

AS

Andragoške
studije

Časopis za proučavanje
obrazovanja i učenja
odraslih

Andragogical
Studies

Journal for the Study of
Adult Education and
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Andragoške studije

Andragoške studije su časopis za proučavanje obrazovanja i učenja odraslih, naučne orijentacije, posvećen teorijsko-koncepcijskim, istorijskim, komparativnim i empirijskim proučavanjima problema obrazovanja odraslih i celoživotnog učenja. Časopis reflektuje i andragošku obrazovnu praksu, obuhvatajući širok spektar sadržaja relevantnih ne samo za Srbiju već i za region jugoistočne Evrope, celu Evropu i međunarodnu zajednicu. Časopis je tematski otvoren za sve nivoje obrazovanja i učenja odraslih, za različite tematske oblasti – od opismenjavanja, preko univerzitetskog obrazovanja, do stručnog usavršavanja, kao i za učenje u formalnom, neformalnom i informalnom kontekstu.

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ČLANCI

ARTICLES

Mirjana Senić Ružić¹, Ivana Pantić², Marija Šarančić³

Razvijanje digitalne pismenosti u porodičnom kontekstu: digitalna pismenost roditelja i osnaženost za digitalno roditeljstvo⁴

Apstrakt: Cilj ovog rada je sagledavanje nivoa digitalne pismenosti roditelja i njihove osnaženosti za digitalno roditeljstvo, što predstavlja značajan preduslov za razvijanje digitalne pismenosti dece u porodičnom okruženju. Rad je deo šire studije o digitalnom roditeljstvu, s fokusom na percepciju roditelja o sopstvenoj digitalnoj pismenosti, njihovoj osnaženosti, kao i ulozi u razvijanju digitalnih veština kod dece. Istraživanje je sprovedeno na uzorku od 611 roditelja s teritorije Srbije. Rezultati pokazuju da se digitalna pismenost roditelja može sagledati kroz dve glavne dimenzije – tehničko-bezbednosnu i komunikaciono-kreativnu. Takođe, ustanovljeno je da postoji pozitivna korelacija između nivoa digitalne pismenosti roditelja i njihove osnaženosti za digitalno roditeljstvo. Podaci o osnaženosti roditelja za digitalno roditeljstvo i njihovom doprinosu razvoju digitalne pismenosti kod dece ulivaju optimizam, ali uprkos tome, gotovo polovina ispitanih roditelja ne prepoznaje sopstvenu ulogu u razvijanju digitalne pismenosti svoje dece.

Ključne reči: digitalna pismenost, digitalno roditeljstvo, osnaženost roditelja, porodični kontekst

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Digital Literacy Development in the Family Context: Parents' Digital Literacy and Empowerment for Digital Parenting⁵

Abstract: The paper aims to examine the parents' digital literacy and empowerment for digital parenting, which are prerequisite for developing their children's digital literacy in the family context. The paper is part of a broader study focusing on digital parenting and aims to explore the parents' views of digital literacy, as well as their empowerment and role in developing their children's digital literacy. The research involved the survey of 611 parents in Serbia. The data show that the relevant aspects of the parents' digital literacy can be categorised into two dimensions – technical-security and communication-creative. The parents' digital literacy is correlated with their empowerment for digital parenting. While the data on the parents' empowerment for digital parenting and support for the development of their children's digital literacy are optimistic, nearly half of the surveyed parents fail to recognise their own role in the development of their children's digital literacy.

