

Koncept andragogije i praksa obrazovanja odraslih u Holandiji

Koncept andragogije i njegova refleksija na praksu obrazovanja odraslih u Holandiji duboko su uslovljeni raznovrsnim socijalnim uticajima. U prvom redu, značajan uticaj imale su izmena ekonomske politike (od korporativne ka neoliberalnoj), izmena modela socijalne politike (od Rajnskog ka Anglo-američkom modelu) i način strukturisanja društva (od pilarizacije ka izgradnji multikulturalnog društva usled velikog priliva imigranata i, ponovo, ka re-pilarizaciji). Traganje za adekvatnim teorijskim "odgovorom" na diverzifikovanu praksu obrazovanja odraslih u Holandiji koje je kroz tzv. agološki koncept" intenzivirao Tonko Tjarko Ten Have traje više od pedeset godina, trpeći, pritom, značajne spoljne uticaje.

U radu se, takođe, razmatraju pravci razvoja andragoške teorije i prakse u Holandiji tokom dvadesetog veka i uticaj koji su na njih imala neka društvena rešenja i promene (u domenu finansiranja, sistema socijalne zaštite, u okviru sistema obrazovanja odraslih, deregulacija i povećanje autonomije na području obrazovanja, povećanje broja nezaposlenih i osoba koje se ne nalaze na tržištu rada i dr).

***Ključne reči:** holandski koncept andragogije, obrazovanje odraslih u Holandiji, pilarizacija, re-pilarizacija*

Specifični agološki koncept koji je obuhvatao dečju zaštitu, kulturni rad sa mladima, socijalni rad sa pojedincima i porodicom, obrazovanje odraslih, komunalni rad, personalni menadžment, poboljšanje međuljudskih odnosa (Savićević, 1991) šezdesetih godina XX veka je "iz Nemačke gde je ona bila u upotrebi sredinom prošlog veka" preuzeo Tonko Tjarko Ten Have (Tonko Tjarko Ten Have) i razvio ga sa svojim saradnicima (Ger van Enckevort, Bastiaan van Gent, Bari J. Hake i dr). Tome su prethodile i pogodovala mnoge okolnosti. U teorijskim radovima često se naglašava da su rano osnivanje univerziteta

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Concept of Andragogy and the Practice of Adult Education in The Netherlands

The concept of andragogy and its reflection on the practice of adult education are profoundly dependent on different social influences. Firstly, the important influence was the one of the change of economic policy (from corporative to neoliberal), the change of model of social policy (from Rein to Anglo-American model) and the way the society is structured (from pillarization to the building of a multi-cultural society due to a big influx of immigrants and again, to re-pillarization). The search for an adequate theoretical response to a diversified practice of adult education in The Netherlands that was, through the so called agological concept, intensified by Tonko Tjarko Ten Have, lasts for more than fifty years now, and is a subject of important external influences.

In the paper different directions of the development of andragogical theory and practice through the 20th century and influence that was exerted on them by some social solutions and changes (in domain of financing, system of social services, in the framework of the system of adult education, de-regulation and increasing of autonomy in the field of education, increasing of the number of unemployed and persons on the labor market etc) are discussed.

Key words: concept of andragogy in The Netherlands, adult education in The Netherlands, pillarization, re-pillarization