

## UVODNIK

Prva letošnja številka *Andragoških spoznanj* je netematska in vsebuje šest člankov, eno poročilo ter dve knjižni recenziji.

Katja Jeznik v članku *Vpliv sistemske organiziranosti izobraževanja oseb s posebnimi potrebami na inkluzivno naravnost učnih skupnosti* razpravlja o inkluzivnosti izobraževalnega sistema kot cilju, h kateremu stremimo na vseh ravneh. V članku so predstavljene teoretske opredelitve koncepta inkluzije in sistemske rešitve vključevanja oseb s posebnimi potrebami v izobraževanje, kakor tudi podobnosti in razlike med izobraževanjem oseb s posebnimi potrebami na različnih ravneh izobraževanja. Izhajajoč iz analize relevantnih zakonodajnih dokumentov, spletnih strani in sekundarnih virov o vključevanju oseb s posebnimi potrebami v sistem izobraževanja v Sloveniji, avtorica ugotavlja, da bolj kot inkluzivno prevladuje integracijsko razumevanje vključevanja oseb s posebnimi potrebami na vseh ravneh izobraževanja, kar pomeni odmik od razumevanja inkluzije kot temelja za vzpostavljanje inkluzivno naravnanih učnih skupnosti.

Souksakhone Sengsouliya in Vanmany Vannasy v članku *Etnične manjšine in osip v visokošolskem izobraževanju: integrativni pregled* proučujeta teoretične poglede na odločitve o opustitvi izobraževanja pri pripadnikih manjšin v visokošolskem izobraževanju. Analiza avtoric pokaže, da je vprašanje osipa izredno kompleksno ter ga zaznamujejo raznolike opredelitve in značilnosti. Ugotavljata, da na odločitve predstavnikov manjšin o opustitvi študija vplivajo dejavniki na treh različnih ravneh: na psihološki ravni posameznikova motivacija, percepcije, odnos in učenje; na fizični ravni posameznikovo zdravstveno stanje in pripravljenost za učenje in na okoljski ravni vpliv družinskega ozadja, življenjskega okolja, institucionalne podpore ter socializacije z drugimi. Avtorici skleneta, da morajo visokošolske institucije te študente pri pridobivanju izobrazbe še posebej podpirati s ciljno zastavljenimi ukrepi.

Igor Ivašković v članku *Učenje tujih jezikov na področju poslovnih in ekonomskih ved: analiza preferenc študentov Ekonomske fakultete v Ljubljani* analizira, kako študenti ekonomskih in poslovnih visokošolskih študijskih programov zaznavajo potencialno korist od učenja tujih jezikov ter njihove izkušnje z učenjem jezikov. Rezultati, pridobljeni z anketo na vzorcu 272 študentov, kažejo, da ta populacija pogosto zaznava potrebo po znanju tujega jezika. Delovno aktivni, še posebej zaposleni na delovnih mestih, kjer se zahteva vsaj visokošolska izobrazba, to potrebo zaznavajo bolj od delovno neaktivnih ali zaposlenih na delovnih mestih, kjer se ne zahteva visokošolska izobrazba. Proučevana populacija učenje

jezika v največjem delu vidi kot sredstvo, ki enakomerno prispeva tako k razvoju osebnosti kot k večji zaposljivosti.

Avtorice Concetta Tino, Maria Cristina Lavagnolo, Monica Fedeli in Laura Bierema v članku *Karierno odločanje in zanimanje študentk na področju inženirstva: kvalitativna analiza vpliva osebnih in kontekstualnih dejavnikov* proučujejo vpliv, ki ga imajo osebni in kontekstualni dejavniki na karierno odločanje in zanimanje žensk za študij inženirstva. Na podlagi socialno kognitivne karierne teorije in ob uporabi kvalitativnega pristopa so izvedle devet intervjujev z dodiplomskimi študentkami na univerzi v severni Italiji. Rezultati študije razkrivajo naslednje prevladujoče vidike, ki imajo pomemben vpliv na zanimanje študentk za inženirstvo: osebne sposobnosti in predanost študiju; inženirsko zanimanje, ki ga oblikujejo dejavniki, kot so podpora družine, pomembne učne izkušnje in kultura družbe; ter percepcije o notranjem (učinkovitost, samozavest) in zunanjem pripoznanju.

Vanmany Vannasy in Souksakhone Sengsouliya v članku *Ključni kazalniki pri izvajanju učenja na delovnem mestu v visokošolskem izobraževanju* z uporabo metode integrativnega pregleda opredelita ključne napovedovalne kazalnike pri izvajanju učenja na delovnem mestu v visokošolskem izobraževanju. Konceptualni okvir študiji postavlja teoretična in empirična literatura o učenju na delovnem mestu. Na podlagi analize identificiranih člankov sta odkrili sedem ključnih napovedovalnih kazalnikov za učenje na delovnem mestu v visokošolskem izobraževanju: individualno učenje, skupinsko učenje, organizacijska kultura učenja, vodstvo, partnerstvo, odnos med delodajalcem in zaposlenim ter nacionalna sistemska politika. Ti kazalniki so prav tako ključni dejavniki za preoblikovanje univerz v učeče se organizacije.

