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Leisure education: core issues and models[2]

Abstract: The paper deals with the answer to the question: What is leisure education? The various definitions of leisure suggest different ways to understand leisure education as well. Besides, the meaning of leisure education is different at different ages in the lifespan. Some authors seek to lay down the basic premises of the science of the educational problems of leisure and then segment it according to age groups. Leisure education of adults is a term with a much wider scope than education in leisure among children, because, if not fully, adult education is for the most part is carried out during leisure time. Leisure opens up opportunities for all kinds of learning and various learning activities which, however, bear directly on the concept of lifelong learning. Leisure education comprises three complex and huge componentes: Education in/through/as leisure; Education for leisure; and Education of leisure-educational professionals. The first two components are in interest of this paper. They regarde leisure people. Generaly speaking, these include counselling, informing, animating, leading, teaching people in/for their leisure time and also self-learning, self-education, leisure curricula through schooling and community leisure education frameworks. Also, the purpose of this paper is to present some models of education for leisure. Forming a leisure education curricula and various programs poses a special problem. Design of curricula and programs has to regade specific age, maturity, and individual or group caracteristics.

Key words: leisure education; education in leisure; education for leisure; lifelong learning; models of leisure education.

Introduction

One of the major questions facing modern social sciences is how and why cultures change. Cultural evolution involves the concomitant change and adapta-

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tion of all of its parts, not simply a one-way contribution of one to another. The culture level of a society partly depends on the use of leisure. Researchers, when dealing with leisure and culture, mostly have typically looked for the functional relationship of leisure and culture, i.e. how does leisure contribute to homeostasis in society. Anyway, the more developed society in the economic, cultural and scientific watt the clearer the necessity to study the problem of leisure and leisure education has become (Rojec, 2000; Salamone, 2000). The Dutch philosopher of culture, J. Huizinga (1872-1945) supported in his famous book '*Homo ludens*' the view that man is as much a *homo ludens* (a playing man) as a *homo faber* (a working man).

Leisure being a definitely interdisciplinary and multidisciplinary issue, it is very difficult to delineate it with precision. All scientific disciplines dealing with leisure therefore are overlapping. We have to agree with D. Harris, leisure is not a subject with agreed or fixed boundaries, "…but one which focuses on different topics and different concepts at different times" (Harris, 2005: 1).

It should be noted that there are not practically any serious studies of leisure, whose authors even were not primarily pedagogues and andragogues, which, departing either from the economic, or sociological, philosophical or any other aspect, treated education and upbringing within the context or, however, in particular chapters, even if it were reduced to educational preparedness for spending leisure time. Thus famous American sociologist, Max Kaplan claims at the very beginning of his book '*Leisure: Perspectives on Education and Policy*' that the subject of leisure can hardly be discussed in any depth without touching on education.

It is surprising that, although leisure education has increasing attention in leisure studies during the past decades in terms of both the development of theories and the empirical researches, and there is ample literature throughout the world, in educational literature in our part of the world, on the contrary, it does not yet receive adequate place. Even during the ancient times, there were a number of thinkers who had interesting ideas and considerably contributed to the contemporary theories of leisure and leisure education. Authors stated that the Greek term for leisure '*skhole*' has since evolved into words such as 'school' and 'scholar' (Nardo, 2005; Koshar, 2002).

However, the pure research impulse was initiated by the leisure education programmes and opening of classes or departments for the leisure studies at the universities all over the world. In the resent times we have been witnessing an incredible increase of the empiric researches in this field. The abundance and diversity of these researches appears that a leisure and consequently leisure education has become an important scientific field. It confirms, on the other hand that such

studies are both relevant and necessary for a full and all-inclusive development of a person, community and society, for interpersonal and intrapersonal qualities throughout one's lifetime. This is consistent with the findings of some authors who have identified four main functions of adult education: vocational; social; self-developmental and recreational (Selman, et al., 1998). Accordingly, in order to understand at least social and human development with self-development and recreation it is necessary to understand leisure and leisure education as well as work and vocational education.

What Is Leisure Education?

