

# What Can Canadians Learn From the Swedes About Adult Literacy?

## Study Circle Kit

*Adult literacy levels in Sweden are higher than in Canada. They are also less dependent on level of school attainment and socioeconomic status.<sup>1</sup>*



Movement for  
Canadian Literacy

Funded by a Social Sciences and Humanities Research  
Council Valuing Literacy in Canada Strategic Initiative Grant



© Nayda Veeman, Keith Walker, Angela Ward, University of Saskatchewan  
(October 2004)

We are grateful to everyone who participated in the research in Canada and Sweden and also to Diane Favreau for the desktop publishing of this kit.

Permission is granted for use of this material for educational purposes provided acknowledgement is given. Results of any such discussions that are communicated to the research team will be incorporated into the final report. For further information or to submit reports, contact:

Nayda Veeman, PhD  
Room 3066, Education Building  
28 Campus Drive  
Saskatoon, SK S7N 0X1 CANADA  
Tel. (306) 966-7613 Fax (306) 966-7020

E-mail: [nayda.veeman@usask.ca](mailto:nayda.veeman@usask.ca)

# Introduction

---

You are invited to participate in a Study Circle to learn about adult literacy in Sweden and to share ideas about how public policy in Canada could be improved. Similar Study Circles will be conducted in various parts of Canada between October 2004 and March 2005 and the ideas generated will be part of the final project report.

If you agree to participate, you will:

- ◆ study the information in this kit;
- ◆ participate in a 2-3 hour group discussion focused on the questions;
- ◆ talk about what could happen at the local, provincial and national level to improve adult literacy policy and practice in Canada; and, finally,
- ◆ reflect on this Study Circle process.

This kit includes:

- ◆ An overview of the research
- ◆ A summary of the research findings in Sweden
- ◆ Fact Sheet on Study Circles
- ◆ Fact Sheet: Summary of Canadian findings
- ◆ Questions for the group discussion
- ◆ Reflections on the Study Circle
- ◆ Annotated bibliography

## BACKGROUND

Increasing globalization presents a challenge for policymakers and there is a recognition that learning must be lifelong to ensure that skills remain current in the face of technological advances. This has stimulated interest in international comparisons both in literacy levels, such as the IALS<sup>1</sup>, and in policies for addressing literacy and lifelong learning.

In Canada, a special challenge is the decentralized jurisdiction related to education. Can we draw upon the Swedish approach to adult learning to improve the effectiveness of adult literacy initiatives in this country?

## RESEARCH

A recently completed qualitative study compared adult education/literacy policy in the two countries based on rural and urban centres.<sup>2</sup> This year the study is being extended to other regions in Canada. The goal of this applied policy study is to use the findings as the basis of regional consultations that could lead to improving adult literacy policy in Canada. The Advisory Committee<sup>3</sup> suggested that we use a Study Circle approach for the regional consultations.

---

<sup>1</sup> IALS. (1995). *Literacy, economy and society: Results of the first International Adult Literacy Survey* (9264146555). Paris/Ottawa, ON: OECD & Statistics Canada.

<sup>2</sup> Veeman, N. (2004). *Adult learning in Sweden and Canada: A comparative study of four sites*. University of Saskatchewan. Retrieved, 2004, from the World Wide Web: <http://library.usask.ca/theses/available/etd-04092004-10030/>.

<sup>3</sup>Advisory Committee: Wendy Desbrisay, Gordon DeWolfe, Ann Marie Downie, MCL, Kjell Rubenson, University of British Columbia, Linda Shohet, Centre for Literacy.

