

Fifty years of adult education in Sweden

Cecilia Palm

There is a general perception that the Nordic countries have been far ahead in investments in adult learning and education, something that many reports including from the OECD² support.

In this article, I use Sweden as an example of a Nordic country. Public documents, authority reports, research and other literature provide the opportunity to contrast adult education in the early 1970s with that offered today.

It is a challenge to attempt a description of the development of a country's adult education over fifty years. What is covered by the concept varies over time, and content of a type of adult education can change between years. A comparison of the numbers of enrolment is almost impossible³.

This article does not claim to be a complete review of Swedish adult education during the past fifty years, it is more of a personal observation from someone who has been active in the sector for a long time. Hopefully, it will give some insights and arouse the reader's curiosity.

² The OECD report *Education at a Glance* was first published in 1998, and from 2000 it is annual.

³ In 1970, national identity numbers were not included in registration for study circles. Hence, a person who registered in more than one study circle was included in the total number of students for each registration. In the 2010s this changed, and we now speak of "unique participants". The same person registered in more than one activity counts as a 'unique' participant in the final total. In some types of adult education, participation is full-time, in others part-time. For folk high school participants, participant weeks are registered. Universities used to count a term of studies as 20 points. With the Bologna agreement, it changed to 30 points.

The Offer

Adult education in Sweden in the early 1970s

In the early 1970s, only about 10% of Sweden's active population (20 to 64 years) had concluded the primary eleven-year education. As many as 68% had only 6-7 years of primary education, while 23% had a basic education of nine years. An analysis of a possible design for special study grants estimates the size of the education gap at around 17 million school years, if everyone was to be brought up to the new primary level of eleven years (Prop. 1972:26). Women generally had a shorter basic education than men in 1975, but a higher representation in adult education such as folk high schools, study circles, municipal adult education (Ds U 1985:10).

The public investment in adult education that began in the late 1960s aimed to make it easier for people with short and inadequate schooling (mainly the older generation) to raise their level of education. Another purpose was to enable recurrent training for adults. Sweden carried out several major reforms to increase opportunities for education for adults.

In the early 1970s, according to a parliamentary bill (Prop. 1972:26) an adult in Sweden had the following opportunities to study.

- **Municipal adult education**, introduced in 1968, offering teaching according to the primary and secondary school curricula as well as some vocational education, especially technical education. The education was mainly organised as part-time. Participants could choose single subjects or full competence. In 1970/71, more than 180,000 participants were registered in municipal adult education, of which 92,000 were in vocational courses.
- **State adult education**, available in two Swedish cities, offered education according to the curricula for primary and secondary school in addition to vocational programmes. The teaching was a combination of correspondence school studies and face to face teaching.
- **Folk high schools** conveyed general civic education, often with a focus on a certain area such as music, theatre, art, media, development aid. However, many participants applied to the folk high school to receive basic education of a more general nature as a basis for further education. Folk high schools did not have a centrally determined curriculum. In the academic year 1970/71, more than 30,000 students participated in the Folk high school courses.

- **Study associations** whose main activity consisted of study circles⁴. In the academic year 1970/71, 162,000 study circles were organized and the number of participants was 1.6 million (one person could be a participant in several study circles). Some circles were at university level, with teachers having an academic competence.

- **Courses in radio and television** – broadcast adult education started in 1968 with some courses at upper secondary school level. In the spring of 1972, broadcast time for the educational programmes amounted to 16 hours a week.

- **Labour market training** which was aimed at the unemployed and basically consisted of continuing education and retraining. There were also reactivation courses for those who wanted to resume gainful employment after a break of a few years. The length of the courses varied from a few weeks to several years. An experimental activity with general subjects for people with previous short education began in 1969 with good results. Around 120,000 participants were in labour market training in 1970.

- **Post-secondary adult education** – for people lacking in formal eligibility for access to higher education. Previous professional experience gave the opportunity to study up to three semesters at university (about 4,700 students in 1969/70). A one-semester trial activity with vocational courses was also offered to adult students without formal qualifications. In addition, external university education was arranged in the form of individual courses outside the regular activities.

- **Correspondence courses** – offered by a few private national institutes. The range of courses was large and included individual subjects as well as combinations. To improve the outcome, the courses were combined, when possible, with group work in a study circle or with short boarding courses. In the 1970s, the correspondence institutes had around 127,000 new registrations per year.

