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**LYHENNETTY TYÖPAPERI IISALMEN VAPAAN SIVISTYSTYÖN PÄIVIEN TUTKIMUSTYÖPAJAN (25.8) ESITYKSEN TAUSTAKSI.** Kuviot ja alustava pohdinta löytyvät esityksistä, jotka on myös jaettu ennakoon. Samasta paperista työstetään myöhemmin konferenssipaperi ESREA:n konferenssiin syyskuun loppupuolella ja sen jälkeen artikkeli, minkä vuoksi tässä työversiossa on paikoin 'kaksikielisyttä'.

[draft, do not quote]

# Analysis of course provision within Finnish Study centres

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## Abstract

This paper presents the preliminary results of analysis of course provision of Finnish Study centres between years 2016 and 2021. Data collected from Study centres include information on 74 167 courses. Open coding was used to analyse the course types (30) and course categories (5). The results show that the two biggest course categories are courses aiming at Social growth (39 %) and Personal growth (38 %, so called liberal arts courses) and . Health and sports related courses cover 11 % of the course provision, same percentage cover the courses that develop work and income related competences, and 1 % provide Basic skills. The results show that Study centres seem to fulfil at least partly their role as a builder of active citizenship, democracy, and civil society, course category Social growth being the biggest in number of courses. However, there is a clear tendency that between 2016 and 2021 the percentage of Personal growth category has increased from 35 % to 43 %, at the expense of Social growth category decreasing from 43 % to 37 %. This could be related to increasing individualization in the society. Comparison of Study centres shows that they differ a lot in their course provision profiles. Political and general Study centres differ a lot how they promote Social growth: General Study centres invest much more on Social and community support courses (89 % of their course types) than political Study centres (11 % of their course types).

## 1 Introduction

### 1.1 Finnish Study centres

Finnish Study centres are part of the Nordic *folkbildning* system ("Nordic popular" or "Liberal adult education" system; Manninen 2017), which has since 19<sup>th</sup> century been an important builder of democracy, educational equality, and individual as well as societal wellbeing in Finland and in other Nordic countries (Kantasalmi and Hake 1997; Dahlstedt and Nordvall 2011). Study circle as a form of adult education has its historical roots in American Chautauqua movement at the second half of 19<sup>th</sup> century, which landed also in Europe and motivated to start Swedish and a bit later also Finnish study circles in early 20<sup>th</sup> century (Parjo 2002).

Currently Study centres are the second biggest organization within Finnish Liberal adult education system, which consists of five different types of organizations (Ministry of Education and Culture, 2022).

This study focuses on Finnish Study centres, because their course provision is likely to differ from other organizations. State subsidies for all Liberal adult education organizations are tied to general objectives of law on liberal adult education (promotion of lifelong learning, wellbeing, active citizenship, democracy, and civil so-

ciety; Ministry of Education and Culture 2022). However, unlike other Finnish liberal adult education organizations Finnish Study centres are formed by private civic organisations, half of which are affiliated with political parties or labour unions, and the rest are independent non-governmental organisations (NGO). Study centres provide education independently or in co-operation with their member organisations. Course provision is partly determined based on the ideologies of the centre's collaborating affiliations. By being closely tight to civil society organisations and different associations, Study centres are more likely to focus on citizenship and community education, in other words on courses promoting active citizenship, democracy and civil society, than other Finnish Liberal Adult Education organizations. See <https://www.opintokeskukset.fi/in-english/> for more details.

Currently twelve Study Centres operate in Finland, from which 9 so far have provided course data for this research project: (löytyy diaesityksestä)

Data from three study centres is not yet included in this preliminary analysis: Kansio National Educational Foundation (National Coalition Party), Pekasus, Education and culture based on nationalistic values (The Finns Party), and DCA, Democratic Civic Association (left wing political connections).

Study centres receive state support based on the number of teaching hours agreed in advance. In 2021, the number of teaching hours supported by the government was 159,695 hours. The value of one teaching hour was 165.33 euros. A total of 26,088,578 euros was allocated from the state budget in 2021 to the educational activities of the Study centres. Teaching hours exceeding the agreed teaching hours are organized at own expense.

