

ANDRAGOGIKA V SLOVENIJI IN DRŽAVAH NA OBMOČJU NEKDANJE JUGOSLAVIJE: PRETEKLOST, SEDANJOST IN PRIHODNJE PERSPEKTIVE

Razvoj andragogike kot znanstvene discipline se je v Jugoslaviji začel po drugi svetovni vojni, in sicer v sklopu univerzitetnih programov, v katerih so se posamezni profesorji ukvarjali z izobraževanjem odraslih, raziskovanjem, disciplinarnimi spoznanji in študenti, ki so študirali omenjeno disciplino. Tako je bila konec petdesetih let prejšnjega stoletja v takratni Jugoslaviji andragogika najprej uvedena na Univerzi v Novem Sadu, sledile so univerze v Beogradu, Zagrebu, Ljubljani, Skopju ter Sarajevu (Krajnc, 1979).

Z raziskovanjem izobraževanja odraslih, razvojem andragogike kot znanstvene discipline in organiziranjem prvih predavanj andragogike so se od konca druge polovice petdesetih let 20. stoletja dalje ukvarjali strokovnjaki iz različnih jugoslovanskih republik.

Na Hrvaškem so se v drugi polovici petdesetih let 20. stoletja organizirana predavanja andragogike najprej začela na Filozofski fakulteti Univerze v Zagrebu. Natančneje leta 1956 jih je začel izvajati Mihajlo Ogrizović (Krajnc, 2018). Ta je med prvimi zagovarjal samostojnost andragogike kot znanstvene discipline in jo tudi opredelil v delu *Problemi andragogije* (Problemi andragogike; Ogrizović, 1959). Poleg njega so Vlado Andrilović, Nikola Pastuović in drugi prav tako raziskovali izobraževanje odraslih in preučevali andragogiko kot samostojno disciplino. Med pomembnejšimi deli Vlada Andrilovića naj omenimo *Kako se odrastao čovjek uči* (Kako se odrasel človek uči; Andrilović, 1976) in *Andragogija* (Andragogika; Andrilović, 1985). Deli sta bili namenjeni tako izobraževalcem odraslih kot odraslim udeležencem izobraževanja. Pri Nikoli Pastuoviću (1985) naj omenimo predvsem znani del monografije z naslovom *Andragoški ciklus*. V sedemdesetih letih se je na Hrvaškem andragogika poučevala na Filozofski fakulteti Univerze v Zagrebu (Mihajlo Ogrizović in Nikola Nikša Šoljan), kasneje v osemdesetih in začetku devetdesetih so lahko študenti izbrali poseben andragoški modul, s katerim so pridobili specializacijo na področju izobraževanja odraslih. Vzpostavljen pa je bil tudi podiplomski študij andragogike, na katerem so predavali profesorji andragogike z drugih univerz, na primer Ana Krajnc iz Ljubljane, Dušan Savićević iz Beograda in Borivoj Samolovčev iz Skopja (Matijević, 2018). V tem času so tudi na Univerzi na Reki delovali drugi znani profesorji, kot na primer Silvije Pongrac, Mladen Zvonarević in Martin Petančić. Silvije Pongrac je na Oddelku za pedagogiko ustanovil Katedro za andragogiko in bil med prvimi profesorji v takratni Jugoslaviji, ki se je začel znanstveno ukvarjati z dopisnim izobraževanjem odraslih (izobraževanjem na daljavo; Krajnc, 2001).