The various definitions of leisure suggest different ways to understand leisure education as well. Also, the meaning of leisure education is different at different ages in the lifespan (Kleiber, 2001). We have to admit that leisure time is one of the areas in which differences between various age groups are most pronounced (Polić, 2005; Savicevic, 2004; Salamone, 2000; Russell, 2002; Scot, Willits, 1998 et al.). Leisure education, e.g., for an adolescent living in the inner city would need to likely be defined and developed very differently from that designed for a middle-aged person approaching retirement in suburban town (Pasavento, ed. 2oo3).

Leisure education of adults is a term with a much wider scope than education in leisure among children, because, if not fully, adult education is for the most part is carried out during leisure time. Man has a need for the realization and development of his potentials regardless of life's segments. The need for self-actualization is evident, whether concerning activities of professional nature or leisure activities, or whether it is a question of familial and other social activities.

Empirical researches also support this view. My empirical efforts in '80s and '90s produced interesting results about preference of self-assertion of employed. By applying Neulinger's instrument for measuring preference of self-assertion (self-assertion being narrower, but also contained in the concept self-actualization) the researches produced results showing that preference to self-assertion in leisure time and during working hours was about the same.

In the contemporary conditions of life leisure is and is to be considered an integral part of life. It is a human phenomenon, the entity of man, it is universal and comprehensive, and is, thus, possible to find in all cultures and civilizations.

Leisure is a source of many educational needs and, at the same time, opens up opportunities for all kinds of learning and various learning activities which, however, bear directly on the concept of lifelong learning. Accordingly, it is hard-

ly to speak about lifelong learning without including leisure learning and education, either explicitly or implicitly. Being *conditio human* (Trohler, 2005) it is utopia to believe that lifelong learning would become possible without leisure.

The expression 'leisure education' implies different connotations with different authors. Some narrow it unjustly and for them it means teaching sports and different forms of recreation. Some also narrow it believing it to be a term that should be linked with information about leisure, while others define it as a process in which knowledge and skills on different activities is being taught, others still, as an education process for leisure involving individuals which offers opportunities for participation in realizing different programs, whereas some, as see it as training in how to make 'diligent' and 'wise' use of leisure time.

Regardless of the presence of considerable terminological and conceptual diversity in defining the notion of 'leisure education' it is generally agreed that one of their main functions is their positive impact on the culture of leisure time use. Some authors point to a number of important dements which together constitute a pedagogical-andragogic study of leisure. They seek to lay down the basic premises of the science of the educational problems of leisure and then segment it according to age groups.

If man were qualified for making adequate choices, on the one hand, and if he were offered a wide range of choices, on the other, we would be closer to the educational ideal of leisure andragogy. However, the problem of the meaning of qualifying a man to make adequate choices arises. Resolving that problem mostly implies answering the question: What is leisure education?

This points to the processes of acquiring knowledge, value-formingorientations, attitudes, motives and behavior (Harris, 2005). Thus, some authors point out, that since our knowledge is often a cognitive component of our attitudes, it is understood that the process of leisure education will be in immediate contact with the process of change of the attitude (Neulinger, 1981).

Seeking to discover what is happening in man in the course of the leisure education process, H. Ruskin (1995) compares it to a tree. At the root are values, knowledge and skills, which are developed depending on experience, opportunities and programmes. This is the basis from which attitudes and motives are developed (tree trunk) which activate, but also spring from, certain aspects of development (social, aesthetic, intellectual, physical, mental) – he compares them to branches. Performing certain leisure activities are the fruit brought forth as the end product. From all this Ruskin defines leisure education as a conscious and systematic education for and/or in leisure which aims to bring about certain desirable changes in the use of leisure. These changes may be stated in terms of beliefs, feeling, attitude, knowledge, skills, and behaviour, and may take place in

formal and informal educational and recreational setting for children, youth and adults.

According to J. Mundy and L. Odum (1998) two tasks of the leisure education efforts are the most dominant: 1. contribution to freedom of choice, and 2. contribution to opportunities for man's self-actualization. These authors believe leisure education may best be defined as a process, and not as content. They see it as some total developmental process by which an individual develops, gains understanding of itself, of leisure and of the attitude of leisure towards its own life style and the society structure. The ultimate outcome of the process is enabling an individual to enhance the quality of his life in leisure. People, in actual fact, pass through a process of defining the place and meaning of leisure in their own lives.