Number of study centres participants in 2019 was 241 291 adults, biggest age group being adults over 60 (24 %) but also reaching evenly all other age groups from 20-24 (6 %) to 55-59 (9 %). Study centres organize approximately 10.000 courses annually. These official statistics include only courses lasting over 6 hours.

## 1.2 Aims of the study

This study is motivated by the fact that Finnish Liberal Adult Education system (and all nonformal, nonvocational adult education in general globally) lacks a clear and uniform statistical database on course provision and participants (Kuusipalo 2018; Keogh 2009; see also Manninen 2017, 322). Even though there are some official statistics available on Study centres teaching hours, participation rates and course categories (for example <https://vipunen.fi/fi-fi/yhteiset/Sivut/Tutkintoon-johtamaton-koulutus.aspx>), these cover only courses lasting over 6 hours.

Regarding all information about course provision official data is scattered, partly incomplete, and unable to provide a largescale clear picture of the contents of educational activities organized by Study centres. In addition, official statistics don't give information of the structure and competence goals of course provision. There is therefore a need to analyse the structure and contents of course provision in more detail.

This study uses program analysis (cf. K apflinger 2018) to figure out, whether and how the Finnish Study centres fulfil their historical and current role as a part of Nordic *folkbildning* system and as a builder of "better society". "Program" in program analysis refers to course programs, which is a written description of the course or training program, its aims and contents etc. A course program can be a material (leaflet etc.) or nowadays mainly online document or webpage, where the course planners and providers communicate the course idea to potential participants, and also to other stakeholders (management at own training organization, administration, state and funding providers; K apflinger 2018, p. 162).

In this study we use a modified version of program analysis, using ex post facto course data (not course programs per se, but similar information available in data bases which are built for reporting completed course provision annually), to see what kind of courses Finnish Study centres have offered between years 2016 and 2021. The aim is to analyse, whether they focus more on civic and community education (as would be expected) than other Finnish liberal adult education organizations, especially Adult education centres, which focus mainly on liberal arts courses (Manninen 2017 & 2018).

### 1.3 Theoretical framework for course type and category analysis

Non-formal non-vocational adult education (NFNVAE; Manninen 2017) is a messy field with a wide range of different types of course provision and providers. Non-vocational adult education can be defined as educational activities in which the learners are not primarily seeking to acquire work-related skills but are instead learning for pleasure, social interaction, or intellectual growth (Micari 2003, pp. 27, 28), or, want to develop skills needed in different roles as active citizens (volunteering, working in associations, strengthening social cohesion and civil society). In addition to liberal arts, it covers community education, citizenship education, political education etc. It can be organised by many different institutions such as folk high schools, study associations, open universities, universities of the third age, NGO's, centres attached to churches, trade unions, political parties, professional associations, employer associations, civil society organisations, public and private museums, and libraries as well as community, cultural and leisure centres (Keogh 2009, p. 36).

this study uses the following course categories in the analysis of course provision. Definition of categories is based on Alan Rogers' typology of adult education programmes (Rogers 1996, p. 21), previous mappings (Eurydice 2007 and 2015; Keogh 2009; UIL 2009 and 2013) and studies (Manninen, Sgier, Fleige, Thöne-Geyer, Kil & al. 2014; Manninen 2017). Even though nonvocational adult education is the main focus in Study centres, they also offer courses related to vocational skills, job search and other income related issues (for example job seeking courses targeted at unemployed labour union members, professional development courses, even courses like "A new source of income from housing investment"). We use category Work & income to code these courses. We also use a separate category for Health & sports, even though these serve Personal growth as well, to see what kind of role they have in the course provision.

#### **Table 2** Course categories used in this analysis (löytyy diaesityksestä)

Previous studies and literature indicate that these categories and course types cover well different types of NFNVAE courses. For example, basic skills education (Eurydice 2015) has an established role and clear definition. Courses aiming at personal growth are often labelled as liberal adult education (House 1991), the term "liberal" being "the opposite of vocational" (liberal arts, artes liberales; Manninen 2017). Social growth can be promoted using Civic education (Imel 2012), which includes community education (Jarvis 2014, p. 47) and trade union education, political education, and many other. Surprisingly, Civic education lacks a clear role in education policy, and it is not defined in the two existing European glossaries (Federighi 1999; Litster et al. 2010), even though literature and research on the topic is extensive (for example Carcasson and Sprain 2012).