V *Srbiji* sta pri raziskovanju izobraževanja odraslih in razvijanju andragogike kot znanstvene discipline vodilno vlogo imela Borivoje Samolovčev (1972, 1976; Samolovčev in Muradbegović, 1979) in Dušan Savićević (1961, 1975, 1999), katerih delo je vodilo v vzpostavitev študijske skupine in Katedre za andragogiko na Filozofski fakulteti Univerze v Beogradu leta 1979 (gl. Popović idr., 2024, v tej številki). Savićević (1999) je andragogiko utemeljeval kot znanstveno disciplino, katere subjekt preučevanja so odrasli, njen predmet preučevanja pa izobraževanje in učenje odraslih v različnih oblikah. Savićević je izpostavil tudi pomen razumevanja razmerja med pedagogiko in andragogiko, saj je bilo za takratno vzhodnoevropsko andragogiko značilno, da je bila obravnavana kot ena od pedagoških disciplin s pedagogiko kot nadrejeno disciplino. Izhajajoč iz zgodovinskega izvora obeh disciplin, je zagovarjal tezo, da ni nujno, da andragogika sodi k pedagogiki, kakor tudi ne, da andragogika izhaja iz pedagogike. Savićević (2008) je menil, da sta bili nemška filozofija in pedagogika plodni podlagi za andragogiko, vendar imata pedagogika in andragogika različni izhodišči. Andragogika ima induktivno izhodišče ter je produkt delavskega gibanja in delavskega izobraževanja v 19. stoletju. Pedagogika pa naj bi izhajala iz filozofije in imela deduktivno izhodišče (gl. tudi Loeng, 2023). Savićević je veliko prispeval k uveljavitvi andragogike kot znanstvene discipline ter profesionalizaciji dela andragogov in drugih strokovnjakov za izobraževanje odraslih v takratni Jugoslaviji, pa tudi širše v svetu (gl. Popović idr., 2024, v tej številki). Menil je, da mora profesionalizacija andragogov temeljiti na univerzitetni izobrazbi, tj. na pridobivanju temeljnega znanja in kompetenc, potrebnih za delo na posameznem področju, s čimer se omogočata razvoj poklicne identitete in strokovno delo andragogov. Vzpostavil je *študij andragogike* in deloval kot predstojnik Oddelka za pedagogiko in andragogiko na Filozofski fakulteti Univerze v Beogradu, bil je predstojnik Inštituta za pedagogiko in andragogiko ter tudi prodekan in dekan omenjene fakultete (Pavlović Breneselović, 2020). Poleg Savićevića so andragogiko raziskovali tudi drugi strokovnjaki, poleg že omenjenega Borivoja Samolovčeva tudi Dragomir Filipović. Borivoje Samolovčev (1972) je raziskoval specifičnosti andragogike in pedagogike ter v delu *Teorijske osnove vojnog vaspitanja i obrazovanja* (Teoretične osnove vojaške vzgoje in izobraževanja) zagovarjal, da sta andragogika in pedagogika relativno samostojni znanosti, ki sta podrejeni splošni znanosti o vzgoji in izobraževanju. S tem pa imata skupne zakonitosti in načela, ki ju vežejo. Dragomir Filipović (1971, 1995) je med drugimi deli objavil na primer *Permanentno obrazovanje* (Permanentno izobraževanje) in *Razvoj i obrazovanje* (Razvoj in izobraževanje).

Prav tako se je v sedemdesetih letih 20. stoletja začel študij andragogike v *Bosni in Hercegovini* na Filozofski fakulteti v Sarajevu na Oddelku za pedagogiko in psihologijo. Andragogika se je ves čas izvajala kot enosemestrski ali dvosemestrski predmet v okviru študija pedagogike, ob tem pa ni bilo opaziti večjega interesa za njen razvoj kot samostojne študijske usmeritve. Čeprav je bilo več pobud za vzpostavitev samostojnega študijskega programa andragogike na fakulteti, pa do uresničitve te ideje zaradi političnih, institucionalnih in kadrovskega razmerja ni prišlo (Mavrak, 2004; gl. tudi Isanović Hadžimerović, 2024, v tej številki).

V *Makedoniji* je bila na Filozofski fakulteti Univerze sv. Cirila in Metoda v Skopju (b. l.) leta 1949 ustanovljena Katedra za pedagogiko, ki se je konec osemdesetih let preimenovala v Inštitut za pedagogiko, ki deluje še danes. V tem obdobju se je andragogika izvajala kot predmet v okviru študija pedagogike in še ni bila vzpostavljena kot samostojna študijska smer.

V *Sloveniji*, kot smo izpostavili že v predhodnem uvodniku (Mikulec in Govekar okoliš, 2023), smo leta 2023 obeležili 50. obletnico začetka predavanj iz andragogike na današnjem Oddelku za pedagogiko in andragogiko Filozofske fakultete Univerze v Ljubljani, s čimer so se začeli vzpostavljati začetki oblikovanja andragogike kot samostojne znanstvene discipline in visokošolskega izobraževanja izobraževalcev odraslih (andragogov). Zasluga za to gre Ani Krajnc, ki je, poleg izvajanja začetnih predavanj iz andragogike, leta 1976 ustanovila andragoško smer v okviru študijskega programa Pedagogika in leta 1992 vzpostavila samostojni visokošolski študij andragogike.

