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## THE DEVELOPMENT OF ADULT EDUCATION AND ANDRAGOGY IN SLOVENIA

### ABSTRACT

*The paper deals with adult education in Slovenia by individual periods from the end of the 18th to the 21st century. The research is a historical analysis. The purpose of qualitative research is to show how institutional and mass education of adults developed in individual periods, what was the influence of society on adult education and on the development of andragogic ideas and andragogy. The most important institutions, their purpose, mass education of adults, some individuals with andragogic ideas and efforts to develop andragogy are presented. We found that the development of adult education was different over time, depending on the development of society, economy, and politics. Andragogic ideas can be seen at the end of the 18th century and in the 19th century. The origin of the theory of adult education was in the beginning of the 20th century. In the second half of the 20th century, a new scientific discipline – andragogy – developed from social needs, for new knowledge, experts and from research into the practice of adult education. The first study of andragogy was at the Faculty of Arts of the University of Ljubljana.*

**Keywords:** *development of adult education in Slovenia, institution for adult education, andragogical ideas, andragogy, study of andragogy*

### RAZVOJ IZOBRAŽEVANJA ODRASLIH IN ANDRAGOGIKE NA SLOVENSLEM – POVZETEK

*Prispevek obravnava izobraževanje odraslih na Slovenskem od konca 18. do 21. stoletja. Raziskava je zgodovinska analiza. Namen kvalitativne raziskave je prikazati, kako se je razvijalo institucionalno in množično izobraževanje odraslih po posameznih obdobjih, kakšen je bil vpliv družbe na izobraževanje odraslih ter na razvoj andragoških idej in andragogike. Predstavljeni so najpomembnejše institucije, njihov namen, množično izobraževanje odraslih, nekateri posamezniki z andragoškimi idejami in prizadevanji za razvoj andragogike. Ugotovili smo, da je bil razvoj izobraževanja odraslih po obdobjih različen, odvisen od razvoja družbe, gospodarstva in politike. Andragoške ideje zasledimo konec 18. stoletja in v 19. stoletju. V začetku 20. stoletja nastanejo prvi zametki teorije izobraževanja odraslih. V drugi polovici 20. stoletja pa se iz družbenih potreb po novih znanjih, strokovnjakih ter iz raziskovanja prakse izobraževanja odraslih razvije nova znanstvena disciplina – andragogika. Prvi študij andragogike je bil na Filozofski fakulteti Univerze v Ljubljani.*

**Ključne besede:** *razvoj izobraževanja odraslih na Slovenskem, institucije za izobraževanje odraslih, andragoške ideje, andragogika, študij andragogike*

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## INTRODUCTION

Throughout history, andragogy has been cited and conceptualized by various authors. The term andragogy was first mentioned in 1833 by the German professor Alexander Kapp in his *Platon's Erziehungslehre, als Pädagogik für die Einzelnen und als Staatspädagogik* (Platon's Theory of Education as Pedagogy for Individuals and as State Pedagogy) in the third chapter, titled "Die Andragogik oder Bildung im männlichen Alter" (Andragogy or Education in Adulthood). He was inspired by Plato, who was concerned with adult education, lifelong learning, and intellectual and personal growth and who saw a different approach to learning with adults (Kapp, 1833). Kapp used the term andragogy to refer to adult education, especially in practice, but did not explain it.

The term andragogy did not gain a foothold over the course of the 19th century. It reappeared in the 1920s in Germany, when adult education became a field of research for a group of experts from different disciplines called the *Hohenrodter Bund* (Hohenrodter Federation), which was exploring a new direction (*Neue Richtung*) in adult education. They described their views on why adults should be taught and what and how to teach them. The term andragogy was used again in 1921 by the German sociologist Eugen Rosenstock, who argued and proved that adult education required special teachers, special methods, and a particular philosophy (Knowles et al., 1998).

In the 1930s, there was a perception, especially among educators, that adult education was different from the education of children and young people, but adult education to them meant only different methods of working with adults. Most of them considered the term "adult education" to belong to pedagogy. A so-called adult pedagogy emerged, championed by Kerschensteiner, Natorp, Schulenberg, and others. Adult education was thus understood as a theory in pedagogy, i.e., as a special branch of pedagogy. As mentioned above, it was called adult pedagogy (*adulten* -a, from Lat. *adultus*, meaning "mature", "adult", *pedagogy* from Gk. *pais*, 2nd decl. *paidos*, meaning "boy", "child", and *ago*, meaning "I guide"; Govekar-Okoliš & Ličen, 2008).

In the 1950s, andragogy was mentioned again by the Swiss Heinrich Hanselmann (1951) in his work *Andragogik: Wesen, Möglichkeiten, Grenzen der Erwachsenenbildung* (Andragogy: Behavior, Possibilities, Boundaries in Adult Education), one of the first to conceive of this as a distinct discipline of adult education and no longer as a theory within pedagogy as adult pedagogy. Andragogy means to guide adults (from Gk. *aner*, 2. decl. *andros*, meaning "man", "person", and *ago*, meaning "I guide"). Andragogy and pedagogy therefore already differ in the very term (Davenport, 1993). Hanselmann has argued that andragogy is needed because of the particularities of working with and educating adults, and there is also a need for teachers who know how to impart knowledge to adults in a different way than to children and young people.

Understood in this way, andragogy as a discipline began to spread across Europe in the 1950s and 1960s. The term was used by certain experts in the Netherlands (e.g., Have; Nottingham Andragogy Group, 1983). And in Germany Franz Pöggeler published a

book in 1957, *Einführung in die Andragogik: Grundfragen der Erwachsenenbildung* (Introduction to Andragogy: Fundamental Issues in Adult Education), in which he discusses the fundamentals of adult education. The term andragogy was adopted by other adult educators in Germany, Austria, the Netherlands, France, and Yugoslavia (Knowles, 1989). In Yugoslavia experts from the various Yugoslav republics of the time dealt with adult education and training. Among the first to use the term was Mihajlo Ogrizović (1959) from Zagreb with his work *Problemi andragogije* (Problems of Andragogy) in 1959. He argued for the autonomy of andragogy and defined it as an independent science of adult education. In addition to him, Vlado Andrilović, Nikola Pastuović, Silvije Pongrac, and others were also advocates and researchers of andragogy. In Belgrade, too, the study of andragogy as an independent science began at the same time. The best known was Dušan Savičević (1961), with his work *Primjena metoda u obrazovanju odraslih* (Practical Method in Adult Education). Along with him, others, such as Dragomir Filipović and Borivoj Samolovčev, also researched adult education. Andragogy conceived in this form were used and developed in ways that were less visible, more diffuse, and more fragmented in various European countries and languages. Since 1970 it has in fact been linked to existing scientific and professional institutions, publications, and programs, which spurred similar development of adult education in practice and theory, especially in Central and Eastern Europe.

How did andragogical ideas and andragogy develop in Slovenia? In the following, I will present this development chronologically through the historical periods of Slovenia, from the beginnings of institutional and mass adult education in the second half of the 18th century to the 21st century (up to the year 2000) in the independent state of the Republic of Slovenia. The Slovene history of adult education, the development of andragogical ideas, and andragogy will be concisely presented through the key features of four periods: adult education from the second half of the 18th century to 1914, adult education during the two wars (1918–1941), adult education after World War II (1945–1991), and adult education in the Republic of Slovenia (1991–2000). The aim of the article is to analyze and identify how institutional and mass adult education developed in different periods: What was the influence of the development and needs of society, which were the most important institutions for adult education, who were the individuals promoting andragogical ideas, when was the theory of adult education formed, and when was andragogy treated as a scientific discipline? By analyzing these periods, I aim to locate the differences between the periods in terms of the development of institutional and mass adult education (formal and non-formal adult education), in terms of the development of andragogical ideas, and in terms of the development of andragogy as a scientific discipline. Such research has not yet been done and is important for understanding the Slovene history of adult education and the development of andragogical ideas and andragogy as a scientific discipline.

## THE DEVELOPMENT OF ADULT EDUCATION IN SLOVENIA BY PERIOD

I have divided the chapter into four periods, according to which I aim to show how the development of social needs, the economy, and institutions for adult education led to the

formation of the first andragogical ideas in Slovenia and to the development of andragogy as a scientific discipline.

### **Adult education from the second half of the 18th century to 1914**

In the 18th century, the Enlightenment began to considerably shape social life and all areas of culture, and it thus influenced the ongoing development of adult education on Slovene territory. The Habsburg monarchy was adapting to the needs of developing industry and the centralized state apparatus, which also had a monopoly on education. Maria Theresa's reforms were aimed at economic growth, but at the same time the need for adult education became apparent. The first schools for formal adult education were created. As Jug (1996) notes, the first *mechanical schools* were run by the Jesuits, followed by a *Jesuit nautical school in Trieste*, and in 1752 miners were able to learn geological surveying, land surveying, and drawing in the mercury mine in Idrija. *The technical school of metallurgy and chemistry*, which was founded by Maria Theresa in 1763, was also important. These schools were conducted in German, which was a problem for adults at the time due to insufficient language skills, and the schools soon ceased to operate. In 1778 a *drawing school* was founded, which was the first state school open to all, students and craftsmen alike, and it was thus also intended for adult education (Serše, 1997).

Adult education was strongly influenced by the general Austrian school legislation of the time. With the adoption of the *General School Regulation of 1774*, it was decreed that all those who had not completed their compulsory primary education due to distance or work and who had dropped out of regular primary school early had to spend two hours on Sunday afternoons in the *Sunday remedial schools*, which mainly taught religion, ethics, economics, and agriculture in Slovene. These schools were set up in rural and urban areas. They were also legally recognized by later Austrian school laws, but in practice they often encountered obstacles in their operation (Hojan, 2000; Jug, 2000b).

