar topics and locate a single piece of specific information identical in form to information in the question or directive. They are not required to understand the structure of sentences or paragraphs and only basic vocabulary knowledge is required.

In this report, results are compared to the average of the 17 EU countries which took part in PIAAC.

## 1 Average Performance in Literacy

Sweden performs significantly better than the EU-17 average of 271, scoring an average of 279.

Table 1.1 Average Literacy Performance

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>279</td>
<td>0.7</td>
</tr>
<tr>
<td>EU-17</td>
<td>271</td>
<td>-</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

The lowest 10 percent of the Swedish participants perform significantly better than the lowest 10 percent of the EU-17 average. On the other side, the best 10 percent of the Swedish participants also perform significantly better than the best of the EU-17 average. The gap between top and bottom performers is 123 points in Sweden, wider than the EU-17 average of 117.

Table 1.2 presents the spread of literacy achievement of adults in Sweden and EU-17 countries.

Table 1.2 Spread of Literacy Achievement

<table>
<thead>
<tr>
<th></th>
<th>10th Percentile</th>
<th>Standard Error</th>
<th>90th Percentile</th>
<th>Standard Error</th>
<th>Gap 10th-90th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>215</td>
<td>2.64</td>
<td>338</td>
<td>1.21</td>
<td><strong>123</strong></td>
</tr>
<tr>
<td>EU-17</td>
<td>210</td>
<td>0.49</td>
<td>327</td>
<td>0.33</td>
<td><strong>117</strong></td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**


2 Gaps - Low Literate Population

In Sweden, 9% of the employed participants perform at or below Level 1. The proportion of adults performing at Level 1 or below is bigger among women than among men. The proportion is slightly lower among those who live with a spouse or partner than among those living alone. A lot more non-native speakers perform on or below Level 1 than EU-17 countries. Age seems to matter less than on average of EU-17 countries.

2.1 Language

Migration has no causal relation with literacy. What is significant, however, is the oral language competence of the migrant. As part of the survey, participants were asked if their native language is the same as the test language. 42% of those with a different native language scored at or below Level 1 compared to only 7% whose native language was the same as the test language. The comparable figures for the EU-17 average are 34% and 14%.

Table 2.1 Test language and Native Language at Level 1 or below

<table>
<thead>
<tr>
<th>Test language not same as native language</th>
<th>Std. Error</th>
<th>Test language same as native language</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>42 %</td>
<td>2.02</td>
<td>7 %</td>
</tr>
<tr>
<td>EU-17</td>
<td>34 %</td>
<td>0.79</td>
<td>14 %</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in bold

2.2 Age

The percentage of the Swedes scoring at or below Level 1 increases with age: from 9% among the age group of young adults (16-24 years old) to 19% among those aged 55 plus. In Sweden, for every age group the share of at or below Level 1 performers is lower than the EU-17 average, with exception of the age group of 25-34 year olds, which is similar to the comparable EU-17 average. The overall impression of these data show that in Sweden, age seems to matter less than in other countries.

Table 2.2 Age at Level 1 or below

<table>
<thead>
<tr>
<th>Age</th>
<th>Sweden</th>
<th>Std. Error</th>
<th>EU-17</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 or less</td>
<td>9 %</td>
<td>1.15</td>
<td>12 %</td>
<td>0.33</td>
</tr>
<tr>
<td>25-34</td>
<td>11 %</td>
<td>1.25</td>
<td>12 %</td>
<td>0.32</td>
</tr>
<tr>
<td>35-44</td>
<td>12 %</td>
<td>1.40</td>
<td>14 %</td>
<td>0.32</td>
</tr>
<tr>
<td>45-54</td>
<td>14 %</td>
<td>1.47</td>
<td>18 %</td>
<td>0.36</td>
</tr>
<tr>
<td>55 plus</td>
<td>19 %</td>
<td>1.53</td>
<td>25 %</td>
<td>0.41</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in bold
2.3 Gender

Across the EU-17 average, the sexes show nearly no significant differences, in Sweden it is the same pattern. 13% of men and 14% of women scored at or below Level 1. The comparable figures for the EU-17 average are 17% of men and 16% of women.