Keywords: digital literacy, digital parenting, parent empowerment, family context

Uvod

Digitalna pismenost je fenomen o kome se raspravlja već više od dve decenije. Ona predstavlja ne samo potrebu, već i uslov i pravo svakog građanina u savremenom društvu (OECD, 2001). Najopštije rečeno, digitalna pismenost obuhvata veštine i sposobnosti neophodne za život, učenje i rad u digitalnom dobu (Jisc, 2014). To podrazumeva da digitalno pismena osoba ima funkcionalni pristup tehnologijama, razvijene određene veštine za njihovo korišćenje, sposobnost primene digitalnih tehnologija u različitim situacijama, kao i kreativno prisvajanje tih tehnologija kroz oblikovanje sopstvenog digitalnog identiteta (Senić Ružić, 2021; Sharpe & Beetham, 2010). Drugim rečima, digitalna pismenost podrazumeva *osnaženost* za adekvatnu upotrebu digitalnih tehnologija i resursa, koja treba da bude autonomna, kritička i kreativna i da pomaže u rešavanju problema, obavljanju poslova, kreiranju sadržaja, ali i za komunikaciju i učenje u digitalnom okruženju (Senić Ružić, 2021).

Digitalne tehnologije već izvesno vreme predstavljaju neizostavan deo porodičnog života, donoseći niz promena u porodičnim odnosima, načinu funkcionisanja porodice i ostvarivanju roditeljske uloge (Pantić, 2021). Ove promene dovele su do povećane potrebe za razvijanjem koncepta digitalnog roditeljstva (Livingstone & Byrne, 2018; Livingstone & Helsper, 2008), u okviru koga se očekuje da ro-

⁵ The research was funded by the Ministry of Science, Technological Development and Innovation of the Republic of Serbia within its programme funding scientific and research activities at the Faculty of Philosophy of the University of Belgrade (Contract No. 451-03-66/2024-03/ 200163).

ditelji adekvatno koriste digitalne tehnologije i na odgovarajući način podržavaju i usmeravaju dečje digitalne aktivnosti. Na taj način otpočela je „konstantna borba“ (Livingstone & Helsper, 2008) roditelja sa novim izazovima i odgovornostima koje donosi digitalno roditeljstvo. Ovo podrazumeva ne samo kontinuirano unapređivanje sopstvene digitalne pismenosti, već i aktivno razvijanje digitalne pismenosti kod dece. Na toj osnovi definisan je cilj ovog rada: ispitivanje perspektive roditelja o digitalnoj pismenosti, njihovoj ulozi u razvijanju digitalnih vaština kod svoje dece i njihovoj osnaženosti za uspešno digitalno roditeljstvo.

Razvijanje digitalne pismenosti u porodičnom kontekstu

Iako pripadaju digitalnom dobu, deca zbog svoje prirodne nezrelosti nisu spremna za pravilnu upotrebu digitalnih tehnologija (Law et al., 2018). Zbog toga je pomoć, podrška i usmeravanje od strane odraslih neophodna kako bi deca mogla da na adekvatan način koriste mogućnosti tehnologije i prepoznaju njihove opasnosti i potencijalne rizike. Istraživanja pokazuju da, pored ključne uloge odraslih, na oblikovanje načina podrške dečjim digitalnim aktivnostima utiču i dostupnost resursa kao i kulturne prakse različitih okruženja (Plowman et al., 2010). Drugim rečima, razvijanje digitalne pismenosti dece zahteva razmatranje tri ključna aspekta: dostupnost tehnologije u porodičnom okruženju, načina na koji se ta tehnologija koristi i uloge roditelja u podršci i usmeravanju dečjih digitalnih aktivnosti.

Danas deca dolaze u kontakt sa digitalnim tehnologijama u znatno mlađem uzrastu nego što je to bilo ranije. Prema tome, detinjstvo predstavlja ključni period za razvijanje digitalne pismenosti i formiranje zdravog i uravnoteženog odnosa prema digitalnom okruženju (Chaudron et al., 2018; Livingstone et al., 2014; Marsh et al., 2017; Nikken & Schols, 2015). Većina dece svoja prva digitalna iskustva stiče upravo u okviru porodice, gde roditelji igraju ulogu prvih posrednika u dečjoj interakciji sa digitalnim tehnologijama, te imaju važnu ulogu u njihovom digitalnom opismenjavanju. U skladu sa tim, razvijanje digitalne pismenosti dece u porodičnom kontekstu može se posmatrati na dva nivoa: vaspitno-kontekstualnom i obrazovno-posredujućem.