- **The trade unions' training** - Sweden had (and still has) strong trade unions whose study activities had several purposes: giving members insights into trade union and societal issues as well as training individuals to represent the members in various situations. During 1970/71, nearly 11,000 participants took part.

⁴ A study circle had to include at least five and at most 20 participants and must comprise of at least twenty study hours spread over four study weeks, with a minimum of two gatherings per week.

- **Training of state personnel as well as personnel and elected officials in municipalities and county councils** – basic and continuing professional training organized for employees. In the municipalities, educational activities addressed to elected officials were important, and in the county councils training activities were an opportunity for continuous exchange of information and experience.
- **Training within the private business world** - an extensive effort for further training of employees which unfortunately was not mapped.

A major part of these education opportunities was publicly fully funded with the exception, of course, of education in the private business world. In addition, there was student financial aid for adults, i.e., a financial contribution to the cost of living for adults who chose to study.

To further facilitate adult studies, the right to study leave was legislated in 1974. As a result, the employer could not deny an employee leave for studies, only postpone it for a short period of time. The employer also had to allow the employee to return to work during the study holidays.

Adult education in Sweden in the 2020s

In 2022, Sweden had 48.5% university graduates aged 20-64. At the same time, the percentage with education below lower secondary was as high as 14.4% and there was still a need to increase equality in access to education based on socio-economic background (OECD 2023).

In the 2020s it is harder to get a picture of how politics relate to the view of adult education as a whole. The term lifelong learning is on everyone's lips, but the meaning can vary depending on whom you ask. The need for reskilling and upskilling during a lifetime of work is in focus and large investigative resources are used to find ways of improving infrastructure, supply and access. Emerging populism occasionally brings calls for more civic education, but these tend to fall into the background.

The focus is on formal, publicly funded education. Folk high schools are often included in these descriptions, even though they basically provide a non-formal education. The efforts of the study associations, also within the non-formal area, are less often mentioned in terms of adult education.

In an attempt to lay the foundation for increased coordination within the field of adult education, a number of authorities in the education area wrote a report in 2021 (MYH 2021:1275), in which the present-day adult education is described as follows.

1. **Municipal adult education** (Komvux) is a voluntary form of schooling for adults from the year they turn 20. Swedish for immigrants is part of municipal adult education, as well as basic and upper secondary education, also for people with special needs. The municipalities are responsible for this form of education, but they can outsource tasks in the area by way of procurement. Several municipalities can also cooperate to offer vocationally oriented programmes. In 2019, 366,000 individuals participated.

2. **The universities** are required to offer education that responds to the students' demand and the needs of the labour market. Since 2020, the universities also have a responsibility for lifelong learning. In 2019, there were approximately 360,000 students in undergraduate and advanced education at 50 universities and colleges, 60% of whom were women.

- a. More than a fifth of the students in 2018/2019 studied remotely.
- b. Some universities offer MOOCs (Massive Online Open Courses) which can be attended by anyone free of charge, but the courses do not give university credits.

3. **The higher vocational education or Vocational college** (Yrkeshögskolan) is a post-secondary education that must satisfy the business sector's need for qualified labour. Industry and commerce participate in the development and implementation of the programmes, and workplace-based learning forms a significant part. In 2019, there were 63,400 students on vocational programmes. In recent years, shorter courses and course packages have been presented. The National Agency for Higher vocational education has also developed the concept "YH-flex" which aims to shorten the time for training for a person who already has professional knowledge corresponding to a significant part of course work. The training courses are given on site and at a distance by both public and private providers who must regularly renew their application for a specific programme, to ensure that it corresponds to the business sector's demand.

4. **Popular adult education** (Folkbildning) whose goal according to political decisions is to "give everyone the opportunity to increase their knowledge and education for personal development and participation in society, together with others".

Folk high schools and **study associations** are still the providers of popular adult education. In many respects, the focus and design are very similar to that of fifty years ago. The folk high school is free from curricula and external governance but can validate skills equivalent to high school which gives the right to apply for higher education. In 2019, approximately 59,400 participants studied in the long courses at the folk high schools. As in 1970, the main activity of the **study associations** is the study circle which explores all kinds of subjects, theoretical, creative and scenic. Cultural programmes organized by the study associations are a very important element in all municipalities in Sweden, especially outside the metropolitan areas. In 2019, study associations existed in all of Sweden's 290 municipalities.