Table 2.3 Gender at Level 1 or below

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Std. Error</th>
<th>Female</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>13%</td>
<td>0.90</td>
<td>14%</td>
<td>0.79</td>
</tr>
<tr>
<td>EU-17</td>
<td>17%</td>
<td>0.23</td>
<td>16%</td>
<td>0.22</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

2.4 Family

In Sweden, 13% of those living with spouse or partner scored at or below Level 1, compared to 14% of those living alone. The comparable figures for the EU-17 average are 16% and 15%.

Table 2.4 Living with spouse or partner among those who scored at Level 1 or below

<table>
<thead>
<tr>
<th>Living with spouse or partner</th>
<th>Percent</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13%</td>
<td>0.79</td>
</tr>
<tr>
<td>No</td>
<td>14%</td>
<td>1.48</td>
</tr>
<tr>
<td>Yes</td>
<td>16%</td>
<td>0.21</td>
</tr>
<tr>
<td>No</td>
<td>15%</td>
<td>0.31</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

2.5 Employment

9% of the employed in Sweden perform at or below Level 1, as do 24% of the unemployed, and 24% who are out of the labour force. The international comparison reveals that in Sweden, the employed participants are more literate than the EU-17 average (9% vs. 13%).

Table 2.5 Employment at Level 1 or below

<table>
<thead>
<tr>
<th>Employed</th>
<th>Std. Error</th>
<th>Unemployed</th>
<th>Std. Error</th>
<th>Out of the labour force</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>9%</td>
<td>0.58</td>
<td>24%</td>
<td>3.47</td>
<td>1.64</td>
</tr>
<tr>
<td>EU-17</td>
<td>13%</td>
<td>0.19</td>
<td>22%</td>
<td>0.80</td>
<td>0.36</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**
## 3 Skills Use

Participants in the Survey of Adult Skills were asked about their writing and reading at home, and at work, if employed. In the table below, a higher score shows more frequent use.

### Table 3 Literacy Skills Used At Home and At Work

<table>
<thead>
<tr>
<th></th>
<th>Writing Skills</th>
<th></th>
<th>Reading Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at Home</td>
<td>at Work</td>
<td>at Home</td>
<td>at Work</td>
</tr>
<tr>
<td>Index of Use</td>
<td>Std. Error</td>
<td>Index of Use</td>
<td>Std. Error</td>
<td>Index of Use</td>
</tr>
<tr>
<td>Sweden</td>
<td>1.90</td>
<td>0.01</td>
<td>1.82</td>
<td>0.01</td>
</tr>
<tr>
<td>EU-17</td>
<td>1.99</td>
<td>0.00</td>
<td>1.95</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

Adults in Sweden perform significantly better with regard to their use of *reading skills at home* than the EU-17 average, and also differ significantly and positively from the EU-17 average index of use of *reading skills at work*. Use of *writing skills at home* and *at work* also differ significantly but negatively from the corresponding indexes of the EU-17 average. These indexes reveal that adults in Sweden use their literacy skills different to the ones on average across EU-17 countries; Sweden adults use their *reading skills* more often and their *writing skills* less often.
4 Literacy Gaps

4.1 Parental Education

Table 4.1 presents the spread of literacy achievement by adults reporting their parents’ highest education level. Parental level of education is a significant factor in Sweden as in the rest of the EU countries that took part in PIAAC.

In Sweden, there is a significant difference of 20 points between those reporting that neither parent attained upper secondary education and those reporting that at least one parent attained secondary education (264 vs. 284). Furthermore, those reporting that at least one parent completed tertiary level education perform significantly better than those whose parents attained secondary (297 vs. 284). The gap between those reporting lower parental education and those reporting higher parental education is smaller than the EU-17 gap of 41, scoring a gap of 33. Across the EU-17 average, it is the same pattern on a significantly lower level for each group (264 vs. 253; 284 vs. 277; 297 vs. 294).

The overall impression of these data is that the higher the parental level of education the better the literacy performance.