J. Dattilo and W. D. Murphy (1999) define leisure education as multifaceted process. They stress out and analyse four main and general characteristics of leisure education: 1. human right; 2. self-determination; 3. dynamic process; and 4. balance and core.

The actual general tendencies of the process of globalization in the sphere of the leisure education have been presented through declarations and charters conceived by significant international organizations. One of the most important is *The International Charter for Leisure Education,* ratified by *WLRA – World Leisure and Recreation Association* (WLRA, http://www…).

As it is stressed out, the purpose of this Charter is to inform governments, non-governmental organizations and educational institutions of the significance and benefits of leisure and leisure education. It is also to provide guidance to the agents of education, including schools, the community and institutions involved in the training of personnel, on the principles upon which to develop leisure education policies and strategies (WLRA Commission on Education, http://www...). Charter based on statement which defining leisure education as:

- It is lifelong learning process that incorporates the development of leisure attitudes, values, knowledge, skills and resources.
- It is an important part of the socialization process within which a variety of agents play different roles.
- It plays a major role in reducing differences in leisure status.
- It enables people to achieve their fullest leisure potential.
- It caters to different social, cultural and economic systems.
- It is part of formal and informal school and community systems and encourages and facilitates the involvement of the individual in the process.

- It includes curricula and training models to prepare people for lay and professional roles for the delivery of innovative and integrated leisure educational and managerial services of various kinds.

It includes specific goals, principles and strategies to help people of all ages and characteristics to achieve a desirably quality of life in free time through personal, social, physical, emotional and intellectual expressions and thus makes an impact on the family, community and society as a whole.

The articulation of the global politics and strategy of the leisure education contributes to better understanding of the competent persons among them in the practice but as well to a better scientific communication among those who are scientific engaged in leisure-educational problems (Kacavenda Radic, 2009).

The activities of regional organizations and associations are also very important. They realize numbers of projects regarding this type of education. Valued to mention is the project undertaken by The American Association for Leisure and Recreation (AALR) to promote a continuing discussion on leisure education (Pasavento, ed. 2003).

Also, a lot of empirical investigations all over the world are demonstrating the positive effects of leisure education.

Components Of Leisure Education

Some authors stress out that the word 'leisure education' suggests several possibilities, wich reflect some of the ambiguity (*ibidem*):

1. Leisure as the *context* of education - education through leisure (e.g., in informal and nonformal learning settings as community education, afterschool and afterwork, summer camps, etc.); and
2. Leisure as a *subject* of education – education for and about leisure (traditional leisure activities, such as sports, games, arts, orienteering and variations in leisure *per se* in terms of leisure meaning and opportunities).

Anyway, the attempt to make a distinction of clarify the term 'leisure education' one reaches the conclusion that it represents a synthesis of two notions: 'education in leisure' and 'education for leisure'. Actually, leisure education is composed of three huge componentes. The third one is professional endeavour.

Thus, leisure education comprises three huge componentes:
1. Education in/through/as leisure;

2.   Education for leisure; and
3.   Education of leisure professionals.

The first two componentes regarde leisure people (pic. 1). Besides, one of the most important and specific problems of leisure education is personnal training. But it is not subject of this work. We have analysed this problem in another paper.