Under each category there are a several course types (30), defined using qualitative data driven analysis (see table 3 and next chapter).

#### **Table 3** Example, which course types were defined to belong in Basic skills category (löytyy diaesityksestä)

A detailed definition and description of course types is available in Appendix 1.

## 2 Data collection and analysis

### 2.1 Data collection

The data was collected by contacting each Study centre by e-mail, where they were asked to provide information in Excel format for each course organized between 2016 and 2021, including course name, official topic, competence goals, a description of the content of the course, the organizer or co-organizer and number of participants and teaching hours.

**Table 4** One example of course data collected for analysis (löytyy diaesityksestä)

Majority of Study centres were able to provide this information quite easily, because they have good databases for course information, since they have to report some details about their course provision to state in order to get state funding, and to other stakeholders like owners. Depending on Study centre and its course volume the available type of course data and its level of automatization varies a lot. Especially the bigger Study centres (for example Sivis with an average of 6 500 courses annually) have online course systems in which co-organizers are obliged to provide data about subject and objectives of the course and about number of participants in order to receive state support for the course. Some smaller Study centres (for example Visio with about 60 courses annually) have less automatized course databases, and these had to collect and provide course data more manually.

Because of these differences, the quality of course data provided by different Study centres varied. Some Study centres didn't have or didn't report all information: official topic was missing from 19 % (12 008 courses), competence goals from 38 % (20 520 courses), course descriptions from 83 % (33 637 courses) and co-organizers from 6 % (3867 courses). However, all courses had necessary information available for coding the course type reliably, and in many cases just the name of the course and the co-organizer were informative enough for coding (compare the data example in Table 4, which obviously can be coded in course type "Singing").

### 2.2 Coding of the course types and categories

Analysis of course types using qualitative data driven analysis as a starting point (Gläser & Laudel 2013) and open coding (Saldana 2013). This study is based on earlier research (Manninen, Sgier, Fleige, Thöne-Geyer, Kil & al. 2014; Manninen 2017), where the different types on nonformal, nonvocational adult education courses were analysed, and therefore the course type coding template used in this study (Appendix x) is partly based on the coding template developed originally in BeLL<sup>1</sup> (Benefits of Lifelong Learning) project.

Analysis was done using Excel table, where each row included the information about one course (case number, name of the Study centre, year, name of the course, official topic, competence outcomes, course description, co-organizer, number of participants and course length in hours). Course type coding was done using this information in the following order of importance:

1. Course name
2. Competence outcomes
3. Course description

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<sup>1</sup> The BeLL project (2011–2014) was coordinated by the German Institute of Adult Education (DIE) and funded by the European Commission as a part of the EU funding stream "Studies and Comparative Research" (KA 1 No. 519319-LLP-1-2011-1-DE-KA1-KA1SCR). All BeLL project team members, including the author of this article, contributed to the data collection and analysis of benefits. For more information, see [www.bell-project.eu](http://www.bell-project.eu).

4. Official topic [this information was not reliable in many cases; there were quite many errors, and codes varied a lot by Study centre]
5. In some cases also the name of the Study centre and/or co-organizer

The following table shows some examples how coding of course types and categories was done.

**Table 5** Examples of content analysis and coding of course types and categories

<b>Name of the course</b>	<b>Competence outcomes</b>	<b>Course type</b>	<b>Category</b>
<i>Hämeenlinna Male Choir 1 TENORIT</i>	<i>The aim of the study club is to study the repertoire for concerts organized by the Hämeenlinna Men's Choir ry and various other performance events, to which the choir has gone on request, international choir competitions.</i>	<b>Singing</b>	<b>PERSONAL GROWTH</b>
<i>Trustee seminar</i>	<i>Get information about the local business cooperation of other 4H associations and knows how to apply good practices from it in the operations of own 4H association; get basic information about working as an employer and the duties of the board of the 4H association; build regional and provincial networks with other trustees of 4H associations</i>	<b>Citizenship and associations</b>	<b>SOCIAL GROWTH</b>
<i>Easter cooking class</i>	<i>History of Easter dishes. Know how to prepare Easter dishes taking traditions into account.</i>	<b>Baking and food</b>	<b>PERSONAL GROWTH</b>
<i>In ups and downs - Married couple's weekend</i>	<i>key aspects of a relationship such as communication, feelings, needs and sexuality are discussed. The tools here are the initialization related to the topic and the subsequent working in pairs. The weekend for married couples is based on the traditional Christian concept of marriage and the mutual peer support of married couples who are committed to it.</i>	<b>Social and community support</b>	<b>SOCIAL GROWTH</b>
<i>Traditional knitwear</i>	<i>Traditional knitting techniques and knitting</i>	<b>Handicrafts</b>	<b>PERSONAL GROWTH</b>
<i>Body and mind resources</i>	<i>The well-being of the participants' body and mind increases, their own means of rehabilitation are identified and put into use. Participants receive peer support in a group.</i>	<b>Health and well-being</b>	<b>HEALTH &amp; SPORTS</b>

