

DOCUMENT RESUME

ED 471 250

CE 084 237

AUTHOR Lavrnja, Ilija; Klapan, Anita
TITLE Comparative Analysis of the Adult Education Institutional Network in Croatia and Slovenia.
PUB DATE 2002-11-00
NOTE 15p.; Paper presented at the Conference of the International Society for Comparative Adult Education (3rd, St. Louis, MO, November 18-20, 2002).
PUB TYPE Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS Access to Education; *Adult Education; Adult Programs; Colleges; Comparative Analysis; *Comparative Education; Cultural Differences; Delivery Systems; Differences; Educational Environment; Educational Finance; Educational Objectives; Educational Philosophy; Educational Supply; Educational Trends; Elementary Schools; Financial Support; Folk Schools; *Foreign Countries; High Schools; *Institutional Characteristics; Institutional Cooperation; Lifelong Learning; Models; Networks; Open Education; Open Universities; Organizational Development; Organizational Objectives; Postsecondary Education; Private Schools; Program Development; Public Schools; Trend Analysis; Unions; Universities
IDENTIFIERS *Croatia; *Slovenia

ABSTRACT

The Republic of Croatia and Republic of Slovenia both became independent states in 1991 after separating from the former Yugoslavia. Despite their common origin, Croatia and Slovenia have very different cultures and traditions, different systems of education, and very different systems of adult education. Most of the differences between the two countries' adult education systems lie not in the organizational models of their education networks but rather in their adult education systems' range, programs, material and technical equipment, funding systems, and accessibility to potential users. Both countries' adult education systems share the same goals, including providing adults with employment-related educational services; enhance their leisure time; and gain qualifications relevant to the areas of economic, technological, cultural, social, and individual development. The adult education institutional networks of both countries are based on the concept of lifelong learning, and both include many of the same types of institutions, including the following: folk high schools, public and private schools and universities, educational centers within companies, people's open education and third age universities, political societies, and unions. However, Slovenia's adult education institutional network is more developed than is Croatia's, including in the areas of research and cooperating with other adult education institutions and organizations. (27 references) (MN)

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Ph.D. Ilija Lavrnja**Ph.D. Anita Klapan****Faculty of Philosophy****Department of Pedagogy****University of Rijeka****Rijeka****CROATIA**

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COMPARATIVE ANALYSIS OF THE ADULT EDUCATION INSTITUTIONAL NETWORK IN CROATIA AND SLOVENIA

Introduction into the problem

Republic of Croatia and Republic of Slovenia as independent states were formed after the separation from former Yugoslavia. The two republics formed a Federation of Yugoslavia together with four other states (Montenegro, Bosnia and Herzegovina, Macedonia and Serbia). They gained their independence in 1991.

These states were formed in last decade of last century after the breakdown of former Yugoslavia where they had the status of republics. Compared to other four republics of former Yugoslavia, Croatia and Slovenia were far more developed, which, of course, had great influence on educational system including the system of adult education. Before entering the Federation of Yugoslavia in 1918, Croatia and Slovenia were a part and under great influence of Austro-Hungarian monarchy, which had effected their political, educational and cultural development (Klapan, Pongrac, Lavrnja, 2001). However, these today independent countries have different culture and tradition, different systems of education and especially, system of adult education. Although both gained independence in 1991, their ways getting there are entirely different. Slovenia has gained independence relatively easy (without any bigger war occurrences or battles), while Croatia, although already an independent country, fought the war for the independence from 1991-1995. Throughout the decade both countries have been

coping with the burden of their legacy, as it usually happens with the “postsocialists” countries during transition. Croatia has, unlike Slovenia and other transitional countries, gained the independence throughout war and sufferings.