The terms 'education in leisure' and 'education for leisure' are similar only at first glance. From the aspect of logic, they have different contents, but they interlink or are related to each other as a more general to a less general notion.
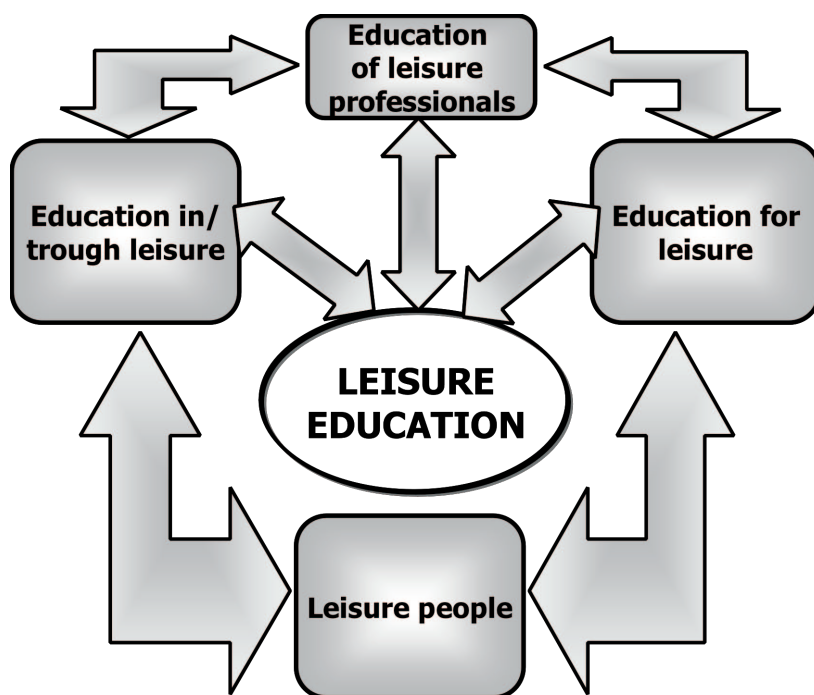
Picture 1: – Components of Leisure Education

Education In Leisure

In general, education in leisure (education through leisure; education as leisure) is one of the aspects of carrying out the concept of lifelong education. If one concretizes the notion, education in leisure is to be viewed as a part of the contents of

leisure time. Its specific traits, in relation to education in general, are indicatzed only by features of leisure it belongs to, not by educational contents or organization forms. Therefore, we cannot agree with the authors who search for specific traits of education in leisure in:

- Specific traits of educational contents, or
- Specific traits in the forms of presenting and adopting the contents, or
- Linking the contents to a certain age group or category of people.

As opposed to such, basically narrow definitions, it should be taken that any professional, general, socio-political education (depending on what division of contents is adopted), whether institutionalized, formal, non-formal or informal, can (but verily does not have to) be education in leisure. At what point can it be said to be education in leisure? When specific traits of leisure are present. And otherwise? When these specific traits are lacking.

As content of leisure time, the education process is carried out through educational activities, since activity represents the substance of leisure time. This is why educational activity in leisure comprises all the general and specific traits of leisure activities in general, on the one hand. On the other hand, it also comprises all the traits of educational activity in general. Its specific traits then are expressed only through the specific traits of leisure time they belong to. In other words, their merging makes up educational activity in leisure. Thus, not all educational activities can be activities of leisure nor can all leisure activities be educational.

Just as educational can be interpreted in a wider and narrower sense, so can educational activities in leisure time be interpreted as such. Let us recall just how thoroughly Fromm is when he says that any productive and spontaneous activity, deriving from man's interests, (and any leisure activity is also one rooted in interests), something happens in him. While we read, watch natural beauties, talk to friends, etc., we are not the same after this experience as we were before it.

So, educational activity in leisure can be of different:
- Intensity;
- Range and
- Content.

All three components are intertwined in each educational activity in leisure. Thus, e.g., we may grow flowers, because we love them, also intuitively and with a minimum of knowledge. But, we can do this also by using a large library or by undergoing some form of education, in which educational contents from the area of horticulture are being presented. From the educational aspect this is not the same.

A special problem is presented by the classification of educational activities in leisure, of which there are as many as there are criteria. Let me make mention of one I have come by in my research by applying factor analysis:

- Physical-recreational-educational;
- Cultural-artistic-educational;
- Manual-educational;
- Informative-educational;
- Expert-educational.

In recent times, education in leisure is receiving increasing attention from leisure theorists addressing it as 'serious' leisure as opposed to 'casual' leisure (Stebbins, 2000 and 1998; Harris, 2005). Serious leisure is characterized very similar to work. The key difference is that serious leisure generally provides no direct economic benefit to the participant.

