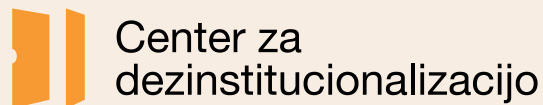


Adult Education, Social Selectivity and Inclusion: Evidence from Slovenia and Implications for Deinstitutionalisation

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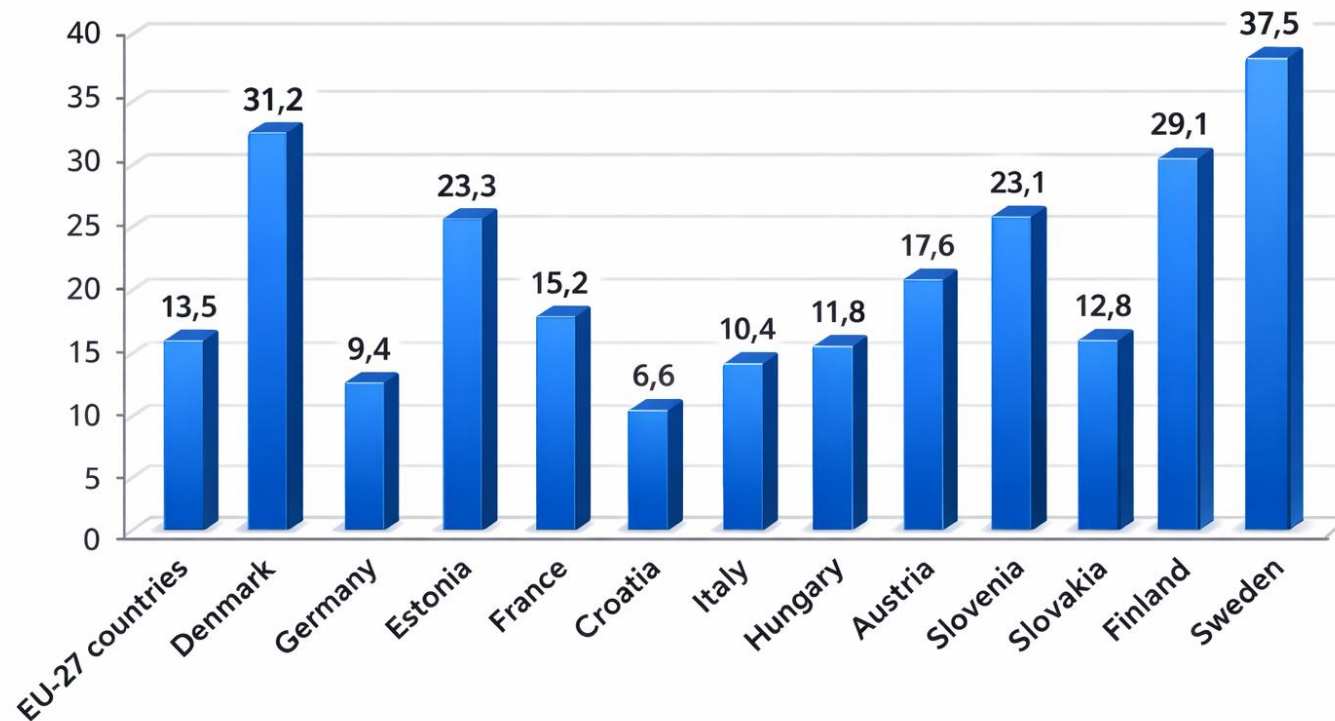
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Objectives of the paper

- (1) test whether participation in adult education in Slovenia can be predicted from individual, educational, occupational and spatial characteristics using LFS data and binary logistic regression;
- (2) demonstrate social selectivity of participation by identifying groups with systematically lower participation;
- (3) discuss implications for inclusion of people with disability in the deinstitutionalisation process and outline a planned intersectoral implementation pathway leveraging Study Circles as community-learning infrastructure, to be monitored and evaluated.

