

CHALLENGES IN THE AE DEVELOPMENT A SLOVENIAN EXPERIENCE

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Basic messages

INTRODUCTION

- ABOUT SLOVENIA
- AE CHALLENGES
- VALUES & BREAKING POINTS

PARTICIPATION AS A COMMON GOAL

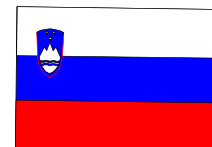
- THEORY
- EXAMPLES
- THE MESSAGE

CONCLUSIONS

- DIVERSITY → tensions, non-stability
- RECOMENDATIONS



EUROPE





A "landscape view" flight

Alpine ski resorts

Warm springs,
wine regions

330 km

Mediterranean

Karst caves



WELFARE THROUGH TIME → comparative website

PASTURE IS A SYMBOL of
tension between economic model and its limits

traditional pattern **BALANCED**

THE CARRYING CAPACITY OF NATURAL ENVIRONMENT (No of animals)
WITH
THE CARRYING CAPACITY OF SOCIETY (owners, local community)

LEGISLATIVE BACKGROUND

GENERAL NON FORMAL
LEARNING
AS A (formal) PRIORITY

- **Austro Hungarian authorities/ Italy → Yugoslavia I, Yugoslavia II**
- **1991 independence → explosion of initiatives; SIAE + R&R !
Law on AE**
- 1995 White book
- **2004 EU entrance → legislation adjustment; Resolution on AE**
- 2007 *LLL Strategy*
- **2010 White book II expected in 2011; Resolution II**



MAIN CHALLENGES

- 1: demography**
- 2: heterogeneous social structures**
heterogeneous values (urban-rural e.g. local votes results; secondary schooling participation is socio cultural based);
- 3: recession → RISE OF GAPS →** constructor workers & dressmakers unemployment, strikes in public sector, unemployment of youth; climate of uncertainty → withdraw into private sphere; competitive behaviour; **decline of participation**



e.g. Bogataj 2007 A question – an indicator	I COUNTRYSIDE	II	III URBAN AREAS
How many NGOs are You active in?	2-5	...	0-2
Do You know neighbours Your locality?	> ½	...	< ½
Are You concerned for the future?	Yes	Very much	No
Are You a volunteer in Your locality?	Several times /month	Occasionally	Never
To which level You attribute results of Your learning?	To the group/community	...	To individual level
Do You consider the consequences of Your activities to the.... a) common good b) long-lasting results	Always Always	Sometimes Sometimes	Never/occasionally Never/occasionally
Are You acquainted with the developmental plans for Your	Yes, of course	Partially	Mainly not

NEW QUALITIES DEVELOP

1. On the basis of **EXISTING INFRASTRUCTURE**

in 2008/2009 in average 5.760 inhabitants/ educational institution

Formal institutions on all levels

Network of public AE institutions (32)

Private institutions (40%)

a palette of NGO s´

COUNSELLING (in public network)

VALIDATION AND RECOGNITION (NVQ)

PROMOTION (LLLW since 1995)

R&D (in decline since 2004) **EDUCATIONAL OFFER contain values !**

2. On the basis of reality

3. On the basis of theory development

Kant ...

Berger, Luckmann ...

Putnam ...

Ostrom ...

