

ANDRAGOGY IN SLOVENIA AND OTHER FORMER YUGOSLAVIAN COUNTRIES: PAST, PRESENT AND FUTURE PERSPECTIVES

In Yugoslavia research in andragogy as a scientific discipline began after the Second World War and took place within the framework of university programmes, where individual professors worked on adult education, research, knowledge of the discipline, and with students of andragogy. At the end of the 1950s, andragogy was first introduced at the University of Novi Sad, followed by the universities in Belgrade, Zagreb, Ljubljana, Skopje and Sarajevo (Krajnc, 1979).

From the end of the 1950s onwards, experts from various Yugoslavian republics were involved in adult education research, in developing andragogy as a scientific discipline, and in organising the first lectures in andragogy.

In *Croatia* the first lectures in andragogy were conducted at the Faculty of Philosophy, University of Zagreb by Mihajlo Ogrizović in 1956 (Krajnc, 2018). Ogrizović was one of the first proponents of andragogy as an independent scientific discipline, and defined it in his work *Problemi andragogije* (The Problems of Andragogy; Ogrizović, 1959). Vlado Andrilović, Nikola Pastuović and others conducted research in the field of adult education and approached andragogy as an independent discipline. Andrilović's most important works include *Kako se odrastao čovjek uči* (How an Adult Learns; Andrilović, 1976) and *Andragogija* (Andragogy; Andrilović, 1985). They were intended to be read both by adult education teachers and adult education participants. Nikola Pastuović (1985) wrote several works, including a well-known section of a monograph entitled *Andragoški ciklus*. (The Andragogical Cycle). In the 1970s andragogy was taught at the Faculty of Philosophy, University of Zagreb (Mihajlo Ogrizović and Nikola Nikša Šoljan), and in the 80s and beginning of the 90s, students were able to participate in an andragogy module to earn a specialisation in the field of adult education. A postgraduate course in andragogy was also founded, including lectures from andragogy professors from abroad, for example, Ana Krajnc from Ljubljana, Dušan Savičević from Beograd and Borivoj Samolovčev from Skopje (Matijević, 2018). In this time, other well-known professors working at the University of Rijeka included Silvije Pongrac, Mladen Zvonarević and Martin Petančić. Silvije Pongrac established the Chair of Andragogy at the Department of Pedagogy and was among the first to research correspondence education for adults (distance learning; Krajnc, 2001).

In *Serbia* Borivoje Samolovčev (1972, 1976; Samolovčev & Muradbegović, 1979) and Dušan Savičević (1961, 1975, 1999) were at the forefront of adult education research

and the development of andragogy as a scientific discipline. Their work led to the establishment of the Study Group and the Andragogy Chair at the Faculty of Philosophy, University of Belgrade in 1979 (see Popović et al., 2024, in this issue). Savičević (1999) defined andragogy as a scientific discipline where the subject of study is adults and the object of study is the education and learning of adults in its various forms and iterations. He also highlighted the importance of understanding the relationship between pedagogy and andragogy as Eastern European understanding at the time considered andragogy to be one of the disciplines of pedagogy, with pedagogy as the parent discipline. Based on the historical origins of both disciplines, Savičević argued that andragogy does not necessarily belong with pedagogy or stem from pedagogy. Savičević (2008) found German philosophy and pedagogy to be fertile ground for andragogy, but that pedagogy and andragogy have two different starting points. Andragogy has an inductive starting point and is a product of the labour movement and workers' education in the 19th century, while pedagogy supposedly developed from philosophy and has a deductive starting point (see also Loeng, 2023). Savičević contributed greatly to establishing andragogy as a scientific discipline and to the professionalisation of the work of andragogues and other experts in adult education not only in Yugoslavia but in the world at large (see Popović et al., 2024, in this issue). In his opinion, the professionalisation of andragogues should be based on a university-level education, by acquiring the necessary knowledge and competencies to work in this specific field, making it possible for andragogues to develop their professional identity and work. Savičević established the study programme of andragogy and was the department head of the Pedagogy and Andragogy Department at the Faculty of Philosophy, University of Belgrade, the head of the Institute of Pedagogy and Andragogy, and the vice dean and dean of the Faculty of Philosophy (Pavlović Breneselović, 2020). Other Serbian andragogy experts and researchers include Borivoje Samolovčev and Dragomir Filipović. Samolovčev (1972) explored the specificities of andragogy and pedagogy; in his work *Teorijske osnove vojnog vaspitanja i obrazovanja* (The Theoretical Foundations of Military Education) he argued that andragogy and pedagogy are relatively independent sciences, subordinate to the general science of upbringing and education. This means they have common ground and principles that connect them to each other. Filipović (1971, 1995) published a number of well-known works, including *Permanentno obrazovanje* (Permanent Education) and *Razvoj i obrazovanje* (Development and Education).