Pričujoča tematska številka obravnava konceptualna vprašanja andragogike, njen razvoj in status v posameznih državah na območju nekdanje Jugoslavije (gl. Mikulec in Kump, 2018), kakor tudi pomen andragogike in/ali izobraževanja odraslih za razvoj profesionalizma ter dopolnjuje predhodno tematsko številko, ki je tovrstna vprašanja naslavljala na širšem območju Evrope (gl. Mikulec in Govekar Okoliš, 2023).

Tematsko številko *Andragoških spoznanj* sestavlja sedem tematskih prispevkov, v katerih avtorji obravnavajo preteklost, sedanost in prihodnje perspektive andragogike v Bosni in Hercegovini, na Hrvaškem, v Sloveniji in Srbiji.

Številko odpirata dva eseja, v katerih avtorja razmišljata in razpravljata o razvoju andragogike in izobraževanja odraslih v Sloveniji. V eseju *Uvajanje in razvoj andragogike na Filozofski fakulteti Univerze v Ljubljani in v Sloveniji* Ana Krajnc razpravlja o dejavnikih, ki so vodili k razvoju andragogike kot znanstvene vede, utemeljuje potrebo po humanistično zasnovani andragogiki ter prikazuje razvoj študija andragogike na Oddelku za pedagogiko Filozofske fakultete Univerze v Ljubljani. Njen interes za razvoj andragogike je utemeljen v konkretnih družbenih razmerah, pri čemer je bistveno spoznanje, da izobraževanje nastaja od spodaj navzgor, od ljudi in za ljudi. Avtor eseja *Pospeševalni in zaviralni dejavniki pri razvoju izobraževanja odraslih in andragogike v Sloveniji* Zoran Jelenc pa prikazuje različne dejavnike – kot so organizacije, združenja in društva, aktivna na področju izobraževanja odraslih, družbene razmere in politične strukture, strokovni posveti in projekti ... –, ki so na razvoj izobraževanja odraslih in andragogike v Sloveniji delovali tako pospeševalno kot tudi zaviralno.

Sledijo trije članki, v katerih avtorji obravnavajo zgodovinski razvoj, današnje stanje in prihodnost andragogike v treh državah. V članku *Razvoj izobraževanja odraslih in andragogike na Slovenskem* Monika Govekar Okoliš z zgodovinsko analizo prikazuje, kako se je razvijalo množično institucionalno izobraževanje odraslih po posameznih obdobjih od konca 18. do 21. stoletja ter kakšen je bil vpliv družbe in njene politike na izobraževanje odraslih ter na razvoj andragoških idej in andragogike. Avtorica ugotavlja, da andragoške

ideje na Slovenskem 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 raziskovanju prakse izobraževanja odraslih razvije nova znanstvena disciplina – andragogika. Katarina Popović, Violeta Orlović Lovren, Aleksandra Pejatović in Miomir Despotović v članku *Andragogika – dinamična preteklost, sedanjost, polna izzivov, in negotova prihodnost: Primer Srbije* obravnavajo tako zgodovinski razvoj kot trenutno stanje andragogike kot znanstvene discipline v Srbiji ter njene prihodnje izzive. Prek analize magistrskih in doktorskih del ter objavljenih znanstvenih prispevkov avtorji ugotavljajo, da andragogika v Srbiji ohranja vpliv in relevantnost, da lahko opravlja pomembno vlogo pri premostitvi vrzeli med preteklostjo in sedanjostjo, kakor tudi pripelje do revitalizacije izobraževanja odraslih in narekuje usmeritev discipline tako v Srbiji kot zunaj nje. V članku *Preizpraševanje predpostavk za vzpostavitev andragoškega študijskega programa v Bosni in Hercegovini* Amina Isanović Hadžiomerović preučuje potrebe ključnih akterjev po vzpostavitvi študijskega programa andragogike v Bosni in Hercegovini. Na podlagi koncepta socialnega polja z empirično analizo univerzitetnih učnih načrtov in kvalitativnih anket ugotavlja, da univerzitetni profesorji podpirajo vzpostavitev neodvisnega andragoškega študijskega programa, a se oblikovalci politik in izvajalci izobraževanja odraslih iz različnih razlogov manj zavedajo potrebe po tovrstnem študijskem programu.