Vaspitno-kontekstualni i obrazovno-posredujući nivo razvijanja digitalne pismenosti u porodičnom kontekstu

Vaspitno-kontekstualni nivo. Ovaj nivo obuhvata dva aspekta i podrazumeva zastupljenost i upotrebu digitalnih tehnologija u porodičnom kontekstu. Prvi aspekt koji se odnosi na zastupljenost digitalnih tehnologija, ukazuje na značaj stvaranja

digitalnog okruženja prilagođenog ne samo vrednostima i prioritetima roditelja, već i individualnim potrebama i kompetencijama svakog deteta (Mascheroni et al., 2016). Drugim rečima, za razvijanje digitalne pismenosti dece u porodičnom okruženju neophodno je da ona imaju funkcionalni pristup tehnologiji, bilo da su u pitanju uređaji koje koriste i roditelji i deca, ili uređaji namenjeni isključivo deci. Drugi aspekt vaspitno-kontekstualnog nivoa se odnosi na upotrebu digitalnih tehnologija od strane roditelja koji svojim stavovima i načinom korišćenja spontano oblikuju dečji odnos prema digitalnom svetu. Roditelji tehnologiju koriste u različite svrhe (za obavljanje posla, komunikaciju, zabavu ili učenje) i kroz te aktivnosti deca često nesvesno preuzimaju obrasce ponašanja. Odnos roditelja prema tehnologiji i njihov nenamerni uticaj čine vaspitni porodični kontekst, gde roditelji, možda i nesvesni svoje uloge u digitalnom opismenjavanju dece, kroz svoje digitalne navike posredno utiču na način na koji deca pristupaju tehnologiji i grade svoje digitalno iskustvo.

Obrazovno-posredujući nivo. U procesu razvijanja digitalne pismenosti obrazovno-posredujući nivo podrazumeva roditeljsko posredovanje, odnosno medijaciju. To su *namerne* prakse roditelja usmerene na podržavanje i vođenje dece ka pravilnoj i odgovornoj upotrebi digitalnih tehnologija, odnosno situacije u kojima roditelji uče svoju decu kako da koriste tehnologiju. U porodičnom kontekstu, roditelji razvijaju svoje prakse delovanja i u odnosu na dečje digitalne aktivnosti. Pomenute prakse predstavljaju roditeljske napore da regulišu i upravljaju dečjim interakcijama sa digitalnim tehnologijama (Mascheroni et al., 2016; Macsheroni et al., 2018). Kroz njih roditelji imaju dvostruku ulogu: da vaspitavaju i obrazuju svoju decu za odgovorno korišćenje digitalnih alata i da ih pripreme za život u digitalnom društvu. Roditeljsko posredovanje može se odvijati kroz dva osnovna pristupa – restriktivan (ograničavanje i postavljanje pravila o upotrebi tehnologije) ili aktivan (otvorena komunikacija, kritičko razmišljanje, kreativnost...).

Da bi se digitalna pismenost razvijala u porodičnom kontekstu neophodno je da roditelji budu adekvatno osnaženi za tu ulogu. Prema teoriji osnaživanja, ovaj koncept podrazumeva i proces osnaživanja i rezultat postignutog nivoa osnaženosti (Zimmerman, 2000). U kontekstu razvijanja digitalne pismenosti kod dece, osnaživanje roditelja obuhvata procese koji omogućavaju pristup resursima i tehnologijama, uspostavljanje kontrole nad njihovim korišćenjem i primenu strategije za posredovanje u dečjim digitalnim aktivnostima. Drugim rečima, osnaženost roditelja za razvijanje digitalne pismenosti kod dece se posmatra kroz dve ključne dimenzije: 1) osnaženost za adekvatnu upotrebu digitalnih tehnologija i resursa (digitalna pismenost roditelja); i 2) osnaženost za digitalno roditeljstvo, koja se odnosi na sposobnost roditelja da posreduje i usmeravaju dečje aktivnosti u digitalnom okruženju.