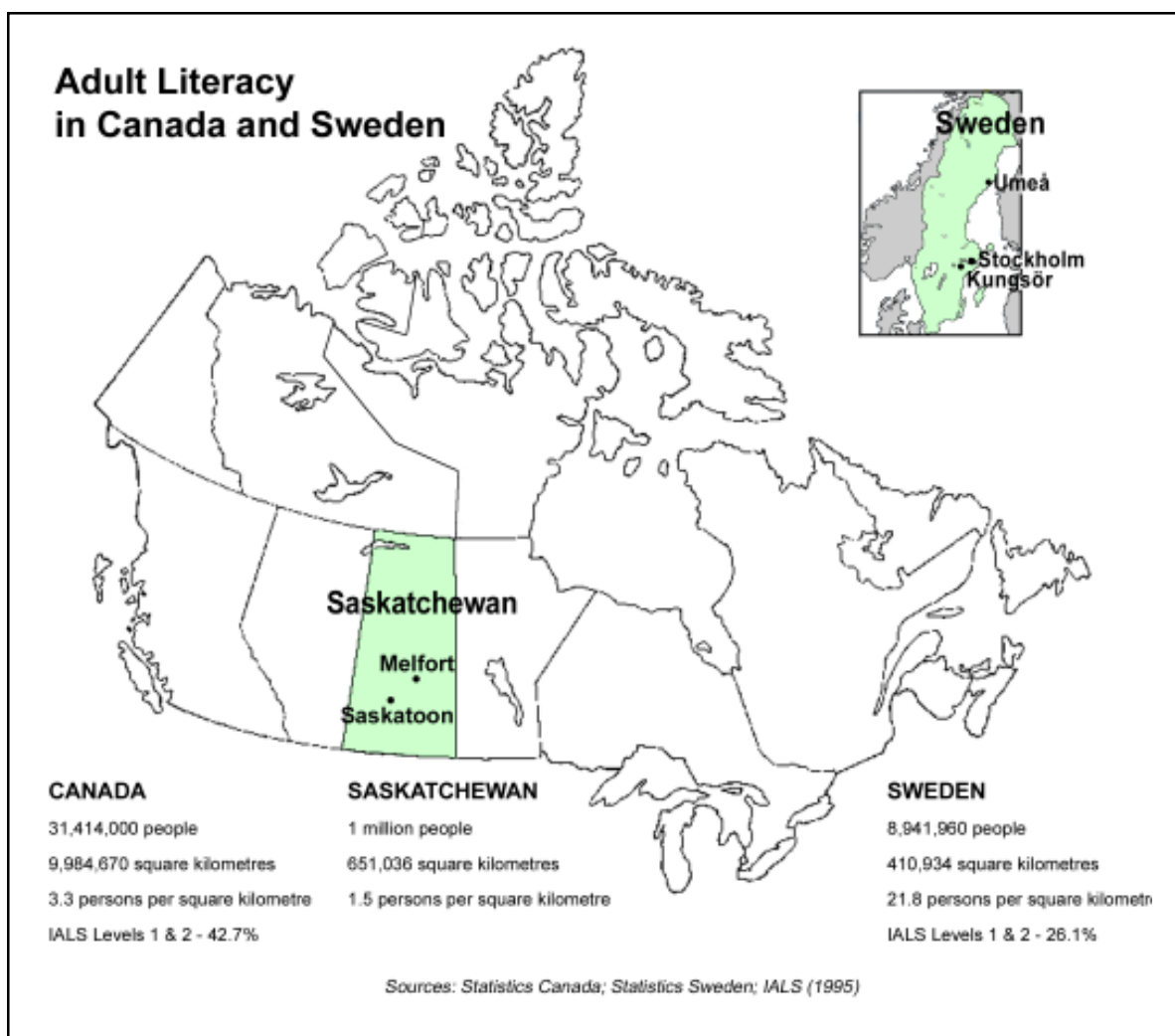
# An Overview of the Research<sup>1</sup>

## ■ GOAL

To understand the differences between adult literacy levels in Canada and Sweden from an applied social policy perspective.