The priest Peter Pavel Glavar played an important role in the education of the general population in Komenda. He founded a library as a personal collection for self-education and for the education of the clergy. He attended to the general education of the lay population by introducing Sunday school, establishing a beekeeping school in Lanšprež in 1781, and influencing the development of village beekeeping cooperatives (Zupan, 2004). He was also known for encouraging self-education, continuous learning, and reading Slovene books, and he thus placed a great emphasis on lifelong education.

Sunday remedial schools died out during the Illyrian Provinces (1809–1813). Efforts to promote the Slovene language and books continued during the Illyrian Provinces, where Valentin Vodnik played an important role, writing textbooks in Slovene for use in schools. An important development of this period was that Slovene became a legally recognized language of instruction in primary and secondary schools. This generally increased awareness of the importance of education in one's native language among adults as well, and this was associated with the rise of a Slovene national consciousness (Hojan, 2000; Okoliš, 2009). The national efforts of the Slovene Enlightenment to educate adults

were important during the aforementioned period, and this developed into the Slovene cultural movement and the formation of a Slovene cultural national identity.

In the 19th century, various institutions for the mass education of adults were established on Slovene territory. For many people during this period, the Sunday remedial schools in fact provided their only contact with the formal education that they would not have had in the public school system. The purpose of the Sunday remedial school was to provide vocational training for apprentices, assistants, and masters, which took place during various courses on Sundays. These schools offered the necessary technical skills for specific trades. The providers of these trainings were primary schools, secondary schools, craft associations, or private individuals. These schools developed most in the parts of the Austrian monarchy that were less economically developed (Engelbrecht, 1986). Sunday remedial schools were particularly important in the Slovene lands because they spread Slovene national consciousness and taught literacy in the Slovene language, while German was the predominant language of instruction in the regular school system. Since they focused primarily on the education of young adults who had either already completed primary school or had dropped out, they are seen as the beginning of adult education in Slovenia, and because of this they have also entered andragogical discourse. In contrast to the regular German schools, the Slovene Sunday remedial schools were more popular, sometimes even better attended, because the founders considered the needs and wishes of the population and promoted awareness of the importance and benefits of education. At that time, Anton Martin Slomšek, a bishop, pedagogue, promoter of the national awakening, writer, and school supervisor, had a great influence on the education of Slovenes in Sunday schools, and in 1842 he wrote a book in Slovene, *Blaže in Nežica v nedeljski šoli* (*Blaže and Nežica at the Sunday School*). The book was intended for teachers as a collection of instructional material to be used in the classroom, but it was also intended for pupils as a reader, a text that inspired the joy of reading in many. Slomšek worked to spread the Slovene language and literature among the Slovene population, for example by encouraging the establishment of the Slovene publishing house of the *Družba sv. Mohorja* (Hermagoras Society), which is still active today (Okoliš, 2009; Škafar, 2014). In addition to Slomšek, another important figure was the priest Matija Vertovec, who worked tirelessly for the Christian education of the population in the Vipava Valley. He was a popular teacher and educator who, through various articles and writings in books, disseminated knowledge of skillful domestic economy among the population, especially in the fields of agriculture, viticulture, and chemistry. His best-known book is *Vinoreja za Slovence* (*Viticulture for Slovenes*), in which he stressed the importance of self-education and the idea of lifelong learning:

What a man learns only by force in school he soon forgets; but what he learns by his own diligence and joy in the time of apprenticeship, and especially later, is much more effective; and once you have finished your schooling or apprenticeship, only then will the time of your own education begin. (Vertovec, 1845, p. 5)

The andragogical ideas of certain priests were important in this period, as they were most active in educating the population. They gave people basic knowledge of writing, arithmetic, and reading and systematically attended to the education of all, regardless of age, with an emphasis on the individual's education at all stages of life.

Separate *professional schools* were also established at that time, which were called "other schools" by the 1848 school law entitled *Draft of the Basic Principles of Public Education in Austria* (Entwurf der Grundzüge des öffentlichen Unterrichtwesens in Österreich, 1848). These were new types of secondary schools, which provided more a modern educational curriculum that was suited to existing economic needs. In Slovenia professional schools did not reach the general Austrian level of professional schooling, because the economy in Slovenia lagged behind the development of the economy in other parts of the Austrian monarchy. Professional schools were important for the continued education of adults, as they provided professional skills in various forms of instruction organized by associations, chambers, and the like. The professional schools were remarkable in that they differed in the language of instruction. The professional schools, which were organized and maintained by various Slovene associations, societies, and chambers, were taught in Slovene (Bleiweis, 1848). Instruction in Slovene contributed to the faster training of craftsmen and industrial growth, which was indeed also the aim of the Austrian state. The Austrian state particularly encouraged the development of agriculture, home economics, and crafts in Slovenia. The *Kranjska kmetijska družba* (Carniolan Agricultural Society), under the leadership of Janez Bleiweis, played an important role in the expansion of these schools and was instrumental in their establishment (Bleiweis, 1849; Gestrin & Melik, 1950). Key examples of specialized schools include the agricultural school in Trieste in 1848 and the two-year dairy schools (Krajnc, 1979). Agricultural schools were established by the provincial authorities or by individuals in the framework of associations. Classes were always held in the winter, from November to March, in the evenings (Engelbrecht, 1986). In 1873 the *Vinarska in sadjarska šola* (Viticultural and Pomological School) was founded in Slap near Vipava. It was the first Slovene agricultural school. It was first run by Richard Dolenc, a native of Vipava and an expert in growing wine and fruit (Ličen, 1996). Due to the proximity of the same agricultural school in Gorica/Gorizia and the unfavorable traffic conditions and distance from major centers, it was then moved to Grm near Novo Mesto in 1886, according to a decision of the Carniolan legislative assembly. Starting in 1886, the *Kmetijska šola Grm pri Novem mestu* (School of Agriculture in Grm near Novo Mesto; Ob jubileju Grmske šole, 1956) was in operation, and then starting in 1892 the *Deželna vinarsko sadjarska šola v Mariboru* (Provincial Viticultural and Pomological School in Maribor), where various courses on pomology, viticulture, wine production, preserving fruits and vegetables, herbalism, etc. were held (Žmavc, 1924). The courses were organized according to the needs of the area. This served as additional education on agriculture for farmers, with structured advice.

In addition to these schools, *schools for home economics* were also created. Their aim was to educate girls and women to be good housewives and prudent and good mothers, but



we can see from the records that they also varied in their purpose. The school for home economics at the *Mestni dekliski zavod "Vesna"* (Municipal Girls' Institute "Vesna") in Maribor (founded 1884) educated only girls of the middle and upper classes, while the household schools in Trbovlje (founded 1911) and Idrija (founded 1909) were intended for the daughters of miners. The *Gospodinjska šola "Mladika"* ("Mladika" School for Home Economics) in Ljubljana (founded in 1906) was aimed not only at ordinary schoolgirls but also at exceptional older girls and working women who wanted to learn to cook and run the household. Special mention can also be made of the school for home economics named after John Evangelist Krek, *Dr. Krekova višja gospodinjska šola pri ursulinkah v Ljubljani* (Dr. Krek's Upper School for Home Economics of the Ursuline Order in Ljubljana, founded in 1913), which offered courses for housewives in fine urban cooking, summer courses for teachers, and special evening courses for working women. Of note were also the following elective subjects: English, French, piano, and stenography. The founders' goal was to create a highly professional school for home economics in Ljubljana (Govekar-Okoliš, 2014).

The new constitutional laws of 1848 also provided more opportunities for the establishment of various *associations*, and the abolition of censorship was also advantageous for their activities. During this significant year, the *društvo Slovenija* (Slovenia Society) was founded, whose members were committed to the development of Slovene political life and were advocates of a united Slovenia (a common administrative unit within the Austrian Empire that would unite the Carpathian, Styrian, Carinthian, and Littoral regions - Primorska). The program of a united Slovenia brought together all parts of the Slovene population at the time (Granda, 1999; Prunk, 1992).

One association established during this period was the gymnastic club *Južni Sokol* (Southern Falcon), founded in 1863 (Tul, 2000). In addition to supporting physical education, this organization promoted Slovene cultural events with speeches, dances, and raffles and maintained its own library, thus strengthening Slovene national consciousness and literacy. In 1866 the *Dramatično društvo* (Dramatic Society) was founded, which is considered the forerunner of the Slovene National Theater (Gestrin & Melik, 1950). Through Slovene plays, especially those featuring national themes, it shaped national consciousness and, with it, national identity.

In the Austro-Hungarian Empire (1867–1918), the development of society and its economy, technology, and culture had a major impact on adult education. The need for new skills and adult education was linked to this. In addition to the existing Sunday remedial school and the various professional schools that provided formal skills for adults, a number of non-formal forms of adult education developed in the Austro-Hungarian Empire. This was influenced by new legislation. In 1867 the *Austrian Law on Societies* (Gesetz, 1867a, p. 377) was adopted, followed by a boom in the establishment of various societies in the 1860s and 1870s. In Slovenia various and more numerous forms of mass adult education emerged during this period. This was mainly non-formal education, which took place in different political and educational associations, reading clubs, and *tabori* (national

political rallies). The main purpose was to educate people, and this was all connected to the movement for an independent Slovenia or a united Slovenia, the awakening of Slovene national consciousness and identity, and the establishment of Slovene as the official language and the language of instruction (Govekar-Okoliš & Ličen, 2008, p. 15).