The 1970s also marked the beginning of andragogy courses in *Bosnia and Herzegovina* at the Pedagogy and Psychology Department at the Faculty of Philosophy in Sarajevo. Andragogy has since been taught as a single or double semester subject part of the pedagogy study programme. Despite several initiatives to establish andragogy as an independent study programme at the Faculty of Philosophy in Sarajevo, the idea has never come to fruition due to political, institutional, and staffing circumstances (Mavrak, 2004; see also Isanović Hadžiomerović, 2024, in this issue).

In *Macedonia*, the Chair of Pedagogy was founded in 1949 at the Faculty of Philosophy of The Saints Cyril and Methodius University in Skopje (n.d.). It was renamed in the late

1980s and continues to operate today as the Institute of Pedagogy. During this period, andragogy has been taught within the framework of the pedagogy study programme and has not yet been established as an independent course of study.

In *Slovenia*, as mentioned in the previous editorial (Mikulec & Govekar Okoliš, 2023), 2023 marked the semicentennial of the inaugural lectures in andragogy at what is today known as the Department of Pedagogy and Andragogy at the Faculty of Arts, University of Ljubljana. These marked the initial steps towards establishing andragogy as an independent scientific discipline and providing higher education for adult educators (andragogues). A great deal of credit is due to Ana Krajnc, who not only began the first lectures in andragogy, but established andragogy as one of the streams of pedagogy studies in 1976, and then as an independent study programme in 1992.

The current thematic issue discusses conceptual questions of andragogy, its development and status in countries that were once a part of Yugoslavia (see Mikulec & Kump, 2018), as well as the significance of andragogy and/or adult education in the development of professionalism, and complements the previous thematic issue, which addressed these questions within a wider European context (see Mikulec & Govekar Okoliš, 2023).

The seven thematic contributions in this issue of *Studies in Adult Education and Learning* explore past, present and future perspectives on andragogy in Bosnia and Herzegovina, Croatia, Slovenia and Serbia.

The first two essays consider and discuss the development of andragogy and adult education in Slovenia. In her essay *Introduction and Development of Andragogy at the Faculty of Arts of the University of Ljubljana and in Slovenia*, Ana Krajnc discusses the factors that led to the development of andragogy as a scientific discipline, argues for an andragogy based on a humanistic approach and presents the timeline of andragogical studies at the Department of Pedagogy, Faculty of Arts, University of Ljubljana. Her interest in the development of andragogy is based in specific social circumstances, centred around the knowledge that education is created through a bottom-up approach, by people and for people. Zoran Jelenc's essay *Facilitating and Non-facilitating Factors in Developing Adult Education in Slovenia* explores the various factors, such as organisations, associations, societies actively involved in adult education, social circumstances and political structures, conferences, projects, and so on, which have either had a stimulative or impeding effect on the development of adult education and andragogy in Slovenia.

The next three articles focus on the past, present and future development of andragogy in Slovenia, Serbia, and Bosnia and Herzegovina. Monika Govekar Okoliš uses historical analysis in *The Development of Adult Education and Andragogy in Slovenia* to show how the institutional and mass education of adults developed from the end of the 18th to the beginning of the 21st century, how society and its policies influenced adult education, as well as the development of andragogic ideas and andragogy itself during this time. The author tracks the initial appearance of andragogic ideas in what is now Slovenia at the end of the 18th and in the early 19th century; the theory of adult education began

germinating at the start of the 20th century, and in the second half of the 20th century, a new scientific discipline, andragogy, formed out of the need for new knowledge, experts and research in the practice of adult education. In the article that follows, *Andragogy – Dynamic Past, Challenging Present and Uncertain Future: The Example of Serbia*, Katarina Popović, Violeta Orlović Lovren, Aleksandra Pejatović and Miomir Despotović present the historical development and the current state of andragogy as a scientific discipline in Serbia and predict its future challenges. Through their analysis of master’s and doctoral theses and published scientific papers, the authors find that andragogy in Serbia continues to stay influential and relevant, so that it can perform an important role in bridging the gap between the past and the present, lead to the revitalisation of adult education and set the future course of the discipline in Serbia as well as abroad. Amina Isanović Hadžimerović’s article *Questioning Assumptions About Developing an Andragogy Study Program in Bosnia and Herzegovina* studies how the key actors perceive the need to establish an andragogy study programme in Bosnia and Herzegovina. Based on the concept of social fields and with an empirical analysis of university curricula and qualitative surveys, the author finds that university professors support the creation of an andragogy study programme, however, policy makers and adult education practitioners are for various reasons less convinced such a programme is needed.