Table 4.1 Literacy Proficiency by Parents’ Education

<table>
<thead>
<tr>
<th></th>
<th>Lower Secondary or Below</th>
<th>Std. Error</th>
<th>At least one parent secondary/post-secondary</th>
<th>Std. Error</th>
<th>At least one parent Tertiary</th>
<th>Std. Error</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>264</td>
<td>1.29</td>
<td>284</td>
<td>1.65</td>
<td>297</td>
<td>1.28</td>
<td>33</td>
</tr>
<tr>
<td>EU-17</td>
<td>253</td>
<td>0.38</td>
<td>277</td>
<td>0.32</td>
<td>294</td>
<td>0.44</td>
<td>41</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

4.2 Books at Home

Table 4.2 shows the spread of achievement of adults by reported number of books at home. This is a common measure of cultural capital. In Sweden, 43% of adults report having fewer than 100 books at home. On average, these achieve 258 points in PIAAC, 38 points worse than the Swedish adults reporting that they have more than 100 books at home (258 vs. 296). This gap is wider than the categories across the EU-17 average (38 vs. 31). In Sweden, the share of those having 100 books or more is much higher than at EU-17 average. Those Swedes having fewer than 100 books perform similar to the comparable EU-17 group (258 vs. 259) and those having more than 100 books perform significantly better than comparable EU-17 group (296 vs. 290).

Table 4.2 Books at Home

<table>
<thead>
<tr>
<th></th>
<th>Average score of those with fewer than 100 books</th>
<th>Percent of Population</th>
<th>Std. Error</th>
<th>Average score of those with more than 100 books</th>
<th>Percent of Population</th>
<th>Std. Error</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>258</td>
<td>43</td>
<td>1.11</td>
<td>296</td>
<td>57</td>
<td>0.97</td>
<td>38</td>
</tr>
<tr>
<td>EU-17</td>
<td>259</td>
<td>60</td>
<td>0.25</td>
<td>290</td>
<td>40</td>
<td>0.28</td>
<td>31</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**
4.3 Language

In Sweden, there are 9 percent points more adults reporting that the test language is not their native language than on average across EU-17 countries. These Swedish adults, who do not speak Swedish as their native language, achieve significantly fewer points in the PIAAC test than those who report that their native language is the same as the test language (236 vs. 289).

Table 4.3 shows the spread of literacy achievement referring to the test language and adults’ native language.

Table 4.3 Native Language

<table>
<thead>
<tr>
<th>Language of the Test and Native Language</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same</td>
<td></td>
<td>Not Same</td>
<td></td>
<td>Gap</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Error</td>
<td>%</td>
<td>Mean</td>
<td>Std. Error</td>
</tr>
<tr>
<td>Sweden</td>
<td>289</td>
<td>0.77</td>
<td>82</td>
<td>236</td>
<td>2.16</td>
</tr>
<tr>
<td>EU-17</td>
<td>274</td>
<td>0.19</td>
<td>91</td>
<td>246</td>
<td>0.91</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

The distribution in Sweden of native-speaking and non-native-speaking participants differs from the EU-17 average. Those Swedish participants whose native language is the same as the test language perform significantly better than the EU-17 average (289 vs. 274). Those whose native language is not the same scored significantly worse than the average across EU-17 countries (236 vs. 246). Accordingly, the Swedish gap between the native and non-native speakers is 53 points, much larger than comparable EU-17 average (28 points).
5 Participation in Adult Education - Low Literate Population

In Sweden, the rate of participation in formal or non-formal adult education by adults on Level 1 or below is significantly better than on average across the OECD-Countries (42% vs. 31%).

Table 5.1 Participation Rates in Formal and Non-Formal Adult Education on Level 1 or below

<table>
<thead>
<tr>
<th>Participation Rate</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>42 %</td>
</tr>
<tr>
<td>OECD-Average*</td>
<td>31 %</td>
</tr>
</tbody>
</table>

*For technical reasons we report the OECD average here.

The non-formal education index incorporates participation in seminars and workshops, private lessons and open or e-learning formats. Table 5.2 shows the percentage of low literate and high literate adults participating in all four types of non-formal education.