I. Jons and G. Symon (2001) have analysed lifelong learning as serious leisure. They have noted that lifelong learning as serious leisure provides a strong link between the concepts of work and leisure. Although leisure has traditionally been seen as complementary to work, it may be able to provide a substitute for certain functions of work. The first issue to address, however, is fundamental one of economic gain. Serious leisure does not provide any form of direct economic benefit to the individual. Secondly, it does not necessarily provide direct training for employment, although learning a skill as serious leisure may occasionally provide future employment opportunities. Thirdly, in many cases, the outcome will not be in the form of a tangible product or service. Lifelong learning as serious leisure is especially important to the following groups: the unemployed; the unwaged (e.g., voluntary sector); the elderly; women; 'portfolio workers' and those with disabilities.

Regardless that it is very discussable to identify lifelong learning as a whole with any type of education as a single, or to divide leisure into 'serious' and 'casual', it is acceptable that learning/education in leisure is an aspect of lifelong learning.

Education For Leisure

Although this area of education is of late being dwelled on more extensively, and spoken of as a new term, even ancient thinkers have pointed out the significance of educational training for proper use of leisure time. But, although the topics of leisure and education have been debated for centuries, it was not until the late

1970s that the literature began to contain descriptions of how to systematically provide leisure education. In contemporary time educating for leisure is as necessary as educating for work.

As opposed to education in leisure, which is a form of implementing the concept of lifelong education, and more concretely, the contents of leisure time, education for leisure is a specific process of acquiring specific educational contents. Thus, while education in leisure represents the contents of leisure time, education for leisure relates to a process of acquiring specific educational contents. Education for leisure can, but not has to be only in the scope of leisure time.

In the broader sense, education for leisure is a permanent process the beginning of which coincides with the beginning of the processes of upbringing and socialization in the philogenic and ontogenic sense.

In a limited sense, it is a systematic and planned, not a spontaneous acquiring and improving of knowledge, skills, habits and abilities necessary to usefully spend leisure time. It appears as an integral part of contemporary curricula. Especially since 1970s a growth in numbers of leisure curricula can be recognized. Leisure education programs have been developed within the different countries and areas of the world on the base of different educational systems and approaches. Mostly leisure curricula have been developed in high industrialized welfare societies.

Some Models Of Education For Leisure

Education for leisure has the longest tradition in America. The analysis of education for leisure in the USA was made by some experts. They noticed that over forty years ago, leisure and play experts asserted that "no educational system in the world has such a unique role in educational for leisure as the American schools" (AAHPER, 1961, in: Pasavento, op.cit).

Especially history of school leisure movement has a long duration. As early as the 1890s and much before leisure education was a concept, urban school boards initiated after school and vacation play programs. This trend continued until the 20th century in many cities. The most popular was '*Milwaukee's Lighted Schoolhouse Model'*. It is interesting that in 1911, a referendum was put forth in Milwaukee, Wisconsin that would allow schools to be used as locations for community members to gather and participate in supervised recreation. This referendum was initiated in reaction to corrupt government and youth gangs with nowhere to go. This early concept was the impetus for many 'Lighted Schoolhouse Projects' in a number of cites and states over the decades which followed. The

Milwaukee school-based program grew and developed steadily for many decades until nowadays.

Pioneering efforts in USA, both social and political, were strongly supported by the National Education Association (NEA), which recommended the use of public buildings for community recreation and social activities, and were much more later adopted by American Association for Leisure and Recreation (AALR). The numbers of projects are as examples of where leisure education has taken the profession and where it continues to develop (*ibidem*).

From numbers interesting contemporary leisure curricula and programs we detach still well-known models such:

- Current Israel's Leisure Education Curricula;
- Mundy/Odum model (1979);
- Dattilo's model for all citizens (1999);
- Caldwell's model 'Time Wise: Learning Lifelong Leisure Skills' (2000).

Israel's Leisure Education Curriculum Model

This is one of the most systematic models for leisure education on national level. The latest contemporary curriculum model was developed by the National Curriculum Development Commission for the school system in Israel. H. Ruskin served as chairman of the Commission.

The overall goal of leisure education within educational systems is to help the individual, the family, the community, and society achieve a desirable quality of life through wise use of leisure time. The fundamental approach is expressed in general strategy statement: Leisure education is an integral part of the entire range of studies, activities and experiences at every stage of formal and informal education.

