

Education is the main tool about recognizing your rights and duties in a society. Each country has a different educational system depending on the situation of its state. There are important educational models, one of them is known as the Nordic Education Model and which is funded through public tax money. As Antikainen wrote in his Journal that; “publicly funded comprehensive school system is the major form of the ideal Nordic model” (Antikainen 229). This model is influenced by the international model but with the passage of time it becomes more interesting.

The topic *The Nordic Model in Education: Education as part of the political system in the last 50 years* of Telhaug, Alfred Oftedal, et al. from Course literature explains in more detail the model of education in the Nordic countries. This topic also expresses the development of the education system in the five Nordic countries. Education also plays a significant role in these countries and Ellingsaeter’s article *Women's right to work: The interplay of state, market and women's agency* shows its impact on women’s live as well as on employment ratio in the Nordic countries.

First, the question is what is the Nordic model of education? The answer to this question is very simple "education or schools for all". The importance of this model that everyone living in the country has the right to get education whether native or immigrant. In addition, there are no strict and fast rules for obtaining admission on the basis of selective abilities. While any one can receive an admission such as; “individuals with a voice who were masters of their own destiny” (Telhaug, Alfred Oftedal, et al. 2006 258). This concept has

made the type of school that is called Comprehensive School System; a school in the UK for children above the age of eleven of all abilities (Cambridge dictionary). The main purpose of these schools is to suppress the social status system or in other words a class difference. According to Telhaug, Alfred Oftedal, et al; “giving all pupils the opportunity to develop in accordance with their abilities and goals” (p 253). The main motive for the comprehensive schooling is to keep the chance of equal opportunities for all students.

This school system provides an environment that allows all students to be friendly, cooperative and can study without fear of losing their skills because selection is not based on any skills. The article *The Nordic Model in Education: Education as part of the political*

system in the last 50 mentioned two purposes of this system; Economic and Social (Telhaug, Alfred Oftedal, et al 252, 253). In this article, the economic objective appears as a production or profit of an industrialist who runs his business. As all students with non-revealing skills (as a raw material) enter a school (which serves as a machine in the factory). But in the end, the finished product becomes refined same as a student who has graduated. That's why the author of this topic said; “school organization was in a better position to unearth any hidden talent” (Telhaug, Alfred Oftedal, et al 253). If we talk about the social aspect of this system, it shows that each student must focus on his ability to seek himself.

Teaching methods have also changed over time and, in recent times, are totally different from the old period. As the traditional education method is simply to memorize all that is already present in the form of books. Although this method still exists in some countries such as Bangladesh, India and Pakistan, but in the Nordic countries, it was abolished after the World War. In the traditional method, students had mainly sitting in front of the teachers and the class room looks alike; “the division between those who knew and those who did not know” (Telhaug, Alfred Oftedal, et al 258). Nowadays, the teaching method had changed from lectures to group work, fieldwork, projects, homework, dialogue and reflection, and so on. In this way, students stop not only reproducing the material already studied, but also produce their own work. Due to the study about reasoning, the students began to think more rationally and they have also become independent and self-determined.

The concept of self-identification also helps the Nordic countries to make a 'student-centered' school. As the school system is comprehensive and students with all abilities can be

admitted. Thus, students do their best to explore their hidden talents and with the help of this school, they become creative or, in other words, polish their skills such as:

The ideal was the pupil-centred, contented school which provided space for the pupils to be spontaneous and creative, and which tried to engage them in a productive activity that gave them the opportunity to be involved in the choice of problems and methods of problem-solving through investigative and creative initiative (Telhaug, Alfred Oftedal, et al 254, 255).

Self-determination, self-identification and confidence in yourself or your skills not only received with the help of self-learning but also it is the struggle of teachers. In early

period, to be a teacher you needed the qualification, but recently it has also changed. The Nordic countries give full attention to teacher training skills. If someone wants to be a teacher, he / she should have a teacher training diploma also called pedagogy. This shows that society is moving towards realism and reasoning.

Despite the fact that education plays an economic role; investment for the production of cultivated material from raw material and social role; helps eliminate class difference in Nordic societies' school. The education also has the role of acquiring information and knowledge in society. After obtaining information, people use this knowledge to get a job, continue their education, and so on. One role of education is women's struggle for their rights in the Nordic societies. As it is commonly said that; "the role of education in society is to raise the level of awareness" (Wiki User, 2010). So, an education has also given an awareness to the women of the Nordic societies and they fought for their privileges "from the late 1970s to the mid-1990s" (Ellingsaeter 109). Before the First World War, women generally spent their time as wives or mothers. The women were not treated the same way as men, and they themselves were unaware of their rights and just doing their house work with mouth shut. (Wiki User, 2014). But during the war, when most of the men went into combat, women have started to work on farms and even some women got a nursing job. (Wilde 2019). After World War I, women have focused on higher education, which helps them to know about their rights, also called "civil rights".