Table 5.2 Percentages of Low and High Literate Adults Participating in Non-Formal Education and Training

<table>
<thead>
<tr>
<th>Open or distance education</th>
<th>Seminars or workshops</th>
<th>Private lessons</th>
<th>On the job Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 or Below</td>
<td>Level 4/5</td>
<td>Level 1 or Below</td>
<td>Level 4/5</td>
</tr>
<tr>
<td>Sweden</td>
<td>5 %</td>
<td>23 %</td>
<td>8 %</td>
</tr>
<tr>
<td>OECD-Average*</td>
<td>6 %</td>
<td>16 %</td>
<td>9 %</td>
</tr>
</tbody>
</table>

*see above

Swedish adults are most likely to participate in seminars or workshops, reaching 52% of those performing at Level 4/5 (this is 15% more than in OECD average) and 8% of those performing at Level 1 or below. Second frequently, Swedish adults attend on the job training (organised by supervisors or similar facilitators) with 38% of Level 4/5 performers and 15% of at or below Level 1 performers, which are similar figures for both groups than the comparable OECD average. Adults’ participation in private lessons is higher than the OECD average, especially for the Swedish Level 4/5 performers. These reach also 7 percent points more for open or distance education, while those performing at Level 1 or below participate nearly at OECD average.
B LITERACY POLICY
1 Provision

1.1 What types of adult literacy provision are there? What do you consider to be adult literacy provision in your country?

Adult education (of which adult literacy education is a part) in Sweden consists of three types of education:

- municipal adult education (Komvux): adult education at compulsory school level and at upper secondary level
- special education for adults (Särvux): adult education at compulsory school level and at upper secondary level for adults with learning disabilities/difficulties.
- Swedish for Immigrants (SFI): provides basic knowledge of the Swedish language

Basic reading and writing literacy for adults is part of the subjects Swedish and Swedish as a second language in basic and special adult education. Within “Swedish for Immigrants” (SFI), reading and writing can be studied either separately or as part of the programme.

Folk high schools also offer courses on different levels and can be given permission to delivery SFI courses.

1.2 How is adult literacy provision funded?

Formal adult education is tax-based at local (municipal) level. Some education within SFI (Swedish for Immigrants) is funded by the state.

Municipal adult education studies qualify for entitlement to student aid. 2013: grant + loan: 2,256 SEK/week (~250 €) for a full-time student. Each municipality is responsible for ensuring that municipal adult education is available. Municipalities and county councils may commission other educational bodies to provide adult education.

Folk high schools and independent providers can apply for a licence to conduct Swedish for Immigrants, following the regulations of the formal school system.

1.3 Is there a statutory entitlement to literacy provision up to a certain level?

Basic adult education is a statutory entitlement.

There is a right to study within SFI and basic levels within adult – and adult special education from a certain age - in cases where individuals lack the skills and knowledge these courses aim to give.

1.4 What is the rate of participation in adult learning, workplace training, and liberal adult education?

The participation of adults in education, formal and non-formal, was 28.1% in Sweden (according to Eurostat data).

1.5 Are studies available on factors that inhibit or prevent participation in literacy education and in using literacy outside educational contexts? If yes, what are the factors?

No information available.
1.6 What progression routes are there from adult basic education courses to VET/HE courses?

It is possible to combine courses within SFI, and in basic adult education, with upper secondary school-level courses within municipal adult education, if the student has the ability to benefit from this, for example IVET.

To progress to Higher Education, individuals require an exam from upper secondary level.

1.7 Does a right to information, advice and guidance (IAG) regarding educational opportunities exist? If yes, who provides this IAG?

The Education Act stipulates that before starting an adult education course, every applicant must be offered career guidance in designing an individual study plan. The municipalities, which are the principal organisers in the school system, are required to actively work to reach those individuals who are entitled to education and to motivate them to participate.

Anyone who intends to start an adult education course should have access to career guidance.

For permanent employment as a guidance counsellor, applicants are required to be qualified in this field.

2 Quality monitoring

2.1 Is there an inspection service to monitor the quality of adult literacy providers (including classroom practice)?

The Swedish Schools Inspectorate is responsible for monitoring the quality of adult literacy providers.

2.2 Are there national quality standards for the quality of adult literacy providers?

The municipalities are responsible for providing adult education. National standards are set in law, regulations and curricula.

2.3 Are there national benchmarks / standards for adult literacy performance? How are adults’ progress in reading and writing assessed / monitored?

There is assessment for each of the courses within adult education. The parts concerning the initial learning of reading and writing are not graded separately, but are graded as part of the overall aims.

