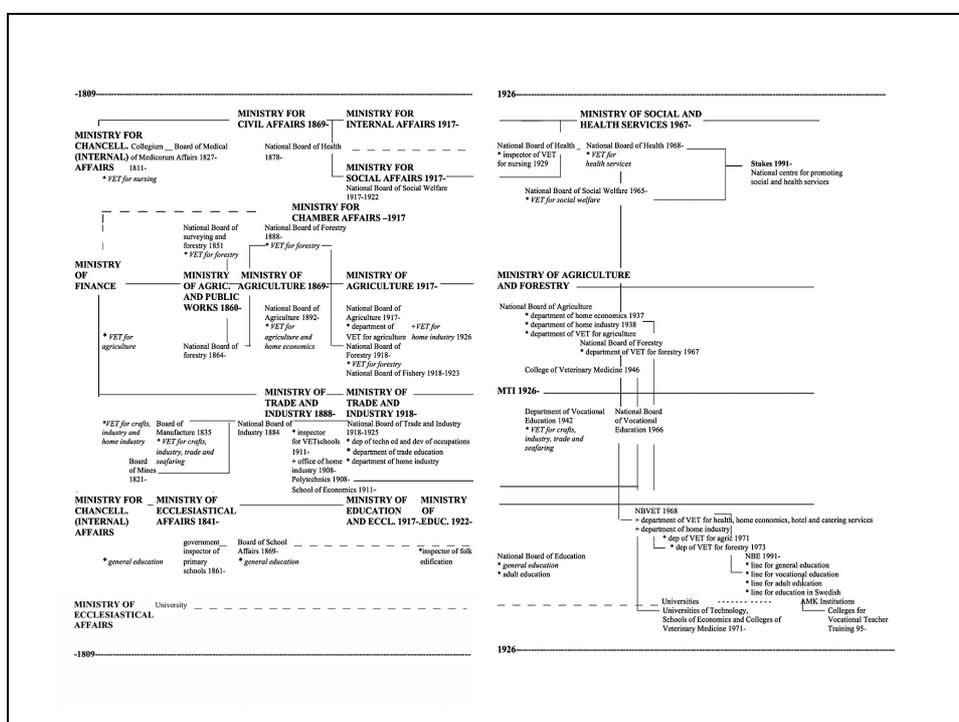


Finnish popular adult education in comparison

1. Education for participation in social life/citizenship

- Parents, peers, family, community, tribe -> Territories and states: transformation of “folk” / ”population” into citizens; need for public folk/popular schools (cf. functions of academic and vocational education)
- Educating children, youth and servants at home and by the (protestant) church -> 1860s secular folk schools, folk school teacher education, school administration; pragmatic orientation -> 1920s patriotic Farmers’ Finland -> 1960s-70s Nordic welfare state: comprehensive education, day care centres -> 1980s integrative education -> 2000s inclusive education, preschool...
- Comprehensive popular education -> 1910s separation between children, youth and adults



Main providers of adult education and training in Finland

	Number of institutions
Liberal adult education	
Adult education centres	188
Folk high schools	79
Study centres	11
Summer universities	20
Physical education centres	11
General adult education	
Upper secondary schools for adults	49
Vocational training (upper secondary level)	
Initial vocational education providers	131
Specialised vocational institutions	28
Vocational adult education centres	ca 10
Tertiary education	
Polytechnics	24
Universities	14

2. Nordic traditions in popular adult education (-1990s?)

Denmark: *Folkelig oplysning* ("folkish enlightenment", N.F.S. Grundtvig 1830s-40s, opposition to German influence and educational models)

- Ideal of peasant community; learning for life, not for exams; shared experiences, wisdom and culture of folk; oral, bodily, affective interaction and democratic encounter among students and teachers → collective, self-directed self-enlightenment and edification
- Integration of folkelig and vocational aspects of education → folk high schools, early vocational schools: public institutions (state, municipalities); **Norway** – influence from Denmark

Sweden: (*Fritt*) *folkbildning* ("folk education") → study associations, folk high schools; progressive role of state and public sector

Finland: *vapaa sivistystyö* ("free edification work") → folk high schools (1880s), workers'/people's institutes (1890s), study associations (1910s); rural edification work ↔ workers' edification work...