This curriculum model is organized around three clusters of objectives:

1. Knowledge, understanding and awareness;
2. Behaviour, habits and skills; and
3. Emotions and value-oriented attitudes.

One of the program's underlying assumptions is that the areas covered by leisure are, by nature, many, varied, and partly interdisciplinary. The program's goal, therefore, is to propose a broad framework of definitions fields which are included in leisure education and not to establish a uniform, mandatory program for all.

In order to exhaust the possibilities available for leisure education and in order to demonstrate achievements in this field, leisure education must be incorporated into the various levels of the educational system, whether as a compulsory subject or as an elective subject, whether within existing subjects or as a new subject, while at the same time creating a close connection between the various subjects.

Mundy/Odum model for leisure education:

One of earlier model which was high-powered even on empirical researches was Mundy/Odum. J. Mundy and L. Odum have formulated specific objectives relevant in educating for leisure, and they have designed learning experiences that can aid in meeting these specific objectives. This model is comprised of 107 objectives arranged sequentially under the six categories of

1. Self - awareness;
2. Leisure - awareness;
3. Attitudes;
4. Decision making;
5. Social interaction and
6. Leisure activity skills.

Those are leisure educational components and each has subcomponents. In designing their model, authors have expanded on these component areas in development a leisure education model for implementation. This model is applicable to various operations within education for leisure, from implementation in the curricula (school and university) to implementation in areas of personal educational activities.

The authors explain that the model is directed toward having individuals determine their own positions, their own values, and their own outcomes in leisure. The model is aimed at developing skills in people so that they can be more self-directed, more proactive, more 'in control' of their own experiences, rather than just subjects of their own experiences.

The results of some empirical researches, based on the Mundy/Odum model (e.g. Rancourt, 1982) confirmed that the leisure education can significantly affect leisure awareness, knowledge and the behavioural component of leisure attitude.

Dattilo/Murphy model for leisure education:

Very systematic and comprehensive leisure education program was made by J. Dattilo and W. D. Murphy. This model includes the following components (pic. 2):

1. Awareness of self in leisure;
2. Appreciation of leisure;
3. Understanding of self-determination;
4. Ability to make decisions regarding leisure participation;
5. Knowledge and utilization of leisure resources facilitating leisure participation;
6. Knowledge of effective social interaction skills; and
7. Recreation activity skills.
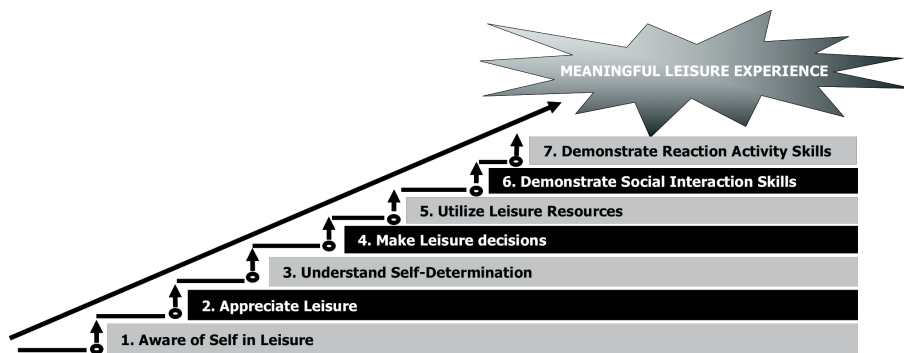
Picture 2: *Characteristics of a person prepared through leisure education* (Dattilo and Murphy, 1999)

Education in these areas assists people in developing leisure attitudes, knowledge, and skills what help to make adequate choices.

Also, it was described each specific program that contains:

*   A program title;
*   A purpose statement;
*   Program goals;
*   Enabling objectives;
*   Performance measures;
*   Content description; and
*   Process description.

They begin with an orientation activity that is followed by an introduction of the topic. The programs contain descriptions of presentations that are immediately followed by discussions that actively solicit participant involvement.

In addition, learning activities are presented with associated debriefings. Finally, conclusions are provided at the end of each objective.

Besides, leisure education has been well developed in its use in therapeutic recreation context, both for youth and adults with disabilities by using another program made by Dattilo (2002).