About Croatia and Slovenia as new-formed countries after the Yugoslav breakdown

Republic of Croatia has 56 542 sq. km. Capital, as well as biggest city, is Zagreb. Croatia, situated in central and Mediterranean Europe, is surrounded by Slovenia, Hungary, Yugoslavia (Serbia and Montenegro), Bosnia and Herzegovina and Italy. In 2001, Croatia had a population of 4 381 352. According to Constitution of Republic of Croatia, which has been officially recognized on December 22, 1990, Croatia is a unique, inseparable democratic and social state, land of parliamentary democracy. After the referendum, Croatian independence was proclaimed on October 8th 1991. Due to war circumstances and aggression, European Union and USA have officially recognized Croatia as an independent state in 1991. During the same year Croatia becomes 178th member of United Nations and in 1993 IMF. After that period Croatia enters Bank of the World and various international financial and other institutions. From 1996 Croatia is a member of Council of Europe. Croatia has relatively modern management and industry where services take part of 65%, agriculture 10% and industry 25%. Croatia does not greatly depend on any special resource and its GNP is around 5 000 \$.

Republic of Slovenia is, together with Croatia, one of the youngest European states and has proclaimed its independence on June 25th 1991, just after the elections in April. In May of 1992 Slovenia has become a member of United Nations organization, and today is a member of all relevant international institutions.

Slovenia is a state of parliamentary democracy. Its area is 20 256 sq. km and has about 2 million inhabitants. Capital is Ljubljana, with a population of 330 000. It is situated between the Alps and Adriatic, and borders on Italy, Austria, Hungary and Croatia. As half of its area is covered in woods, Slovenia is third European country in wood coverage, just after Finland and Sweden and is one of the more successful transitional countries.

Today's system of adult education in Croatia and Slovenia has to be considered within previous trends when the countries were still a part of Yugoslavia, when both education and adult education had almost the same characteristics, not only for these two countries, but also for all countries within Yugoslavia. System was equal for all the countries (Šoljan, 1985) However, Slovenia and Croatia had some specific characteristics in fields of education and adult education and they had used them in later development after the breakdown. (Kulich, 1995.)

Adult education was a part of institutionalized education of workers' network and people's open universities, centers for education within companies, vocational schools, high and advanced schools, andragogic schools and seminars and some other forms of adult education. In almost all adult educational institutional network in Slovenia and Croatia, adult education mainly had compensational role. With these aspects of education an individual has tried to correct mistakes in prior education (to get elementary literacy, basic education, receive various qualifications on different levels), or it was education on which individuals or groups were forced in order to get or maintain a vacancy (learning new trades, demand for higher level of knowledge...). (Pongrac, Lavrnja, 1998.)

Although adult education in Croatia and Slovenia was formally within the system of education and was supposed to function as a public service and represent the common good, it was not systematically arranged. The biggest proof for that is the fact that adult education did not have any official government financial background. Moreover, it was entirely out of the public funding, and therefore was financed by individuals, working organizations or companies. Existing educational institutions in Slovenia and Croatia were not developed enough, and although they offered many different programs, they were not attainable to many "consumers" of educational goods. Besides that, its uncertain legal position and its position as a public service and social good was not specified, which had great influence in long term planning and shaping of any consistent strategy. (Jelenc, 1996.; Pongrac, 1999.)

Adult education in Slovenia and Croatia entered a new faze of changes in fields of social, political, economic and educational development after the countries gained their independence and, similar to other transitional countries, was firstly faced with a great enthusiasm through which great effort was made to come closer to west European democratic countries. (Pongrac-eds., 1999.)

Even some good solutions which could have been used in all fields of social development were discarded along with reality in order to end with the inherited past. It can be best noticed in plan of changes in education and adult education. Whole system of education: goals, content, curriculum structure, material and technical support, organizational solutions, theoretic and methodological base of changes, in other words, the whole strategy of upbringing and education was created in a very short period. While doing so, other components of social changes (politics, ideas, management etc...) that determine the content, direction and tempo of changes were not taken into account. (Lavrnja, Klapan, 1997.)

