

In Search of the Nordic Model of Adult Learning



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Characteristics of Participation in Adult Education in the Nordic Countries

- Participation is uniformly high
- The ever-present law of inequality in participation is less severe in the Nordic region than in other OECD countries

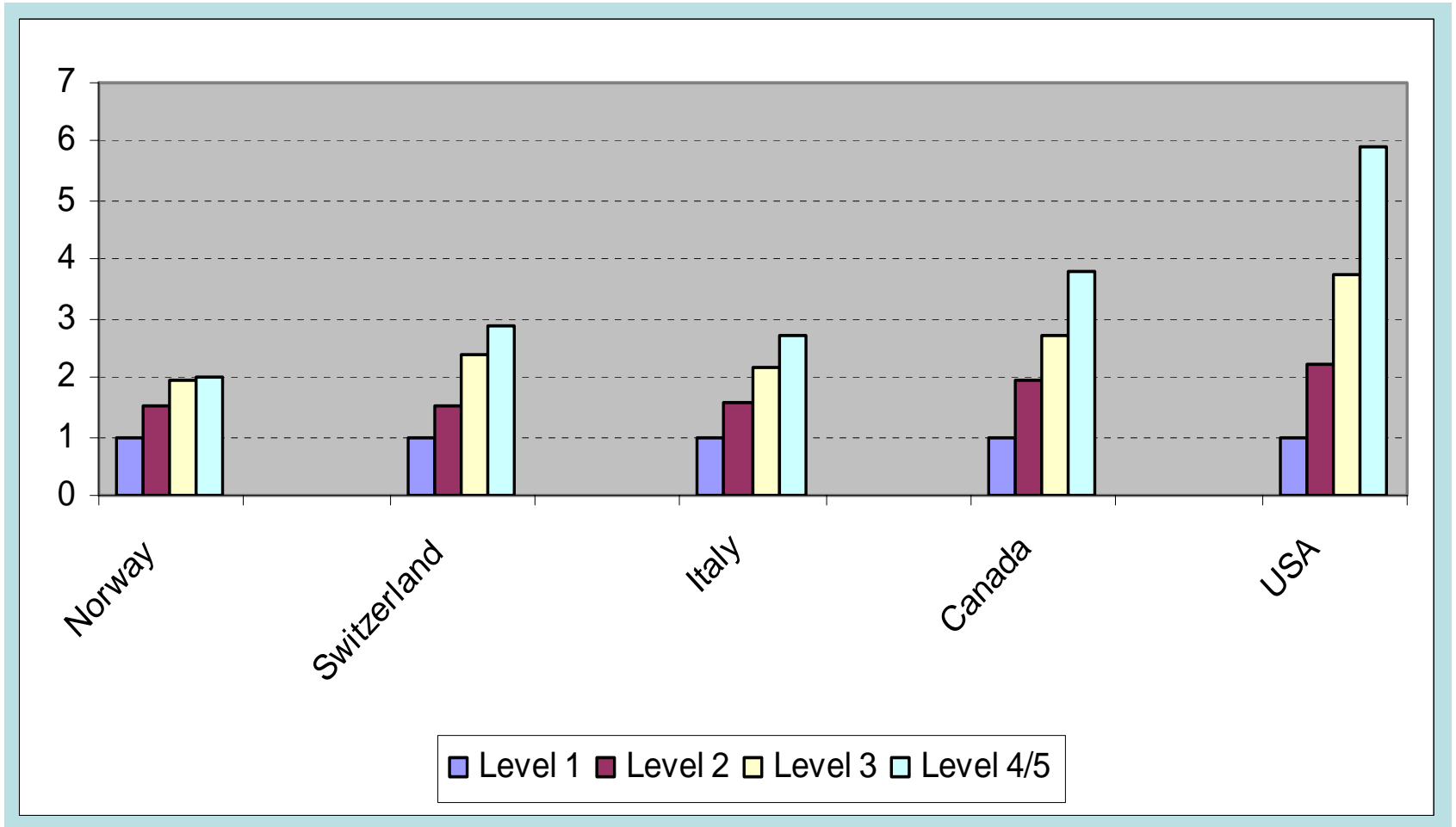


Adult Learning Participation Results

Survey	Enrolment ^a 2003	IALS ^b 1994-98	All ^c 2003
Denmark	56	60	
Finland	53	65	
Norway	42	54	53
Sweden	52	59	
Germany	32		
Netherlands	42	43	
Switzerland		45	57
United Kingdom	40	54	
Canada		41	49
United States		48	55

Sources (a) CEDEFOP (2003); (b) International Adult Literacy Survey; (c) Adult Lifeskills and Literacy Survey

Participation by Literacy. Adjusted odds ratios.