2.4 What accountability measures are in place for adult education providers?

It is the principal director of a school, a municipality, who is responsible for its quality and results. The role of the Swedish Schools Inspectorate is to monitor and scrutinise. In connection with these supervisory and quality auditing activities, the Swedish Schools Inspectorate provides advice and guidance as to what a school needs to improve on the basis of the requirements of legislation.

All municipalities provide statistical information each year. The Swedish National Agency for Education is the central administrative authority for the public school system. It supervises, supports, follows up and evaluates the school in order to improve quality and outcomes. The Agency is also responsible for statistics in the school system.
3 Literacy curricula/reading instruction

3.1 Is there a national literacy curriculum framework for adults? How is this linked to school curricula?

The literacy curriculum for adults is embedded in the curriculum of basic adult education. Within the courses Swedish and Swedish as a second language, this is a core content. Within SFI, there is also specified literacy content as part of the educational programme. In all other courses within adult education, both a language perspective and digital competence is included.

3.2 What is the accepted methodology for the teaching of literacy to adults?

No specific method is recommended by the state. It is the responsibility of municipalities, schools and teachers to use the methods they think best suited.

3.3 How do curricula and learning materials cater for diversity of learner groups and learning needs?

The core value of Swedish adult education is that it should be based on the needs and requirements of the individual. This perspective appears within all parts of the curricula – both as an overall perspective as well as in the course requirements.

3.4 Is there a specific focus on literacy in VET provision for adults?

A language and digital literacy perspective is written into the course curricula for vocational subjects in high school as well as in all adult education.

4 Screenings/assessments/support

4.1 How are adults with literacy needs identified?

There is a responsibility at the local level to identify, contact and motivate those in need of basic adult education.

When it comes to SFI (Swedish for Immigrants) assessment and placement is based on screenings. These screenings are based on the students’ prior knowledge/competencies and preconditions, as well as other factors that are relevant.

4.2 How are adults’ prior literacy knowledge and skills recognised and validated?

Prior literacy knowledge and skills are recognised and validated in relation to national curricula.

4.3 Are there any standard tests to assess literacy needs or learning progress in literacy programmes?

There are no standardised tests for this purpose. However, within certain specific courses, there are national tests to support assessment and grading.
4.4 **How are adults with dyslexia identified and supported?**
Adults with dyslexia are identified in different ways, and at the local level. Adult students have the same right to support as all other students within the system.

5 **Special support for second-language learners/migrants**

5.1 **Is there literacy provision for adult migrants whose home language is not the official language of the host country?**
Education in Swedish for Immigrants aims to give adult immigrants basic knowledge and competence in the Swedish language. The highest level course equals B1/B2 +GERS (CEFR). Education in Swedish as a second language is also offered within municipal education at an upper secondary level and within special education for adults at an upper secondary level. These courses are not related to GERS, but instead are equivalent to courses in elementary and secondary schools.

All courses within municipal basic adult education can be offered in mother-tongue languages.

5.2 **Who pays for this provision?**
Formal adult education is tax-based at local (municipal) level. In certain cases, education within SFI is financed by the state.

5.3 **Does this provision employ specialist teachers?**
Teachers in adult education have to meet similar requirements to teachers in compulsory and upper secondary schools.

5.4 **Is there specialist provision for those who have poor literacy skills in their L1?**
Within Swedish for Immigrants, there is focus on literacy development for students with no prior education, and for students with limited prior education, as well as for those who lack functional literacy. They are entitled to receive education in basic literacy skills, which means deepening and automatising knowledge and skills. Literacy development can be carried out in the student’s mother tongue language or in another language the student is fluent in. All basic level courses within municipal adult education and special adult education can be provided in the mother tongue language.

5.5 **Is there a separate national curriculum framework for this type of provision?**
Literacy is part of the general curriculum of Swedish for Immigrants (SFI) as well as part of the syllabus in Swedish as a Second Language.
6 Reading environments to stimulate reading motivation

6.1 Are there schemes to promote reading and writing for pleasure among adults?
According to the Curriculum for Adult Education, it is the responsibility of adult education to ensure that every student, after having finished his/her studies, is able to turn to writings in fiction or prose as a source of knowledge, insight and joy (The Curriculum for Adult Education).