Upotreba digitalnih tehnologija u porodičnom vaspitnom kontekstu

Kontekst porodičnog doma ima ključnu ulogu na razvoj dece uopšte, a istraživanja pokazuju da posebno utiče na načine na koje deca koriste tehnologiju (Plowman et al., 2012). U savremenom društvu digitalne tehnologije su dostupne gotovo svima. Podaci Eurostata ukazuju na konstantni porast upotrebe tehnologije i interneta u okviru domaćinstava i među pojedincima (Eurostat, 2023). To potvrđuju i podaci Republičkog zavoda za statistiku koji, pored intenzivne upotrebe mobilnih telefona, ističu i intenzivnu upotrebu računara, korišćenje interneta i posedovanje naloga na društvenim mrežama među pojedincima u Srbiji (Kovačević et al., 2022). Pored statističkih podataka, i druga istraživanja ukazuju na to da su digitalne tehnologije „duboko ukorenjene u porodični život“ (Livingstone et al., 2018, str. 3).

Istraživanja sprovedena na uzorku roditelja pokazuju da oni najčešće koriste računare i mobilne telefone, ali su prisutni i uređaji poput tableta i konzola za video igre (Kildare & Middlemiss, 2017; Livingstone et al., 2017b). Mlađi roditelji koriste veći broj različitih uređaja (Lorenz & Kapella, 2020). Slični rezultati zabeleženi su i u Srbiji gde oko 99% odraslih od 25 do 54 godine starosti koristi mobilni telefon i internet. Najčešće aktivnosti uključuju komunikaciju, informisanje i učešće u društvenim mrežama, a zabeležena je i upotreba interneta za elektronsko bankarstvo, korišćenje usluga javne uprave i trgovine (Kovačević et al., 2022). Roditelji takođe koriste digitalne tehnologije i za osnaživanje roditeljskih veština (Pantić, 2022), kreiranje prilika za učenje, ali i za nadzor i regulisanje dečjih digitalnih aktivnosti (Anderson et al., 2016; FOSI, 2020; Livingstone et al., 2018; Senić Ružić et al., 2023). Pomenuti nalazi nam govore o tehnološki bogatom okruženju, gde aktivni korisnici tehnologije, poput roditelja, omogućavaju deci da se u okviru porodica susretnu sa tehnologijom i počnu da je koriste. Na taj način, u porodičnom vaspitnom kontekstu započinje razvoj digitalne pismenosti kod dece.

Roditelji kao modeli i njihovi stavovi o tehnologiji

Pored tehnološki bogatog okruženja u okviru porodice, značajni faktori koji oblikuju dečje korišćenje tehnologije su intenzitet i način na koji roditelji koriste tehnologije. Istraživanja ukazuju na to da deca najčešće posmatraju, usvajaju i oponašaju digitalne aktivnosti roditelja ili starije braće i sestara (Chaudron et al., 2018; Garmendia et al., 2020; Lorenz & Kapella, 2020; Nevski & Siibak, 2016). Prema tome, važno je osvrnuti se na značaj roditeljskog modela, koji oblikuje dečji odnos prema tehnologiji. Nasuprot brojnim istraživanjima koja su usmere-

na na digitalne aktivnosti dece, način na koji roditelji koriste tehnologiju daleko je manje istražen (Lorenz & Kapella, 2020). Za analizu roditeljskog digitalnog ponašanja najčešće koristimo podatke o upotrebi digitalnih tehnologija koje su usmerene na odraslu populaciju, ne nužno na roditelje. Na primer, istraživanja pokazuju da odrasla populacija intenzivno koristi tehnologiju i internet, ali da zastupljenost upotrebe interneta opada sa godinama starosti (Ofcom, 2023). Roditelji dece mlađeg uzrasta upravo pripadaju populaciji koja najintenzivnije koristi internet prema ovom izveštaju.

