

# **EDUCATION BASED ON EQUALITY**

## **– an example of adult education**

EQUALITY AND DIVERSITY IN FORESTRY: CHANGING THE IMAGE OF FORESTRY

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# Who am I?

A FEMALE FORESTER



REPRESENTATIVE OF MINORITY  
AMONG FOREST STUDENTS



AN EXAMPLE OF CHANGED PERCEPTION



A RESEARCHER



FACILITATOR OF  
COMMUNITY LEARNING  
more at <https://sk.acs.si>

# MESSAGES

(what have I learned about equality?)

**1. PROBLEM** (when we change perspective from forest ecosystem to ... ? ... society ? .... )

**COMMUNITY** is seldom/ never accounted - but represents a „real world“

→ Groups/communities are diverse & have high capacity to provide equal *opportunities of access to resources* (eg. labour market)

## 2. METHODOLOGY

MIXED, USUALLY QUALITATIVE APPROACHES: Inquiry. Case studies. Long-term observation, own career ...

## 3. RESULTS INFORM THAT ...

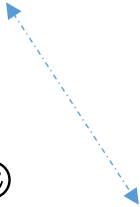
... Institutions have limited capacity for *equal opportunities* due to their official roles, finances, staff capacities

Example of AE institutions (1): Men are missing. Drivers of their non-participation are different.

3 other examples: 1. an individual in a period of extreme and multiple pressures (2); 2. state implemented case of education;  
3. **local community case** (1)

**4. CONCLUSIONS:** be brave, authentic, original & demanding when entering unpredictable labour market.

# ADULT EDUCATION (AE) equity & participation are ultimate goals (ReNPIO 2023-2030)

- In > 30 yrs of inclusive approach & empowering SIAE & network of providers stimulated **cca 20 % of population to participate** in *institutional AE* → investments into promotion;
  - STRUCTURE OF PARTICIPANTS IS **UNEQUAL** → Who is missing in AE? What are drivers of participation (in institutional educational offer)?
    - ? **NUMBERS** ← ANT survey 4<sub>w</sub> (2021): „society approach“ (not contextualized into e.g. communities)
    - ? **REASONS** ← focus groups (Mirčeva s sod., 2022), data on LLLW<sub>1997-2022</sub>, SC<sub>2007-2018</sub>; case study of loc.practice
  - Theory **Community** of practice; mixed methodology
  - RESULTS
    - **NUMBERS** **5% of men only** versus local **communities** have self-organized education 😊
    - **GENERAL REASONS**
      - **unequal** a) (educational) **needs**, b) **ways of socialization**; c) **formal educational** level; **experiential knowledge ???**
      - Educational offer (in *Your case* labour market) does not consider their (*Your*) needs
      - Poor or no attention to men (*You*) AND to their (*Your*) role in community/ society **despite attention to equality** (models, not reality)
    - **SPECIFIC (SLOVENIAN) DATA** – poor understanding of „reality“
      - Men **socialize in communities** (family, local or NGO (*firefighters, mountain/ cave rescue service; forest commons*))
      - Men express high level of **suicidal behaviour** (4x > women) with the accent on older men;
      - Their **educational pathway has not been studied** (limit of 65 yrs; PIAAC (2017): NON/ partly qualified men group)
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# Example of individual

CURIOUS



INFLUENTIAL



IN A PERIOD (1896-1967) OF EXTREME MULTIPLE PRESSURES (national (war)/ political (regimes)/ gender suppression)



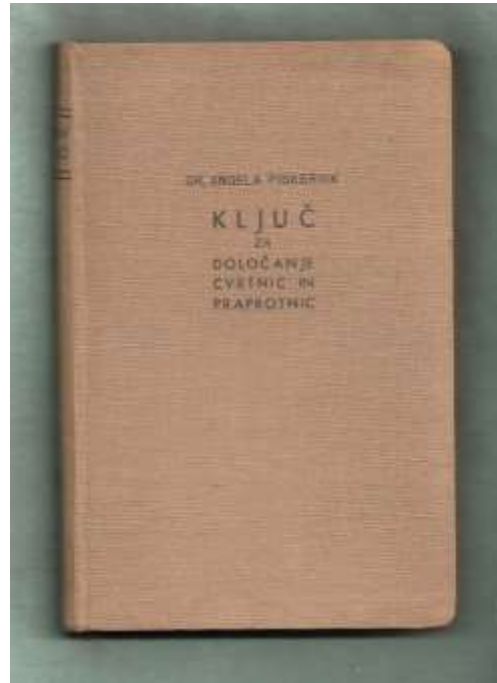
## ANGELA PISKERNIK

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FIRST SLOVENIAN CONSERVATIONIST

