

## **Sociological Aspect of Homeschooling the Informal and Non-formal approach towards Social Responsibility and Sustainable Development**

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### **Abstract**

With this article, *Sociological Aspect of Homeschooling, the Informal & Non-formal approach towards Social Responsibility and Sustainable Development*, we would like to open a new stage, mostly more recognizable, of understanding this different educational approach and discussion. It might be an early stage of a still developing new, alternative educational model, mostly for the elementary students. This article tries to cover the following levels, i.e. parents' involvement and their participation into the educational process, impact of the school system as an important cultural universality in a specific society, and the individual participation in all this process.

The article addresses an important discussion from the viewpoint of the social responsibility. It starts with comparison of its effect in mainstream schools and its resulting disappointment of majority. It continues with educational aspect of changing the environment, which can provide a new, different, maybe major acceptance of a real understanding of social responsibility long after the main school process inside institution is done.

Following, it shows the path of focusing on the significant role of education in empowering people to achieve sustainable development. Educators have attempted to implement a number of sustainable development initiatives. This inspires people to actively participate in the creation of a world where everyone has the opportunity to benefit from quality education and learn the values, behavior and lifestyles required for a sustainable future and for positive social transformation. It covers the full range of human activities in order to equip learners with the relevant knowledge, skills and values for sustainable development. At the same time, education is transformed to allow learning to take place beyond the traditional educational institutions.

**Keywords:** home schooling, alternative schooling, school system, socialization, family, individual competence, school curriculum



## **Sociološki vidik vzgoje in izobraževanja, informalnega in neformalnega pristopa k družbeni odgovornosti in trajnostnemu razvoju**

### **Povzetek**

S tem prispevkom, Sociološki vidik vzgoje in izobraževanja, informalnega in neformalnega pristopa k družbeni odgovornosti in trajnostnemu razvoju, želimo odpreti novo fazo, ki je bolj prepoznavna, za razumevanje tega različnega izobraževalnega pristopa in razprave. Morda je zgodnja stopnja še razvijajočega se novega, alternativnega izobraževalnega modela, večinoma za osnovnošolske učence. Ta članek poskuša zajeti naslednje vidike; to je vključenost staršev in njihovo udeležbo v izobraževalnem procesu, učinek šolskega sistema kot pomembne kulturne univerzalnosti v določeni družbi in individualno sodelovanje v tem procesu.

Članek obravnava pomembno razpravo z vidika družbene odgovornosti. Začne se s primerjavo njegovega učinka v rednih šolah in posledičnim razočaranjem večine. Nenehno se z izobraževalnim vidikom spreminjanja okolja, ki lahko zagotovi novo, drugačno, morda veliko sprejeto resnično razumevanje družbene odgovornosti, dolgo potem, ko se opravi glavni šolski proces znotraj institucije.

Po njej je prikazana pot osredotočanja na pomembno vlogo izobraževanja pri spodbujanju ljudi k doseganju trajnostnega razvoja. Izobraževalci so poskušali izvajati vrsto pobud za trajnostni razvoj. To navdihuje ljudi, da dejavno sodelujejo pri ustvarjanju sveta, kjer imajo vsi možnost, da izkoristijo kakovostno izobraževanje in se naučijo vrednot, vedenja in življenjskega sloga, ki so potrebni za trajnostno prihodnost in za pozitivno družbeno preoblikovanje. Zajema celoten obseg človeških dejavnosti, da bi učencem omogočili ustrezno znanje, spretnosti in vrednote za trajnostni razvoj. Istočasno se izobraževanje preoblikuje, da se učenje lahko odvija preko tradicionalnih izobraževalnih ustanov.