Zadnja dva tematska članka sta strokovna in naslavljata izzive profesionalizacije zaposlenih v izobraževanju odraslih na Hrvaškem in v Sloveniji. V članku *Profesionalizacija andragoškega kadra prek novega študijskega programa v Republiki Hrvaški* Lucija Tomac in Anita Zovko analizirata strateško in zakonsko ogrodje, ki je ustvarilo pogoje za profesionalizacijo zaposlenih v izobraževanju odraslih na Hrvaškem, ter predstavi študijski program izrednega diplomskega študija andragogike na Filozofski fakulteti na Reki, ki so ga zaradi potrebe po visoko izobraženem kadru in univerzitetni izobrazbi andragogov podprli številni delodajalci. Sledi članek *Učijo se, torej so: Prispevek Slovenske univerze za tretje življenjsko obdobje k procesu profesionalizacije izobraževanja starejših* Dušane Findeisen, v katerem avtorica razpravlja o pomenu in značilnostih profesionalizacije, opredeli izobraževanje izobraževalcev starejših in njegove značilnosti ter predstavi snovanje in razvoj profesionalizacije izobraževanja starejših na Slovenski univerzi za tretje življenjsko obdobje.

Na podlagi pričujočih tematskih prispevkov, kakor tudi prispevkov, objavljenih v predhodni tematski številki (Mikulec in Govekar Okoliš, 2023), lahko izluščimo nekaj temeljnih ugotovitev glede preteklosti, sedanjosti in prihodnjih perspektiv razvoja andragogike v Evropi:

1. Glede *preteklosti* ugotavljamo, da so bila šestdeseta, sedemdeseta in osemdeseta leta 20. stoletja za andragogiko zelo plodna, saj se je andragogika v večini vzhodnoevropskih držav takrat oblikovala kot znanstvena disciplina – ponekod kot del pedagogike (npr. kot poddisciplina pedagogike), drugje kot neodvisna znanstvena disciplina –, ki preučuje izobraževanje in učenje odraslih. V tem obdobju se na univerzah formirajo andragoške katedre ali oddelki ter vzpostavijo univerzitetni študijski programi. Število univerzitetnih študijskih programov andragogike (ponekod izobraževanja odraslih) v

Evropi naraste, kar ima pomemben prispevek tudi za univerzitetno izobražen kader v praksi delovanja na področju izobraževanja odraslih. Skratka, gre za najplodnejše obdobje za razvoj andragogike kot relativno samostojne znanstvene discipline. V tem času je mogoče zaznati *še en trend*. Zaradi razvoja andragogike izobraževanje odraslih v nekaterih državah postane tudi predmet vladne politike, saj je izobraževanje odraslih prepoznano kot pomembno za reševanje različnih družbenopolitičnih izzivov.