## ■ METHODOLOGY AND TIMELINES

- ◆ **January 2002:** Review of Swedish and Canadian documents and reports
- ◆ **October 2002:** Selection of an urban and a rural site in each country (see map below)

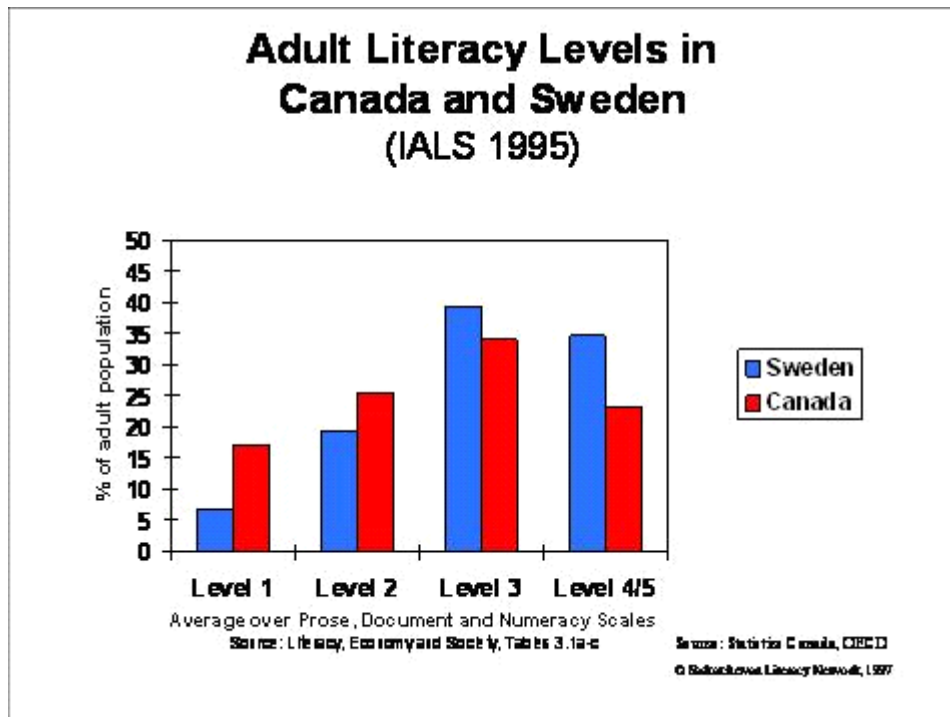


<sup>1</sup> More information on the project, including a photo journal, related references, and papers are available on the project website: [www.usask.sk/education/alcs](http://www.usask.sk/education/alcs)

# An Overview of the Research

---

- ◆ **November 2002 – April 2003:** Field observations and semi-structured interviews of administrators, politicians, adult learners, instructors and researchers (41 individuals in Sweden and 38 in Canada)  
NOTE: In 2004, the research was extended to North West Territories, Toronto, Nova Scotia and British Columbia.
- ◆ **February 2002 to December 2003:** Data analysis
- ◆ **March 2003:** Dissemination of findings through publications, meetings and conferences
- ◆ **October 2004:** Regional consultations using Study Circle format  
NWT – October 2004; SK – October 28<sup>th</sup>, 2004; Toronto – February 2005 and NS (TBA)



The IALS dataset reveals that a greater proportion of Swedish adults have higher literacy levels (Levels 3 and 4/5) while more Canadians are in the lower levels (1 and 2). There is a high degree of variation in skills in Canada with many people at the highest and lowest levels and literacy levels of Canadians are more closely tied to socioeconomic status than they are in Sweden.<sup>2</sup>

---

<sup>2</sup>Tuijnman, A. (2001). *Benchmarking adult literacy in North America: An international comparative study* (0660182491). Ottawa/Stockholm: Human Resources Development Canada & Stockholm University.

## What Did We Learn in Sweden?

---

Over the past eighteen months, we interviewed adult students, educators and administrators in rural and urban centres in Sweden and Canada (a total of 79 individuals). We compared policy from perspectives of learners, practitioners, and policymakers. The emphasis here is on the Swedish findings.

### ■ THE LEARNER PERSPECTIVE

- i. Canadian and Swedish adults share similar reasons for wanting to go back to school as adults.

*Most of my students are ones who have recently been in jail or in 'detox' centres, or on social assistance. One girl had been badly treated by her parents. These students hate(d) school but the day they say (to me) they love being in school that really makes me feel good. (Swedish adult educator)*

*It's twenty years since I left school. I wanted to help my daughter. She's fifteen and does not like school very much. (man in adult education program in Sweden)*

*a lot of them don't go to school to learn, it is a place to be and see their friends, [and] you get paid for it (Swedish researcher discussing the adult education initiative)*

- ii. Significant numbers of people with limited education do not participate in adult basic education or literacy programs regardless of support to study as in Sweden, or not, as is the case in Canada.