**Ključne besede:** domače šolanje, alternativno šolanje, šolski sistem, socializacija, družina, individualna usposobljenost, šolski kurikulum



## **1 Introduction**

Every school today has a strong mission. It should not ignore the power of created vision, manifestations which are all streamed into a single and important final goal. This is to teach and to provide important educational tools, which help students to live the life we want to achieve. Nowadays school environments are becoming more flexible, open and acceptable for the fast coming life diversity. It allows differences and different streams. As such it creates a need to provide more. Educators everywhere are eager to lead their knowledge tightly together with the concept of having the innovative approach and innovative learning environment. New methods and researches are showing how more than ever we can notice that both individuals, educators and the pupils, have changed in a way of what they are accepting and expecting. Each of them has the important role being the »individual«. There is no successful plan missing any of them. Nevertheless, the educator provides the main understanding how his/her occupation is valued. For how far and deep he/she is ready to play a role of the educator and creates this value, which is and has to be the 'added value« to pupils. It is important to recognize as well the significant part as being a teacher. With what purpose the job is being done, how far the teacher is willing to push his/her limits, what strings he/she is capable to pull. But the most important issue should be if a teacher is ready to understand his/her role as being »just somebody« who is ready to be up-beaten by somebody else (better) knowledge and how he/she knows to carry his/her mission through many generations modestly accepting the possible cultural and social changes within.

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Educators have attempted to implement a number of sustainable development initiatives. To inspire people with active participation to create a world where everyone has the opportunity to benefit from quality education and learn the values, behavior and lifestyles required for a sustainable future and for positive social transformation. It covers the full range of human activities in order to equip learners with the relevant knowledge, skills and values for sustainable development. At the same time, education being explained through the alternative concept of homeschooling is transformed to allow understanding or even better accepting the process of learning taking place beyond traditional educational institutions.

The article opens some important discussion in a way of the social responsibility. It starts with comparison of its effect in mainstream schools and its disappointment with results of majority. It continues with educational aspect of changing the environment which can provide a new, different, maybe major acceptance of a real understanding of social responsibility long after the main school process inside institution is done.

Following, it shows the path of focusing on the significant role of education in empowering people to achieve sustainable development. Educators have attempted to implement a number of sustainable development initiatives. To inspire people to actively participate in the creation of a world where everyone has the opportunity to benefit from quality education and learn the values, behavior and lifestyles required for a sustainable future and for positive social transformation. It covers the full range of human activities in order to equip learners with the relevant knowledge, skills and values for sustainable development. At the same time,



education is transformed to allow learning to take place beyond the traditional educational institutions.

Homeschooling as a reliable educational process, needs to be understood mostly properly, starting with the parent, educator and its head institution. Inside the article we do not implement government regulations concerning this subject. Our clear intention is to create a reliable and opportunistic new educational curve. Homeschooling as being the alternative educational model these days can build additional added value in schools. It can offer innovative techniques, flexible options and can give additional skills, which are more than welcome in nowadays educational crucial years.

## **2 Homeschooling, the alternative educational process**

Homeschooling, as the alternative educational process towards regular and known educational processes being held in the static educational institutions, is a very well-known and implemented state of choice in the world. As such it holds a variety of approvals as well as disapprovals, from the, as we may say, a desired knowledge which can be given through it, or at the opposite, what (if some) negative circumstances can be created, especially when defined in more details. Thus, one could create some negative competence developments in individual educational growth comparing to some uniformed knowledge available from nowadays schools where more often the remarks explain a high level of dissatisfying competences, knowledge and pupils' skills mostly connected later with continuing further education.

As such, its concept of creating a different and innovative educational concept, a process of homeschooling more or less still presents an interesting frame of educational process. It presents mostly the proactive sense and concept of understanding. Homeschooling being manifested at the elementary level in Slovenia is still judged mainly as using the inappropriate tools for education growth. Still there is not enough examples nor education to show the opposite. If understood properly, it could be a very useful and creative »mind-creative« tool for many individuals and groups who simply want to build strong, creative and usable competences as a symbiosis with every day needs and world's fast pace developments.

In Slovenia, records on homeschooling are in minority. Depending on the country population there are fewer opportunities for alternative education. Through the preparation of the collection of information for the record, there was a numerical, mainly negative, critical marking of this type of education. To a large extent, there is a doubt about the competent and appropriate way of acquiring knowledge of the individual. Many of the concepts of "home schooling" are transfigured and criminalized as an activity, where only the so-called performing homework and additional obligations, as well as 'it is impossible to sit with your child and learn when we get back from work'. These assumptions represent a very poor understanding of the concept of home schooling as well as insufficient information.

