

INTERNATIONAL CONFERENCE

ADULT EDUCATION IN THE EUROPEAN EDUCATION AREA: PERSPECTIVES FROM SOUTHEAST
EUROPE

- conclusions and reflections for future work –

- Learning and education are called lifelong, but the question arises whether they need this attribute at all, because it is understood that they must be lifelong. **Adult education**, however, is an activity that **gives continuity, structure and institutionalization** to these processes. It is known to whom, what, where, when and for what purpose it is given/received.
- Learning and education of adults is **positioned relationally** in relation to the overall life and work of man
- **Andragogy** is a science that deals with the education of adults as its own phenomenon, but focuses on man with his general human and educational needs, and questions the models of adult education in practice.
- **Adult education in BiH** has its own centuries-old history and decades of foundation, which requires a lot of patience (laws that other countries pass in a span of 2 years - for example, Croatia in 2007, Macedonia in 2008 - in BiH require a span of 10 years, from 2009- 2019). Experiences. He draws models for the education of his staff and the professionalization of the andragogical vocation from contact with neighbors from the Region, Europe and the world.
- The conference was an opportunity to confirm how much we **do not want the complicated management system to be an obstacle in meeting our needs**, because there is no negotiation with needs, they must be met. And this conference was an expression of our need to connect a similar andragogic tradition and diversity in treating contemporary issues of adult education.
- The need to increase personal professional powers is certainly satisfied. We were given the opportunity, by applying the Delphi method, **to consider the paths that can be followed in redefining andragogic training and designing Andragogy studies**.
- We learned about **the concepts of adult education** (construction and de-construction of the existing one), the power of the powerlessness of education in a world of crises, **the constant need to "import"** ideas about micro-qualifications, ways of financing, etc. but at the same time **to be careful with the time** in which we expect results (for the places where Croatia is now, it took 20 or 20 years of persistence...)
- Important notes **for the Andragogy study program** can be found in the presentation on career development. Career no longer has the appearance of a linear transition from one to another career development, but a choice for which adults should be educated.
- To this we connect **the question of professionalization**: do we need andragogues or people who will professionalize in the profile of andragogues regardless of the matric studies they have completed? This is a very important question for the selection of future candidates for a study or an andragogic training program.

- **Creativity, art, philosophy, political science and sociology** must be part of study programs for andragogues. Even this idea of combinatorics among the sciences is part of a creative manifesto that could be summed up in the statement: **teaching creativity must be an integral part of andragogic programs, while at the same time creatology must respect andragogic cognitions.**
- The upbringing of educators, the education of educators, **the presence of andragogy in institutions dealing with the upbringing and education of children** is strongly underlined in several presentations. Here we add that andragogy is responsible for the future assistance to all educational roles of adults to regulate the increasingly present pedagogical inversion in which, encouraged by ideas from the age of children, they became victims of their own educational tact and ignorance about setting boundaries.
- Questions concerning **health education** even after 100 years are no less important for the field of andragogy. The place from which andragogy received its first inputs remains equally important, and therefore medical or health andragogy should have its place in future educations, study or informal.
- Finally, in the hope that our participants left the Conference satisfied, we must also say that **we believe that we, as people coming from Bosnia and Herzegovina, are being mapped as a possible resource for further professional exchanges.** We consider the participants and respected invited guest lecturers and exhibitors to be our reviewers, but also promoters of andragogic ideas coming from Bosnia and Herzegovina, through which we equally offer belonging, love, expertise and fun.
- We see **the post-conference space** as a space for innovating andragogic training and thinking about joint andragogic study programs, which we want to discuss in the form of a symposium, planned for the time ahead.

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For the Program and Organization Committee of the Conference:

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