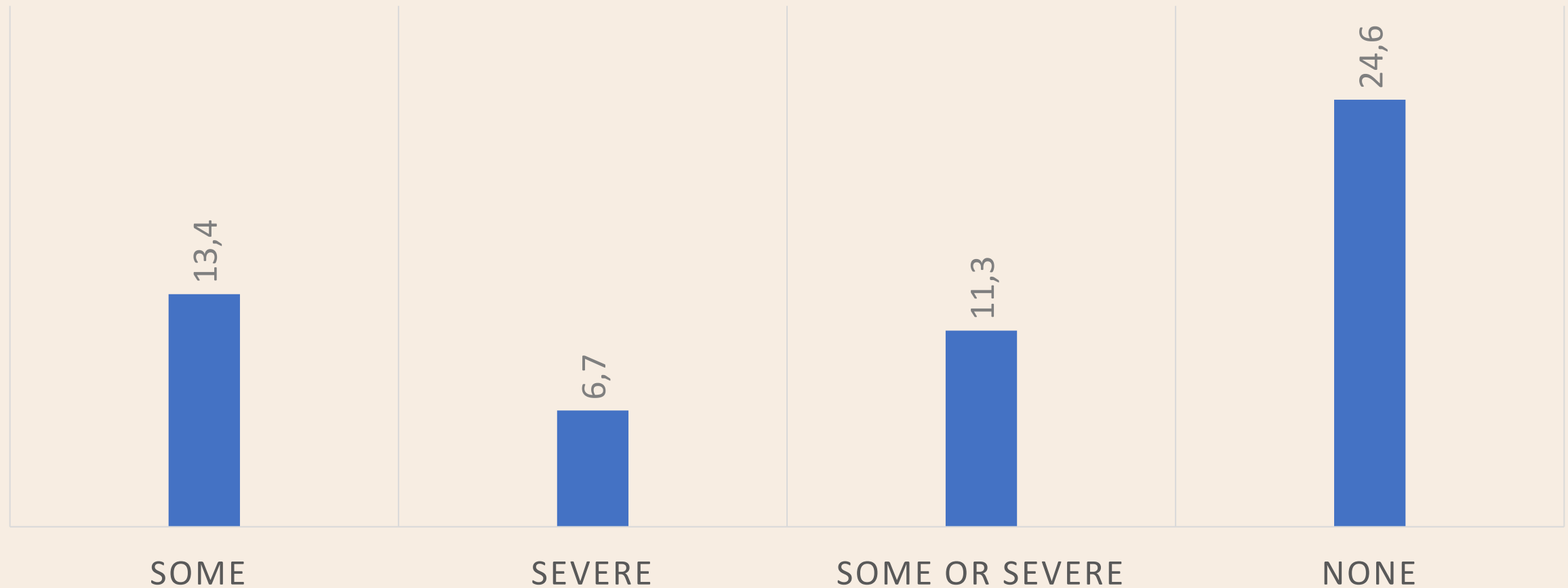
Participation of the population aged 25 to 64 in adult education in Slovenia and selected EU countries in 2024



Logistic Regression Results

Predictor	B	SE	Wald χ^2	df	p	OR
Gender						
Female (ref. male)	0.221	0.037	34.81	1	< .001	1.25
Age (ref. 15–24)						
25–34	-1.336	0.074	325.70	1	< .001	0.26
35–44	-1.561	0.076	426.16	1	< .001	0.21
45–54	-1.637	0.075	481.69	1	< .001	0.20
55–64	-1.910	0.081	562.46	1	< .001	0.15
Education (ref. less than secondary)						
Secondary	0.439	0.096	21.12	1	< .001	1.55
Tertiary	1.390	0.098	202.33	1	< .001	4.02
Country of birth						
Born abroad (ref. Slovenia)	-0.496	0.069	52.17	1	< .001	0.61
Employment status						
Fixed-term (ref. permanent)	1.104	0.059	345.45	1	< .001	3.02
Degree of urbanization (ref. large city)						
Small town	-0.294	0.050	34.76	1	< .001	0.75
Rural area	-0.236	0.048	23.85	1	< .001	0.79
Managerial responsibility						
No managerial duties (ref. managerial role)	-0.291	0.045	41.85	1	< .001	0.75
Constant	-0.578	0.116	24.65	1	< .001	0.56