FIRST SLOVENIAN FEMALE DOCTOR  
OF BIOLOGICAL SCIENCES

Who was she? Born in Alps, she had strong national identity, she was a pionir in conservation & a documentalist



npr. 1910 : „sme nadaljevati študij na Univerzi, a le, v kolikor je to ženskam dovoljeno“ / „may continue studies but only if it is allowed to women“



1941 **POCKET DICTIONARY** - 3 editions ; Radio lectures, ethnological collections

1941 **KEY FOR DETERMINATION OF FLOWERS & FERNS** (Piskernica: 2222 terms → 2618 (1951)

1943 imprisoned in Ravensbrück → 1943 **KUHARSKA KNJIGA**



1952 founded **CIPRA** international Commission for conservation of Alps

1961 was a **founder of TNP**, Rakov Škocjan, Martuljkova skupina, Robanov kot, Mala Pišnica

1967 **Collected of botanical terms for Slo language dictionary**

**Park Angele Piskernik** (Ljubljana, Tivoli, blizu Koseškega bajerja ..)



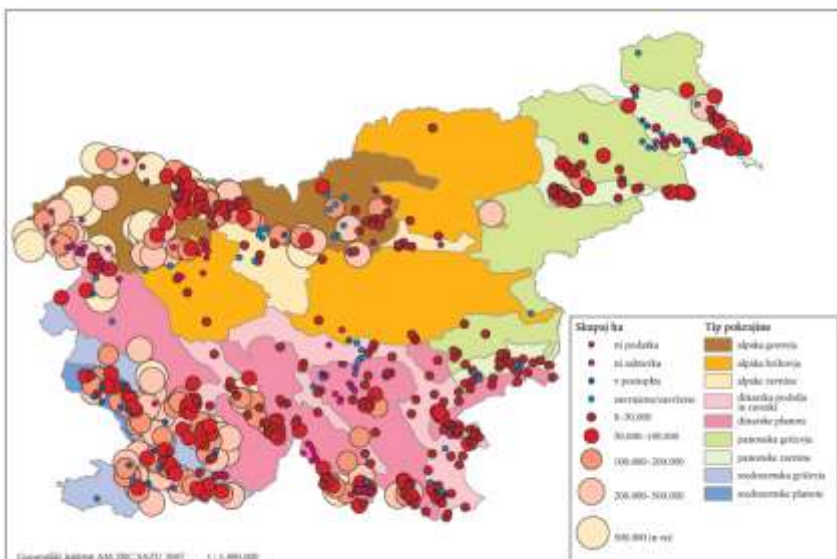
# Knowledge can be implemented or authentic - experiential

- Example of INSTITUTIONAL INITIATIVE <https://sk.acs.si>;

409 locations/ yearly, rural participants (58%), young in NGOs; 59% (out of 404 cases in 2022) document **quality indicators** e.g. **inclusion** defined by age (cca 1/3 of SC), gender (cca 1/5 of SC), spec. needs (1/5 SC) low formal education (16%), social isolation

Particularly vulnerable target group are **isolated, less educated men** (int doc 2022)

- Example of LOCAL FOREST COMMONS (experience of long-term collective forest ownership)



TIP LASTNIKA	ODZIVNI ČAS max dni pred rokom
AS	- 405
DRUGI ZASEBNI	- 240

# CONCLUSIONS

- **EQUALITY (in AE)** - WHEN IT REFERS TO STRUCTURE – IS A **SOCIOLOGICAL IDEAL & IDEOLOGY**
- **INSTITUTIONAL INVESTMENTS - important but limited,**
  - NOT NECESSARILY REACH AND STIMULATE PARTICIPATION OF MARGINALIZED GROUPS
  - BENEVOLENT MEASURES CAN CAUSE UN-EQUITY (e.g. poorly understood participation of men in AE)
- **GAPS ARE OPPORTUNITIES FOR BRAVE ONES** (GENDER GAP, ICT GAP, INSTITUTIONAL GAP ...).
- **DEAR FEMALE FORESTERS, IT IS POSSIBLE TO SUCCEED ON THE DYNAMIC LABOUR MARKET** 😊😊😊
  - **ARTICULATE INTERESTS & NEEDS** and **FIND WHERE THEY FIT TO LABOUR MARKET**
  - BELIEVE & DOCUMENT **OWN STRENGTHS, ACHIEVEMENTS** (within the context)
  - **DO NOT LOOSE TIME WITH NON-COOPERATIVE INDIVIDUALS, GROUPS & INSTITUTIONS**
  - **INVEST INTO COMPETENCES** (YOUR WAY)
  - **ADD VALUE & REFLECT** (e.g. WHY? WHICH? HOW DO THEY MAKE SENSE? FOR WHOM? ...?)
  - FIND INSPIRATION IN **SLOVENIAN CONTEXT**



Thank You 😊  
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