In particular, it is assumed from the beginning that it is often assumed that any introduction of alternative education is negative and inadequate. The latter claim is totally inadequate in today's knowledge of many modern and applied techniques of the educational process, which can help us more effectively by learning goals. Bearing in mind that education is a very important value today. From parents to educators, there is a common belief that both their



children and students can achieve such a level of education that would enable them to carry out, in their opinion, a decent profession. (Cugmas, 2010).

### **3 Open-minded educational environments for alternative educational approach**

We live in a time of stories and events which cannot be evaluated negatively, if they are different from the majority. More appropriate than negative criticism is the understanding of diversity, many new possibilities. They were developed due to various factors in a particular environment, strengthened and summarized.

The reasons why some parents prefer to teach their children at home are numerous and different. It is important to understand that we cannot strictly adhere to the beliefs of the educational system of the past, and at the same time expect that such a system will be sufficiently strong to withstand the rest of the radical modernization, changing in a society where we are an important link. Society is changing, just as its people, values, and ways to achieve goals.

A learner learns to develop self-motivated goals and achievements that are self-initiated. A self-motivated home study approach incorporated within the contemporary approach to flipped learning is facilitated by the involvement of self-dedicated students. Home education reaffirms the value of learning through real-life problems, the development of critical thinking skills and the use of online tools to continue this progression.

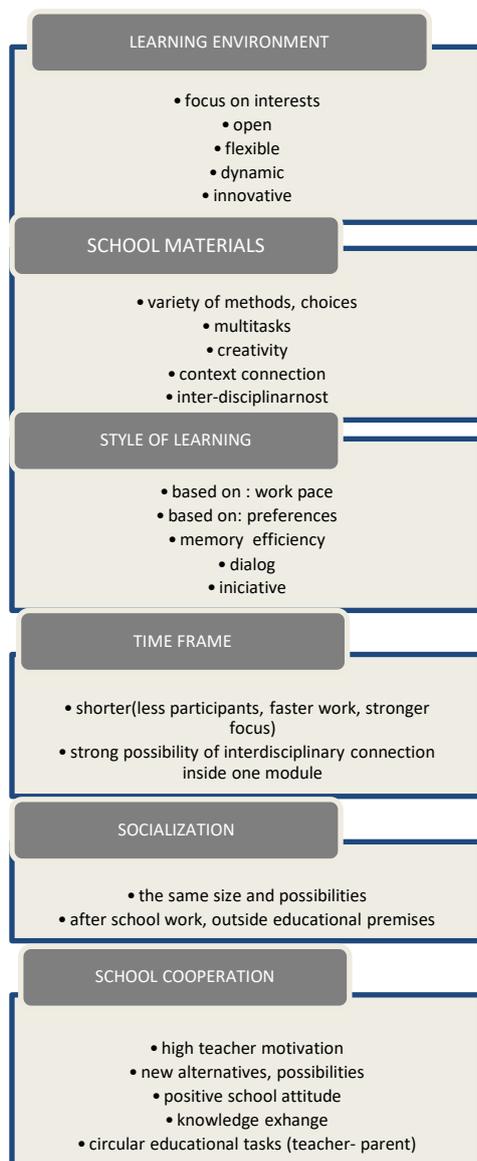
In a variety of sociological respects, we can mark a number of additional reasons parents look for children's better way of education. They want their children to achieve more academically than they would in school. Applied to this, parents wish an individualized curriculum and learning environment that meets their child's special needs and talent. Third, they hope to foster relationships of the family among siblings and parents. Fourth, they want to come up with guided and reasoned social interactions with peers and adults rather than having the school to determine it. Finally, there is a strong reason such is the safety of their children. But above all, as the new economy is rising and with it some very intensifying labor market competitions, parents mostly pursue homeschooling by choosing an expert's superior skill needed in educational and occupational contests. In view of the fact that public school is no longer the ideal place for learning, different parents mostly search any kind of improvement. According to Romanowski (2006), families choose to home-school their children because they intent to build up their relationships with their children. These parents have either experienced personally or have witnessed children suffering both emotionally and academically because of the schools' limitation, and recognized "that the schools are often reluctant or unable to serve children with unique learning styles or academic needs". This initiates them to consider "breaking the traditional formal model of teaching with enhanced understanding and learning of their children".