*Volvo workers get 20,000 SEK per month, or maybe more with 2 years upper secondary. Some have none (upper secondary courses). The study grant is 8000 SEK per month. Hard to motivate them. I think budget is the reason they don't start. They always know they can find something better. They always want to have more money to live the way they want to. (Swedish counsellor)*

- iii. In Sweden, immigrants and recent high school graduates are increasingly the majority in adult upgrading classes. Recent high school graduates take advantage of the system to upgrade their marks for admission into postsecondary programs.

*Adult education should be available as a second, third and even fourth chance but it is a waste of public resources for students directly after high school. (Municipal politician in Sweden)*

## What Did We Learn in Sweden?

---

- iv. Swedish adults usually do not have to wait to get into adult upgrading classes; those under age 50 can get a study grant for all levels of adult education.
  
- v. The dropout rate prior to the start of classes each fall is high presenting a big challenge for administrators as they try to schedule classes and (unionized) instructors. There is a 30% dropout from formal adult education classes due to personal problems, employment or travel. (Adult education coordinators in Sweden)

# What Did We Learn in Sweden?

---

## ■ IMPLEMENTATION (learning opportunities; delivery)

- vi. The Municipal Adult Education system (*kommux*) has provided adult upgrading throughout Sweden with professional teachers since 1967. The Swedish government provides funding and guidelines for adult education which is administered by the municipal government. Municipal Boards of Education are responsible for compulsory youth education and adult education. The *kommux* curriculum is based on that of the regular school system.
- vii. Most adult educators in Sweden had trained as schoolteachers; those in the *kommux* classrooms were unionized municipal employees. Study Circle leaders were experts in particular topics, e.g., crafts, foreign language, or had some training in group facilitation.
- viii. Sweden provides universal access for formal adult education with priority given to those with the least education. Counsellors determine who should be admitted for each semester by comparing the past education history of each applicant. Once applicants are selected and assigned to a program, they go to the funding agency for students (CSN) to seek a study grant or loan. In rural centres, there are often fewer applicants than spaces available.

In Göteborg (population 500,000) there was a two year waiting list to get into adult upgrading. This was in part due to a large immigrant population and in part due to privatization of adult education and the effective dismantling of the municipal program that occurred after the Adult Education Initiative ended. (Adult educators in Göteborg, and a recent high school graduate.)

*How many people do you think would be left in XXX who want to complete their education as adults?* (coordinator of Adult Education, commenting on difficulty in recruiting participants in a small town in northern Sweden)

- ix. Immigrants can attend Swedish for immigrant (*Sfi*) classes until they can pass at least a national test. This test determines three levels of competence with the basic level adequate for entry level employment and the top level adequate for entrance into higher studies.

*There is always funding to support immigrants who are studying Swedish because they **need** the language to participate in the community!* (Counsellor at the national agency for student funding)

## What Did We Learn in Sweden?

---

Despite the availability of classes, childcare and funding, a Palestinian woman with a Grade 12 education from Israel had not been allowed to attend *Sfi* classes during the six years she had been married and living in Sweden. (personal observation)

- x. The Swedish government funds 11 national organizations to coordinate Study Circles.<sup>4</sup> As the Swedish population has become more educated, the focus of study circles has shifted from public policy issues to more cultural and leisure activities. Study circles offer informal learning opportunities at minimal cost to Swedish adults from diverse social groups.

*Study circles are “the best way for education. Everyone has a chance to speak. The most important thing is the sense of community that we feel. I have got so much from the circles”* (Study circle facilitator who was a retired teacher and school administrator)

The majority of funding for Study Circles comes from government sources. Fifty-three percent (53%) of the adult population participates in some form of adult education compared to 39% in Canada.<sup>5</sup> In Sweden, there is higher adult participation in literacy-related activities such as using libraries, reading newspapers and volunteering. Those who do not read books get a “literacy refresher” by watching foreign films and television programs which are subtitled.<sup>6</sup>

- xi. The library in Umeå had periodicals and newspapers in 40 different languages (compared to the 5 languages offered at the Saskatoon Public Library).
- xii. English language programs are shown on Swedish television with Swedish subtitles; headline news scrolls across the TV screen prior to regular programming in the early morning.