6.2 Is there systematic cooperation with civil society – e.g. libraries, bookstores, literature institutions, theatres, media, newspapers, publishers etc. in reading and writing promotion for adults?
Cooperation and projects exist locally, but there is no systematic national cooperation.

6.3 Are there family literacy programmes with a focus on supporting adult literacy?
There are no such national programmes.

7 Digital environments/use of technology in education

7.1 Is there a digital gap? How are adults supported in acquiring literacy and digital skills?
In PIAAC, 9 out of 10 Swedes were successful in carrying out tasks using a computer, the highest result of all participating countries. 44% of the working age adult population showed a good level of problem solving in technology-rich environments (Level 2 and 3). Nevertheless, in spite of these strong results at the higher levels, more than 25 % of Swedes performed below level 1 in PS-TRE.
A digital perspective is included in the curriculum.

7.2 Which population groups are excluded from access to ICTs due to lack of literacy skills?
No information found.

7.3 Are there any web-based or mobile-based programmes for adults to improve their literacy & numeracy skills?
There are no national programmes for this, although they may be offered on the open market.

7.4 What classroom resources (E-books, notebooks, internet, mobile phones...) are used to support the development of adults’ literacy?
There are no national recommendations on resources.
8 Teachers

8.1 What are the professional roles within adult literacy education?
Teachers within adult education are educated to the same level as elementary and secondary school teachers. There are specific requirements for teachers on SFI programmes (see question 5.3).

8.2 What is the status / reputation of teachers and other professionals who work in adult literacy education?
No information provided.

8.3 What are their working conditions?
No information provided.

8.4 How do salaries compare to the national average?
No information provided.

9 Teacher education

9.1 What are the statutory qualification requirements for adult literacy teachers?
The qualification requirements and training is the same for adult literacy teachers as for teachers in the obligatory and upper-secondary school. Teachers in SFI can have different types of teacher certificates but have achieved a certain amount of credits in Swedish as a second language at the university.

To qualify to teach at a school, a teacher will need certification with a specialisation in the type of teaching concerned. A teacher’s certificate clearly shows in which types of school, which subjects and which year groups he/she is qualified to teach. The National Agency for Education determines that a teacher is qualified on the basis of the teacher’s education. Each application is reviewed and assessed based on the rules that applied when the teacher or preschool teacher took his or her degree, even if newer requirements are applicable. Expanded eligibility is assessed against the provisions of the Regulation on jurisdiction and the registration of teachers and preschool teachers (2011:326).

Only certified teachers are eligible for permanent employment.

9.2 Are there specialist qualification routes for adult literacy teachers?
No information provided.

9.3 What are the entry requirements for Initial Teacher Education for adult literacy teachers?
No information provided.

9.4 Who pays for initial teacher education?
No information provided.
9.5 Is there a curriculum framework for adult literacy initial teacher training?
No information provided.

9.6 Are there compulsory (or optional) language and literacy modules in all adult education ITE?
No information provided.

9.7 What is the length of the required initial teacher training?
No information provided.

9.8 Are there quality standards for ITE?
No information provided.

9.9 Is there continuous professional development (in-service training) for teachers which focuses on literacy development?
No information provided.

9.10 What is the take-up among teachers?
No information provided.

9.11 Who delivers this training?
Colleges and universities deliver training.

9.12 How is it quality assured?
No information provided.

10 Policy-making

10.1 Who is involved in policy-making for adult literacy education?
The Department of Education is responsible for policy-making.

10.2 How is inter-sectoral and interministerial cooperation promoted and coordinated?
Cooperation exists, in particular, between the Ministry of Education and the Ministry of Employment.

10.3 What financing mechanisms exist that facilitate inter-sectoral cooperation?
No information provided.

10.4 Which policies promote for the provision of broad and varied access to adult literacy education?
No information provided.
10.5  How are the motivation, interests and needs of adults taken into account in the policy-making processes?

The policy goal of adult learning in Sweden is to give all adults the opportunity to extend their knowledge and develop their competence in order to promote personal development, democracy, gender equality, economic growth, employment and participate in an equitable society.

10.6  Does government promote adult literacy in its lifelong learning policy?

No information provided.