Even though the number of courses in the data is very big, majority of the courses were easy to code, because when ordered by name of the course, in many cases the courses had similar names (for example name starting with ADHD\*, First aid\*, Family\*), and therefore easy and fast to code using copy-paste. Approximately 20 % of course names were more diverse or less informative, and coding of these courses required more work and time, since additional information like competence outcomes and course description were needed for coding.

Only 5 courses were left uncoded because of insufficient information (for example course name was "Lecture; [name of the lecturer]", and no additional information were available. In one case also the course name was missing.

### 2.3 Potential reliability and validity problems

In addition to potential abovementioned problems related to data collection and data quality, there were the following challenges:

- tiedot perustuvat opintokeskusten omiin tietojärjestelmiin ja tilastointikäytäntöihin, jotka eivät ole yhdenmukaisia;
- osaa tiedoista ei ollut saatavissa; tutkimuksesta pois jääneet opintokeskukset olivat Opintokeskus Kansio ja Pekasus, lisäksi DSL:n aineistosta tarvitaan uusi korjattu versio
- vuoden 2016 kurssien tiedot puuttuvat vielä kolmelta opintokeskukselta (MSL, Sivis, Kforumilta puuttuu 2016-2019 tiedot)
- pieni osa kursseista oli ilmoitettu niin, että yksi 'kurssi' kattaa useita samansisältöisiä kursseja (esim. "Vuoden 2021 koulutukset. Vuoden 2021 aikana pidettiin 27 koulutustilaisuutta. Ne on eriteltynä koulutusexcelissä"). Toisaalta osa opintokeskuksista on kirjannut saman kurssin eri ryhmiä erillisiksi kursseiksi (esim. jonkun liikuntaryhmän eri päivinä kokoontuvat ryhmät) --> aineistossa oleva "kurssien määrä" ei anna aivan oikeaa kuvaa kurssitarjonnasta, mutta koska aineistossa on pääosin yksittäiset kurssit, on kuva riittävän tarkka alustavaa analyysia varten. Nämä ongelmat korjataan kun koko aineisto on koossa
- osallistujamäärien ja opetustuntien ilmoittamisessa on joidenkin kurssien kohdalla poikkeavia tapoja (virheitä?). Joissakin tapauksissa on ilmoitettu jonkun useammilla paikkakunnilla pidetyn kurssin kokonaisosallistujamäärä ja kokonaistunnit (jollakin logiikalla?), vaikka ohjeistuksen mukaan piti ilmoittaa nämä kurssikohtaisesti. Analyysista on toistaiseksi poistettu sellaiset kurssi, joissa tämä virhe on selvästi olemassa. Keskiarvojen (tunnit ja osallistujamäärät) pitäisi siis olla lähellä todellista

The coding of the course types is a crucial phase. The coding was mainly done by the first author. To estimate the reliability of the coding the second author checked the coding of 11 799 courses (15,9 % of courses), and disagreed with 117 codes (0,99 %). Therefore, intercoder reliability (O'Connor & Joffe 2020) was very high, 99,1 %. A few of these disagreements were technical coding errors, majority were interpretation differences (for example whether "Body care for seniors" courses should be coded as Sports or as Wellbeing). In these cases, the coding of 77 courses were changed accordingly. Also, the so called intracoder reliability (ibid, p. 2) was estimated (the consistency in how the same person – in this case the first author – codes data when he returns to the data at another time), but not calculated. Since the coding was relatively easy in most of the cases, the only problems with intracoder reliability were the decisions where a certain type of courses should be coded. For example, courses related to philately (collecting stamps) were first coded as history courses, because they often included an historical point of view (for example "Icelandic history and stamps"), but later a decision was made to code these as special skills (courses generating hobby related expertise) and correct the previous coding.