→ freedom of choice → education as a reproduction

→ pluralism → dialogue, communication in groups

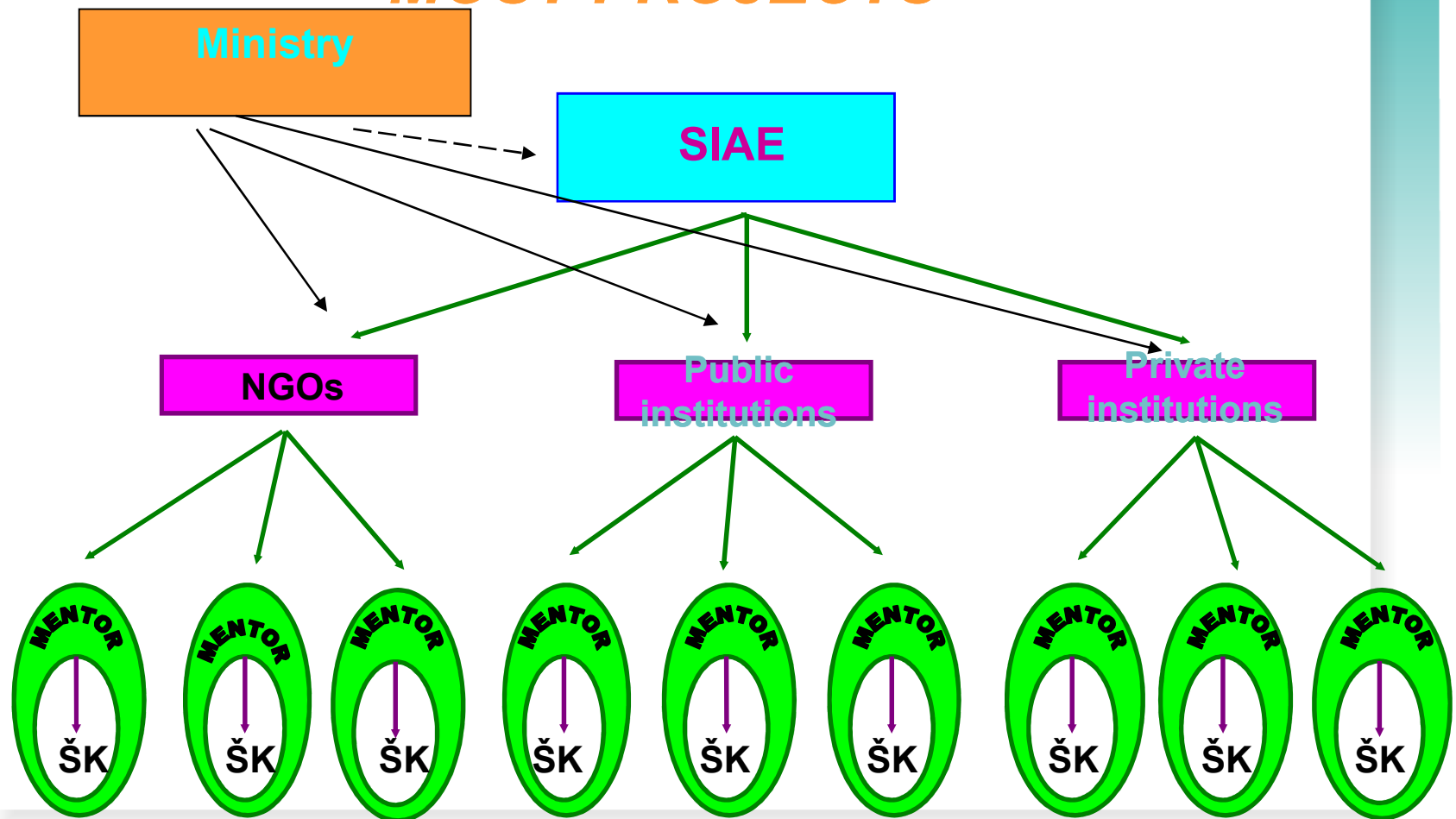
→ social capital, bridging/ bonding

→ small groups are the most efficient resource users



€ 7,5% in 1995 (tradesmen, local community) → 5,6% in 2004 (private)

EXISTING ORGANISATIONAL MODEL OF THE MOST PROJECTS



PARTICIPATION 25-64 yrs in 2007 Eurostat, Anketa o IO, 2009 AS AN EFFECT

	Gender		Age			Educational level			
	Sum	Male	Female	25-34	35-54	55-64 t	Isced 0-2 primar.	Isced 3-4 sekund.	Isced 5-6 terc
Formal + non-formal education:									
Germany	45,4	48,3	42,4	53,3	48,7	28,2	19,9	45,4	63,2
France	35,1	36,4	33,8	48,2	35,9	16,2	19,1	34,1	57,1
Finland	55,0	48,9	61,3	66,0	58,6	37,8	35,2	51,8	72,9
Slovenija	40,6	38,1	43,1	52,2	42,6	22,2	12,7	39,0	67,6
Formal education:									
Germany	5,2	6,1	4,2	14,8	2,8	1,8	2,5	5,2	7,1
France	1,7	1,7	1,7	5,4	0,6	0,2	0,4	1,3	4,0
Finland	10,2	8,2	12,2	24,0	8,5	1,3	3,7	11,7	12,7
Slovenija	8,7	7,7	9,7	22,3	5,5	0,5	2,1	8,9	13,6
Non formal education:									
Slovenija	36,2	34,5	37,9	40,0	40,2	22,0	10,9	33,7	63,4





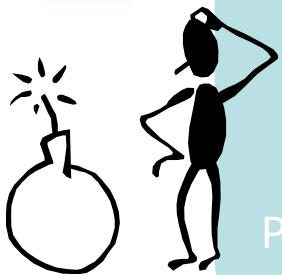
Example of
HIGH
PARTICIPATION

- Study circles
<http://sk.acs.si>
- LLLW
<http://tvu.acs.si/predstavitev>



Example of
**LOW or
NON-**
PARTICIPATION

- FEMALE FOREST OWNERS (rural, old, no formal education, ... socially marginalized, unorganized)



THE MESSAGE historical experiences are a learning tool

a) poverty

b) totalitarian regime →

c) constant changes (5 states/ generation)

→ farming present

→ ...

→ adaptation

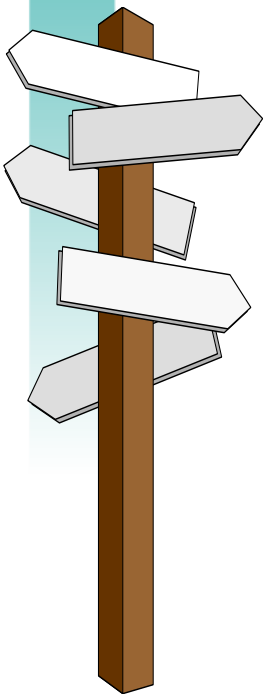


Breaking points in Slovenian experience ?

- **Social capital**
- **“Added value” of knowledge**
- **Vertical link btw local environments and international institutions (ESREA, ...).**
- **Complementary co-operation** (instead competition) → **long-term effects.**
- **Non-formal settings as particularly rational, democratic and responsible. They erase fear, cover white spots (by regions, by content, by principles) and fill the gap.**



Dare I to recommend ... as trends are not promising (at the moment) **and the system faces changes, tensions, competition, limits, “drought”?**



1. **A clear goal: participation /accessibility/ lowering of gaps and barriers.**
2. Building of knowledge and social capital.
3. Support of positive and rational local/ national practices which are theoretically supported, (e.g. “Tragedy of the commons” by linking education to the limited resources).
4. **Forums, international projects and ANY kind of communication: exchange & flow are crucial for adaptation.**
5. Trust into future and looking for balances on several levels.