Slovenia has started the changes in educational system relatively soon after gaining independence and through much safer and calmer transitional changes. Already in 1994, after thorough preparations, a systematic document on strategy of upbringing and educational development, the so-called "White paper on Education in Republic of Slovenia" was created. (White Paper on Education in the Republic of Slovenia, 1996.) The document is based on researches led by Slovenian and international expert scientists. Trends of educational development and philosophy of lifelong learning were taken into account while creating the strategic conception of education, therefore, adult education of has not only gained the equal status, but due to previous negligence, has finally got the earned privilege. We can only mention that since Slovenian independence, adult education as a part of educational system within public activities is sponsored from national budget. It has been rightly concluded that the system of adult education will not be able to transform successfully unless helped financially. These changes were followed by many international seminars held in Slovenia or studies, expert opinions and experiences gathered on international seminars all over the world. (Jelenc, 1992.) These experiences have been carefully put into strategic changes within the system.

Situation in Croatia in the plan of changes in the educational system, especially in adult education is somewhat different. As already mentioned, immediately after the independence was proclaimed, war broke out and lasted until 1995. Nevertheless, in 1991 some changes, caused by social changes and tendencies, have been made. But, within the zeal of changes, starting with aims, content, structure, organization and material support, there were too many quick and rash solutions and they didn't have needed financial support. (Klapan, Pongrac, Lavrnja, 2001.) Adult education was in especially inadequate position, and has been orientated on questions that were brought up during war (work with the refugees, disabled, socialization of soldiers and war victims, work with the unemployed...). (Lavrnja, Klapan, 1997.) Besides that, restructured management has held up the quite well developed

system of adult education. Private initiative in founding small companies and privatization demanded new profiles of working qualifications, and in the same time did not invest in education. (Pongrac, Lavrnja, 1998.)

Although adult education was formally a part of system of upbringing and education was not, as a public activity, funded from national budget. Existing network of organizations for adult education has changed greatly, especially through transformation or even closure during privatization, or they were transformed into private centers for different forms of formal, non-formal and informal adult education. (Lavrnja, Klapan, 1998.) How much are we behind Slovenia is visible through the fact that the strategy of educational development has been accepted in 2001 in Croatia, where adult education takes very important place in conception of lifelong learning. The studies are still in first phase, and as the legal regulative does not exist yet, problems are solved through other legal acts that concern education and upbringing in Croatia. (Pastuović, 2001.). We should add the fact that European institutions during last decade did not finance research project in the education field (adult education also) in Croatia, unlike Slovenia and other transitional countries in post socialist development.

The adult education institutional network in Croatia and Slovenia – comparative analysis

We should have in mind different circumstances when comparing adult education system in Croatia and Slovenia, especially adult education institutional network. The differences are not so great in organization models of the educational network, but in the range, programs, material and technical equipment and especially, funding system and attainability to all potential users of education. (Jelenc, 1998.)

Comparative analysis of the adult education institutional network in Slovenia and Croatia shows the same tendencies in search of those forms of adult education which would expand the educational possibilities of individuals in employment function, change of profession, work mobility, leisure time, increase of knowledge quality and educational standards, qualifications for economic, technological, cultural and social development and especially personal individual development. (Klapan, Matijević-eds., 2001.), But, there is a long way between the ideas and realization. It is not strange that both Croatia and Slovenia started with the same motto: “Croatia – a Learning Society” and “Slovenia – a Learning Country”. Both of the countries when create the adult education institutional network start with the concept of lifelong learning within which the adult education is just a part of the

entire upbringing and education system and is shaped on previous phases of formal, non-formal and informal shapes of education and are conditioned by changes within those segments of education, but has influence on previous segments of that education and the whole concept of lifelong learning. (Jug, 2002.)