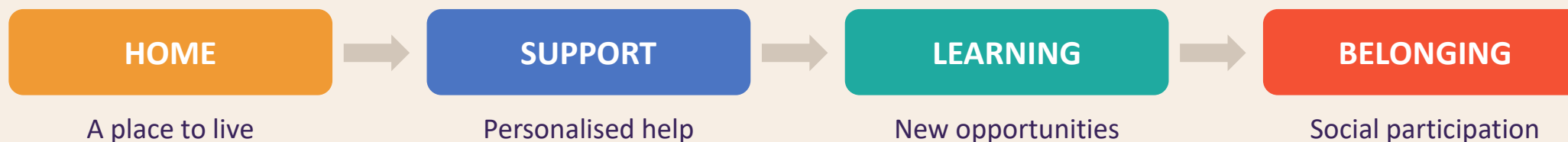
Participation in adult education according the level of disability, Slovenia, 2024



What do these findings mean for deinstitutionalisation (DI)?

Community living is more than relocation.

It also needs learning, relationships and meaningful contribution.



The research helps us see where participation barriers may continue after relocation.

Participation is not equally accessible

The analysis points to groups with lower participation in adult education.



**Lower
Education**

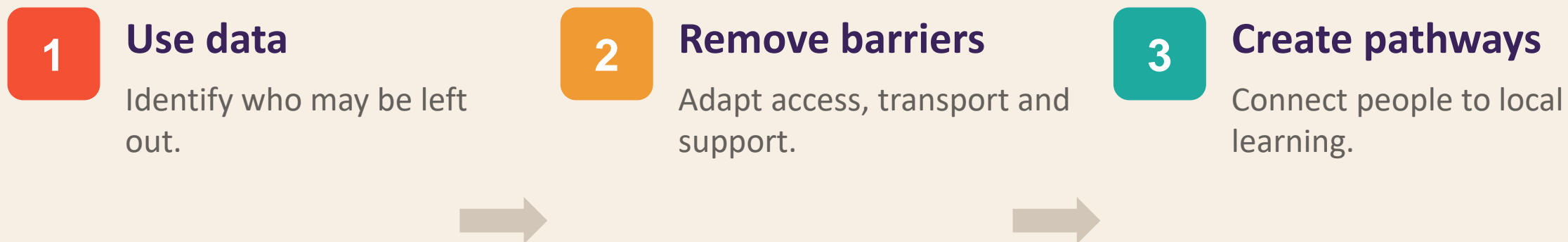
**Older
Age**

**Rural or
Small Towns**

Disability

DI relevance: these are also risks for community exclusion.

From evidence to DI practice



**The aim is not to add another service,
but to open existing community spaces.**

For DI, adult education becomes a bridge to participation, not only a course.

A planned intersectoral pathway

Common task: make ordinary community learning accessible and welcoming.



What can we monitor in DI?

Participation

Did the person join activities?

Social Ties

Did new relationships emerge?

Choice & Control

Did the person decide more?

Belonging

Does the person feel included?

Research can guide inclusive community work - and show if it works.

Know How

Awareness, compassion, loving-kindness, and wisdom are the natural foundations of life. We can recognize them and also practice recognizing them. They are our essence, beyond time and space. This is an important part of education in the future.

AWARENESS

is like sky - the background of everything that is and is in everything.

Phenomena (thoughts, physical forms, emotions, feelings) are like clouds –they come and go.

A photograph of a dense forest with tall, thin trees and a dirt path leading through them. The ground is covered in green grass and small white flowers. The text "COMPASSION" is overlaid in the center of the image.

COMPASSION

Desire – to be free from suffering.



LOVING KINDNESS

The desire to be happy.



WISDOM

Beyond concepts.

Life of a forest or any living form
manifests beyond concepts.

Thank you for choosing inclusion
— and for listening.