Stavovi roditelja o tehnologiji i njenim obrazovnim potencijalima su takođe faktor koji oblikuje dečji pristup i načine korišćenja tehnologije (Nikken & Schols, 2015). Roditelji su oprezni kada iskazuju optimistične stavove o tehnologiji (Livingstone et al., 2018). Istraživanje sprovedeno u Srbiji pokazalo je da roditelji imaju podeljena mišljenja o pozitivnim aspektima tehnologije (Senić Ružić et al., 2023). Roditelji uglavnom smatraju da im tehnologija olakšava svakodnevni život, izdvajajući njen potencijal za povezivanje sa drugima i sticanje znanja, dok u kontekstu dečje upotrebe prepoznaju njen značaj za učenje i za razvijanje neophodnih veština za život u digitalnom dobu. Isto istraživanje je pokazalo da su roditelji redovni korisnici tehnologija i društvenih mreža, ali se ne osećaju svi sigurno i slobodno da pretražuju određene sadržaje na internetu, što otvara pitanje njihove osnaženosti da u procesu digitalne socijalizacije podrže i usmeravaju svoju decu.

Digitalna pismenost roditelja i osnaženost za digitalno roditeljstvo

Da bi roditelji mogli da podrže razvoj digitalne pismenosti svoje dece, očekuje se da i oni sami budu digitalno pismeni. Kako je ranije pomenuto, digitalna pismenost se najopštije može odrediti kao skup sposobnosti neophodnih za život, učenje i rad (Jisc, 2014), a u kontekstu ovog rada i za roditeljstvo u digitalnom dobu. Romero određuje digitalnu pismenost roditelja kroz četiri glavna skupa digitalnih veština koje su roditeljima neophodne za upravljanje i podržavanje dečjih digitalnih aktivnosti: osnovne digitalne veštine, komunikacione veštine, kreativnost i veštine za celoživotno učenje (Romero, 2014). U osnovne digitalne veštine spadaju upravljanje privatnošću, sadržajima i tehnologijom. Drugi skup podrazumeva upravljanje komunikacijom i interakciju, kao i socio-emocionalnu regulaciju upotrebe tehnologije. U okviru kreativnosti nalaze se veštine za rešavanje problema, upotreba tehnologije za kreativne projekte, ali i samoregulacija upotrebe tehnologije i usmeravanje pažnje. Poslednji skup veštine za celoživotno

učenje obuhvata veštine za pretraživanje relevantnih informacija, kao i korišćenje tehnologije kao alata za kognitivnu podršku celoživotnom učenju.

Naime, digitalna pismenost roditelja je ključna varijabla koja predviđa samoeфикаsnost u domenu digitalnog roditeljstva (Fidan & Olur, 2023) i povezana je sa njihovom sposobnošću da adekvatno podrže dečje digitalne aktivnosti (Garmendia et al., 2020; Pons-Salvador et al., 2022). Digitalno roditeljstvo se najčešće određuje kroz roditeljska nastojanja i postupke usmerene na vođenje i podršku dečjih aktivnosti u digitalnom okruženju – roditeljsko posredovanje ili medijacija (Livingstone & Byrne, 2018; Livingstone & Helsper, 2008; Modecki et al., 2022). Najzastupljenije prakse roditeljskog posredovanja u dečjim digitalnim aktivnostima su restriktivna i aktivna medijacija (Livingstone & Helsper, 2008). Restriktivna medijacija uključuje uspostavljanje strogih pravila i ograničenja prilikom korišćenja tehnologija, dok aktivna medijacija podrazumeva podsticanje dece da kreativno koriste tehnologije, često kroz zajedničke aktivnosti. Roditelji imaju običaj da preценjuju digitalne veštine svoje dece (Livingstone et al., 2014; Senić Ružić et al., 2023) i značajan procenat njih izjavljuje da od svog deteta uči kako da koristi određene digitalne alate ili platforme (FOSI, 2015). To su uglavnom mišljenja roditelja čija su deca tinejdžeri, dok je samopouzdanje roditelja za praćenje dečjih digitalnih aktivnosti veće što su deca mlađa (FOSI, 2014).