Caldwell's model for leisure education:

Model '*Time Wise: Learning Lifelong Leisure Skills*' is a leisure education program with a slightly different set of outcomes. This program was designed initially as a substance abuse prevention program for middle school youth, but it is easily adaptable to serve as a prevention program for many of unhealthy behaviours such as violence, over-eating, substance abuse, risky sexual behaviour etc. While prevention of unhealthy behaviour is important, fundamentally *Time Wise* helps people develop healthy lifelong leisure interests.

The program is comprised of six theoretically grounded lessons designed to teach to:
1. Determine personally satisfying and meaningful leisure activities;
2. Understand the benefits of participating in healthy leisure;
3. Understand how a youths motivation affects her/his experience and participation in healthy behaviours;
4. Alleviate boredom and increase optimal experience in leisure time;
5. Learn how to take responsible action to participate in desired activities; and
6. Identify and overcome constraints that get in the way of participation in desired activities.

All programs above mentioned have implemented content appropriate for the specific age and stage of the individuals receiving the program. Content is also appropriate for other individual characteristics such as learning ability, disability, and/or being at risk for certain problem behaviours.

Thus, age, maturity, and individual or group characteristics are significant influence on leisure education program design.

Conclusion

Leisure education is actual and perspective scientific problem, especially in didactic-methodical sense. This notion comprises three complex and huge componentes:

1.   Education in/through/as leisure;
2.   Education for leisure; and
3.   Education of leisure professionals.

The first two components regarde leisure people. Generaly speaking, these include counselling, informing, animating, leading, teaching people in/for their leisure time and also self-learning, self-education, leisure curricula through schooling and community leisure education frameworks. The third component regardes training and further training of personnel for leisure services.

While *education in leisure* represents the contents of leisure time, *education for leisure* regardes a process of acquiring specific educational contents. Both of them are issues of lifelong learning and education.

Forming a leisure education curricula and various programs poses a special problem. Design of curricula and programs has to regade specific age, maturity, and individual or group caracteristics.

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Dokoličarsko obrazovanje: suština i modeli

Apstrakt: Članak se bavi odgovorom na pitanje: Šta je dokoličarsko obrazovanje? Različita odredjenja slobodnog vremena sugerišu različite puteve u razumevanju dokoličarskog obrazovanja. Pored toga, značenje dokoličarskog obrazovanja varira tokom životnog ciklusa. Jedan broj autora traga za bazičnim naučno-obrazovnim premisama koje su utkane u fundament i pedagogije i andragoigije slobodnog vremena, potom, za specifičnostima uvažavajući starosne kategorije. Pojam 'dokoličarsko obrazovanje odraslih' ima širi opseg od pojma 'dokoličarsko obrazovanje dece'. Ako ne potpuno, najvećim svojim delom obrazovanje odraslih se i dešava u slobodnom vremenu. Dokolica otvara mogućnosti za sve vrste učenja i različite obrazovne aktivnosti, što je direktno u vezi sa koncepcijom doživotnog učenja. Pojam dokoličarskog obrazovanja podrazumeva tri, same po sebi, kompleksne i široke komponente: Obrazovanje kroz/kao/u dokolici; Obrazovanje za dokolicu i Obrazovanje profesionalaca za vaspitno-obrazovni rad u dokolici. U ovom radu se analiziraju prve dve komponente. Uopšteno govoreći, odnose se na savetovanje, informisanje, animaciju, vodjenje, poučavanje ljudi u/za njihovo slobodno vreme, ali uključuju i probleme samoučenja, samoobrazovanja, kurikulume i razne programe dokoličarskog obrazovanja tokom školovanja i u socijalno širem i užem opusu. Takodje, svrha ovog rada se ogleda i u prezentovanju nekih poznatijih modela dokoličarskog obrazovanja. Osmišljavanje i oblikovanje kurikuluma i raznih programa dokoličarskog obrazovanja predstavlja poseban problem, pri čemu valja uvažavati različitosti starosnih grupa, zrelost, individualne i grupne karakteristike.

Ključne reči: dokoličarsko obrazovanje; obrazovanje u dokolici; obrazovanje za dokolicu; doživotno učenje; modeli dokoličarskog obrazovanja.

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