3. Other ideas and traditions in popular adult education

German speaking countries: "politische Erwachsenenbildung" (-> against fascism 1940s-)

Die Volkshochschule war ein Produkt der bürgerlichen Aufklärung, deren Vertreter, meist aus Angst vor einer politischen Radikalisierung der Arbeiterklasse, den entstehenden Volkshochschulen, häufig in Zusammenarbeit mit Vertretern des politischen Systems, Ressourcen für die Einrichtung von Bildungseinrichtungen für Erwachsene zur Verfügung stellten. Entsprechend dieser grundsätzlichen Ausrichtung der Volkshochschulen in ihrer Anfangszeit, entsprachen die Programme kaum den tatsächlichen Bedürfnissen des Adressatenkreises. Die Themenwahl der ersten Veranstaltungen entsprang in der Regel dem klassischen Bildungskanon höherer Schulen, der den Vertretern der arbeitenden Klasse als geistige Kleinaktie näher gebracht werden sollte (Nandzik 2002).

Anglo-Saxon countries: "community education", "liberal (adult) education": against specialization, vocational training

Mediterranean/Latin-American countries: "educacion popular", against colonialism, promotion of fight against any kind of oppression

Asian, African, Middle-East ideas and traditions?

4. Evolvement of popular adult education in Finland

1809-1917, grand duchy of Russia, nation-building, national industries	1917-1939, democracy, anti-communism, small-farming, national industries	1940-1990s, reconstruction & refugees, YVA, collapse of small farming, welfare-state	1990s-, collapse of socialist block, depression, EU, marketization
Fennoman movement / societies 1830s- Movement / societies for promotion of rural industries 1850s- Revivalist and Temperance movements / societies Youth societies 1880s- Cooperative movement 1890s- Labour movement / associations 1880s-	Union for Finnish Youth 1897- Union for workers' edification 1919- Study associations 1920- ---- Exclusion of left and right wing radicalism -----	For rural edification 1952- For folk/socialist edification 1964- Progressive movements 1960s-	For conservative, green, democratic, Christian edification
(Grundtvigian/provincial) Folk high schools 1880s-	+Religious, political	+Trade unions	Sub-contracting, VET, marketization
Workers' institutes 1890s-		People's institutes 1960s-	"Adult education centres" 2000s-
(Folk)Libraries 1860s- Summer universities 1910-		+ sport institutes	+ music institutes

4.1. Landmarks of “vapaa sivistystyö” (free edification work)

- 1830s-1880s Fennoman movement: *enlightenment* of folk (to become a nation) or folkish edification work? -> peasant/rural *edification movement* (farmers, crofters, land-labourers) versus workers' *edification movement* (industrial workers): struggles on hegemony in education, politics and economy
- 1880s- Youth associations, study clubs, folk high schools: “pure” and holistic edification rooted in “people” (criticism towards the elites, search for community, suspicion – later (civil war) guilt - towards “deep rows”/underclass)
- * “kansaisuus” (folkishness): knowledge and skills based on experiences and needs of people, developing companionship; aiming at progress, rationality and influence, based on own ways of life
- “sivistyksellisyys” (edification): sociability, interaction, live (not only bookish) wisdom, equality
 - “maahenkisyys” (earth-mindedness): sustaining local environment , industries and ways of life
- 1890s-1910s Old & Radical workers' movement -> agitation and propaganda, educating speakers and writers
- 1910s- Workers' edification movement (study circles, workers' institutes): taking “workers' mission” to national, democratic solution through scientific education
- search for truth and cultural values without prejudices through science and scientific studies; freedom and objectivity
 - recognition/funding as popular edification should be pedagogical

4.2. Free edification work in independent Finland

- The mainstream rural and workers' edification aimed at representing the population / folk and at rejecting dissidence by denying their claims to edification or education (= agitative, extremist, anti-scientific...)
- 1917-18 – 1950s -> independence and civil war: *free edification work* as building national society and industry; moral integrity during and after WW2; integration of refugees from Karelia and reconstruction: expansion of all forms of popular adult education
- 1950s-60s -> liberation of labour and socialist organizations, reconstruction and settlement (small farming) policy, growth of both popular and vocational *adult education* responding to local needs: support from municipalities, institutionalization
- 1970s-80s -> collapse of rural industries, urbanization, welfare-state with equality of opportunities policy, in all areas and stages of education, focus on vocational adult education as key factor for modernization and competitiveness: peak during student and youth movements; expansion of study associations (parties, trade unions, NGOs); increase of self-oriented & self-fulfilling studies
- 1990s -> towards non-formal, non-vocational, lifelong learning covering diverse fields of popular adult education: yardstick vocational and academic education; accountability; quality assurance; contribution to wellbeing, competitiveness, social coherence...