Digitalna pismenost roditelja je veoma važna u posredovanju i podršci dečjim digitalnim aktivnostima. Digitalno pismeniji roditelji imaju pozitivnija mišljenja o obrazovnom potencijalu digitalnih tehnologija, podstiču i podržavaju dečje digitalne aktivnosti i adekvatno korišćenje tehnologije, odnosno primenjuju strategije aktivnog posredovanja u dečjim digitalnim iskustvima (Chaudron et al., 2018; Livingstone et al., 2015; Livingstone et al., 2017a; Livingstone et al., 2018; Mascheroni et al., 2016; Nikken & Schols, 2015; Pons-Salvador et al., 2022). S druge strane, roditelji sa slabije razvijenim digitalnim veštinama primenjuju više restriktivne oblike roditeljske medijacije ili postavljaju nedosledna pravila za korišćenje tehnologije (Garmendia et al., 2012; Nikken & Schols, 2015) koja nisu u skladu sa idejom razvijanja digitalne pismenosti kod dece. Istraživanja pokazuju i značaj nivoa obrazovanja roditelja i njihovih digitalnih veština i da digitalno pismeniji roditelji pružaju više podrške deci u digitalnim aktivnostima (Zhang & Livingstone, 2019), odnosno kreiraju povoljniji vaspitni kontekst za razvijanje digitalne pismenosti dece.

Doživljaj sopstvene kompetentnosti roditelja je važan za razvoj digitalne pismenosti dece, jer ukoliko postoji nedostatak poverenja u sopstvene mogućnosti, to se može negativno odraziti na ostvarivanje punog potencijala digitalnih mogućnosti dece (Garmendia et al., 2020). Ohrabrujući je rezultat da na našim prostorima većina roditelja smatra da su dovoljno kompetentni da pomognu svom detetu (školskog uzrasta) u korišćenju digitalnih tehnologija, odnosno da su osnaženi za praće-

nje, regulisanje i pružanje podrške deci u razvijanju digitalnih veština (Senić Ružić et al., 2023). Roditeljska kompetentnost je donekle potvrđena i iz perspektive dece koja izjavljuju da sa roditeljima razgovaraju o tehnologiji, ali i da im roditelji objašnjavaju i pomažu u adekvatnom korišćenju tehnologije (Kuzmanović et al., 2019).

Važnost digitalne pismenosti roditelja može se posmatrati kroz rizike koji nastaju usled njenog izostanka, a koje Romero (2014) razvrstava u tri kategorije.

Prvu grupu čine *rizici koji se odnose na upravljanje privatnošću dece*. Ponošni roditelji, ali digitalno nedovoljno opismenjeni, postavljaju na internet različite sadržaje i informacije o svojoj deci, najčešće dostupne i vidljive svima.

U drugu grupu spadaju *tehnološki rizici* i u okviru nje Romero razlikuje dve krajnosti roditelja: *tehnofobe* – koji smatraju da njihova deca treba da odrastaju bez upotrebe tehnologije i *tehnofile* – koji prenaplaćavaju prednosti i zanemaruju rizike koje tehnologija sa sobom nosi.

U trećoj grupi svrstani su *rizici zasnovani na sadržajima i interakcijama koje se ostvaruju putem digitalnih tehnologija*. Internet ima otvoren pristup za svakoga, a za sada nijedna roditeljska strategija za zaštitu dece od neprimerenih sadržaja i zlonamernih interakcija nije bez nedostataka i manjkavosti. To znači da roditelji moraju biti vešti da izrade što bolje strategije za zaštitu svoje dece od takvih opasnosti, ali i da na odgovarajući način reaguju kada prvobitnom strategijom to ne uspeju da ostvare.