*There is a paradox in a reform that is designed to supply workers for particular sectors where they are needed and at the same time in order to get adults to study; you need a rhetoric that is interesting for their personal development and about personal choice.* (Swedish researcher)

---

<sup>4</sup> Oliver, L. P. (1987). *Study circles: Coming together for personal growth and social change*. Washington, DC: Seven Locks (p. 73).

<sup>5</sup> Rubenson, K., & Xu, G. (1997). Barriers to participation in adult education and training: Towards a new understanding. In P. Bélanger & A. Tuijnman (Eds.), *New patterns of adult learning: A six-country comparative study* (p. 96). Oxford/Paris: Pergamon & UNESCO Institute for Education.

<sup>6</sup> Kapsalis, C. (2001). *Catching up with the Swedes: Probing the Canada-Sweden Literacy Gap*. Hull, QC: National Literacy Secretariat (p. 26).

# What Did We Learn in Sweden?

---

## ■ POLICY and POLICY TOOLS

- xiii. Adult education is valued as fundamental to *folkbildning* (building up the people). Adult education policy documents speak of building social capital as well as meeting the needs of the new economy. The government funds adult education through the municipal adult education system, through the media and through study circles but study grants are limited to the working age group.

*If you are older than 50 you have problems. That is in the law. I think that is no good, to put it mildly. It doesn't fit with the idea of lifelong learning. I think it is dreadful to be honest. There are many examples of people not getting study grants. For example, an elderly lady, elderly! 51 or 52! couldn't get a grant to study English.*  
(Director of adult education)

NOTE: Older adults would be able to participate in Study Circles at minimum or no cost.

- xiv. Adult education is a comprehensive term that includes basic levels of education up to postsecondary education and skills training and the term “literacy” is not used.

*Neither a government policy advisor nor a professor emeritus understood the term ‘literacy’ when questioned about its use in Sweden.* (field observation)

- xv. In Sweden, there was no evidence of public awareness campaigns for literacy or adult learning. Upgrading at all levels is provided in classroom programs; those with the least education have priority in access.

- xvi. Childcare and school lunches were universally available in Sweden.

*When lunch programs closed at elementary schools as a result of a rotating strike of municipal workers, many adult students missed classes and some brought their school age children to class.* (field observation)

- xvii. During the Adult Education Initiative (1997-2002) an additional \$56 CDN for every Swede was spent on adult education. The rationale was that during a period of “high” unemployment (4%) it was less costly and more socially beneficial to have people studying than to pay them unemployment benefits.

## What Did We Learn in Sweden?

---

- xviii. The population and all political parties support the level of taxation required to fund the comprehensive systems of adult education and universal childcare.

The Conservative government "pledged to outspend the Social Democrats on job training" in the early 1990s (Newsweek, Dec. 2, 1991, p. 64). The Conservative Party suffered severe losses in the 2002 general election although it had campaigned on a platform of lower taxes.

# Fact Sheet: Canadian Findings

---

The following observations and quotations are drawn from interviews and observations in Nova Scotia, Toronto, Saskatchewan and the North West Territories conducted between November 2002 and April 2004.

## ■ THE LEARNER PERSPECTIVE

### ◆ Childcare:

*They (instructors) say the first priority is your family, your immediate family like your kids. I take them to day care everyday, well, not me, Aunty or somebody. Sometimes she's been sick and she got sent home from day care so she won't pass her cold on. Friday and Monday I had to stay back, and I told them about that, but still they'll mark me down as absent.* (Aboriginal man, single parent)

### ◆ Literacy programs provide a safe haven for marginalized adults. Some individuals remain in programs for many years with little possibility of making progress in an academic sense.