In the 1870s, various Catholic societies were founded. Their aim was to strengthen Catholic and national consciousness by emphasizing the importance of the Slovene language and culture. In 1869 the *Katoliško društvo za Kranjsko* (Catholic Society of Carniola) was founded in Ljubljana, followed by others. In 1890 the *Katoliško politično društvo* (Catholic Political Society) was founded, which also brought together Catholics in Carniola. The following year, the Slovene Society, led by liberals, was also founded (Jug, 2000a). The spread of the ideas by these societies led to the emergence of political parties in the mid-1890s. These were the *Katoliška narodna stranka* (Catholic National Party), the *Narodno napredna stranka* (National Progressive Party), and the *Jugoslovanska socialnodemokratska stranka* (Yugoslav Social Democratic Party). The Catholic National Party (renamed the *Slovenska ljudska stranka*, or Slovene People's Party, in 1905) became the strongest political force and remained so until the end of the Austrian monarchy in 1914. It united peasants, workers, and craftsmen and was led by, among others, Janez Evangelist Krek (Prunk, 2002). At the end of the 19th century, the idea of a united Slovenia was no longer attainable due to political divisions and opposition among Slovenes, and there was a tendency among some Slovenes to unite all the Yugoslav nations, which was not accepted among the general population.

There were also *workers' educational societies* from 1867 onward. These societies had programs that were mainly educational but also partly political. However, adult education was not systematically planned to develop into vocational education, as the programs were too general and did not account for the needs of workers in the context of specific local circumstances (Jug, 1996). As an example, the *Delavsko izobraževalno društvo v Ljubljani* (Workers' Educational Society in Ljubljana) organized various popular science lectures,

to which well-known cultural, scientific, and public figures from Ljubljana were invited as lecturers. In January 1873, enrollments in a special workers' school began. Unfortunately, there is no information on when the classes started, how many were enrolled, and what subjects were taught. The Society also set up its own library, which at that time had about 100 books available to workers, one third of which were scientific and two thirds fiction, as well as newspapers. (Fischer, 1973, p. 33)

The *teachers' associations* that emerged in the 1860s and 1870s were also of great importance; here many nationally conscious teachers gathered. They were concerned with solving professional and national issues, as they were striving to have schools with Slovene-language instruction throughout the Slovene territory. They were active during the period of the strongest Germanization of Slovene education and society in general, with



around 20 schools in total, most of them in Carniola. They formed associations, one of which was the *Učiteljsko društvo na Kranjskem* (Teachers' Association of Carniola), which later changed its name to the *Slovensko učiteljsko društvo* (Slovene Teachers' Association) and began to operate outside the borders of Carniola (Govekar-Okoliš, 2017, 2019). In 1897 Slovene women teachers also founded their own organization: the *Društvo slovenskih učiteljic* (Slovene Women Teachers' Association). As an organization, it was dedicated to female teachers, nursery school teachers, kindergarten teachers, and teachers of hand-crafts. It advocated for equal pay, education for teachers and women in general, greater social security, and better healthcare for female teachers (Hojan, 1969).

In addition to these societies, *reading clubs* were also important in this period and were rapidly being established in towns and squares in the second half of the 19th century. The first reading club, called the Slavic Reading Club, was founded in Trieste in 1861. In the same year, reading clubs were established in Ljubljana, Celje, and Maribor. They flourished particularly in the 1860s, bringing together the growing Slovene bourgeoisie and the nationally conscious intelligentsia (Prunk, 1992). The reading clubs provided non-formal education and experiential learning for adults and young people. The national identity of Slovenes was expanded and strengthened, as here they read Slovene literature and newspapers; disseminated Slovene folk music; organized Slovene lectures and speeches, games, dances, and singing; and discussed political issues. In 1864 the reading club in Ljubljana gave rise to *Slovenska matica* (The Slovene Society), which was responsible for publishing Slovene scientific writings along with popular and other works (Govekar-Okoliš, 2017).

The *tabori* (rallies) held from 1868 to 1871 were also important for mass adult education. The law of November 15, 1867, on the right of association (Gesetz, 1867b, p. 382) contributed significantly to their establishment in Slovenia. The first of the Slovene rally was held in Ljutomer on August 19, 1868, followed by others in Žalec, Šempas in Goriška, and elsewhere (Vodopivec, 2006). The rallies were open-air gatherings of large crowds, attended by Slovenes from all walks of life, from the bourgeoisie to the farmers. Their national and political engagement exceeded all expectations, with people attending the meetings in large numbers, dressed in national costume and carrying the Slovene flag. The rallies were important because they were attended by nationally conscious Slovenes, intellectuals, who articulated their demands for a united Slovenia and the introduction of the Slovene language into spaces such as offices and schools, as well as for the establishment of a university in Ljubljana. They were also important in terms of adult education, because they were used to teach and educate all strata of contemporary society for the first time, including the largest rural population, which had access to in-depth political and cultural knowledge through these rallies. Slovene teachers of national consciousness played an important role in the rally's movement, and they actively campaigned for an expanded network of Slovene educational institutions using Slovene as the language of instruction, for Slovene textbooks and other literature, and for the improvement of their own status as teachers. The Austrian authorities at the time attempted to suppress any teaching activities aiming to spread the Slovene language, Slovene national consciousness, and Slovene

identity in schools as quickly as possible, and the Slovene population was continually threatened by Italian assimilation in addition to German assimilation (Govekar-Okoliš, 2017, 2019). The rallies continued until 1871, when the Austrian government banned them due to the increasingly pronounced national subject matter and national demands of the large population in Slovenia. There was a total of 18 rallies in the entire Slovene territory: six in the Slovene Littoral (Primorska), five in Styria, four in Carniola, and three in Carinthia (Prunk, 1992). It is therefore evident that the Slovene nation had reached a great political and cultural maturity in the 1860s. The period of the rallies, as Slovene historians call it, is one of the most important and beautiful achievements in the development of Slovene national identity in the 19th century.

### **Adult education between the two wars (1918–1941)**

The period after World War I and the collapse of the Austro-Hungarian monarchy brought new developments. The Slovenes were divided between three countries: Italy, Austria, and Yugoslavia. This is the period from 1918 to 1941, when in October 1918, after World War I, the Slovenes joined the short-lived state of Slovenes, Croats, and Serbs, which in December 1918 merged with the Kingdom of Serbia to form the Kingdom of Serbs, Croats, and Slovenes, called the Kingdom of Yugoslavia starting in 1929. The most developed economy in this new state was in Slovenia, dominated by agricultural production, while the rapid development of industry led to the emergence of an industrial workforce and its separation from the artisans. An important insight of this period is that the broadest swathes of the population needed additional skills, as the foundations of education were in national, economic, and social development (Bezenšek, 1998; Jug, 1999). Training adults to work in industry was essential, and it was tailored according to existing needs. *The 1929 legislation on primary schools* regulated some areas of adult education. Professional and continued education was encouraged, and the number of *agricultural, craft, and commercial schools for continuing education* increased (Jug, 1996). In Slovenia three new two-year schools of commerce were established after 1919 in Maribor, Celje, and Novo Mesto. The Maribor school was renamed the State Academy of Commerce in 1926. In 1920/21 an academy of commerce was also established in Ljubljana. The Chamber of Commerce, Crafts, and Industry in Ljubljana organized merchant training and one-year sales courses in 1920 and opened a private two-year school of commerce during the 1938/39 school year (Serše, 1999).

*Agricultural schools* were also important, organized under the *1922 law on lower agricultural schools*. These included the School of Agriculture in Grm near Novo Mesto, the Provincial Viticultural and Pomological School in Maribor, the *Kmetijska šola v Šentjurju pri Celju* (Agricultural School in Šentjur near Celje), the *Banovinska kmetijska-gospodinjska šola Mala Loka na Dolenjskem* (Provincial School of Agriculture and Home Economics in Mala Loka in Lower Carniola), and the *Gospodinjska šola v Ponikvah pri Dobropolju* (School of Home Economics in Ponikve near Dobropolje; Serše, 1999), which provided further education for adults in various courses. In addition to these institutions, a specialized agricultural school for dairy farming – the *Mlekarska državna šola v Škofji Loki*

(State School for Dairy Farming in Škofja Loka) – was established by royal decree in 1926 (Srednja mlekarška in kmetijska šola Kranj, 1997). In 1935 the first two-year course was opened. In Kapela and Pekre (1926), nine-month viticultural courses were organized in the vineyards and nurseries of the municipality until 1937. After 1938 the courses were organized only in Kapela because the grapevine nursery in Pekre was abandoned. The course was both practical and theoretical. The lectures were mainly on growing wine and winemaking and growing fruit, with some on general agriculture and animal husbandry. In addition to the classes at the agricultural schools, which were intended for the rural population, agricultural courses were organized throughout the country by itinerant teachers, namely agricultural administrators, agricultural experts, and professors from the agricultural schools. The courses were organized with the support of the Ministry of Agriculture using the state agricultural fund. Radio lectures, broadcast in winter from the beginning of December to the end of March, also played a major role in educating farmers. The lectures were given by the most prominent agricultural experts (Serše, 1999).