Svi prethodno navedeni nalazi govore u prilog tome da su digitalna pismenost roditelja i osnaženost za digitalno roditeljstvo značajni uslovi za razvijanje digitalne pismenosti dece u porodičnom kontekstu, pa se iz tog razloga nalaze u fokusu ovog istraživanja.

Metodologija

Ovo istraživanje predstavlja deo šire studije čiji je predmet digitalno roditeljstvo, s posebnim naglaskom na razvijanje digitalne pismenosti u porodičnom kontekstu. Primarni fokus studije je digitalni porodični vaspitni kontekst, odnosno roditeljski postupci kojima se regulišu, usmeravaju i podržavaju dečje digitalne aktivnosti i razvija digitalna pismenost dece. U okviru studije se razmatraju i dva ključna aspekta koja utiču na ovaj prosek: digitalna pismenost roditelja i njihova osnaženost za digitalno roditeljstvo. Istraživanje je usmereno na sledeća istraživačka pitanja:

- 1) Kako roditelji procenjuju sopstvenu digitalnu pismenost?
- 2) Kakvo je mišljenje roditelja o digitalnoj pismenosti dece i kako se ona kod dece razvija?
- 3) Koliko su roditelji osnaženi za digitalno roditeljstvo?

Uzorak je prigodan i čini ga 611 roditelja sa teritorije Srbije, čija su deca uzrasta od 10 do 15 godina. Struktura uzorka je data u Tabeli 1. Što se tiče strukture uzorka, treba napomenuti da postoji prezastupljenost učesnica u ovom istraživanju. To nije redak slučaj budući da se majke radije odazivaju istraživanjima na temu roditeljstva (Bodroški Spariosu, 2004).

Tabela 1. Struktura uzorka

		Frekvencije f	Procenat %
Pol	muški	72	11,8
	ženski	539	88,2
Godine života	29–39	180	29,5
	40–49	371	60,7
	50–62	60	9,8
Nivo obrazovanja	Osnovna škola	23	3,8
	Srednja škola	253	41,4
	Viša ili visoka škola	97	15,9
	Fakultet	180	29,5
	Magisterijum ili master	48	7,9
	Doktorat	10	1,6
Mesto stanovanja	Beograd i okolina	261	42,7
	Drugi gradovi sa okolinom	350	57,3
	Ukupno	611	100,0

Instrument, tok istraživanja i obrada podataka

U istraživanju je korišćena eksplorativna i deskriptivno-analitička metoda, a za prikupljanje podataka tehnika anketiranja. Roditeljima je elektronskim putem distribuiran upitnik sa elementima skale procene, kreiran za potrebe ovog istraživanja.

U radu je predstavljen deo podataka iz šire studije o digitalnom roditeljstvu, prikupljen na osnovu instrumenta posebno kreiranog za potrebe istraživanja. Celokupan instrument se sastoji od deset skala procena (trostepenih, četvorostepenih i petostepenih). Za ovaj rad iskorišćene su tri grupe pitanja, odnosno četiri skale procene, od kojih je jedna petostepena skala procene (od 1 – uopšte se ne snalazim do 5 – odlično se snalazim), i tri četvorostepene skale slaganja (od 1 – uopšte se ne slažem do 4 – u potpunosti se slažem).

U prvoj grupi nalaze se pitanja o digitalnoj pismenosti roditelja i načinima korišćenja tehnologije, predstavljena u vidu dve skale procene. Prva je petostepena skala za procenu digitalne pismenosti i sastoji se od 17 reprezentativnih stavki koje opisuju određene digitalne aktivnosti i odgovaraju definisanim komponentama u Evropskom okviru digitalnih kompetencija za sve građane (*DigComp*): informaciona i pismenost podataka; komunikacija i saradnja; kreiranje digitalnog sadržaja; bezbednost; rešavanje problema (Vuorikari et al., 2022). Namera je bila da se dobije što preciznija samoprocena digitalne pismenosti koja obuhvata različite aspekte ovog složenog fenomena. Pouzdanost skale, izražena koeficijentom Kronbah alfa iznosi 0,97 čime se potvrđuje da je skala pouzdana za merenje digitalne pismenosti roditelja. Na osnovu ove skale dobijena je, kao kompozitni skor, varijabla digitalna pismenost roditelja. Druga skala je četvorostepena skala slaganja, sastoji se od 7 stavki i koristila se za ispitivanje mišljenja roditelja o načinima korišćenja tehnologije i unapređivanju digitalnih veština. Pouzdanost ove skale je prihvatljivog nivoa ($\alpha=0,79$).