*One woman has been coming to the program for twenty years and has long since reached her limit. She says she wants to work in an office but this is not realistic.* (instructor in remote northern community)

### ◆ There are long waiting lists for upgrading classes in most locations. Upgrading classes usually start at Grade 10 level. Below that level, adults must rely on volunteer tutors. Training allowances are limited and often only for targeted groups.

*It's sad that people have to wait to get started when (they) come in and are ready to go. They may have just gone through their year of sobriety and they are ready. I hear it so many times.* (Canadian counsellor)

*At average most (adults) were at a Grade 6 to 8 level so by creating a Grade 10 program in the core communities where it's easier for them to access their children went to the schools so it was easier for them to get their children there every day. Then we started literacy programs...below Grade 6. We started at a Grade 3 to 5 level. When we advertised for the literacy program, we had people testing at 2, 3 level and for them to into 5-8, you pretty much had to start at square 1. (So you) had to be on social assistance or unemployment insurance, or EI reach back. That was really a barrier for us last year, trying to count these [neighbourhood residents] as eligible.* (program coordinator of inner city GED program)

*What's the use? Every time there's something great in my life they close another door.* (response of female participant to closure of community based literacy program)

# Fact Sheet: Canadian Findings

---

## ■ IMPLEMENTATION

- ◆ Literacy programs are primarily based on volunteer tutoring and are largely project funded. Accountability requirements have increased substantially since the early 1990s thereby compromising delivery.<sup>1</sup>

*Over the past 5 years, there has been a lot of discussion about accountability, measurement, reporting results, standards. I call that administrative, and administrative heavy. For small programs it is administrative heavy, it is a nightmare; I know this from talking to people. When I was in a smaller organization, it was just starting to come...It's not a problem (in this program) since we have administrative support staff (coordinator of basic education program)*

*There are students who have been in programs for a long time and haven't improved their basic skills in any tangible way. (program coordinator in Toronto)*

*There is a problem between the administrative and delivery sides of the program. If you do one, the other suffers. It's not cohesive. It is like running two different programs and it is very hard on staff. The reporting involves real work with students but it is generating paper and is work that isn't necessary. You are asking people over and over what their goals are. They get sick of it. They say I want to read and write. I shouldn't be having these goals. You are sort of battering people about their goals. Sorry, here I am again, having to do this assessment. And you write these very extensive learning plans. (coordinator of community based program in Toronto)*

- ◆ Community-based programs that focus on parenting or community issues successfully engage adults in large urban centres and remote northern communities.

*Many adults do not have the entry skills required or the resources to move to a location where they can attend an institutional adult education program (literacy coordinators)*

*I think the summer time, 4 months is too long (for literacy class to be closed), no more job, adults need short time, to learn quickly. Students stay home with nothing to do. It's a waste of time. We need to save time, and government would save money if we could study in the summer. (immigrant nurse who had lived in Canada for 10 years with no chance to learn enough English to work as a nurse)*

---

<sup>1</sup> Scott, K. (2003). *Funding Matters: The Impact of Canada's New Funding Regime on Nonprofit and Voluntary Organizations*. Canadian Council on Social Development. Retrieved July 10, 2004, from the World Wide Web: <http://www.ccsd.ca/pubs/2003/fm/>

# Fact Sheet: Canadian Findings

---

## ■ POLICY AND POLICY TOOLS

- ◆ The provinces are responsible for educating youth up to age 21. Between 1967 and the early 1990s, the federal government funded adult basic education as part of a training strategy to address unemployment.

The assumption is that limited time frame will be enough to develop job skills; adults with lesser skills have little opportunity to attain formal credentials.

Immigrants received time-limited language training which does not enable most of them to pass the pretests for adult upgrading.

In Ontario, reporting requirements and program evaluation based on contact hours compromise service delivery, particularly for small organizations. Policymakers expect literacy training to lead to jobs or further training.