Institutional network of adult education in Croatia can be examined through following institutions:

- folk high schools, called usually people's open universities
- elementary schools which provide programs for adult education
- secondary schools which together with the regular, also provide programs for adult education
- high schools and universities which offer programs of education while working and studies for graduates in high qualification, university diplomas as well as the programs for specialist, postgraduate MA and Ph.D. degree
- private education institutions
- centers for education within companies
- Andragogic center
- professional societies – unions in the field of adult education
- different professional associations, societies, organizations which are not mainly educational institutions, but provide the program in addition
- political societies and unions
- drivers schools
- other organizations
- third age universities

Similar, but a bit more developed institutional network can be found in Slovenia:

- folk high schools, called usually people's universities
- elementary and secondary schools with special programs for adult education
- high and advanced schools and universities
- private education institutions
- centers for adult education within companies
- educational centers founded by Management Bar of Slovenia, which are now specialized educational institutions
- managers schools
- Slovenian Institute for Adult Education

- third age universities
- informal forms of education within local community
- different professional associations, societies, organizations, clubs which are not mainly educational institutions, but provide the program in addition
- political societies and unions
- drivers schools
- other organizations and institutions which are providing education as an additional (not main) activity

Central place in adult education in Croatia is represented by people's open universities, and in Slovenia, people's universities. There are more than seventy people's open universities in Croatia and its programs vary from basic education and literacy to secondary school level, prequalification, programs for learning new trade, foreign language courses, computer technology, education and culture. All people's open universities are gathered within the Croatian association for the education of adults and since 1997 it is a member of European association for the education of adults, as well as a member of International Certificate commission for foreign languages learning. Important activity of Croatian association for the education of adults is education of andragogic staff within Academy of andragogy (summer schools of andragogy), researches, projects cooperated with international institutions, "Education of adults" magazine publishing.

Thirty-seven of about forty folk high schools (people's or worker's universities) - "Ljudske univerze" in Slovenia are gathered in Folk High School Association. They function as public institutions and fulfill local and regional needs for adult education. They offer different flexible programs from elementary and secondary education, programs for prequalification, learning new trades and additional education, foreign languages learning as well as flexible programs of non-formal adult education. Local community and users of education have great role in concepts of educational offer, and, above all, role of local community is to materially help users of education, especially in informal and non-formal forms of adult education. Slovenian and Croatian types of this institutions - folk high school (called usually people's or workers' universities) are, as we can notice, very similar, both in their aims and program structure, coverage and attainability. Folk high schools (people's universities) in Slovenian are a bit more developed, especially in non-formal and informal education connected people's open universities in Croatia. Local communities and state role

are far more noticeable in these institutions in Slovenia than in Croatia, especially in financial support for programs of these institutions.

Elementary and secondary schools provide programs of education for adults as a part of ordinary educational system in Croatia. Elementary schools provide programs of elementary education aiming the increase of general educational level of basic (elementary) adult education, as well as programs for providing basic terms for further education. Due to large number of pupils who do not finish regular program of elementary school, elementary education is provided for those of 15-18, as well as for those over 18. Elementary education is provided through different forms of ordinary teaching, correspondent-consultative education, seminars, courses, tests and examinations and other forms of organization. Basic adult education can be gained through various institutions that fulfill program and legal terms to provide elementary education.

Very similar structure can be found in Slovenia, as elementary education can be provided in elementary schools, centers for adult education, folk high schools and other institutions for adult education. They offer various models and forms of elementary adult education as correspondent-consultative forms, seminars, courses, distance education. Concise legal regulative, flexible schedule and funding for elementary education of adults has been ensured in Slovenia as a national support for local communities' program providers. (Mohorčič, Ivančič, Podmenik..., 1994).

Secondary schools in Croatia besides regular classes offer high school programs for adults (complete high school), vocational schools (vocational programs), low level school, learning new trades, advanced training. Secondary school network in Croatia gives relatively large possibilities for attaining high school education. Modern forms of education have been included: consultative, mentor, multimedia, team and individual classes. However, legislation and practice of work with children is spread far more than specific forms of work with adults. (Klapan, Pongrac, Lavrnja, 2001.)

Slovenian secondary school system offers similar structure, with a difference that teachers are more and more experts on subject (andragogists, organizers and planners of education) who pay more attention to education of adults and its specific needs, such as new strategies, needs, methods and modern technologies. Local community has great influence in material support of programs because they benefit both the community and the individual. Taking into account that the secondary school education is far more developed than specialized institutions for

adult education in both countries, it is necessary to develop polyvalent centers within the high school system with special care for specific needs, expert teachers, infrastructure and material support for education of adults. Adult education in Slovenia and Croatia is more of an extra source of finances than a systematic institution for educational needs of individuals and local community.