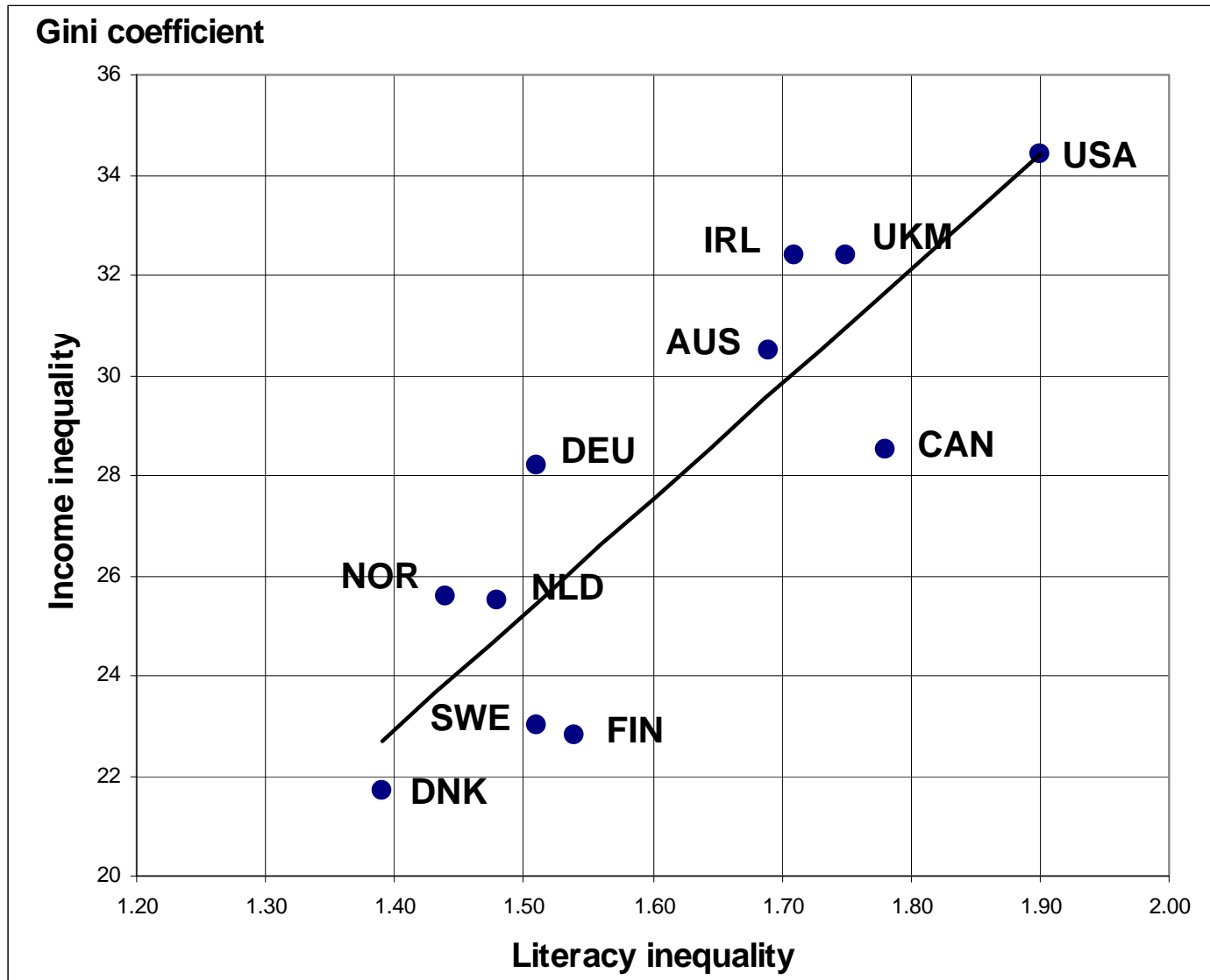


Figure 2. Relationship between economic inequality (Gini coefficient) and the inequality in the distribution of literacy within selected counties (Adapted from OECD, 2000)

Full Employment, Human Capital Emphasis and Participation

- Human Capital Development central to all policies
- Integration of general education and labour market training
- Correspondence between high skill rhetoric and lifelong learning policy



The Nordic Model of Industrial Relations and Participation

- Corporate structure
- Strong Unions
- Strong Employer Associations
- Mixture of Centralization and Decentralization



Civil Society, Popular Adult Education and Participation

- Social movements
- Individual and collective aspirations
- Non-traditional learners



Funding Regimes and Recruitment Enhancing Strategies

- Public financing of educational markets
- Earmarked funding for target groups
- Broad criteria for judging success

