

NORDIC RESEARCH SEMINAR ON NON-FORMAL ADULT EDUCATION  
December 8th - 9th, 2011, Helsinki City Adult Education Center, Helsinki

## PAPER SESSIONS

Friday 9.12.2011

Time	Location: Helsinginsali
9	Fay Lundh Nilsson Vocational Education and Training in the Swedish Folk High School, 1868-1940 (abstract)
9.30	Eero Pantzar UNESCO and Adult Education Policy – Global and national perspectives (abstract)
10	Nikolay Lobanov New phase of civilization: on the way to the society of universal lifelong learning (abstract)
10.30	Veikko Torvinen Adult education centers to promote social and innovative dialogue between citizens and authorities - new challenge to non-formal education?
Time	Location: Karhu ( Bear)
9	Lorenz Lassnigg Reviews and scenarios about the utilisation and impact of NQFs upon non-vocational adult education (abstract)
9.30	Maria Marquard Challenges and opportunities for developing quality within the area of adult learning. Results from a mapping on formal competence demands and educational opportunities for adult educators in the Nordic countries.
10	Igor Solonko Freedom and responsibility in adult education in context of globalization (abstract)
10.30	Anja Heikkinen, Sini Teräsahde Regional applications of the SVV network

Fay Lundh Nilsson

### Vocational Education and Training in the Swedish Folk High School, 1868-1940

(Den svenska folkhögskolans yrkesinriktade utbildningar 1868-1940, in Lundh Nilsson, Fay & Nilsson, Anders (red.)(2010), "Två sidor av samma mynt? Folkbildning och yrkesutbildning vid de nordiska folkhögskolorna". Lund: Nordic Academic Press)

Courses preparing for an occupation have been among the most popular with the young adults that constitute the core of students at the Swedish Folk High Schools (FHS), but surprisingly little is known about the vocational parts of the Folk High School, a fact that should not come as a surprise. Civil education has always, at least rhetorically, been considered the *raison d'être* of the FHS. Vocational education and training in general has also until recently been an under-researched part of the Swedish education system, particular in terms of reliable statistical data.

This study draws on an extensive source material, consisting of annual reports from all Swedish FHS during the period 1868-1940 and the chapter presents entirely new statistical data on the volume of VET in the Folk High Schools. If we consider "the proper Folk High School" only, vocational training was responsible for about 30 percent of the total teaching activities. However, the share of vocational training exceeds 50 percent if we also add the agricultural colleges, rural domestic schools, courses for housewives and domestic science courses, all of them taking place at the folk High Schools. Looking at the development over time, there was an upward trend for VET from the end of the 1870s until the beginning of WW1 when more than 60 percent of the teaching could be considered as vocational. After WW1 there was a diminishing share of VET, but still in 1940 more than 40 percent of all teaching focused on VET. Initially the female FHS was intent on civil education but very soon more and more time was spent on VET and during most of the period more female than male students took part in VET.

Traditionally the appearance and development of the FHS has been explained by political reforms and a strong position of the peasantry. This chapter also discusses other explanations, such as international competition leading to a transformation of the Swedish agricultural sector during the last decades of the 19<sup>th</sup> century, the severe economic crisis in the beginning of the 1920s and the depression in the 1930s.

**Nikolay Lobanov**

**NEW PHASE OF CIVILIZATION:  
ON THE WAY TO THE SOCIETY OF UNIVERSAL LIFELONG LEARNING**

Director of Research Institute of social, economical and pedagogical problems of continuous education at Leningrad State University n.a. A.S. Pushkin (Saint-Petersburg)

The issue that we suggest for discussion doesn't belong to social utopia, because the continuous education is a phenomenon that is widely developed all over the world. The report proves that continuous vocational education is the only, leaving no alternative form of organization and development of education in XXI century. Undoubtedly, forthcoming conversion to universal continuous vocational education is connected with alterations in the content of traditional educational institutions or with its full or partial replacement. Are European states and especially Russia prepared for such changes? What shall forego? These and other questions author will make an attempt to answer in his presentation.

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**Veikko Torvinen**

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*Research result achieved in Finnish - Russian non-formal adult education cooperation during 2003 – 2011.*

***Adult education centers to promote social and innovative dialogue between citizens and authorities - new challenge to non-formal education?***

City of Helsinki Adult Education Centre (City of Helsinki Workers' Institute) has developed a wide network in the field of non-formal adult education in the North-Western Russia during last ten years. The Centre carried out a project "Preliminary analysis of adult education centre model suitable to the North-Western Russia" in 2007 - 2008. The project was financed by the Finnish Ministry of Education.