5. **Arts and culture programmes** (Konst- och kulturutbildningar), are post-secondary courses of 20 weeks or more in the artistic, cultural or cultural heritage field. They are run by private education providers but can receive state support through public grants and/or the right for students to apply for student financial aid. In 2019, there were approximately 6,200 students on the art and culture courses.

6. **Labour market training** (arbetsmarknadsutbildning) is procured by the Swedish Public Employment Service to train job seekers in areas of shortage. The courses must be short, preferably a few weeks, one year is maximum. In 2019, there were 15,650 people enrolled in such courses.

7. **Private courses**, offered by commercial as well as nonprofit private providers. These are non-formal education activities that the individual or the employer finances. There is no mapping of this activity.

8. The **learning centre** (lärcenter) is a municipal activity where the student is offered support in his/her learning from teachers and other staff and is given the opportunity to meet other students. In a survey study in 2017, 142 municipalities stated that they had established learning centres.

As in the 1970s, much of this supply is wholly or partly publicly funded. Student financial aid for adults has been expanded and perfected.

Fifty years of change

A general observation is that university studies are missing from the 1972 account of adult education. Obviously, there were universities, but the absence marks the difference that was perceived between academic studies, on the one hand, and vocational, supplementary, and generally oriented studies on the

other. Radio and television courses are not included in 2020s opportunities, despite the impressive work done by public service to access the general public directly as well as supplementing the educational efforts of others. In 2020 the broadcasting time was around 44 hours/week (UR 2020).

Impressive growth

The preceding presentation mentions several volumes of data, mainly regarding the number of participants in different types of education. They are not comparable over time, nor between different forms of education. Nevertheless, it shows the significant growth in adult education that has taken place. Of course, the population has also increased, but not nearly as much. There are more than twice as many participants in municipal adult education and in folk high schools, and three times as many studying at university.

Conversely, labour market training within the framework of the Swedish Public Employment Service has been downsized. Initiatives for jobseekers are primarily focused on coaching and matching, and education is reduced to a fraction of what it used to be.

Decentralisation and new reforms

In the early 1990s, some major reforms were carried out, in line with the decentralization trend that emerged during the 1980s and an overarching management by objectives replaced the previous direct or rule management.

- The youth school was municipalised.
- The previously earmarked state subsidy for municipal adult education was included in the general subsidy to the municipalities.
- The management of popular adult education was handed over to the Swedish National Council of Adult Education (Folkbildningsrådet). A new governing body was established which was controlled by the umbrella organisations within popular adult education, an example of *self-governance*.

These reforms reduced the state's ability to advance adult education's cause and to see the various sectors within the framework of an overall adult education policy. The OECD's report examining the Swedish education system in 1995, commented on this:

“There is first, even though it is less explicitly expressed than the others – a new accent on child and youth education, as opposed to adult education. ... More generally, a coherent policy for adult education does not appear to be among the government's priorities” (OECD 1995)

Member of the European Union (EU)

Sweden became a member of the EU in 1995. Education is an area in which the EU can only support, coordinate or complement the action of member countries. It has no legislative power and may not interfere with member countries' ability to do so. However, the European Education Area initiative helps Union members to coordinate matters of education and facilitate exchanges across borders. This involves, for example, the European Qualifications Framework (EQF), a translation tool to make national qualifications easier to understand and more comparable. The implementation of the corresponding Swedish framework, SQF, has also helped to clarify the interrelationships between different forms of education on the same topic in Sweden.

Another initiative is the European Social Fund (ESF), now the European Social Fund Plus (ESF+). As the receiver of the ESF+ funds, the Swedish ESF Council has the government's mission to strengthen the individual's position in the labour market by financing projects that work with skills development, employment measures and integration efforts.

Membership gives access to Erasmus+, a programme whose goal is to support education, training, youth and sport in Europe. It opens opportunities for exchanges and cooperation with other EU countries.

Focus on VET

In the 1970s, adult education policy was based on a distinct distribution policy objective. In the 1980s, the redistributive policy approach thinned out at the same time as questions concerning continuing education for employees and the qualification of the workforce came to the fore.

The advent of vocational college and vocational programmes in municipal adult education is perhaps the most significant change in formal learning. The introduction of vocational colleges was preceded by several public committee investigations, a pilot activity starting in 1996 and the establishment of the National Agency for Higher Vocational Education in 2009.