## 3 Preliminary results

### 3.1 Course types and categories

Table 6 summarize the preliminary results of the study in detail, by showing the course categories (5) and course types (30) under each category, in order of frequency. Course types are defined and described in Appendix 1, with course examples from data.

## Table 6 Main results of the analysis – course types and categories (löytyy diaesityksestä)

Only 1,3 % of the courses belong to category **Basic skills**, and these are mainly basic language courses for immigrants. There are also some general skills courses, which are for example home economics courses for young people or home safety courses for elderly. In **Personal growth** category the biggest number of liberal arts courses are handicrafts and singing. **Social growth** category is interesting in many ways (see also next subchapter): biggest course type in this category are Citizenship and associations –courses, which is natural since most Study centres are linked to political parties and associations, and use their course provision to support that kind of activities. Interesting is also the very small percentage of courses in sustainable development (0,5 % of course types). This topic is obviously not a very high priority in Study centres course provision.

The following subchapters describe the results of more detailed comparisons of course categories by Study centres and changes in course categories by year. All reported differences were analyzed using crosstabulation and Chi-Square tests, and are statistically significant ( $p < .000$ ).

### 3.2 Different course provision profiles

As described earlier in chapter 1.1 (especially Table 2), the Study centres differ quite a lot from each other, depending on their background organizations and owners, and other ideological affiliations. These differences are also reflected in their course provision, as Figure 1 shows. The Study centres are ordered by percentages on how much they invest in **Personal growth** courses (top rows) and in **Social growth** courses (bottom rows). Biggest share of Personal growth category courses is in Citizens's forum (Kforum) and in Step, which offers courses by Christian Associations. These two also invest the smallest share in Social growth category courses.

#### Figure 1. Course categories by Study centre (löytyy diaesityksestä)

At the bottom of the figure 1 is Educational and Cultural Centre for Professional Employees (TJS), which has trade union linkage. It offers mainly Social growth courses and Work & income related courses, and very few courses in Personal development category.

The Study centres were also grouped into political (KSL, MSL, Visio, TSL) and general (Kforum, Sivis, STEP, SFV, TJS) Study centres according to their background organizations. As Figure 2 shows, these differ in course categories, political Study centres investing more in Social growth.

#### Figure 2 Course categories by type of Study centre (löytyy diaesityksestä)

A more detailed analysis of two different course types (Social and community support, Citizenship and associations) belonging to Social growth category reveal, that political and general Study centres differ a lot in practice in how they aim to promote Social growth, as Figure 3 shows. General Study centres seem to invest much more on courses generating skills needed in Social and community support (89 % of their course types) than political Study centres (11 % of their course types).

#### Figure 3. How many % of two types of courses in Social growth category covers the course provision by type of Study centre (löytyy diaesityksestä)

It seems that general Study centres invest much more on courses where individuals learn skills related to parenting, marriage, peer support, voluntary work and social support, than political Study centres, which focus mainly in course type Citizenship and associations (mainly on skills needed in being active in politics and in political associations). Also general Study centres focus on courses related to Citizenship and associations, but these are non-political voluntary organizations, like Finnish Red Cross, Finnish Association for Substance Abuse Prevention, 4H etc.

### 3.3 Change in course provision over time

The final analysis shows the changes in course categories over time, from 2017 to 2021 (Figure 4). Since year 2016 data for several Study centres was missing, this year was skipped from the analysis.

Figure 4. Changes in course category percentages between 2017 – 2021 (löytyy diaesityksestä)

The analysis shows that share of course categories Basic skills, Health & sports and Work & income have remained practically unchanged over time. But there has been a clear although rather small tendency that the share of Personal growth category has increased from 35 % to 43 %, and respectively share of Social growth category has decreased from 43 % to 37 %. The change is statistically significant (Pearson Chi-Square = 376,137, df = 16, p= .000).

In other words, Study centres are focusing nowadays more than before on liberal arts courses for personal development, and less on civic and community education courses which deal with social and political issues such as community development, non-governmental organizations, parenting, democratic participation, active citizenship, volunteering and peer support.