It is important to mention how the *schools for home economics and agricultural schools for continuing education* functioned during this period. Their purpose was to reinforce the knowledge acquired in primary school and to extend it according to local circumstances. Where it was not possible to establish agricultural schools for continuing education, youth agricultural clubs were to be established for young adults (Hojan, 1999). In 1929 the *Law on National Schools* was passed, which provided for the establishment of lower schools for home economics for women completing courses in home economics, and for trade-cooperative courses for men. These courses were open to individuals between ages 15 and 30. The duration of the courses was three to six months for women and two to four months for men. In 1933 the *Klub prijateljev vaške kulture* (Friends of Village Culture Club) was set up by the teachers' organization. The mission of the club was, among other things, to promote continued education in agriculture and domestic work (Hojan, 1999). In Ljubljana, Dr. Krek's Upper School for Home Economics of the Ursuline Order was in operation. The school was attended by girls and women who were already employed and wished to improve their housekeeping and general skills in music and foreign languages (English, French; Degen, 1967).

The first theoretical foundations of adult education began to develop in the works of the educators Karel Ozvald and Franjo Žgeč at the beginning of the 20th century. Ozvald wrote *Kulturna pedagogika* (Cultural Pedagogy, 1927), and Žgeč wrote *Problemi vzgoje najširših plasti našega naroda* (Problems of the Education of the Broadest Segments of Our Nation, 1923). In their works, we learn about their efforts in addressing the personal growth and development of adults. Both advocated lifelong education for adults after the completion of their regular schooling. They worked for the development of *ljudske visoke šole* (folk's high school), following the Danish example of Grundtwig's "folk's high school." They considered the education of the nation to be a value in itself. They saw the development of the nation in the education of the common people. They spoke of the education of adults, especially the rural and working-class population, as the education of the nation

as a whole. Other important pedagogues were Stanko Gogala and Vlado Schmidt, whose works also influenced views on adult education. The Slovene pedagogues of the time were aware of the need to educate not only children and young people but also adults. They began to research adult education, observing and describing concepts and processes in that field. For example, at this time, people began to talk about formal, non-formal, and permanent adult education, depending on the circumstances and needs. This was used to describe the basic processes and types of adult education, which had a significant impact on the further development of the theory and practice of adult education, the development of institutional adult education, and andragogical ideas on Slovene territory.

After 1918 institutions called folk's high schools were founded in Slovenia, following the Danish model of folk's high school. At first, there was no uniform name for this type of school. In addition to the name *ljudska visoka šola* (folk's high school), the names *ljudska vseučilišče* and *ljudska univerza* (both meaning "people's university") can also be found. In 1921 a people's university began operating in Celje, followed by a people's university in Maribor and one in Jesenice in 1922, a folk's high school in Ljubljana in 1923, a folk's high school in Studenci near Maribor in 1927, and a folk's high school in Ptuj and Kranj in 1937 (Govekar-Okoliš, 2008, 2022). According to the 1932 resolution from the Ministry of Education on people's universities, the term *ljudska univerza* (people's university) is officially used in Slovenia (Hojan, 1975). The emergence of these institutions can be attributed to various factors, especially the new social conditions, which, due to economic and technological development, brought the need for further adult education. Some of the folk's high schools were first organized as associations for educating all segments of the population. In addition to offering lectures, these institutions organized various educational and enlightening activities, cultural and sporting events, and other events and excursions. They also published printed materials and made books available to the public in their libraries. The task of the folk's high schools was to improve and transform the individual and to turn him or her toward cultural goods. Folk's high schools or universities were an important place for non-formal adult education and for the development of democracy and the economy. They offered an important institutionalized form of continued adult education and contributed to the enlightening of all segments of the Slovene population, especially the working class. They continued to operate until World War II.

In the period between 1918 and 1941, there were also *workers' educational associations* in Slovenia, which were characterized by the non-formal education of the working population with socially indispensable and experiential knowledge. The working class was steered toward reading, general and political education, interest in cultural events, etc. (Govekar-Okoliš, 1998; Jug, 1998). Cultural and educational societies played an important role in this context, e.g., the *Prosvetna zveza v Ljubljani* (Educational Society of Ljubljana), which established people's libraries and also had traveling libraries, was devoted to the establishment of people's universities and the development of local museums, drama, etc. The *Društvo Krekova mladina* (Krek's Youth Society) was founded by Christian socialists, who educated working-class youth in the spirit of Christian social thought

and organized lectures, courses, and social events. They set up libraries, organized various drama and sports clubs, and published non-political texts and newsletters. Gymnastic societies were also important. The *Sokol* (Falcon) and *Orel* (Eagle) athletic clubs were revived, with gymnastics and competitive performances, cultural activities, and lectures, and the *Zveza kulturnih društev v Ljubljani* (Union of Cultural Societies in Ljubljana) united all liberal, non-political societies (it brought together reading clubs; libraries; educational sections of the *Sokol* branches; various societies such as folk, reading, teachers', student, singers', aid, firemen's, and sports societies). In 1926 they began publishing a newsletter, *Prosvetni glasnik* (*The Educational Herald*), and acquired a radio receiver and a portable cinema projector (Jug, 1998). Of note is also the *Zveza kmečkih fantov in deklet v Ljubljani* (Association of Rural Boys and Girls in Ljubljana), which organized annual courses for girls and boys in various rural activities. They held camps for rural youth (scythe races, reaping competitions, festivals), promoted skiing and cycling, and organized excursions. They commissioned various publications and created book collections (*Zveza kmečkih fantov in deklet*, 1936). The associations developed and promoted educational work and broadened general knowledge (economic skills, literacy), national identity, and consciousness while strengthening Slovene culture. Their role is important because the societies conveyed views and knowledge to which people did not have access elsewhere. People came together voluntarily in these societies according to their own interests, thus creating the conditions for successful individual, quality, and spontaneous education. In this way, they acquired the skills needed for further self-education, which was important at a time when associations were losing their role. People were thus able to expand their knowledge and transmit information and experiences within the associations.

This was the first time in Slovenia when adult independent learning through *correspondence education* was organized. In 1932 the *first correspondence school of commerce* was established in Ljubljana, and it continued to operate until 1941. It offered formal correspondence education for salespeople (Velej, 1997) and was headed by history professor Anton Krošl. The correspondence school had its premises in the Slovene School of Commerce in Ljubljana, which was founded in 1908. The annual report of the correspondence school of commerce mentions that the biggest obstacle at the beginning of its operation was the task of introducing the population to correspondence education. The school had three branches: commercial, cooperative, and scientific, each with its own curriculum. Upon enrollment, pupils had to pay a registration fee and tuition fees for the individual subjects they wished to take. The correspondence school of commerce lasted 10 months, from September 15 to July 15. During this time, students could complete exams for one or two school years (one-year or two-year system). In its first two years of operation, the school sent out more than 100,000 copies of lectures, 1,836 books and dictionaries, and more than 3,000 written explanatory notes and information (Dopisna trgovska šola, 1934). This was the first example of correspondence (distance) education, conducted using letters of instruction.

*Libraries and amateur theaters* played a major role in adult education (Jug, 1998). In addition to these, various magazines, newspapers, and professional literature



(*Slovenski gospodar* [*Slovene Household Management*], *Sodobnost* [*Contemporary Time*], *Domoljub* [*The Patriot*], newsletters of associations, etc.) were important sources of adult education. Radio lectures organized in the winter for educating farmers were another new development (Serše, 1999).

### **Adult education after World War II (1945–1991)**

During the World War II, the process of adult education was largely interrupted. In 1945 the Federal People's Republic of Yugoslavia (FPRY) was established on the territory of the pre-war Kingdom of Yugoslavia, later changing its name to the Socialist Federal Republic of Yugoslavia (SFRY; Kožar, 2012) with the adoption of a new constitution on April 7, 1963. After 1945 new sociopolitical changes took place. The planned transformation of society from an agricultural to an industrial one led to a growing need for adult education after the completion of regular schooling, which meant that adults had to adopt new skills and training to perform specific work in industry. There were more and more adult education programs and a growing need for professionals to train and educate adults. A new science – andragogy – began to develop from the practices of this period (Krajnc, 2011).

After 1945 the trade unions took on an important role in educating the population, as “it was necessary to acquaint citizens more thoroughly with the organization of the people's power and the gains of the revolution, and to re-educate many of them” (Andoljšek, 1964, pp. 198–199). The *Ljudska prosveta Slovenije* (People's Education of Slovenia), which had its own educational associations in all the major towns and cities, was responsible for the cultural and educational development of the population. This was the basis for the institutionalization of adult education that followed in subsequent years. The People's Education of Slovenia was responsible for organizing literacy, home economics, and general education courses (Andoljšek, 1964). In 1946 *evening workers' gymnasia* began to operate as a new form of adult education. In 1948 they were still held once a week in Mozirje, Gornji Grad, and Solčava. However, many towns did not have an evening workers' gymnasium. By the beginning of the 1947/48 school year, some 23 evening workers' gymnasiums had been established, attended by craftsmen, workers, and farmers. A second evening trade union gymnasium was established in Ljubljana, in Šentvid. It was intended for the workers of the Litostroj, Štore, Seta, and Hribernik factories (Serše, 1998).