Russian organizations in charge were the Plenipotentiary Representative of the President of Russian Federation in the Northwest federal district and St. Petersburg State Polytechnic University. Pskov Agriculture College was chosen as pilot organization because of its innovative character and because the region has gained experience in adult education activities.

The objective of the project was to analyze if there exists social demand for establishing an institution equivalent to Finnish adult education system and what kind of sphere of activities and administrative model would meet the objective needs of citizens and authorities.

In the Soviet Union there existed an adequate system of adult education. It included formal and non-formal education. Formal education was represented with high educational institutions (internal learning, evening learning, distance learning); state systems of occupational courses; Marxism-Leninism institutes (ideological and economic areas). Non-formal education included: organization "Knowledge", all-union organization of inventors and innovators, associations and circles in clubs and culture centers, libraries and different sections within them, centers of scientific and technical information and advocacy. This education was financed by the state. Concept of "public university" was widely used.

At present Russia lacks a public system, which enhances citizens' participation and social partnership as a part of sustainable civic society development. There is no legislation for non-formal adult education at the moment. Financing of such activities depend on local political decision-makers.

As to project findings, there seems to be objective need to increase dialogue between citizens and authorities. This phenomenon is not typical only for Russia, but as well for other European countries if for example European Parliament voter turnout in elections is concerned.

**Centers for social dialogue and innovation – community development training courses – new answer to non-formal education?**

As to civic education, conception of humankind, values and ideals, Russian and European societies seem to share common challenges as to values, self-knowledge and ideological clarification.

Private sector provides training courses which are dealing with self-enrichment, self-actualization and amateur activities. The effect of mass media, especially TV, is very strong all over the world.

In order to strengthen the civic society, increase interaction, communication and trust between citizens and authorities, **model of centers for social dialogue and innovation was identified. Training programs for "Community development trainers"** was also recognized.

These ideas still need a lot of scientific and practical efforts to materialize and implement. This is why we are inviting all interested partners together to study and further develop these ideas. Nordic and Russian cooperation in this field could be also in the interests of Nordic Council of Ministers – as to possible project financing.

**Lorenz Lassnigg**

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### **Project: Reviews and scenarios about the utilisation and impact of NQFs upon non-vocational adult education**

The project is commissioned by the Austrian Ministry of Education. The purpose is to learn from foreign experience about how the NQR might impact on Non-Vocational Adult Education (NVAE). In Austria the term is '*allgemeine Erwachsenenbildung (general adult education)*', it is not very well defined, and its meaning is mostly institutional: in this sense it includes the Folk High Schools, and various networks of popular adult education, including basic education.

The Austrian institutions want to learn from the international academic literature as well as from experience in other countries, how the qualifications frameworks might impact on NVAE. The broader framework of the project includes the more general question, of how NVAE should be considered in a strategy for the improvement of lifelong learning, and which position the NQF could have in this course. This means that the broader conditions of the development and support of NVAE are taken as a point of departure. Two basic problems are considered important: First, the tendency that lifelong learning policy is very much determined by economic, employment, and vocational goals and objectives might basically lead to a kind of crowding out NVAE; secondly, given this tendency, the application of the QF to NVAE might reinforce the priorities in favour of economic and vocational goals also within NVAE, and thus might even further undermine the non-vocational missions within this sector. Thus a basic hypothesis of the project is, that if the NQF should be productively used in NVAE, it must be embedded in a much broader strategy of the development of this sector. If this strategy would not exist, the impact would be rather deteriorating than helpful. To identify main elements of such a broader strategy is a main goal of the project.

The methodology is based on reviews of different kinds of material: (1) the academic research literature, (2) the supranational policy literature (OECD, EU, ILO, UNEASCO, etc.), (3) more in-depth literature about countries with strong NVAE. The Nordic countries are important in this project, as they are well known for their comparatively high participation and well developed frameworks of adult education, both vocational and non-vocational. Therefore a review of the experience in these countries, besides others (e.g., the UK), seems to be of particular importance in this project. The following questions will be addressed in the project, where the Nordic experience should be considered:

Questions concerning the broader environment:

- What are the main forms of NVAE in the different countries? How do they contribute to lifelong learning?
- What are the main institutional and otherwise preconditions and elements of a strong participation in NVAE?
- Which kinds of support are necessary for a high participation and strong framework of NVAE?