The latest reform, introduced in 2022, is the transition package to improve long-term flexibility and adaptability in the labour market. It involves a reformed labour law, a new student finance scheme and new basic transition and skills support. The publicly funded student finance scheme for transition and retraining makes it possible, under certain conditions, for people participating

in education for transition or skills development purposes to retain at least 80 per cent of their salary for up to one year.

“Marketisation”

Marketisation is an expression that has come to be used about the field of education. It describes a development where commercial companies and non-profit organizations carry out public education in market-like ways.

It began in the early 1990s, when the private sector was given the opportunity to apply for the right to open and run schools at primary and secondary level, with public grants of the same size as the municipal schools.

When a large investment in raising the education level for adults was carried out in 1997-2002 (110,000 education places per year for five years), it paved the way for external actors in adult education as well. The intention was to change and innovate formal adult education with the help of external actors. Calling on them was also a convenient way of quickly setting up this large-scale education project.

Within municipal adult education, more than half of all course participants at upper secondary level study with external organizers (Fejes, 2022).

The Swedish Public Employment Service’s role provides no in-house training, as its role is now to procure external suppliers for both guidance and training. At the same time, 75% of university of participants in Higher Vocational Education, where there is an application procedure for public and private providers, studied with private organizers (MYH 2023).

This development has led to the rise of several large education providers offering activities in youth schools, municipal adult education including Swedish for immigrants, vocational colleges, and labour market initiatives. Many, but not all, are commercial actors. Some study associations and folk high schools are also active in this field.

Other effects of the *marketisation* have become visible with time. It facilitates down-sizing or liquidation when demand decreases or the government subsidies end, and a large part of the risk-taking lies with the external actor. The procurement procedure often leads to price competition, which is not always beneficial to quality. Procurement rules established by the EU apply: the processes are time-consuming and protracted. Agreements are limited in

time, and there is often a change of provider after four years which is to the detriment of long-term quality improvement.

Issues of today

Remaining challenges

In spite of the remarkable progress since the 1970s, many challenges remain. One of them is that a person with a higher level of education or coming from a well-educated family is more likely to study or to sign up for continuing education.

It is also a fact that more should be done about the integration of the very large number of immigrants and asylum seekers in Sweden.

The large sector of continuing education for employees, usually paid for by the employers, is as unmapped today as it was in the 1970s.

It is no longer the case that all political parties value the benefits of popular adult education, at least not enough to be willing to contribute financially on the same level as before. Some think that study circles are more of a hobby and should be paid for by the participant. Others question the entire activity, saying that, as the popular adult education sector is self-governing it is impossible to control how the money is spent.

Evaluation and follow-up

The decentralization of the 1990s and the transition to management by objectives, together with marketisation, require a different kind of evaluation and quality control. It often involves several levels of society.

Municipal adult education is a good example. The National Agency for Education prepares knowledge requirements, regulations, general recommendations and gives support to education providers for municipal adult education. The Swedish Schools Inspectorate ensures that education provided is according to the previously mentioned regulations by way of inspections and quality studies. Each municipality must organize its own follow-up. In the case of external providers, delivery has to be verified according to the terms of the procurement. The quality control apparatus is growing, which has many advantages but also inconveniences.

The self-governance of popular adult education has for a long time been the exception where benefits have been, more or less, taken for granted: adult

education and learning is good for the individual and for society, and popular adult education reaches those who need it the most. Lately, that has changed. Incidents of cheating have given voice to the critics, who say that funding is too important not to be controlled by public authorities. However, since this type of education is based on free and voluntary participation where tests and examinations do not occur, it is harder to find measurable indicators to describe what is achieved. During the 2000s, several government committees and government agencies have investigated and submitted proposals for indicators to use in popular education, in particular for study associations. The report published in 2018 by The Swedish Agency for Public Management (Statskontoret Dnr 2014/199-5) listed over 50 possible indicators and key figures.

Other ways to paint the picture of what popular adult education achieves have been tried. Some interesting examples of how non-formal, non-graded education can be followed up are these:

- a longitudinal study carried out by researchers at the International Business School in Jönköping (Bjerke, Mellander 2019) shows that participation in study circles can strengthen people's prospects in the labour market. This connection is particularly clear for participants born abroad.
- Statistics Sweden has shown (SCB 2020) that six out of ten participants in the folk high school's general basic course go on to higher studies.
- Various studies have tried to describe the benefits of participation in popular adult education. The folk high schools lead to increased self-confidence and greater community involvement (Svedberg, Sjöstrand 2021); the study associations build networks and trust, new friends and learning for both work and association life (Rutgersson, Åberg 2020).