In 1947 other schools and courses began to appear in addition to the political trade union schools. Trade union organizations began to cooperate with various experts, engineers, and technicians and to organize lectures to impart knowledge on topics such as technology, new ways of working, and norms (Serše, 1998). Adults were initially educated on a mass scale at the people's universities (*ljudske univerze*). The first people's university in this period was founded in Ljubljana in 1947, coinciding with the change in the sociopolitical system. A decade later, in 1957, workers' universities (*delavske univerze*) were established. For some time, the role of the people's and workers' universities was partly intertwined with that of the educational centers, which, also due to legal regulations in 1957,



were established by individual labor organizations for their employees (Mohorčič Špolar, 1998). People's universities initially operated on a more amateur basis and until 1955 as part of the People's Education of Slovenia, at which point they were brought under the aegis of *Zveza Svobod in prosvetnih društev* (Association of Freedoms and Educational Societies). In that year, there were 176 active people's universities in Slovenia, the vast majority within the framework of various cultural-artistic and cultural-educational associations. The people's universities held various stimulating lectures, cultural events, and programs tailored to the needs of the rural population (lessons in domestic sciences, tractors, etc.; Mohorčič Špolar & Emeršič, 1998). Their aim was "to train people who would take on responsibilities in the sphere of economic and sociopolitical development, and to provide formal education to all those who had been prevented from doing so by the war" (Trdan, 2019, p. 15). The people's universities were dependent on financial and political support from governing system at the time (the League of Communists of Slovenia and other political bodies such as trade unions). This affected their programs, which trained adults to implement socialist doctrine (Trdan, 2019). The most important break in the functioning of the people's universities occurred with the reorganization after 1957. The development of industrialization and the working class brought new demands for more specialized skills. Workers' universities (*delavske univerze*) were created, offering workers vocational training, economic education, and training for industrial labor. The previously functioning people's universities were also renamed workers' universities. In 1959 the *Zveza delavskih in ljudskih univerz Slovenije* (ZDLUS, Association of Workers' and People's Universities of Slovenia) was founded, which also launched a wide range of events for non-formal education (discussion meetings, literary evenings, theater performances, film screenings, and art exhibitions). A tendency to professionalize the workforce, to foster the adult education system, and to develop andragogy in Slovenia became central.

In the 1960s, new social changes (liberalization of political life, introduction of economic reforms) affected the curricular orientation of workers' universities. The number of lectures declined, but the number of seminars and courses increased, some of which became legally mandatory (e.g., occupational safety; Mohorčič Špolar & Emeršič, 1998). In 1971 the *Law on Workers' Universities, Educational Centers, and Other Organizations* was adopted. This law put workers' universities on an equal footing with other public institutions, allowing their activities to be certified and their financing to be regulated. The educational qualifications of employees were being codified in law for the first time. After 1980, however, the Law on Directed Education had the most significant impact on how workers' universities operated. This law ended the validity of the *Law on Adult Education Organizations*, which had provided the legal basis for certified secondary education in the universities. The new law redesigned the educational process, and workers' universities lost the ability to run their own secondary education programs and issue generally recognized certificates. This meant that secondary education moved into regular schools, training for social and political organizations became increasingly scarce, and the number of participants in these courses and in the workers' universities began to decline. In the following year, this crisis triggered the adoption of stances on furthering the development

of workers' universities, which addressed the funding and promotion of primary education for adults, advanced education, on-the-job training programs, sociopolitical education, and training in self-management and defense. In addition to vocational and professional education, general adult education (for completing regular schooling, foreign languages, etc.; Mohorčič Špolar & Emeršič, 1998) was on the rise.

*Adult correspondence education* took place at the people's university in Ljubljana, where a correspondence course in bookkeeping was organized in 1955; this proved to be a great success, with 980 registrations for the first course alone. In 1957 the *Dopisna ekonomska šola* (Correspondence School of Economics) was founded, and its successor is today's *Center za dopisno izobraževanje Univerzum* (Center for Correspondence Education Univerzum). Not long afterward, the *Dopisna osnovna šola* (Primary Correspondence School), the *Dopisna administrativna šola* (Administrative Correspondence School) and the *Dopisna tehniška šola* (Technical Correspondence School) were founded, which were later merged under the name *Dopisna delavska univerza* (Correspondence Workers' University; Velej, 1997). The correspondence schools were aimed at adults who did not have access to education near their homes and workplaces. Formal education was provided through letters as a form of distance learning.

Ivan Bertonecjlj in particular contributed to the systematic education of adults in various organizations and companies in the 1960s. He proposed new methods and adaptations to the then still deficient adult education system to improve the quality of adult education in companies. He worked toward the creation of *educational centers in companies*, introducing additional training in the fields of planning, programming, profiling, organization, and evaluation. Bertonecjlj promoted the development of the theory of adult education in educational centers. He wrote several manuals and other works. In doing so, he influenced the development of educational centers throughout Yugoslavia (Kejžar, 1997). Educational centers that were well organized cooperated with professional schools and other educational institutions and saw an economic advantage in education. After 1975 the development of education lacked social orientation and was more poorly organized. This can be inferred from the work of education centers, which focused on self-organization, mutual assistance, and cooperation (Kopač, 1994, as cited in Govekar-Okoliš, 2000). After 1980 education in companies was integrated into the system of directed education. In practice, this meant that enterprises were introducing new policies and organizational-educational functions into the organizational structure. Educational aims were not supplemented in content or increased in scope due to the rigidity of organizations and limited material resources for intangible activities. Recruitment in non-manufacturing sectors, including education, was also cut, leading to the dissolution of education departments in many companies. Education departments were also not sufficiently responsive to current training needs, and there was a lack of communication within and outside the company. The management of organizations was also problematic for development, as they did not give enough significance or support to education within the company (Kejžar, 1994a, as cited in Govekar-Okoliš, 2000). The adult education system was developed by the *Andragoško*

*društvo Slovenije* (Andragogical Society of Slovenia), the *Zveza delavskih univerz* (Association of Workers' Universities), and the *Združenje izobraževalnih centrov in služb Slovenije* (Association of Educational Centers and Services of Slovenia), which later merged into the *Skupnost izobraževalnih centrov Slovenije* (Union of Educational Centers of Slovenia; Kopač, 1994, as cited in Govekar-Okoliš, 2000).

The establishment of the *Andragogical Society of Slovenia* in 1968 contributed to the development of andragogy as a science. The first president of the Society, Jože Valentinčič, pointed out that the Society was created in response to developmental and social needs, as adult education was a necessity. It was given increasingly demanding tasks, since adult education allowed for the continual revision and deepening of knowledge with new scientific findings. He held that a fundamental change in the education system was needed, as innovations could not be implemented in the "old education system" while adult education was becoming a progressively equal component of the education system. There was therefore a great need for adult education. More than a hundred andragogues were needed. The purpose of the Andragogical Society was to bring together everyone involved in adult education (Valentinčič, 1968, as cited in Jelenc, 1998, p. 8). The objectives of the Society were to solve the problems of adult education and develop permanent adult education in accordance with the needs and objectives of society: regulatory and organizational direction of adult education and assistance to members in professional development, taking into account the different needs and characteristics of andragogical activities. The aim was to promote quality work in adult education by acquainting members with modern methods, programs, and forms of work. Cooperation with social and political organizations and related professional associations and institutions committed to the advancement of adult education was important (Jelenc, 1998). Ana Krajnc, Jože Valentinčič, Tilka Blaha, Štefan Huzjan, Ivan Kejžar, Marjan Lah, and Marija Vogrič, together with Ana Krajnc, became the first honorary members of the Andragogical Society of Slovenia in August 2007 and all made a significant contribution to the development of adult education and andragogy in general (Jelenc, 2007). Ivan Bertoneclj, Ilija Mrmak, Janko Muršak, Jurij Jug, Zoran Jelenc, and others also contributed to the development of andragogy in this period.

The most important figure in the *emergence and establishment of andragogy as a scientific discipline* was Ana Krajnc, who was a prominent advocate of adult education. Research in the field of adult education at that time contributed to the development of andragogy. In 1967 Ana Krajnc joined the first international comparative empirical study *Adult Education, Social Mobility, and Social Participation (1967–1972)* as a researcher at the Institute of Sociology and coordinator for Slovenia. The research was coordinated with Hamilton University in Canada, with experts participating from other universities in the United States, Poland, the Czechoslovakia, and the Netherlands. Ana Krajnc compiled the results of the study in her doctoral thesis, part of which was published in 1973 by the Ontario Institute for Studies in Education (OISE) under the title *Adult Education and Social Participation* and in a 1977 book entitled *Izobraževanje naša družbena vrednota* (*Education,*

*Our Social Good*). From 1976 to 1988, the results of this research were integrated by an international team in the UNESCO project *The Systems of Adult Education in Europe*. The researchers produced a country-by-country study of adult education systems, which was then published in a special UNESCO publication (Krajnc, 2011). This research served as the basis for the first textbooks on andragogy, which were written by Ana Krajnc (1976, 1977, 1978a, 1978b, 1982)<sup>1</sup> and Jože Valentinčič (1973, 1983).<sup>2</sup>

In Slovenia the term *andragogy* has been used in the professional literature since the 1970s. It was defined by Ana Krajnc in her book *Izobraževanje ob delu (Education at Work)* in the chapter “Andragogika kot znanost” (Andragogy as a Science). She writes that

andragogy is a relatively young discipline, although it began to separate from pedagogy some 50 years ago. The subject of pedagogy as a science has expanded and embraced new areas of research, including adult education as a distinct phenomenon. [...] Andragogy thus gradually became independent from pedagogy, which was still included the field of education of children and young people. The specific features of adult education were further emphasized during the phase in which andragogy became an independent discipline. Scientific attempts were made to discover and prove, in particular, those phenomena of adult education that differed most significantly from pedagogical phenomena. [...] Andragogy and pedagogy are therefore relatively independent fields, subject to the general science of education and to the common laws and principles that bind them. (Krajnc, 1979, p. 15)

After analyzing different practices of adult education in Slovenia and other countries, Ana Krajnc was the first to introduce the term *andragogy* and define its meaning. She examined the practice of studying andragogy at different universities under the guidance of different professors, e.g., in Boston (Knowles), São Paulo (Freire), Prague (Kamil Škoda), Zagreb (Ogrizović), Belgrade (Savičević), Rome (Filipo De Sanctis), Toronto (Robin Kidd), Tübingen (Günter Dohmen), Florence (Paolo Federighi), and elsewhere. In Slovenia Ana Krajnc was the first person to introduce andragogy as a scientific discipline at the Department of Pedagogy of the Faculty of Arts of the University of Ljubljana in the

1 Krajnc, A. (1976). Andragoški pogovori s predavatelji [Andragogical Discussions with Lecturers]. Ljubljana: Zveza delavskih univerz Slovenije.

