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Summary

Pitkänen, Pentti. 1988. The Human Aspect in Working Life Reformation.

Attended by top politicians, an economic-political conference titled "The Human Aspect in Working Life Reformation" was held in Joensuu in November of 1987. Adult education was among the leading themes of discussion at the conference. This article is a presentation and analysis of the central political and educational ideas expressed in the papers presented at the conference. Almost without exception, the speakers considered education as a means to achieving the goals of the reformation, improved productivity and social welfare. Education was seen as a means to directing people from one occupation to another, from one task to another. Work and the economy were seen as constituting the premises and basic values dominating people and education in the views expressed by political parties and trade unions. The representatives of the opposition party were alone in placing human value to be of primary importance.

Lehtisalo, Liekki. 1988. Structural Change and Education of the Adult Population.

The article looks into the possibilities of adult education as a tool in the controlled structural change taking place in society, working life, and the cultural scene. The changes referred to presuppose entirely new type of total population education strategy based on the principle of flexible continuing education. The structural change means discarding the education policy of an industrialized society and putting into practice that of a post-industrial society. The new education policy must be one that will ensure each member of society with the necessary knowledge, skill and creative capacities.

Tuomisto, Jukka 1988. An Inquiry into the Value Bases of Adult Education.

At the basis of this article lie two sets of value antitheses central to adult education:

— study as a means to an end vs. study as a absolute value; and

— study as self-directed learning vs. study as externally initiated activity. The values at the heart of adult education are founded on the basic principle of humanism. Liberal education has been to a great extent based on precisely these principles, so that self-directive and the intrinsic value of study have in general been central to it. The value bases of vocational training have not been discussed, but they have in practice come from "the outside" from technocratic production and efficiency goals. This training has become a mere means to the reaching of these goals. Even though many adult educators think critically and independently, many others merely attempt conscientiously and efficiently to realize these externally imposed values and goals. In the development of adult education in Finland in recent years the values and goals of productivity have been emphasized. What is now needed is profound critical discussion of what this means in light of the traditional value bases of adult education.

Developing adult education 1988—1990. 1988.

The Finnish Government has appointed a new Adult Education Council for the period 1.1.1988—31.12.1990. The Council's task is to serve as a body of experts under the jurisdiction of the Ministry of Education.

The preceding Adult Education Council, which functioned for three years, published a

Development Programme for 1988—1990 at the end of its term in office. This programme is discussed in this edition of our journal by the council's secretary *Timo Lähdesmäki*. In addition, this edition contains assessments of the Development Programme by representatives of both vocational and liberal adult education.

Overall Development

The intention is in administration to delegate handling of matters to lower levels, partly from governmental central administration to the country level, partly right down to the level of education institutions. The Council sees the development of the system of examination for adults and training of adult educators as being tasks to be carried out during the next few years.

Study support for adults should be made permanently available to enable adults to participate in education programmes. The Council also attaches importance to the role of the government-owned radio service in adult education.

Vocational adult education

Vocational adult education is of central importance in the development work. Vocational basic and further education for adults should be extended in such a way as to have at least one education unit in each economic region for this purpose. There is also a need for improving cooperation and division of tasks between education units.

In working life, every personnel group should have access to training. Employers' and employees' organization should come to an agreement with regard to how this is put into practice. In addition to being organized in vocational course centres, training for the unemployed should be also be available elsewhere. On the other hand, vocational course centres' sphere of activity should also be extended beyond merely serving the needs of the unemployed.

Liberal adult education

The Council stresses the importance of developing cooperation at the local level between education organizations offering liberal adult education. Efforts should be made in the direction of establishing municipal adult education centres offering adult education services for the local population. The legislation concerning folk high schools and adult study centres should be revised.

Research

The Adult Education Council also pointed to the importance of research by setting up a separate research section whose research policy programme was published at the end of 1987. Prof. *Tapio Vaherva* deals with this programme in this edition of our journal. Amongst other matters, it includes a list of urgent research projects, namely:

1. Problems associated with controlled reformation of the working life
2. Effectiveness of adult education
3. Problems associated with teaching adults
4. Problems associated with the structure and organization of studies and education and the social aspects of studying

The research policy role of government, in the view of the research section, is to improve the financial aspects of research of high scientific standard and practical significance, as well as promoting the utilization of research results and other information provided by science. Immediate measures to be taken included the establishing of an adult education research professorship in the Finnish Academy and of a permanent research section to be part of the Adult Education Council.

Translated by Erkki Pekkinen and Kenneth Chapman