Na koncu Jernej Širok in Martina Mravlja v članku *Fazni način zunanjih evalvacij v visokem šolstvu: raziskovanje lastnosti evalvacij študijskih programov v Sloveniji* tematizirata še lastnosti in vpliv evalvacijskih praks v visokem šolstvu, ki jih uokvirja bolonjski proces. Na podlagi teoretskega modela in kontekstualizacije rezultatov statistične analize evalvacijskih poročil strokovnjakov v postopkih podaljšanja akreditacije 485 študijskih programov v slovenskem visokošolskem prostoru pokažeta, kako zagotavljanje kakovosti prek ukrepov za izboljšanje v praksi vpliva na visoko šolstvo.

Številko zaključujejo poročilo Monike Govekar-Okoliš, Nine Breznikar in Katje Jeznik *Vzgoja in izobraževanje za vključujočo skupnost* o Pedagoško-andragoških dnevih, ki so januarja letos potekali na Filozofski fakulteti Univerze v Ljubljani, ter recenziji knjig *Sto let je znanja: 100 let ljudskih univerz na Slovenskem*, ki jo je pripravila Nada Žagar, in *Prehodi od izobraževanja na trg dela: poskusi vstopanja v poklice blaginje in vključevanja na (trans) nacionalni trg dela*, ki jo je pripravila Nina Vodopivec.

## EDITORIAL

This year's first issue of *Studies in Adult Education and Learning* is a non-thematic one and comprises six articles, a report and two book reviews.

Katja Jeznik's *The Impact of the Systemic Organisation of Special Needs Education on the Inclusivity of Learning Communities* focuses on an inclusive educational system as the goal we are striving for on all levels. The article presents the theoretic concepts of inclusion and the systemic solutions for including people with special needs in education, as well as the similarities and differences in special needs education at different levels of education. Based on an analysis of the relevant legal documents, websites and secondary sources on the inclusion of people with special needs in the education system in Slovenia, Jeznik finds that integration is a more prevalent strategy than inclusion when it comes to special needs students. This signifies a step away from understanding inclusion as the foundation for establishing inclusivity-oriented learning communities.

Souksakhone Sengsouliya and Vanmany Vannasy's *Ethnic Minorities' Dropout Decisions in Higher Education: An Integrative Review* looks at the theoretical perspectives on dropout decisions made by members of ethnic minorities in higher education. The authors' analysis shows that the question of dropping out is very complex and is defined and characterised in various ways. They find that three levels of factors influence the decision to abandon one's studies: the psychological level of the individual's motivation, perceptions, attitude, and learning; the physical level of the individual's health and readiness for learning; and the environmental level of family background, environment, institutional support and socialisation with other people. Sengsouliya and Vannasy conclude that higher education institutions need to provide special support and introduce goal-oriented measures to better support ethnic minority students.

Igor Ivaškovič's *Learning Foreign Languages in the Fields of Business and Economics: An Analysis of Preferences Among Students at the School of Economics And Business Ljubljana* analyses how economics and business students perceive the potential benefits of learning foreign languages and their experiences with language learning. The results acquired by polling a sample of 272 students indicate that the population is often aware of the need to speak a foreign language. The students who are employed, particularly in positions that require a minimum higher level of education, perceive this need more than those who do not work or work in positions that require lower levels of education. The participants largely see learning a language as equally beneficial to their personal development and their employability.

Concetta Tino, Maria Cristina Lavagnolo, Monica Fedeli and Laura Bierema's *Women's Career Decision Making and Interest in Engineering: A Qualitative Analysis of Influential Personal and Contextual Factors* explores the influence that personal and contextual factors have on women's career choices and their interest in studying engineering. Based on social cognitive career theory and utilising a qualitative approach, nine interviews were conducted with women undergraduates at a university in Northern Italy. The results show the following major aspects that influence the level of interest women have in engineering: personal abilities and commitment; an interest in engineering influenced by factors such as familial support, significant learning experiences and social culture; and the perceptions of internal (efficacy, confidence) and external recognition.

Vanmany Vannasy and Souksakhone Sengsouliya's *Key Predictors of the Implementation of Workplace Learning in Higher Education* uses an integrative review approach to determine the key predictors of the implementation of workplace learning in higher education. Theoretical and empirical literature on workplace learning form the conceptual framework of the study. By analysing the relevant articles, the authors identify seven key predictors that make workplace learning in higher education possible: individual learning, team learning, the organisational culture of learning, leadership, partnership, the employer-employee relationship, and the national policy. These predictors also represent the key factors in transforming universities into learning organisations.

Jernej Širok and Martina Mravlja's *Phase Modality of External Evaluations in Higher Education: Exploring the Properties of Study Programme Evaluations in Slovenia* explores the characteristics and influence of the evaluation practices in higher education set by the Bologna process. Developing a theoretical framework and contextualising the statistical analysis results of the external evaluation reports of 485 study programmes in Slovenian higher education, Širok and Mravlja show how quality assurance and the improvement measures involved impact higher education in practice.

The issue comes to a close with a report and two book reviews. Monika Govekar-Okoliš, Nina Breznikar and Katja Jeznik's *Education for an Inclusive Community* reports on the Days of Pedagogy and Andragogy, which took place in January 2023 at the Faculty of Arts, University of Ljubljana. Nada Žagar reviews *Sto let je znanja: 100 let ljudskih univerz na Slovenskem*, a book on the centenary of adult education centres (so-called people's universities) in Slovenia, and Nina Vodopivec reviews *Prehodi od izobraževanja na trg dela: poskusi vstopanja v poklice blaginje in vključevanja na (trans)nacionalni trg dela*, a book on the process of education-to-work transitions.

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