Krajnc, A. (1977). *Izobraževanje naša družbena vrednota* [Education, Our Social Good]. Ljubljana: Delavska enotnost.

Krajnc, A. (1978a). *Izobraževanje ob delu* [Education at Work]. Ljubljana: Univerzum.

Krajnc, A. (1978b). *Metode izobraževanja odraslih* [Methods of Adult Education]. Ljubljana: Delavska enotnost.

Krajnc, A. (1982). *Motivacija za izobraževanje* [Motivation for Education]. Ljubljana: Delavska enotnost.

2 Valentinčič, J. (1973). *Osnove andragogike* [The Fundamental of Andragogy]. Ljubljana: Dopolna delavska univerza.

Valentinčič, J. (1983). *Sodobno izobraževanje odraslih* [Contemporary Adult Education]. Ljubljana: Dopolna delavska univerza.

second half of the 20th century. The main goal of andragogy was to train skilled professionals of adult education, or andragogists (Krajnc, 2011). She developed curricula for two andragogical subjects, general andragogy and andragogical didactics, within the pedagogy course of study. She writes that she “had to begin lecturing in the academic year 1972/73” (Krajnc, 2011, p. 22). She thus began lecturing in year 1973 on andragogical subjects at the Department of Pedagogy of the Faculty of Arts at the University of Ljubljana.

I investigated how the lectures for andragogy courses at the Department of Pedagogy were conducted by using the *lists of lectures at the University of Ljubljana*. The list of lectures for the academic year 1972/73 did not contain any information about Ana Krajnc’s lectures at the Department of Pedagogy. I have concluded that the information was not entered. However, from the subsequent lists of lectures at the University of Ljubljana, i.e., for the following academic years from 1973/74 to 1983/84, data for analyzing lectures in andragogy courses at the Department of Pedagogy were available. Some of the relevant data are given below.

In the academic year 1973/74, Ana Kranjc began offering the courses *The Theory of Adult Education* and *Comparative Andragogy* (Univerza v Ljubljani [UL], 1973, p. 27). A change took place in the academic year 1975/76, when she taught *Comparative Andragogy* instead of *The Theory of Adult Education* and also began *Andragogical Didactics* (UL, 1975, p. 36). In 1976/77 the department first established the Chair in Comparative Andragogy and the Chair in General Industrial Andragogy (UL, 1979, pp. 30–31). In 1983/84 she began teaching the general course in andragogy for all students of the Faculty of Arts, future teachers (UL, 1983, p. 28). At the Chair of General Industrial Andragogy in 1976/77, Ilija Mrmak began lecturing for the following courses: *Introduction to Pedagogy and Andragogy*, *Methodology of Sociopolitical Education*, and *Industrial Andragogy* (UL, 1976, p. 31). In 1978/79 Janko Muršak began leading tutorials in industrial andragogy (UL, 1979, p. 31).

In 1976 pedagogy, which had comprised two subjects, was divided into three tracks: andragogy, school pedagogy, and residential care pedagogy. Thus, andragogy was established as a field of study within the study of pedagogy. At the end of their studies, students were awarded a single diploma, with their chosen track indicated in brackets. In the second half of the 1980s, the course of study in residential care pedagogy was introduced at the Faculty of Pedagogy of the University of Ljubljana as an independent study of social pedagogy, while the track in school pedagogy and the track in andragogy continued to be implemented in the Department of Pedagogy of the Faculty of Arts. Andragogical research was split into several independent fields: “comparative andragogy, andragogical didactic research, history of adult education, educational counseling, sociocultural stimulation, education of the elderly, and family andragogy” (Krajnc, 2011, p. 16). In addition to being a course of study at the university, andragogy has been taught since 1981 as one of the core subjects within the *Pedagoško-andragoško izobraževanje* (PAI, Pedagogical and Andragogical Education) at the Faculty of Arts, University of Ljubljana. These are programs for educating and training staff in the field of teacher education for primary and secondary schools (Krajnc, 2018).



One important event for the further development of andragogy was the establishment of the *Univerza za tretje življenjsko obdobje* (UTŽO, University of the Third Age) in Ljubljana in 1986. The institutional founders were the Andragogical Society of Slovenia and the Faculty of Arts of the University of Ljubljana (Univerza za tretje življenjsko obdobje, 2022). The idea for this institution was conceived in 1976 by Ana Krajnc, who attended a lecture by Paul Lengrand in which he presented universities of the third age and the concept of continuing education (Krajnc et al., 2012). Later, Krajnc also discussed the education of the elderly during her regular lecture courses at the Faculty of Arts of the University of Ljubljana. The beginnings of education for older individuals in Slovenia can be attributed to Dušana Findeisen. She was interested in the innovative and varied forms of education at the universities of the third age in France, where she received valuable advice from Pierre Vellas (founder of the first university of the third age in Toulouse in 1972); this helped her in the early stages of promoting education for older adults in Slovenia. The interest in this type of education exceeded expectations, and the first (experimental) group was initiated in 1985. In 1986 the *Sekcija za izobraževanje starejših* (Division for the Education of the Elderly) was founded in Ljubljana, and with it the University of the Third Age (UTŽO). From the very beginning, the aim had been to make education accessible to all elderly people. The idea of education for the elderly spread (with the help of the media) throughout Slovenia (initially in Velenje, Maribor, Slovenj Gradec, and Idrija), but also to other republics of the former Yugoslavia. Thus, under the influence of the Slovene UTŽO, such universities were also established in Zagreb, Belgrade, and Skopje. The UTŽO was later designated as one of the three national adult education networks in Slovenia, operating as a division of the *Društvo za izobraževanje za tretje življenjsko obdobje* (Society for Education of the Third Age; Krajnc et al., 2012).

### **Adult education in the Republic of Slovenia from 1991 to 2000**

Following Slovenia's attainment of independence in 1991, a number of changes took place. This was a period of transition and profound social upheaval, marked by the move from socialism (communism) and the one-party system of the Yugoslav state (SFRY) to the new independent nation-state, the Republic of Slovenia, with its parliamentary democracy. In the early 1990s, the market economy was introduced, and with it (neoliberal) capitalism (Mikulec & Kump, 2018). This led to the reform and transformation of the education system and concurrently to a complete organizational and programmatic restructuring of adult education. The education market began to grow, expanding and differentiating what it offered. The process of privatization encouraged the emergence of private adult education organizations (Perme, 2008). In the 1990s, the state introduced a series of systemic measures related to funding, established an adult education division in the Ministry of Education and Sport, adopted a new law on adult education and a national program, and created a council of experts on adult education for the Republic of Slovenia. A program for the study of andragogy was also adopted. In addition, various development and research projects, programs to continue enriching adult educators'



knowledge, and a strategy for lifelong learning were adopted (Mikulec & Kump, 2018). Yet, as Jelenc (2018, as cited in Mikulec & Kump, 2018, p. 17) writes, “the strategy and the principle of lifelong learning have unfortunately not been put into practice,” and adult education has thus remained neglected in all areas of systemic regulation.

The structure of the economy changed, and so technical and technological progress grew and accelerated. Educational requirements increased, and companies, including small businesses, needed skilled employees. Flexible forms of employment were increasingly being used to replace permanent employment (Govekar-Okoliš, 2000). The demands for productivity, efficiency, and economy at work were central, which also required knowledge and increased skills. The education system played a major role in this and had to adapt to the situation continually. The education system in companies also took care to educate any staff members who had been somewhat neglected or overlooked in the past. The task of human resources is to inform the company about new developments and new capabilities, and education was not yet sufficiently linked to technology and development (Govekar-Okoliš, 2000). At the beginning of the 1990s, there were around 100 education centers (Vrhovnik, 2003). The *education centers* tended to take over responsibility for the further development of vocational education. Most of the programs in companies were vocational education, continued education, and training programmes; there were fewer general education programs, but there were programs for retraining. Thus, the programs were designed to address the employment problems of the company, but vocational training development was not sufficiently integrated. Unfortunately, the education centers were later retained only in the most economically stable companies. They are no longer found in smaller companies, and there is no longer a Union of Educational Centers of Slovenia in its original form. This continued its work as a community of institutions, the *Ivan Bertonec Professional Education Center*, which sought to continue the work of Ivan Bertonec (Govekar-Okoliš, 2000). At the beginning of the 21st century, there were only nine independent education centers in companies (Vrhovnik, 2003).

People's universities have developed into important institutions for the systematic continued education of adults. In terms of types of adult education, they have acquired a broad role in adult education, offering both formal and non-formal education, lifelong education and learning, and intergenerational education and learning. People's universities have changed their programs, organization, curriculum, and lecturers. Their programs have been more responsive to the needs of the market and the interests and finances of their participants. The Association of Workers' and People's Universities of Slovenia was renamed the *Zveza ljudskih univerz Slovenije* (ZLUS, Association of People's Universities of Slovenia), and most of the workers' universities were renamed back to people's universities (Mohorčič Špolar & Emeršič, 1998). Modernization of the whole system of adult education (integration of modern technology and foreign languages into program) was needed, including better responses to the needs of the environment and the promotion of lifelong adult education and learning. This required sudden major adjustments to adult education in the people's universities.