Are Study centres moving from their traditional – and expected – role as a community and citizenship educator towards the field Adult education centres as liberal arts course provider?

## 4 Discussion (alustavia huomioita ja pohdintaa löytyy diaesityksestä)

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## Appendix 1. Definitions of course types

Kategoriat ja kurssityypit	Määritelmät	Esimerkkejä kursseista
<b>BASIC SKILLS</b>		
22 Yleistaidot /General skills	Yleiset perustaidot eli esimerkiksi arjenhallinta (asuminen, kodinhoito, kotitalous, oman talouden hallinta) ja oma elämänhallinta. Marttojen ym. useampia taitoja edistävät ryhmät ja kerhot	<ul style="list-style-type: none"><li>• <i>Ajanhallintakoulutus</i></li><li>• <i>Kotivara - miten toimia arjen häiriötilanteissa</i></li><li>• <i>Pukeutumiskoulutus Koiso</i></li><li>• <i>Arjen taitoja -valmennus</i></li></ul>
23 Lukemisen ja kirjoittamisen perustaidot /Basic literacy skills	Lukemisen ja kirjoittamisen perustaitojen perustaitokurssit esim. maahan muuttaneille tai muille niiden tarpeessa oleville	<ul style="list-style-type: none"><li>• <i>Aikuisten maahanmuuttajien lukutaitokoulutus</i></li><li>• <i>Luku- ja kirjoitustaidon koulutus</i></li></ul>
24 Matematiikan perustaidot /Basic numeracy skills	Matematiikan ja numeroiden käytön perustaitokurssit esim. maahan muuttaneille tai muille niiden tarpeessa oleville	<ul style="list-style-type: none"><li>• <i>Laskutaitojen alkeita ja arjen matematiikkaa 1</i></li><li>• <i>Matematiikka mahdolliseksi</i></li></ul>