2. Glede *sedanjosti* izpostavljamo dve ugotovitvi. Prvič, da ima izobraževanje na univerzitetni ravni, to je študijski programi andragogike ter znanje in kompetence, ki jih tovrstni študijski programi zagotavljajo, ključno vlogo v procesu razvoja profesionalizma, to je pri zagotavljanju profesionalno usposobljenega kadra za delo z odraslimi udeleženci izobraževanja. In drugič, da se po eni strani kaže, da se danes pojem »andragogika« uporablja kot sinonim za vse tisto, kar v evropskem poimenovanju združuje pojmovanje »izobraževanje odraslih« (tako kot ga opredeljuje na primer Evropsko združenje za raziskovanje izobraževanja odraslih (ESREA); področje izobraževanja odraslih je v svojem bistvu interdisciplinarno ter pluralistično in si izposoja teorije in metodologije od različnih disciplin oziroma področij znanja). Še drugače povedano: dandanes ni zaslediti razprav o poslanstvu discipline kot celote, o njenih lastnih teorijah in paradigmah, ampak se pozornost namenja posameznim temam in vprašanjem izobraževanja odraslih in z njim povezanih pojavov. Po drugi strani je tisto, kar v nekaterih državah razlikuje konceptualizacijo andragogike od izobraževanja odraslih, to, da andragogika kot znanost (poleg tega da preučuje izobraževanje in učenje odraslih) daje ekspliciten poudarek tudi svetovanju odraslim, torej pomoči odraslim na različnih področjih življenja (v poklicnem življenju, prostem času, pri zagotavljanju socialne varnosti).
3. Glede *prihodnih* perspektiv lahko izpostavimo dve usmeritvi, ki se kažeta na podlagi današnjih trendov. Prvič, prihodnji razvoj in zmožnost ohranitve andragogike kot znanstvene discipline bo močno odvisen od evropskih in globalnih trendov. Za nas je pomembno vprašanje, kaj bo izobraževanju odraslih v nadaljevanju prinesel evropski izobraževalni prostor. Že zdaj lahko opazujemo, da izraz in koncept vseživljenjskega učenja vse bolj nadomešča (ali izpodriva) izobraževanje odraslih, s čimer se posledično omejujejo možnosti za nadaljnjo znanstveno konceptualizacijo in razvoj znanstvene discipline za preučevanje izobraževanja odraslih. Čeprav ima vseživljenjsko učenje vrednost kot koncept in filozofija, pa ne vpeljuje razmejevanja med posameznimi sektorji izobraževanja, zaradi česar pri njem umanjka jasn raziskovalni fokus, ki bi ga primarno imela določena disciplina. Ker ta trend zamenjave izobraževanja odraslih z vseživljenjskim učenjem sprejemajo tudi Združeni narodi (vključen je tudi v cilje trajnostnega razvoja), obstaja nevarnost izgube že tako šibke strokovne identitete področja izobraževanja odraslih in znanstvene discipline, ki jo spodbujajo ključni mednarodni igralci oziroma svetovni usmerjevalci trendov. In drugič, prihodnji razvoj andragogike bo odvisen tudi od prevladujočih družbeno-ekonomskih trendov, saj lahko ti privedejo do podrejanja njenega znanstvenega diskurza in raziskovanja praktičnim potrebam (vseživljenjskemu posodabljanju spretnosti za potrebe trga dela) ali ideološkim manipulacijam (služenja neoliberalni ideologiji).

Številko dopolnjujejo še en odprt prispevek ter dve poročili iz prakse. Ian Moll v članku *A psychological critique of Knowles' andragogy as a theory of learning* obravnava kritiko Knowlesove zasnove andragogike z vidika prevladujočih psiholoških teorij učenja. Pri tem pokaže, da Knowles dejansko razločuje med formalnim in neformalnim izobraževanjem (oziroma po Vygotskem med spontanimi in znanstvenimi pojmi) in da to razlikovanje pomeni boljši pristop k razmisliku o posebnostih izobraževanja odraslih kot razlikovanje med načinom učenja otrok in odraslih. Številko zaključujeta poročilo Monike Govekar Okoliš in Vesne Podgornik *Pogovorimo se o nasilju* o Pedagoško-andragoških dnevih, ki so januarja 2024 potekali na Filozofski fakulteti Univerze v Ljubljani, in poročilo Mateje Rajh Jager z naslovom *Obravnavava podnebnih sprememb v šolskem centru Celje – iz neformalne v formalno izobraževanje*.

Uvodnik pa končujemo z veselo novico. V letošnjem letu revija *Andragoška spoznanja* praznuje 30-letnico izhajanja. Revija je vsa ta leta odpirala prostor za širjenje stroke, krepila dialog in izmenjavo spoznanj med raziskovalci in praktiki, omogočala polemiko in kritiko ter imela pomembno vlogo pri razvoju in uvajanju novosti v izobraževanje odraslih v praksi (Krajnc, 1995; Ličen, 2014). Več prostora obeležitvi te pomembne obletnice bomo namenili v drugi številki revije v letu 2024. Hvala vsem avtorjem, bralcem, recenzentom, urednikom, uredniškim odborom in založnikom za vaš prispevek – brez vas reviji ne bi uspelo doseči takega jubileja.

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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). Savićević (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, Savićević argued that andragogy does not necessarily belong with pedagogy or stem from pedagogy. Savićević (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). Savićević 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. Savićević 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 Hadžomerović'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,
Editors of Thematic Issue*

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