*Universities of the Third Age* (U3As) have been growing since 1991. In 1998 the independent Society for Education of the Third Age was established. This can be attributed to the increase in the number of pensioners in Slovenia in the 1990s, as the restructuring of the economy led to technological redundancies being addressed through mass early retirements (Krajnc et al., 2012). U3As can also be found in smaller towns, which allows older people to engage in a variety of activities and study groups and, as a consequence, to continue their personal development and gain new social power (Govekar-Okoliš & Kranjčec, 2012). This also contributes to a significant reduction in inequalities of access to education for older people. The training offered by U3As is aimed at all adults in their later years, as well as older people in long-term unemployment, regardless of their age, level of formal education, political, and ethnic or religious affiliation. U3As organize training in both specific disciplines and in areas of academic study. Through education, volunteering, and public service, they aim to bring generations closer together and to increase older people's level of participation in society, and the integration of older people into the community is a core mission of U3As (Slovenska univerza za tretje življenjsko obdobje, 2023b). U3As are not only involved in educating older people but also in educating about older people, training for volunteering in cultural activities, training mentors to work with older people, and producing specialized publications (Findeisen, 2016). The main educational format used at a U3A is the study group, whose main objectives are knowledge and the application of knowledge (Krajnc, 2016). Their activities are based on an organized exchange of knowledge, experience, and culture among the members of the groups under the expert guidance of a mentor (Slovenska univerza za tretje življenjsko obdobje, 2023a). In aging society, it is important to change attitudes toward aging, old age, and older people, including through education. Education can help to shift the perception of old age from old age as a "leftover" of a socially marginal and inactive life to an opportunity to develop potential (Kump & Jelenc Krašovec, 2005).

The establishment of the *Andragoški center Slovenije* (ACS, Slovenian Institute for Adult Education) in 1991 also had a significant impact on the further development of adult education and, indirectly, andragogy. With the establishment of the independent Republic of Slovenia, the founding of the ACS marked a radical shift in the evaluation of adult education in adult education policy, research, development, and practice. The ACS was finally incorporated into the current system of education and training by the *Act on the Organization and Financing of Education* and the *Act on Adult Education*, which were adopted in 1996 (Klemenčič et al., 2006). The establishment of the ACS improved the infrastructure of adult education in Slovenia (Jelenc, 2000). Its purpose is to develop the field of adult education. It contributes to the promotion of a culture of lifelong learning and adult education in particular through various research, programs, projects, and events. It cooperates with policymakers at the national and international level and other stakeholders in the field of education and training, as well as with coordinators and participants in various projects, adult education institutions, and individual learners in Slovenia and abroad (ACS, 2023b). The ACS (2023c) wishes to continue to be a leading national institution for the development of adult education and a partner in the implementation

of a lifelong learning strategy. The specialized library found at the ACS (2023a) is also important in the field of adult education and lifelong learning. The ACS is an important research and development organization in Slovenia, and it is responsible for the further development and evaluation of adult education and the development of andragogical practices. It contributes significantly to the dissemination of knowledge about adult education through the results of its specialized and applied research and professional activities. These complement the study of andragogy in Slovenia from a professional and practical point of view.

During this period, *a number of new adult education institutions were created*: centers for independent learning (*centri za samostojno izobraževanje*, initially called *središča za samostojno izobraževanje*); centers for young adults, later called project-based learning for young adults (*projektno učenje mladih*, PUM); knowledge exchanges; a number of private educational institutions (for example for teaching foreign languages); various organized forms of adult education (training for family roles, e.g., schools for parents); adult education for local development; adult education for the completion of mainstream schooling; tele-learning (TV) that then became e-learning and education (ICT); various types of courses (such as computer literacy, rhetoric, business management, health education, alcoholism prevention).

From 1993 to 1996, the EURO DELPHI project *The Future of Adult Education in Europe* made a major contribution to the development of andragogy, coordinated by the University of Louvain in Belgium and involving researchers from all 12 EU Member States at the time, as well as Estonia, the Czech Republic, and Slovenia. This research introduced a new methodology in adult education research, the Delphi method, which allowed for a more in-depth exploration of the social function of adult education. The findings showed that trends in the development of adult learning are general and do not recognize national boundaries. They found that the objectives of adult education have changed significantly, as the emphasis is no longer on the acquisition of vocational skills. They highlighted the importance of adult learning at the individual and social levels and that there is a greater emphasis on skills for mastering computer technologies, cultural participation, active citizenship, personal growth, the search for meaning in life, interpersonal relations, and the like, which already reflects the impact of changes in our information society. Other international and domestic research has also been important for the development of adult education and andragogy, especially for older adults in *Learning in Later Life* (LILL; Krajnc, 2011).

The establishment of the *scientific and professional journal Andragoška spoznanja (Studies in Adult Education and Learning)* in 1995, founded by Ana Krajnc (Govekar-Okoliš & Ličen, 2008), has also contributed significantly to the development of andragogy. It is an international scientific journal in the field of adult education and learning, covering the humanities and social sciences as well as other scholarly disciplines. It addresses different aspects of learning and education in adulthood and old age and related phenomena. It publishes a variety of research on organized education and non-formal learning. It also aims to promote a diversity of theoretical and methodological approaches and innovations

in order to increase the flow of andragogical knowledge between researchers in different networks and to encourage critical reflection on the scientific and professional field of adult education (Andragoška spoznanja, n.d.).

After 1991 there were also *new developments in the study of andragogy at the Department of Educational Sciences at the Faculty of Arts, University of Ljubljana*. Ana Krajnc, as part of the Tempus project *Obnova študija andragogike v Sloveniji* (1992–1994, *Renewal of the Study of Andragogy in Slovenia*) at the *Center za razvoj univerze* (Center for University Development), designed a program for a single-subject independent study in andragogy, which would allow the student to earn a bachelor's in andragogy. The program was approved by the Ministry of Education and Sport and the University of Ljubljana in 1993. This enabled the first generation of students to enroll in a single-subject independent study of andragogy in the academic year 1993/94. During the first academic year, courses were given by visiting professors from the partner countries of the project (Peter Jarvis from the University of Surrey, Peter Hage from the University of Utrecht, Jost Reischmann from the University of Bamberg, and others) in order to improve the quality of the coursework. This then led directly to changes and additions to the single-subject andragogy curriculum. Graduates were awarded the title of graduate andragogist until 1998, when the Faculty of Arts “for unexplained reasons eliminated the title of graduate andragogist” (Krajnc, 2011, p. 24). As a consequence, graduates' employment opportunities were partially reduced, but this only lasted for a short period of time (Krajnc, 2011). The andragogy study program was then renewed again during the Bologna reform of higher education at the Department of Educational Sciences<sup>3</sup> and in other courses of study<sup>4</sup> at the Faculty of Arts of the University of Ljubljana.

3 The Department of Educational Sciences at the Faculty of Arts of the University of Ljubljana (*Filozofska fakulteta Univerze v Ljubljani*, hereafter FF UL) offers enrollment at the first, second, and third levels of study following the Bologna reform of study program (from 2010 onward). At the first level of study, an individual may enroll in the single-subject three-year study program Pedagogy and Andragogy (180 credit hours, hereafter CH) or the double-subject three-year study program Pedagogy and Andragogy (90 CH comprise the study program Pedagogy and Andragogy, and the remaining 90 CH comprise the other field of study). Upon successful completion of the study program, the student will be awarded the title of *profesor/ica pedagogike in andragogike* (Professor of Pedagogy and Andragogy, UN) and will have the possibility to continue his/her studies at the second Bologna level (FF UL, 2022d). At the second level of study, individuals may enroll in an independent one- or two-subject study program in pedagogy or andragogy. Both study programs are offered at the Department of Educational Sciences, Faculty of Arts, University of Ljubljana, and last two years and comprise 120 CH (single-subject program) or 60 CH (double-subject program). The second-level independent two-year study program in andragogy (single-subject or double-subject program) is completed with the defense of a master's thesis, and individuals are awarded the title of *magister/magistrica profesor/ica andragogike* (Master of Arts/Master Professor of Andragogy; FF UL, 2022a) The degree is awarded in the form of a master's degree. Individuals may continue their studies in andragogy at the third level and enroll in the PhD program in Humanities and Social Sciences. The program is four years long and comprises 240 CH. The majority of the study consists of individual research, during which the student prepares his/her doctoral dissertation. The program culminates in the defense of the doctoral dissertation and confers the degree of Doctor of Science in the field of andragogy (FF UL, 2022b).

4 At the Faculty of Arts of the University of Ljubljana, andragogy is taught, as mentioned above, at the Department of Educational Sciences. In addition, andragogy is taught in the course *Pedagogy and Andragogy for*

## ANALYSIS, DIVIDED BY HISTORICAL PERIOD AND FINDINGS

Using the discussion above on the development of adult education and andragogy in Slovenia through four periods from the end of the 18th century to the 21st century, I will analyze and highlight the essential findings for each period regarding institutional/mass adult education (formal and non-formal adult education) and the development of andragogical ideas and andragogy as a scientific discipline. This is crucial for understanding the development of the Slovene history of adult education, andragogical ideas, and andragogy.