The final two thematic articles address the challenges of professionalisation in adult education in Croatia and Slovenia. In *Professionalisation of Andragogical Staff Through a University Study Programme in the Republic of Croatia* Lucija Tomac and Anita Zovko analyse the strategic and legal frameworks that have put in place the conditions for the professionalisation of adult educators in Croatia and present the part-time graduate programme in andragogy at the Faculty of Humanities and Social Sciences, University of Rijeka, which was also endorsed by numerous employers in need of highly educated staff and andragogues with a university degree. This is followed by the article *They Learn, Therefore They Are: Slovenian Third Age University’s Contribution to the Professionalisation Process of Older Adult Education*, in which Dušana Findeisen discusses the importance and aspects of professionalisation, explicates the education of adult educators and its characteristics, and presents the development of professionalisation in adult education at the Slovenian Third Age University.

Together with the ones published in the previous issue (Mikulec & Govekar Okoliš, 2023), the thematic contributions enable us to discern a number of principal findings concerning the past, present and future perspectives on andragogy in Europe:

1. When it comes to *the past*, the 1960s, 70s and 80s were a particularly fertile period, when andragogy took shape as a scientific discipline concerned with the education and learning of adults in most Eastern European countries, in some as a part of pedagogy (for example, as its sub-discipline) and in others as an independent discipline. University chairs, departments and study programmes were established in this period. The number of university study programmes in andragogy (in some cases, in adult education) in Europe increased, which significantly benefitted the university-educated

staff working in adult education. In short, it was the most fruitful period of development for andragogy as a relatively independent scientific discipline. Another trend is noticeable in this period: due to the development of andragogy, adult education became the object of government policy in certain countries, recognising it as a way to address various sociopolitical challenges.

2. Two findings can be highlighted in terms of *the present*. First, that education at the university level, meaning andragogy study programmes, knowledge and competencies that such programmes provide, play a key role in the development of professionalism and ensuring professionally qualified workers perform the work of adult education. Second, it nowadays seems that the term “andragogy” is used as a synonym for everything that is understood in Europe under the designation “adult education” (as defined, for example, by the European Society for Research on the Education of Adults (ESREA); the field of adult education is in its essence interdisciplinary and pluralistic, borrowing theories and methodologies from various disciplines or fields of knowledge). To rephrase, there are nowadays no debates regarding the mission of the discipline as a whole, its theories and paradigms, and attention is instead paid to specific topics and questions in adult education and related phenomena. On the other hand, what in some countries differentiates between the conceptualisation of andragogy and adult education is that andragogy as a science (besides that it studies the education and learning of adults) also places explicit emphasis on counselling adults and helping them in different areas of their lives (work, free time, social security).
3. Contemporary trends indicate two trajectories for *the future*. First, the development and andragogy’s survival as a scientific discipline will strongly depend on European and global trends. What does the future hold for adult education in Europe? The term and concept of lifelong learning has noticeably begun to stand in for (or replace) adult education, consequently limiting the possibilities of further scientific conceptualisation and development of the scientific discipline studying adult education. Although lifelong learning has value as a concept and a philosophy, it does not delineate between individual education sectors, and consequently lacks a clear research focus, primarily addressed by a specific discipline. As this trend of replacing adult education with lifelong learning has also been espoused by the United Nations (and is included in their Sustainable Development Goals), it presents a dangerous potential loss to the already weak professional identity in the field of adult education and the scientific discipline, boosted by key international actors and world trendsetters. Second, the future development of andragogy will also depend on prevailing socioeconomic trends, as these can lead to the depreciation of its scientific discourse and research in favour of practical needs (lifelong upskilling to meet the needs of the labour market) or ideological manipulation (serving neoliberal ideology).

The final contributions to this issue are an open article and two reports. Ian Moll’s article *A Psychological Critique of Knowles’ Andragogy as a Theory of Learning* explores Malcolm Knowles’ conception of andragogy from the perspective of mainstream theories of learning. Moll finds that Knowles is actually distinguishing between formal and non-formal

education (or, in Vygotski's terms, spontaneous and scientific concepts), and that this distinction represents a better way of thinking about the specificity of adult education than the distinction between how children and adults learn. The two reports are *Let's Talk About Violence*, where Monika Govekar Okoliš and Vesna Podgornik report on this year's annual Days of Andragogy and Pedagogy event, which took place in January 2024 at the Faculty of Arts, University of Ljubljana, and *Addressing Climate Change at the Celje School Centre – From Non-formal to Formal Education* by Mateja Rajh Jager.

We are happy to conclude this editorial with some exciting news. *Studies in Adult Education and Learning* celebrates thirty years of publication this year. For three decades the journal has created a space for scientific and professional growth, engagement in constructive dialogue and the exchange of ideas and knowledge among researchers and practitioners, has facilitated debate and criticism, and played a part in furthering the development and introducing innovation into adult education practice (Krajnc, 1995; Ličen, 2014). This special occasion will be given more space in the second issue of 2024. We would like to thank all of the authors, readers, reviewers, editors, editorial board members and publishers for your contributions – this achievement would not have been possible without you.

*Borut Mikulec and Monika Govekar Okoliš,
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