### **4 The development of individual competencies in education at home**

Home schooling, as an alternative educational process in its methodology, contains important factors that shape the individual's educational image. The principle of schooling at home may differ in that how many home-based schoolings are designed by smaller groups of children, where they are offered either by trained mentors / tutors or parents who are, of course, able to provide educational approaches and competent techniques. A high degree of concentration is



needed, meaningful conductivity along the way of learning the goals, correct and bold evaluation of the teaching work, and ultimately high professionalism and individual ability of separation during learning for entertainment or serious implementation of the educational path. The tendency towards such implementation must, of course, be mutual, supported by the performer (parent or tutor) as well as by the recipient (learner). Because of the most common individual way of working, it is easier to put the milestones and wishes of both sides. Possible misunderstandings and conflicts, which normally come in time, are easier and better resolved.



Picture 1. Home-schooling. A. Perger, 2018©

### **3 Additional added value in educational process with the homeschooling model**

Homeschooling is slowly but persistently forming into the educational framework as well as the expected possibility of an alternative choice of teaching, and certainly not a negative evaluation. The socialization process is by no means connected exclusively with schooling, and the school environment is not the only most important environment in which an



individual should receive, evaluate and properly evaluate behavioral patterns for his/her existence and his/her own functionality in the environment. We should add that it is necessary to look broader. Thus, in the consideration of parents and teachers who do not meet or do not even think about the case of schooling at home. Every good teacher believes and also expands his/her mission with the idea that it is necessary to think beyond the framed frames. Adopting difference, inequality, and right here, home schooling is an excellent example of respecting the difference in the acquisition of knowledge and to be valued with respect. This is a strong reflection in the direction that home schooling can be a key element in the creation of an alternative education model, where it is appropriate to provide individuals with a quality individual and social development that is appropriate and desirable for the individual's social environment.

Every school today has a strong mission. One should not ignore the power of created vision, manifestations which are all streamed into a single and important final goal. To teach, to provide important educational tools, which will help pupils to live the life we want to achieve. The school environments are becoming more flexible, more open and acceptable for fast coming life diversity. It allows differences. It allows different streams. And it creates a need to provide more. Educators everywhere are eager to lead their knowledge tightly together with the concept of »having the innovative approach and innovative learning environment«. New methods and researches show how more than ever both individuals, educator and the pupil, have changed in terms of what they are accepting and expecting. Each of them has the important role being the »individual«. There is no successful plan missing any of them. Nevertheless, the educator provides the main understanding how his/her occupation is valued. For how far and deep he/she is ready to play a role of the educator and creates this value, which is and has to be the 'added value« to his/her pupil. It is important to recognize as well the significant part as being a teacher. With what purpose the job is being done, for how far the teacher is willing to push his/her limits, what strings he/she is able to pull. But the most important issue should be if a teacher is ready to understand his/her role as being »just somebody« who is ready to be up-beaten by somebody else with a (better) knowledge and how he/she knows to carry his/her mission through many generations modestly accepting the possible cultural and social changes within.

#### **4 Conclusions**

Slovenia is marked as a pioneer creating a homeschooled environment. Which is, regarding the population and the lack of similar research in the mentioned way, also understandable. Through process of useable information and data about our written subject showed mainly negative opinion focusing to the importance of homeschooled environment in our country. A doubt is revealed how competent and useful this alternative environment could be. Not evaluated with scientific purpose, but still remarkable, the process of homeschooling provides the false understanding of creating the »long term homework tasks at home«. As mentioned before, we cannot build our innovative school's sustainable methods following different thought and similar as mentioned above. Nowadays, a school environment has to be open for a cultural diversity and social as well. Not only as one of the important competence inside the school curriculum but also as the crucial manifestation inside the educational formation of each individual.

Homeschooling, as a reliable educational process, needs to be understood properly starting with the parent, educator and its head institution. Inside the article we do not implement



government regulations concerning this subject. Our clear intention is to show a reliable and opportune new educational curve. Homeschooling as an alternative educational model these days can build additional added value in our schools. It can offer innovative techniques, flexible options and can give additional skills, which are more than welcome in nowadays elementary educational crucial years. As well it can be evaluated openly and very positively as having a chance to create a very flexible educational environment with many benefits. But one thing is for sure, it will create a dramatic movement inside the education field, one of the promising its effects soon, e.g. it could be its influence in forming and changing the public education in the future.

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