From the end of the 18th century through the 19th century and up to WWI in 1914, we find that mass and institutional adult education was linked to efforts to develop the Slovene language, culture, national consciousness, and identity. In particular, at the end of the 18th and the beginning of the 19th centuries, a Slovene cultural national identity developed, and in the second half of the 19th century, this developed into a political national identity. At the end of the 18th century, institutions were already being created in Slovenia – Sunday remedial schools – for the formal continued acquisition of basic knowledge such as reading, writing, and arithmetic, which for adults, especially in the 19th century, meant literacy in the Slovene language and the acquisition of fundamental general knowledge. The 19th century also saw the creation of adult professional schools, where adults could acquire relevant expertise in various fields. However, there was much more in the way of non-formal adult education through various associations, reading clubs, rallies, and even the ideas of lifelong learning and education among individual teachers, priests, cultural workers, experts, and the Slovenian intelligentsia of the time, who were striving to bring literacy to the Slovene population and to raise Slovene language and culture to a higher level (Peter Pavel Glavar, Matija Vertovec, Anton Martin Slomšek, Janez Bleiweis, and others). Thus, it is clear that during this period *important andragogical ideas about Slovenian national, cultural, political, and lifelong learning and adult education* emerged. Various institutions were being set up, especially for non-formal adult education in Slovenia. However, this era did not yet see the development of the theory of adult education and andragogy in Slovenia.

The situation was different in the second period analyzed, between the two wars (1918–1941). As we have seen, this period was very important for the continued education of adults after regular schooling, and this education evolved according to the needs of the then developing economy and industry. The agricultural and industrial sectors were developing further, creating a class of workers and farmers. Further agricultural, craft,

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*Psychologists* (FF UL, 2022e), as the course *SDPM Andragogy* (SPDM refers to *Skupni del pedagoškega modula*, or Common Section of the Pedagogical Module), which is taught to all future teachers on the pedagogical track at the Faculty of Arts as a compulsory course in the first year at the second level, and as an elective course for future teachers, as *SDPM Observational Practice in Andragogy* (FF UL, 2020). *CPI Andragogy* is taught at the Center for Pedagogical Education (*Center za pedagoško izobraževanje*, or CPI) of the Faculty of Arts of the University of Ljubljana for professionals in primary and secondary schools. *CPI Andragogical Practice* and *CPI Observational (Andragogical) Practice* (FF UL, 2022c) are also offered for them.



and commercial schools were set up to provide adults with the requisite formal knowledge needed in the Slovene language. There was a great deal of professional and general non-formal adult education, especially in the numerous associations and in the first institutions for adult education in Slovenia, following the Danish model – the folk's high schools (people's universities). It should be stressed that adults received a great deal of non-formal and formal education, as adult education at this time also took place by correspondence, through letters, and at a distance via the radio. The *beginnings of a theory of adult education, which stressed the importance of lifelong education for adults, especially workers and farmers*, emerged in this period and was advocated and implemented by the educators Karl Ozvald and Franjo Žgeč. At that time, however, andragogy as a scientific discipline had not yet been established in Slovenia.

Major changes took place in the third period, from 1945 to 1991. This period was very important for the development of adult education and the development of *andragogy as a scientific discipline*. As a scientific discipline, andragogy could become integrated into a unified system of education. The years immediately after the end of the World War II were characterized by mass education and the creation of organizations, and in general there was a great deal of encouragement to learn and to educate. People had to become familiar with the organization of the people's authority, and many of them had to be politically re-educated. As Krajnc (1998b) writes, there was a great deal of optimism and enthusiasm for the andragogical idea in the first post-war period, 1945–1949. Every educational activity was aimed at all people, without exception. After 1952, however, an era of building of andragogical practice and theory systematically began. From that year onward, adult education developed under the influence of rapid industrial progress, the drive to modernize agriculture, and the development of socialist democracy with workers' and societal self-management. During this period, many new adult schools, workers' universities, and centers for the education of workers in the workplace, correspondence schools, and educational societies were set up. Adult education was again reduced to the idea of increasing human capital, and the education system became an apparatus of the state. As Krajnc (1998b) states, the human being as a value began to disappear, which also entailed a difficult period for the development of andragogical science, as the school system was then subordinated to the goals of the state. All cultural and educational associations were dissolved. They were replaced by formal forms of adult education. The professional literature and terminology changed, as did the whole concept and practice of adult education. Industry, economy, and ideology were given priority. Adult education was narrowed down to political education and functional training for work (Krajnc, 1998a). One can therefore conclude that adult education was narrowly focused, as it was understood only as training for work and the political education of people. In the second half of the 1970s and the first half of the 1980s, however, permanent (later called lifelong) education gained an important place in Slovene adult education and in society in general. The economic crisis of the time brought to the fore the issue of human resources and their role in the development of the economy. Permanent or continued education has had the effect of making adult education more open. It was desirable that the same level of education could be



reached through different routes. This gave a more important role to workers or people's universities, mass means of communication, and cultural institutions and the like (Jereb, 1998). Toward the end of the period, sociopolitical adult education, linked to the League of Communists and the Confederation of Trade Unions, was also in decline. During this period, several national and international andragogical studies were carried out and new institutions were created to connect the practice and theory of adult education (educational centers in enterprises, people's and workers' universities, the Andragogical Society of Slovenia, etc.). Training courses for adult educators also emerged. In the year 1973, andragogy was taught for the first time in the Department of Pedagogy at the Faculty of Arts of the University of Ljubljana.

In the last period analyzed, the years after 1991, new social and political changes were taking place. The emergence of the new independent state of the Republic of Slovenia, with its parliamentary democracy, market economy, and privatization, brought a number of major innovations in the field of adult education. People's universities have continued their work and have become more market-oriented, as their educational programs are tailored to the needs of the people and the location. They have played an important educational role for adults, offering both formal and non-formal education, lifelong education and learning, and intergenerational education and learning. Through different types and forms of adult education, they have enabled the meaningful development of each individual, fostered the enhancement of his/her knowledge and competencies, and encouraged active participation and creativity in society. People's universities have become an important place for education, the development of democracy, and the economy, offering education for a better and higher quality of life. They also play an important role as educational centers in companies, providing employees with further education, which is essential for their personal development as well as for the development of the organization in which they work. As a result, society itself develops. The University of the Third Age is on the rise, which is an important non-formal institution for older individuals, enabling them to continue their personal development and to integrate into society. The newly established Slovenian Institute for Adult Education, which as a professional organization is responsible for the development of lifelong adult education, domestic and international specialized research, etc., has played a key role. Private institutions for formal and non-formal adult education; public institutions for non-formal adult education, such as centers for independent learning, knowledge exchanges, centers for young adults, project-based learning for young adults; and various adult courses have gained an important new role. Notably, the network of adult education has expanded both quantitatively and qualitatively since 1991, and thus the development of andragogical practice and theory continues as well as the development of the scientific discipline of andragogy at the Faculty of Arts of the University of Ljubljana and at other universities in Slovenia.<sup>5</sup>

5 At the University of Primorska, the Faculty of Pedagogy offers the courses *Fundamentals of Andragogy and Lifelong Learning* and *Educational Biography in Adult Education* at the undergraduate level (Pedagoška fakulteta Univerze na Primorskem, 2022b), and the social pedagogy program offers the course *Particularities of Working with Adults* (Pedagoška fakulteta Univerze na Primorskem, 2021). At the postgraduate master's

## CONCLUSION

The origins of andragogical ideas about adult education in Slovenia coincide with the origins of institutional and mass adult education in the late 18th and 19th centuries. The first theories of adult education and the beginnings of research then emerged in the early 20th century, and in the 1960s and 1970s the independent scientific discipline of andragogy began to develop in earnest. An analysis by historical period reveals that institutional and mass adult education in Slovenia has been changing depending on existing social needs, the economy, politics, and legislation. The origins of ideas about adult education (national, cultural, or political adult education) were identified in the late 18th and 19th centuries in individuals and institutions. In particular, non-formal adult education took place. The early stages of the theory of adult education were linked to the efforts of Slovene pedagogues and the establishment of the first folk's high schools (people's universities) in Slovenia at the beginning of the 20th century. However, it is only in the post-1945 period that andragogy as a scientific discipline began to develop due to society's need for new competencies and experts in adult education. The term andragogy was introduced in the 1970s, when research in the field of adult education and andragogy also continued. Important institutions for adult education were created (people's universities, workers' universities, educational centers in companies, the Andragogical Society of Slovenia, U3As, etc.). Since 1991 adult education has been expanding both quantitatively and qualitatively, which coincides with development of andragogy in terms of its quality. Thus, the year 2023 marks 50 years since andragogy was first taught at the Faculty of Arts of the University of Ljubljana in the then Department of Pedagogy. The profession of andragogist, someone who acts as a leader, organizer, and teacher in adult education, is becoming increasingly important in today's modern society, a society of an aging population, constant change, and the need for new skills for adults at different stages of life.

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level, there is an independent study program in andragogy, which combines two fields: adult education and career development. Graduates are awarded a master's degree in andragogy (Pedagoška fakulteta Univerze na Primorskem, 2022a). At the Faculty of Arts of the University of Maribor (2022), students can attend *Adult Education* as part of their pedagogy studies. Andragogy has, however, spread most widely to other universities in the framework of Pedagogical-Andragogical Education (*Pedagoško-andragoško izobraževanje* or PAI) for future teachers in the subject areas of primary and secondary schools. Andragogy is one of the core subjects alongside pedagogy, didactics, and special didactics. This allows one to attain a teacher's license (Krajnc, 2011, pp. 24–25).

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