Questions concerning the potential impact of the NQF:

- Which kinds and forms of impact of the NQF on NVAE are expected and found in the research literature?
- Which role does/might the QF play more concretely in the broader environment of lifelong learning in different countries?
- How is NVAE related to the NQF in various countries?

Up to now some analyses have already been performed, and some preliminary hypotheses and results have been formulated. These I would be interested to present and discuss in the seminar.

(1) Searches in literature sources about educational research have not brought literature about the QFs in adult education. This seems strongly under-researched. There are two separate broad discourses, one about adult education and lifelong learning, another about qualifications frameworks, their uses, purposes and effects; however, a literature that would connect adult education and qualifications frameworks is more or less lacking. This is not so unexpected, because qualifications are related to vocational education, and NVAE is non-vocational. The relationship is rather indirect, and constituted by the lifelong learning concept.

(2) The research about adult education is quite critical about the slogan or paradigm of 'lifelong learning', saying that most of these recommendations focus on economic issues, and do not support the broader societal goals more than just rhetorically. The main bulk of discourses about lifelong learning are compromising the core ideas of adult education, and directing the priorities away from them towards economic challenges of competitiveness and employability. The personal, social, and democratic ideals and contents of adult education are set aside by the main bulk of lifelong learning proposals, and must be defended against them. The polarity of education and learning is a key issue in this respect.

(3) The research about QFs is strongly polarised between advocacy research that supports QFs and mostly does not question them on the one hand, and on the other the academic research literature that is mostly critical about the intentions and the impact of QFs. A strong point is that the intentions of QFs include a weakening of providers ('provider capture'), and this might be particularly negative in an environment, where providers are already weak. A main instrument of weakening providers is a 'pure' outcomes orientation, and a full exposure of the inputs to the market. Exposure to the market is a main meaning of the ideas around learner orientation.

(4) There is not much generalised research about the preconditions and supporting factors for participation in NVAE. Available recent research is very much biased towards economic analyses of how the market works and could be strengthened in adult education, without considering the institutional preconditions. One main line of reasoning has emerged more recently which points to very small or negative direct economic results of adult learning, reverting attention in particular to early childhood education. The issue of non-economic goals and results seems particularly important in this respect. The impact of the market, which is strongly related to the QFs, for the rising of participation seems to be a very important question: can market led measures increase participation substantially? Or must rather strong institutions be built up? The latter seems to be the lesson from the Nordic countries. In Austria reference to the 'specific traditions' are made as an explanation, suggesting that without that the current state could not be reached. It seems however, that it was rather during the 1960s (e.g., in Sweden) that the strong system of communal adult education has been built up backed by strong political support. The market would work very differently if it is applied to a strong system, as compared to a weak one.

(5) Some preliminary questions/ideas about specific countries:

Liberal adult education seems to be under pressure also in the Nordic countries. How do they counter this pressure, and does the QF play a role in this?

The analysis of the recent programmes and strategies in Sweden (knowledge lift) and Finland (strategy for older people, nostos?) seems particularly interesting. The evaluations of knowledge lift seem not very encouraging in terms of results?

There seems to be a strong emphasis on the recognition of prior learning, however, this seems to have been established independently from and before the QF came up? Here the research literature seems much more sceptical than political promises suggest?

**Eero Pantzar**

University of Tampere

### **UNESCO and Adult Education Policy – Global and national perspectives**

UNESCO was founded shortly after the WW II. It was first significant international organization in the field of adult education and AE policy

Every 12-13 years, UNESCO has organized an international summit of adult education called CONFINTEA (Conference Internationale sur l'Education des Adultes).

The first CONFINTEA took place in Elsinore (Denmark) in 1949, followed by conferences in Montreal (1960), Tokyo (1972), Paris (1985) and Hamburg (1997). The last one (CONFINTEA VI), was held in Belem (Brazil) in December 2009.

CONFINTEA VI marks a new era because it was the first time that CONFINTEA was held in the Global South and because of the important role played by the International Civil Society Forum (FISC, for its Portuguese acronym).

In my presentation I will deal with the contents of the final reports of those CONFINTEA conferences. I'll try to analyze the AE political messages and especially possible changes of AE Political aims since 1949.