Specific part of adult education system can be found in advanced and higher education and universities (Klapan,1996). In both countries it is practiced through studies while working, which can be attained by both employed and unemployed adults. Number of individuals interested in higher and high education, under and post graduate studies and MA and Ph.D. studies are in great increase. There are few high level schools and universities that provide special centers and care for associate studies for adults, while great majority considers adult education as a part of regular studying. Adult education at university level is more and more treated as a good source of financial support than as a significant problem that should be treated and developed.

Education within companies is one part of educational network and was very much developed in both countries before the independence, especially in large companies and firms. Nowadays, number of large companies is in decrease and therefore the number of educational centers, its structure and function is lowering, especially in Croatia, so that education within companies is greatly differed from company to company. On one hand there are some who have very well developed educational systems, and on the other hand large number of companies which has lowered the number to only few employees who are dealing with adult education. (Lavrnja, Klapan, 2002.)

We can freely say that the educational function in companies has gone backward in both countries when compared to previous situation.

Both of the countries have private part of the adult education institutional network that offers various programs of formal, non-formal and informal form of adult education (from foreign languages learning, learning new trades, qualifying, computer technology, special programs for unemployed for specific use to programs suggested by individuals according to their needs). The number and program structure is in constant increase, especially in Slovenia. These institutions are based on market change and according to need they form programs in order to attract larger number of individuals.

Management education takes special place in Slovenia and Croatia within system of education of adults because it was not even formed in ex Yugoslavia due to ideological and

other reasons. It was only in last few years that some of companies in Croatia organized non-formal forms of management education. As the system is still not developed, universities of economy, experts and professional associations overtake role of non-formal education. Formal education is obtained at universities of economy, business and tourism within their programs of studies while working. Lately, some specific postgraduate studies include management, and many scientists and experts both from Croatia and around the world are included in realization of this project. Although great effort has been made, project is still in first phase and does not follow the needs of fast developing economy.

Similar system can be found in Slovenia, but progress is more noticeable as there are many specialized institutions dealing with manager's education for adults. There are also many "business schools" which provide various programs. As in Croatia, education is mainly provided through universities, expert associations and large companies. There are more and more universities in Slovenia that include management postgraduate studies, and they are cooperated with foreign universities.

When comparing the systems, it is noticeable that the Slovenian is a bit more developed, but both countries should work hard on system of long term education within which non-formal and formal forms of education would be well connected and consistent.

Professional unions, societies and organizations which offer programs of andragogic activities play very important role within the network together with associations and organizations which are not educational organizations but offer some educational activities. These institutions play special role as they offer the largest choice of non-formal and informal forms of education, they organize seminars and different forms of education on local level or even international gatherings or symposiums and they work on permanent education of andragogic staff.

Slovenian Institute for adult Education is by far more developed than Croatian Adult Education Center, as the Slovenian has more than thirty full time employees (majority of them being experts and researchers), and the Croatian with only few (Možina, 1996). That says a lot about possibilities of both of the institutions.

Croatian center supports different research activities in field of adult education, cooperating with other institutions and organizations for education of adults. The center coordinates educational institutions for adult education, and especially people's open universities and elementary and secondary schools that provide education for adults. It is

planned that the Croatian Adult Education Center becomes one of the central research-development units within the system of adult education in Croatia.

Slovenian Institute for Adult Education is founded by Slovenian government as a central non-government and non-profitable organization for research, development and counseling of adult education. The Institute has many activities, such as preparation of basis for education of adults in Slovenia, research work in education, planning norms and standards for education development, international cooperation, etc ... Slovenian Institute for Adult Education represents the head organization for "lifelong learning culture development in adult education" (Možina, 1996).

Significant part of adult education is provided by professional services, unions, associations, politic parties and organizations, religious organizations and different non government organizations which are not registered as educational institutions, but still organize different educational programs in order to attain members who will be able to work within the goals and structure of the organization. Network of these organizations and institutions for adult education is significant and their number is largely increasing in Croatia and even more in Slovenia.