25 Peruskielitaito /Basic language skills	Suomen tai ruotsin kielen peruskurssit maahan muuttaneille	<ul style="list-style-type: none"> <li>• <i>Arkipäivän suomea toiminnallisesti</i></li> <li>• <i>Opi suomea puhumalla</i></li> </ul>
26 Tieto- ja viestintätekniiikan käytön perustaidot /Basic ICT skills	Aloittelijoiden peruskurssit tietokoneen käytöstä	<ul style="list-style-type: none"> <li>• <i>Tietokoneen käytön alkeiskurssi</i></li> <li>• <i>ATK-peruskurssi</i></li> </ul>
<b>HEALTH &amp; SPORTS</b>		
32 Liikunta /Physical education	Liikuntakurssit, kuntoutustyyppinen kevyt liikunta (esim. vesijumppa), jooga	<ul style="list-style-type: none"> <li>• <i>Asahi-jooga</i></li> <li>• <i>vesijumppa</i></li> </ul>
13 Terveys ja hyvinvointi /Health and well-being	Terveyskäyttäytymistä, terveystietoisuutta ja terveyslukutaitoa edistävä koulutus; itsehoito-osaaminen, hyvinvointikoulutukset, hyvinvoinnin edistäminen. Erilaiset hyvinvointia edistävät taideterapiat	<ul style="list-style-type: none"> <li>• <i>Reumaryhmä</i></li> <li>• <i>Selkäkipu ja selän itsehoito -luento</i></li> <li>• <i>Selvä Elämä -koulutus</i></li> <li>• <i>Työergonomia</i></li> </ul>
<b>PERSONAL GROWTH</b>		
7 Kielet /Languages	Kieltenopiskeluun <b>harrastuksena</b> liittyvät kurssit (esim. englanti, espanja)	<ul style="list-style-type: none"> <li>• <i>Unkarin keskustelukurssi</i></li> <li>• <i>Venäjän peruskurssi</i></li> </ul>
8 Historia /History	Historia-aiheiset kurssit, sukututkimus, kotiseutuhistoria	<ul style="list-style-type: none"> <li>• <i>DNA-sukututkimus</i></li> <li>• <i>Paikallishistoriaa Elimäellä</i></li> </ul>
9 Kulttuuri /Culture	Kulttuurin eri muotoja käsittelevät kurssit: taide(historia), arkkitehtuuri, kirjallisuuden lukeminen, musiikista puhuminen, eri maiden kulttuurit	<ul style="list-style-type: none"> <li>• <i>Broar i Nagu</i></li> <li>• <i>Ilya Repin at Ateneum</i></li> <li>• <i>Kulttuurikävely Töölönlahdella</i></li> <li>• <i>Karjalaisen kirjallisuuden lukupiiri</i></li> </ul>
10 Filosofia /Philosophy	Filosofiaan ja elämäkatsomuksiin yleisesti liittyvät kurssit	<ul style="list-style-type: none"> <li>• <i>Karl Marxin Pääoma, osa 1</i></li> <li>• <i>Filosofiakahvila Virtapiiri</i></li> </ul>
11 Uskonto /Religion	Uskontoihin ja hengelliseen kasvatukseen liittyvät kurssit	<ul style="list-style-type: none"> <li>• <i>Ortodoksinen käsitys suvaitsevaisuudesta ja erilaisuuden ymmärtämisestä</i></li> <li>• <i>Raamattukurssi</i></li> </ul>
12 Tieto- ja viestintätekniiikka /ICT	Tietotekniikan ja eri ohjelmien käyttö	<ul style="list-style-type: none"> <li>• <i>Digitukikoulutus: Teams hallituksen työvälineenä</i></li> <li>• <i>Lemonsoft, myyntireskontra</i></li> <li>• <i>Office365-koulutus</i></li> </ul>
14 Tanssi /Dance	Tanssikurssit	<ul style="list-style-type: none"> <li>• <i>Polskakurssi</i></li> <li>• <i>Pohjoismaisten salonkitanssien kurssi</i></li> </ul>
15 Kädentaidot /Handicrafts	Käsitöihin, rakentamiseen ja muihin kädentaitoihin liittyvät kurssit	<ul style="list-style-type: none"> <li>• <i>Makramee</i></li> <li>• <i>Mehiläisvahakynttilät</i></li> <li>• <i>Ompele itsellesi kesämekko</i></li> </ul>
16 Musiikki /Music	Musiikin soittaminen eri soittimilla	<ul style="list-style-type: none"> <li>• <i>Puhallinmusiikin kurssi I</i></li> <li>• <i>Teekkaritorvien kesäleiri 2020</i></li> </ul>
17 Laulu /Singing	Kuoro- ja yksinlaulu	<ul style="list-style-type: none"> <li>• <i>Kuorolauluviikonloppu</i></li> <li>• <i>Lapuan Sekakuoro/Alto</i></li> </ul>
18 Teatteri ja esittävät taiteet /Theatre and other performing arts	Teatteri, improvisaatio, runonlausunta, sirkus	<ul style="list-style-type: none"> <li>• <i>Aikuisten sirkusryhmä</i></li> <li>• <i>Teaterkurs</i></li> <li>• <i>Draamakurssi</i></li> </ul>
19 Taide /Art	Taideharrastuskurssit: piirtäminen, maalaus, valokuvaus, elokuvien ja videoiden tekeminen	<ul style="list-style-type: none"> <li>• <i>Klassinen piirustus</i></li> <li>• <i>Kuopion ikonikerho iltaryhmä</i></li> <li>• <i>Tapatumakuvauskoulutus</i></li> </ul>
20 Ruoka ja leivonta /Baking and food	Ruuanlaittoon, leivontaan ym. liittyvä koulutus	<ul style="list-style-type: none"> <li>• <i>Makkarakurssi</i></li> <li>• <i>Makumatka Georgiaan -ruokakurssi</i></li> <li>• <i>Martat vinkkaa, erilaiset puurot</i></li> </ul>