I'll try to interpret those political changes in respective societal and historical contextes

My first analyses show how the world around us has changed and what will be the essential challenges of UNESCO and AE policy, today and tomorrow. I has seen the most significant changes (since 1949) as follows:

- From the postwar world to the world of globalization
- From the unequal world to the unequal world
- From the gap between rich poor to the ravine between richer and the poorer
- From the colonized world to the neocolonialism
- From the word of cold war and with iron curtain to the world of borderless virtual space and world with local conflicts and crises
- From the local education to the global information society
- Towards the world of service industries
- Towards the insecure future
- From the world of school education to the world of lifelong learning

## **Freedom and responsibility in adult education**

### **In context of globalization**

Freedom and responsibility are always inseparably linked with themselves as the rights and duties of the citizen. While considering correlation of these concepts it is necessary to specify their nature. The core of our research is the general theory of management which allows interpreting all processes of public life as managerial processes or self-management. (Self-management) managerial process has the following components: the subject of management, object of management, direct and backward communications, environment (set of all external factors affecting managerial process). In most cases managerial process components form the closed system, presented on slide 1.

The free person is always the subject of management, even in these cases, when he is the subordinate to higher instance. Daily all of us are influenced by hundreds factors of environment which can be ordered in system of the generalized management priorities of management of the society (presented on slide 2). According to methodology of "the General theory of management» it is possible to manage society effectively and completely only using all six priorities of the generalized control facilities. Therefore we will consider them in details.

1st priority — world outlook (methodological). It characterizes outlook, knowledge methodology. At this level the purposes of development, management bases, as a rule, in century perspectives are formed. Such outlook can be stated in lexical forms (the Bible, the Koran). However it can be presented at subconsciousness and consciousness of people and to find reflection in the national epic masterpieces and folklore, in customs and traditions, in norms of morals.

2nd priority — historical (chronological). The information of a chronological sequence of the facts and the events. Person who writes textbooks on history and supervises archives – in fact manages the society future. The nation without it's own true history is similar to thrown children – subject of any possible way to grow them up.

3rd priority — technological. In relation to a society it is an ideological priority, on which from the point of view of this conception different groups, including parties "resisting" each other, ideologies, religions, lines of conduct are formed.

4th priority — economical. Information about means of payment, the state and world money. Forming of the financial schemes, which allow to withdraw through credit and financial system with loan percent created in sphere of production of luxury goods in favor with the international bank corporation. So, for example, according to the Swiss researchers<sup>1</sup> 40 % of real sector of world economy are controlled by 147 companies.

5th priority — genetic. Genofond blasting, weakening and destruction of the future generations. Among them alcohol, smoking, drugs, gene engineering. "Narcotization" of the population is realized, as a rule, bypassing consciousness. All information and many kinds of mass cultural channels are aimed at it.

6th priority — power (weapons). All means of power influence on a society: army, police, legal and illegal armed bands and etc.

All these priorities of social management operate as the interconnected single whole. From the first to the sixth priority capacity power of influence on a society grows, and it's speed decreases. In every day life there are means which concern at once several priorities, therefore their division carries functional, instead of physical character.

If the person does not understand or does not distinguish daily influence on himself and a society of these priorities of management I he will not be any more the subject, but object of management. In this case owners of mass media, experts of PR-technologies, authors of various political and religious ideologies, scientific schools and political strategists are the subject. Whether it is appropriate to bring an attention to the question on responsibility of the person and the citizen, without having presented him the sound

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<sup>1</sup> Vitali S., Glattfelder J. B., Battiston S. The network of global corporate control: <http://www.bb.lv/bb/Finance/6098/>.



alternative or freedom in choosing? If the person has used the option – the answer is “yes”. If he has been imposed by something, without having an option – the answer is “no”. The Finnish philosopher Johan Wilhelm Snellman told: «Increasing of educational level of the people is means of struggle against unreasonable economic inequality and possibility to become the person». Otto von Bismarck told: « the school teachers win or lose all wars ». Winston Churchill told: «School teachers possess the power that the prime minister can only dream». All these fair statements confirm the thesis that the education system on chains of direct communications leads the society to the prospects or the problems for many years ahead. On chains of backward communications all of us together and everyone feel responsibility for results of our work.

The more person understands, the more responsibility he has and less probability to become object of manipulation from somebody else. So, personal liberty level increases also. For this reason, it is necessary out of dependence of profession and educational level (especially for adults) to teach «Basics of the civil society» in modern conditions of globalization. We are ready to take part in working out of such universal training courses for citizens of the modern democratic society. We have necessary workings out and desire to bring the contribution to the natural process of global democratic civil society formation, keeping a cultural and national originality of its citizens.