

Conceptual Analysis of *Bildung* in the Educational Ideas of the Social Democratic Labour Movement in Finland and Sweden

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Elina Hakoniemi, doctoral candidate, University of Helsinki, Department of political and economic studies

The paper focuses on the conceptual history of *bildung* within the educational ideas of the social democratic labour movement in Finland and Sweden. The analysis concentrates on the relationship between the individual and the society. Here the implications and importance of worker's education is studied over a long period of time both from the viewpoint of educational activities of the movement (educational associations), as well as educational policies of the parties. The paper will shed light on societal history of education and *bildung* from the viewpoint of the labour movement, which will be studied within a framework of the development of the Nordic model(s) of welfare. The paper covers the period of time from the mobilisation of the labour movement to the educational reforms of the 1960s.

The paper is a work-in-progress chapter of an upcoming doctoral thesis focusing on educational ideas of the social democratic labour movement in Finland. In the paper the Nordic context is emphasised with a comparison between Finland and Sweden. The research question of the dissertation project is: What importance has education had in the attempts to realise the societal objectives of the social democratic labour movement, and what these future objectives have looked like from the aspect of educational policies and activities. The project is constructed around two general ideas: 1) ideology is not something that should be studied only from the viewpoint of ideas and ideals, but as a continuous discourse which is defined, developed and changed also in practical affairs, and 2) education is not non-political, and hence the history of education needs to be further studied as a part of broad societal developments. By following these two aspects the study brings forward a new outlook to the history of the Nordic societies, especially in reference to the development of the Nordic welfare state.

The social democratic labour movement is a fruitful outlook on the topic, as it has been active both in educational policies as well as in educational activities. In addition, within the context of the welfare state development the research outline is especially relevant as the Nordic welfare state is referred to as the social democratic model of welfare (an outlook which the paper will for its part criticise). Another reason for the choice of viewpoint is the ambiguous relationship between social democracy and the nation state: by focusing on educational ideas of a social movement that is both challenging the existing state of affairs and participating in the state politics, the previous perceptions of the popular education constructing citizenship in the Nordic countries will be supplemented from a new perspective.

The paper focuses on the history of a concept that has been without a doubt one of the most central concepts within worker's education: the concept of *bildung* (in Swedish *bildning* and in Finnish *sivistys*). The analysis is divided into three parts: 1) overall analysis of the meanings and uses of the concept and its semantical field, 2) in-depth analysis of the problems that *bildung* has been meant to solve, and 3) the relationship and interactions between the individual and the society as expressed within the conceptualisations of *bildung*. The analysis will follow the Koselleckian tradition of conceptual history, and special attention is given to temporal dimensions of the concept.