To conclude, there is a huge amount of reporting on the quality and results of adult education but I believe there is not always enough time to analyze it.

No comprehensive adult education strategy

Swedish adult education has been the subject of investigation, analysis, appraisal and reform suggestions by numerous government committees over the years. My impression is that the scope has narrowed considerably during the 21st century. None of the 200 government committee reports written since 2000 is about the adult education area as a whole.

A government committee (SOU 2000:28) argued that a policy for adult education should be developed within the perspective of lifelong learning and

presented a proposal for overall goals for publicly supported education for adults. The committee also suggested quantitative goals for various forms of adult education, such as that the proportion of adults between 20 and 64 years of age with below secondary level should decrease by ten percent within ten years and that at least 70% of the students should be satisfied with the guidance they have received. These suggestions of the committee are yet to be acted upon.

Another government committee recommended, without success, in 2006 that a National Agency for Adult Learning be created (SOU 2006::38).

The present policy objective speaks of education for all ages: *Sweden must be an outstanding knowledge and research nation characterized by high quality* (Prop 2023/2024:1). There are objectives for specific forms of education, like municipal adult education or vocational college, but none for adult education.

Final comment

I am grateful to live in a country where the opportunities for education and training for adults are so many and so accessible. Even at an advanced age, I can enrol at a university to further my education in history, take a high school grade in chemistry at the municipal adult education or learn to sing at a folk high school or study association. As an employee in Sweden, I have rich opportunities for continuing and further education, - on my own terms, and not just on those of the employers. The comparison between the two periods which are the focus of this article (early 1970s and the 2020s) confirms the expressive expansion of formal education for adults over the past 50 years.

At the same time, it becomes apparent that the whole area of organised adult learning, and by that, I mean formal and non-formal, publicly supported and not, requires a strategy. The process of elaborating the strategy would have great value in itself. A broad anchoring would ensure that the field of adult education is not exposed to rapid and short-term changes in the event of a regime change. A strategy would consider educational pathways other than the formal ones, and (hopefully) decide how the set goals for adult learning should best be achieved. Finally, I believe that a strategy would contribute to an understanding that adult education is more than what is required for employability, and that a broader perspective is of great benefit to our society.

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Interesting Facts

Committees

The Government may choose to appoint an expert or group of experts, known as commission or committee of inquiry, to conduct a more extensive analysis and preparation before a proposal is drafted and submitted to Parliament for a decision. Examples range from major policy decisions affecting the whole of Swedish society over long periods to smaller but technically complex issues.

Government committees of inquiry examine and report on matters in accordance with a set of instructions, known as terms of reference, laid down by the Government. These

identify the area or issue to be investigated, define the problems to be addressed and set a closing date for the inquiry.

Politicians and specialists in cooperation

Committees normally include experts familiar with the area or matter to be examined and, in some cases, politicians. Furthermore, the parliamentary opposition and different advocacy groups are given an opportunity to follow reform work from an early stage. The conclusions of an inquiry are published as reports in the Swedish Government Official Reports Series. Some 200 inquiries are usually in progress at any given time.

Referral process

After a committee has submitted its report to the Minister responsible, its contents are referred for consideration to relevant authorities, advocacy groups and the public. They are given an opportunity to express their views on the conclusions of an inquiry before the Government formulates a legislative proposal.

Swedish folkbildning or Popular adult education

Swedish folkbildning is the collective name for the activities conducted by the country's folk high schools and study associations in the form of courses, study circles and cultural activities. Every year, over a million Swedes participate in its activities.

Folkbildning is a form of accessible education with the focus on peer-to-peer learning. The critical component is that folkbildning is collaborative, with each participant bringing his or her point of view and experience to the process. Folkbildning is an umbrella term for a variety of educational formats, ranging from folk high schools (independent adult education colleges) to study circles on everything from rock music and sewing to political ideologies.