Before the women entered into the jobs, society thought that only men are "breadwinner" for family. Thus, the Nordic countries gave women the right to do work and moved the traditional stage of men from a single breadwinner to individual or double bread winners, that is, men and women have become part of the labor market (Ellingsaeter 110). In

return, if both sexes do their job and give tax, it will have a positive effect on the economies of these countries.

It is not true that women had no opportunities for employment before the First World War. But women were not educated enough to know their rights of citizenship. "Citizen" is the term used for anyone who lives in the same place, earns and gives the tax to that person who is in charge of that place, and in return obtains certain facilities. Thus, women were also citizens but unfortunately they were unaware of these facilities. That facilities are also known as; "civil, political and social rights" (Ellingsaeter 110).

The modern Nordic society shows that women enjoy complete freedom and delight in their working life as well. All thanks to advanced and applied knowledge / education. The Nordic model of education was not like that; “which could have a negative effect on their self-awareness and desire to learn” (Telhaug, Alfred Oftedal, et al 255). Thus, this education plays a positive role in increasing their self-awareness. Awareness of their rights lead them to a different life, where many women have taken part in politics and gain prestige in society. This awareness and education play a major role in Nordic politics. At present, the prime ministers of three countries (i.e. Norway, Denmark and Iceland) in five Nordic countries are women and all are highly educated. Even the first woman Prime Minister of Norway, Gro Harlem Brundtland was also very educated, such as:

Brundtland graduated with a medical degree, a cand.med, from the University of Oslo. She took her master's degree at Harvard University in 1965, as a Master of Public Health (Gro Harlem Brundtland, Wikipedia)

Many cabinet ministers of the Harlem’s government were females so, they put emphasis that women should also be a part of an active labor force. They promoted gender equality. Again, education programs, including the seminar, the debate and the new radicalism in the class argued that; “the right of the small entity to self-determination and for individual emancipation” (Oftedal Telhaug et al 257, 258). This self-determination and individual emancipation has raised awareness among women and cabinet of Norway’s first female prime minister emphasized that; employment as the main basis for women’s individual autonomy” (Skjeie 1992). Women's participation in politics, work and in even higher education is an important matter for the Nordics because their societies evolve towards

happiness and fortune. Women enjoy jobs in the public sector and are mostly teachers, especially in Norway. The reason behind this selection is a different way of teaching and having taught a unique way of getting a job. For example, for teachers only teacher training is required and; “academic qualifications” (Oftedal Telhaug et al 259) have less importance.

Only pedagogy is enough for women to find a teaching job and in Norway, most of the teachers are women. Training is something else other than the degree and most Nordic people prefer to learn or be a professor of social sciences, English, arts, crafts and dance rather than mathematics or science (personal observation). But also according to; “the TIMMS survey of 1995, Norway had the lowest score of all European countries in natural sciences.....and

from 1995 to 2003... performance declined by the equivalent of 1 year in mathematics” (Ofstedal Telhaug et al 265). Thus, the teaching profession in particular arts is easy for women. Undoubtedly, they also choose the engineering profession, but the majority of women are teachers in the public sector. This has a great impact on the Nordic societies because women represent nearly half of the population and as teachers, they can also play a role as a mother.

Many organizations help to make an appropriate place for women in the Nordic countries. “Nordic Women Mediators (NWM)” is the organization of five Nordic countries. Although its main function is to keep the peace, it is pure for women. Thus, the education is the main reason of the initiatives of these companies. The educational transformation of a society helps women become independent, responsible and liberated workers. Thus, today, the major role of education is the formation of happy and healthy Nordic societies.

Finally, the use of technology, that is, Microsoft Office, the Student Web, etc. in Nordic schools also help students acquire knowledge of the advanced world. They learn new things and apply in practical life to succeed more quickly

Conclusion:

Five countries known as the Nordic society are unique in Europe. Their education system is different from the others because there is no discrimination between students regarding gender or ethnicity. The education model helps the student to recognize his abilities and there is no grading system on the lower level. Students can learn freely without fear of losing and play an important role in the progress of these Nordic societies.

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