- ◆ It cannot be said that every Canadian has an equitable chance to receive basic education as an adult; e.g., Aboriginal populations with limited education (largely in northern and western parts of the country); immigrants in large urban and rural areas. Nova Scotia has a well established infrastructure that risks being eliminated.
- ◆ In the 1990s, Labour Market Agreements transferred responsibility for adult basic education and training from the federal government to the provinces. To the extent that either level of government currently supports adult basic education, it is primarily within the framework of employment. In all jurisdictions adult literacy is viewed predominantly from a human capital perspective with the result that program effectiveness is judged on percentage of participants employed or engaged in further education.<sup>2</sup>

## Fact Sheet: Canadian Findings

---

*I stayed in the hospitality industry, most of my years, mostly cooking, dishwashing, pumping gas...but realized that I wouldn't be able to support my family on that. That went on for quite a few years until 1996, and in November 1996, I was involved in a motor vehicle accident and ... I was unable to continue in that line of work and, at that time, HRDC (federal was still purchasing seats for upgrading at the community college for Levels 2 and 3 and so I went to see a counselor who gave me some aptitude tests and what they determined was that I should get my education. So they entered me at what was at that time the Level 2/3 level, and I started here in Truro. I moved to Truro 16 years ago so, just as a result of that accident, it got me into education, I call it "divine intervention" because it got me back into learning. (funding for adult basic education enabled this man to become self reliant)*

- ◆ Approximately 25% of federal expenditures on literacy go to public awareness efforts. The government has also collected 7% GST on reading materials since the 1991 without any increase in funding for delivery of adult literacy programs.

*Who responds to these awareness campaigns? n.v.*

---

<sup>2</sup> Selman, G. R., Cooke, M., Selman, M., & Dampier, P. (1998). *The foundations of adult education in Canada* (2nd ed.). Toronto, ON: Thompson Educational, (pp. 235-241).

# Fact Sheet: Study Circles

---

**Source:** Oliver, L.P. (1987). *Study circles: Coming together for personal growth and social change*. Washington, DC: Seven Locks (p. 73).

## **WHAT IS A STUDY CIRCLE?**

**What?** Three or more adults meet over several weeks with a group leader (facilitator) to discuss a topic of common interest or concern.

**Why?** To address learning needs and interests of adults; encourage exchange of ideas, critical thinking.

**Who?** Participation is open and voluntary.

**NOTE:** Study Circles developed in late 19th century Sweden to address large scale social inequalities, rural poverty, high rates of illiteracy and the threat of social unrest.

## ■ **ORGANIZATION**

Study circles in Sweden date back over a century. They are organized throughout Sweden by 11 national voluntary organizations; the largest is the trade union affiliate (ABF) and the smallest is the YMCA. Circles are open to the public but attract first and foremost the individuals with an affiliation to the organization. For example, workers would tend to attend ABF circles or language training whereas university graduates might tend to go to language classes at the Folk University. The national farmers' organization draws the liberal and central party supporters and is more active in agricultural areas.

Study circles receive 40% of their funding from the national government provided they meet minimum requirements of at least 3 participants for a minimum of 15 hours. In recent years, the government has restricted somewhat the type of circles it will support. For example, certain leisure activity courses are no longer recognized as eligible for national funding.

## ■ **RESOURCES AND LEADERS**

*Brevskolan*, a national publishing house owned by several of the voluntary organizations, develops materials for use in study circles. Staff or contracted experts write up topics of public interest or in response to requests. Some

# Fact Sheet: Study Circles

---

examples are: AIDS information for health care workers, or in the year prior to the Swedish national referendum on joining the European Monetary Union, material for and against the idea were published.

Study circle leaders may be teachers or professionals with expertise in the subject at hand. They receive training and support from regional branches of the organizations.

## ■ PRINCIPLES

1. *Equality and democracy among circle participants*
2. *Liberation of members' inherent capabilities and innate resources*
3. *Cooperation and companionship*
4. *Study and liberty and member self-determination*
5. *Continuity and planning*
6. *Active member participation*
7. *Use of printed study materials*

Some study circles do not adhere to these principles, e.g., the school class, the coffee party, and the therapeutic group.

## ■ VARIATIONS

In Umeå, the ABF also ran a day school for workers. For one day per week over 30 weeks, workers were released from their jobs to study English, Swedish, Math and computers. They received the equivalent of strike pay from the union for that day. The ABF also ran a computer literacy course in conjunction with the Disability Association.