The emergence of folkbildning can in part be attributed to the rough life of factory workers and rural labourers, longing for knowledge at the beginning of the 20th century. With a lack of books and material and with widespread illiteracy being the norm, people with a thirst for educational discovery had no choice but to gather wherever such material could be found. This sparsity forced people to share. And discussing what was written became as important as the actual reading. As these popular movements grew, so did learning, and the methodology of folkbildning. The concept of study circles and folkbildning soon became a common part of society and appeared everywhere from churches to women's associations.

Folkbildning is still borne of the idea of a society with unequal access to education. There are always people, who for various reasons need alternatives to the formal educational system. Here, folk high schools and study associations have their most important mission, based on the fundamental right of all citizens to knowledge and development. Folkbildning is free from detailed national control. This freedom, like the strong ties to the non-profit sector, makes it a force for societal change.

Swedish folkbildning is largely financed through funding grants from the state, county councils and municipalities. There has been a broad political consensus that the state should provide economic support to folkbildning. The Swedish Parliament has

established overall objectives for the funding grants. The activities of folkbildning should address the following criteria:

- strengthen and develop democracy,
- make it possible for people to influence their life situation and create participative involvement in societal development,
- bridge educational gaps and raise the level of education and cultural awareness in society,
- broaden the interest for and increase participation in cultural life.

Based on these objectives, the study associations and folk high schools are free to shape the goals of the activities on their own.

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Cecilia Palm

Abstract

The article explores the evolution of adult education in Sweden over the past fifty years, using it as a representative case study of Nordic countries. In the early 1970s, only 10% of the active population had completed eleven years of primary education, prompting significant public investment in adult education. The landscape included municipal and state adult education, folk high schools, study circles, and various specialized courses. The 2020s see a shift towards formal, publicly funded education, with an emphasis on universities and vocational education. Marketization has introduced private providers, raising concerns about quality and sustainability. Challenges persist, such as unequal educational access and integrating immigrants. Despite remarkable progress, there is a call for a comprehensive adult education strategy to address current needs and future uncertainties, emphasizing the societal value beyond employability.

Key words

Sweden, Adult education, Lifelong learning, Inequality, Marketisation

Cincuenta años de educación de adultos en Suecia

Cecilia Palm

Resumen

Este artículo explora la evolución de la educación de adultos en Suecia durante los últimos cincuenta años y la utiliza como un caso representativo de los países nórdicos. A principios de la década de 1970, solo el 10% de la población activa había completado once años de educación primaria, lo que llevó a una importante inversión pública en

educación de adultos. El panorama incluía la educación de adultos municipal y estatal, institutos populares, círculos de estudio y diversos cursos especializados. En la década de 2020, se ha observado un cambio hacia la educación formal financiada con fondos públicos, con énfasis en las universidades y la formación profesional. La comercialización ha introducido proveedores privados, lo que plantea preocupaciones sobre la calidad y la sostenibilidad. Persisten desafíos, como la desigualdad en el acceso a la educación y la integración de los inmigrantes. A pesar de los notables avances, se requiere una estrategia global de educación de adultos que aborde las necesidades actuales y las incertidumbres futuras, haciendo hincapié en el valor social más allá de la empleabilidad.

Palabras clave

Suecia, Educación de adultos, Aprendizaje permanente, Desigualdad, Mercantilización

Cinquante ans d'éducation des adultes en Suède

Cecilia Palm

Résumé

Cet article explore l'évolution de l'éducation des adultes en Suède au cours des cinquante dernières années, en l'utilisant comme une étude de cas représentative des pays nordiques. Au début des années 1970, seulement 10 % de la population active avait achevé onze années d'enseignement primaire, ce qui a incité les autorités publiques à investir massivement dans l'éducation des adultes. Le paysage comprenait l'éducation des adultes au niveau municipal et de l'État, les écoles populaires, les cercles d'études et divers cours spécialisés. Les années 2020 ont vu une transition vers une éducation formelle financée par l'État, mettant l'accent sur les universités et la formation professionnelle. La commercialisation a introduit des prestataires privés, suscitant des préoccupations quant à la qualité et à la durabilité de l'enseignement. Des défis persistent, tels que l'inégalité d'accès à l'éducation et l'intégration des immigrants. Malgré des progrès notables, une stratégie globale d'éducation des adultes est nécessaire pour répondre aux besoins actuels et aux incertitudes futures, en mettant l'accent sur la valeur sociale au-delà de l'employabilité.

Mots clés

Suède, éducation des adultes, apprentissage tout au long de la vie, inégalités, marchandisation.