21 Kirjoittaminen /Writing	Luova kirjoittaminen, runojen kirjoittaminen, elämäntarinan kirjoittaminen, käsikirjoittaminen	<ul style="list-style-type: none"> <li>• <i>Luova kirjoittaminen</i></li> <li>• <i>Karjalainen kirjoituspaja</i></li> </ul>
29 Eläimet /Animals	Eläimiin ja eläinten hoitoon liittyvät kurssit	<ul style="list-style-type: none"> <li>• <i>Hästkunskapskurs</i></li> <li>• <i>DogSitter -kurssi</i></li> </ul>
30 Luonto /Nature	Luontoon, puutarhaan, kasveihin ja retkeilyyn liittyvät kurssit	<ul style="list-style-type: none"> <li>• <i>Tunturikasvikurssi Kilpisjärvellä</i></li> <li>• <i>Kukkapellon perustaminen</i></li> <li>• <i>Vaellus Muonioissa</i></li> </ul>
31 Tiede /Science	Tiedeaiheisiin liittyvät kurssit	<ul style="list-style-type: none"> <li>• <i>Auringonpimennyksen liveseuranta</i></li> <li>• <i>Komeetan opintokerho</i></li> </ul>
27 Erityistaidot /Special skills	Harrastuksiin liittyvät erityistaitokoulutukset	<ul style="list-style-type: none"> <li>• <i>Skepparkursens praktikkel</i></li> <li>• <i>Pistekirjoituskurssi</i></li> <li>• <i>Filatelialia</i></li> </ul>
<b>SOCIAL GROWTH</b>		
1 Social and community support (sosiaalista hyvinvointia ja yhteisöllisyyttä tukeva koulutus)	Vanhemmuus, parisuhde, vertaistuki, kokemusasiantuntijuus, "Ensikotien liiton" tyyppisten järjestöjen vertaistuki- ja vapaaehtoisurssit, kotouttamisen tukihenkilöt, sosiaalinen tuki, sairastuneiden omaisille tarkoitettut kurssit, kansalaisen ensiapukurssit	<ul style="list-style-type: none"> <li>• <i>Ystävätoiminnan peruskurssi</i></li> <li>• <i>Ensiapukurssi I</i></li> <li>• <i>ABC-vanhempainryhmä</i></li> <li>• <i>Kasvu vanhemmuuteen</i></li> </ul>
5 Kestävä kehitys /Sustainable development	Recycling, environment, sustainable Development	<ul style="list-style-type: none"> <li>• <i>Aurinkoenergialta Kalmari</i></li> <li>• <i>Kotipihan ekopäivä Pajupuro</i></li> <li>• <i>Vähähiliset kylät -seminaari</i></li> <li>• <i>Kiinteistönomistajan energialta</i></li> </ul>
6 Kansalais- ja järjestökoulutus /Citizenship and associations	Ay-kurssit, järjestötyö, yhdistyskoulutus, vapaaehtoisten järjestötoimijoiden ja oman järjestön ohjaajien ja kouluttajien kurssit, yhteiskuntaan ja politiikkaan liittyvät kurssit (esim. tietoyhteiskunta, media, sivistys), taloyhtiön hallituksen koulutukset	<ul style="list-style-type: none"> <li>• <i>Asahi-vertaisohjaajakoulutus</i></li> <li>• <i>Luottamusmiesten yhteistoimintakurssi</i></li> <li>• <i>Kiinteistöjuridiikan ajankoh-taiskatsaus hallitusjäsenille</i></li> <li>• <i>Hävittäjähankinnat ja Suomen talous</i></li> <li>• <i>Föreningsbokföring</i></li> </ul>
<b>WORK AND INCOME</b>		
28 Ura- ja ammatilliset taidot / Career and work related skills	Työnhakukurssit, urakehitystä ja ammatillista kehittymistä, työhön ja ammattiin liittyvää osaamista sekä rahanansaitsemista, omaisuuden hoitoa ja elinkeinonharjoittamista tukevat kurssit; LinkedIn työhaussa	<ul style="list-style-type: none"> <li>• <i>Hygieniapassikoulutus ANA Certificate</i></li> <li>• <i>Johtamiskoulutus</i></li> <li>• <i>4H-yrityskoulutus</i></li> <li>• <i>CV-työpaja</i></li> <li>• <i>Sijoittajaseminaari</i></li> </ul>
<b>(LASTEN JA NUORTEN LEIRI- JA KERHOTOIMINTA)</b>		
34 / Group activities for children and young people	SFV:n (pääosin) lasten ja nuorten kerhot, leirit ja iltapäivätoiminta	<ul style="list-style-type: none"> <li>• <i>Käpphästklubben i Replot</i></li> <li>• <i>Hotelmysteriet</i></li> <li>• <i>Knatteläger</i></li> <li>• <i>Byklubb</i></li> </ul>