Conclusions about the adult education institutional network in Croatia and Slovenia

According to comparative analysis of the adult education institutional network in Croatia and Slovenia, it can be noticed that the two neighboring countries, that were until 1990 parts of ex Yugoslavia, had similar starting positions, both in development of andragogic theory and practice and institutional network of adult education (Pongrac, 1990; Jelenc, 1996).

There are some specific differences, of course. While shaping their own educational system, both countries had in mind the quickest approach of their educational system to west European democracy. It is characteristic that today's adult education institutional network are very similar, as we can find almost identical educational institutions in both of the countries. Educational network in Slovenia has been building ever since the independence, while it has been delayed in Croatia due to war circumstances. Great progress has been made after the end of war in 1995, but the legal legislative has not been formed yet, whereas Slovenia has covered the matter already in 1996.

Although educational network is very similar, program structure, dissemination and attainability has been much more developed in Slovenia for the very beginning, while Croatia copes with the matter for last few years.

Slovenia has developed and adopted national program of adult education that is funded by Government of Republic of Slovenia. Croatia is far behind. However, Croatian Government and Ministry of education and science and technology have given an important role to adult education in their "Development strategy" on reform of social development of Croatia (Pastuović, 2001). No matter what the differences are, it is clear that both Slovenia and Croatia tend to build a modern adult education institutional network.

Compared to more developed countries in Europe and advanced transitional countries, Croatia and Slovenia are far behind considering the number of institutions, equal diffusion, programs diversity in different areas of adult education. It especially refers to program offer to unemployed (there is a large number of the unemployed in both countries) in different forms and programs of learning new trades and programs for further improvement and education.

Moreover, the adult education institutional network is not supported enough by technology and innovative solutions specially adapted to specific needs in education of adults. Also, centers for research of educational needs, offer and motivation do not exist, influence of local community is minor, and it seems though it has been forgotten that the educational good is valuable if based also on needs of individuals and not only on social needs.

Although Slovenian developing infrastructure of adult education is a bit more developed than Croatian, it still needs to be looked upon more thoroughly. In Croatia doesn't exist an institute for adult education, which would serve as a central institution for research and development of adults. Secondly, there is no specialized institution that would consider specific segments of adult education (such as on level of elementary, secondary and high school level, professional education, non-formal and informal education, vocational schools, education of elderly people...).

In Slovenia educational-developing role has been mainly done by Slovenian Institute for Adult Education, the Department of Pedagogy and andragogy at the Faculty of Philosophy in Ljubljana, the Faculty for Organisational Sciences in Kranj, which belongs to the University of Maribor, Institute of pedagogy, the Centre for University Development and others.

In Croatia, educational-developing units concerned with adult education were not formed in such way that they are a part of high education. While shaping adult education institutional network it is important to take into account the researches and scientific results and consensus of different social actors interested in adult education.

There are significant researches specially created for adult education institutional network (network foundation and evaluation) in Slovenia, while such research is still in

starting phase in Croatia. When creating new network concepts and creation of modern system of adult education (networks of educational institutions), the burden of inherited past and all caused difficulties must be pointed. However, firm decision of Slovenia and Croatia to build new system of education and system of adult education within lifelong learning process, concrete solutions and modern system compatible to developed countries is a good and healthy basis to start political, economic and social reforms already in progress in these two transitional countries. It is very clear: who does not change today, will be late tomorrow. Critical social group and actors masses have been formed in both countries and are headed to social and individual development, where education and adult education are extremely significant of overall changes.

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Corporate Source: The article presented in St. Louis, Missouri, Hyatt-Regency Hotel at Union Station at III. International ISCAE (International Society for Comparative Adult Educatin) conference, November 18-20,2002.	Publication Date: The paper isn't published

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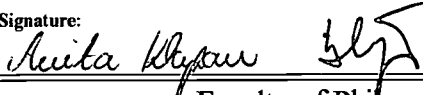
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