Study circles through Distance Delivery are being studied in remote, sparsely parts of Sweden.

North American examples:

- Canadian Policy Research Networks Reference: <http://www.cprn.org>
- National Issues Forum in the USA Reference: <http://www.nifi.org/>

## Annotated Bibliography

---

Arnove, R. F., & Graff, H. J. (Eds.). (1987). *National literacy campaigns: Historical and comparative perspectives*. New York NY: Plenum.

This book describes major literacy campaigns and clarifies the factors that make for successful and sustainable outcomes. Beginning with early campaigns in Scotland, Sweden and Germany, the review continues to contemporary campaigns in Cuba, Nicaragua and Tanzania.

Bélanger, P., & Tuijnman, A. (Eds.). (1997). *New patterns of adult learning: A six-country comparative study* (1st ed.). Oxford: Pergamon & UNESCO Institute for Education.

A report on lifelong learning in Canada, the Netherlands, Poland, Sweden, Switzerland and the United States. See in particular Chapter 4 “Barriers to Participation in Adult Education and Training: Towards a new Understanding” (Rubenson & Xu) and Chapter 5 “The Non-participation of Undereducated Adults” (Quigley and Arrowsmith).

Kapsalis, C. (2001). *Catching up with the Swedes: Probing the Canada-Sweden Literacy Gap*. Hull, QC: National Literacy Secretariat.

Based on the IALS data, Kapsalis found significant differences in informal learning in Canada and Sweden. He observed differences in newspaper reading, library usage and volunteer participation.

Livingstone, D. W. (1998). *The education-jobs gap: Underemployment or economic democracy*. Boulder, CO: Westview Press

Livingstone argues that the problem in the economy is a shortage of jobs rather than low skills of workers. Arguments about the need for increased educational levels ignore the number of highly skilled people who are unemployed and the use of credentials to screen out workers.

Milner, H. (2002). *Civic literacy: How informed citizens make democracy work*. Hanover: University Press of New England.

This excellent and very readable book argues that Sweden’s long-standing commitment to adult education has resulted in a “virtuous circle” where a variety of measures encourages all citizens to participate in public life and discourse. A “vicious circle” results in countries where knowledge and wealth are divided unequally between an elite and the rest of the population.

## Annotated Bibliography

---

*Overcoming exclusion through adult learning.* (926417026X)(1999). Paris: Centre for Educational Research and Innovation, OECD Publications.

This publication focuses on ways in which adult learning opportunities can be made available to those who are typically excluded in society, an issue of growing concern to the OECD. Examples from Belgium, Mexico, Netherlands, Norway, Portugal and the United Kingdom suggest ways of building on individual motivation to broaden accessibility to learning.

Rubenson, K., & Xu, G. (1997). Barriers to participation in adult education and training: Towards a new understanding. In P. Bélanger & A. Tuijnman (Eds.), *New patterns of adult learning: A six-country comparative study* (pp. 77-100). Oxford/Paris: Pergamon & UNESCO Institute for Education.

The authors examine the way in which political philosophy affects adult education policy and the degree to which resultant policy addresses institutional, situational and dispositional barriers to participation.

Selman, G. R. (1998). *The foundations of adult education in Canada.* Toronto: Thompson Educational Pub.

This book gives a history of adult education in Canada and discusses numerous contemporary issues. It also provides a concise summary of adult education policy both national and provincial and the challenges that result from the federal structure of government.

Veeman, N. (2004). *Adult learning in Sweden and Canada: A comparative study of four sites.* University of Saskatchewan. Retrieved, 2004, from the World Wide Web: <http://library.usask.ca/theses/available/etd-04092004-100030/>

This dissertation describes the findings of a qualitative comparison of adult education policy in Canada and Sweden; it consists of six chapters (introduction, literature review, research methodology, micro and macro perspectives, and conclusions). The research goal was to gain an understanding of factors underlying the differences in adult literacy levels in the two countries and the findings are the basis of the information in the Study Circle kit.

---

This page intentionally left blank.