Drugu grupu čine pitanja o instrumentu kojima se ispituje mišljenje roditelja o digitalnoj pismenosti dece, kako se ona razvija i koja je uloga roditelja u tom procesu, a koja su formulisana u vidu četvorostepene skale slaganja od 7 stavki.

U trećoj grupi nalaze se pitanja usmerena na osnaženost roditelja za digitalno roditeljstvo, formulisana u vidu četvorostepene skale slaganja od 10 stavki. Na osnovu vrednosti koeficijenta Kronbah alfa ($\alpha=0,78$), utvrđeno je da je pouzdanost skale prihvatljiva za merenje osnaženosti roditelja za digitalno roditeljstvo, pa je na osnovu nje napravljen kompozitni skor, odnosno varijabla osnaženost roditelja za digitalno roditeljstvo.

Oснаženost roditelja za digitalno roditeljstvo je korišćena kao zavisna varijabla. Digitalna pismenost roditelja je razmatrana i kao zavisna i kao nezavisna varijabla. Uz ove varijable, korišćeni su uzrast deteta, godine starosti i nivo obrazovanja roditelja kao nezavisne varijable. Podaci su prikupljeni tokom 2023. godine i obrađeni su softverski, putem IBM SPSS Statistics, v. 26. Za obradu podataka korišćena je deskriptivna statistika, eksplorativna faktorska analiza, jednofaktorska analiza varijanse za neponovljena merenja (ANOVA) i Pirsonov koeficijent korelacije.

Rezultati istraživanja

Digitalna pismenost roditelja

Skup podataka dobijen putem skale za samoprocenu digitalne pismenosti podvrgnut je eksplorativnoj faktorskoj analizi sa ciljem da se redukuje skup manifestnih varijabli koje će biti korišćene za dalje statističke analize. Opravdanost faktorske analize utvrđena je na osnovu *Kaiser-Meyer-Olkin* testa adekvatnosti uzorkovanja,

a statistička značajnost na osnovu *Bartlett's* testa. Rezultati su pokazali da je ovaj skup podataka prikladan za faktorsku analizu, vrednost KMO je 0,96, a *Bartlett's* test pokazuje da je vrednost statistički značajna ($p=0,00$). Eksplorativnom faktorskom analizom, pod modelom glavnih komponenti uz *Varimax* rotaciju, izdvojena su dva faktora, odnosno dve dimenzije digitalne pismenosti roditelja. Ukupan procenat objašnjene varijanse ove predložene strukture iznosi 74,38% varijanse među varijablama koje su u faktoru. Faktorska zasićenja varijabli kreću se u rasponu od 0,63 do 0,83, odnosno od 0,63 do 0,81 (Tabela 2), što se može tumačiti kao izrazito visoko zasićenje, čime se potvrđuje da se pitanja grupišu u dve dimenzije digitalne pismenosti roditelja:

- 1) tehničko-bezbednosna dimenzija – bezbedno i adekvatno korišćenje digitalnih alata;
- 2) komunikaciono-kreativna dimenzija – komunikacija, kreiranje sadržaja i upravljanje informacijama na internetu.

Za potrebe daljih statističkih analiza, faktorski skorovi sačuvani su kao zasebne varijable koje reprezentuju ove dve dimenzije digitalne pismenosti roditelja. Pored ovih skorova, napravljen je i kompozitni skor na osnovu svih stavki iz skale koji čini varijablu digitalna pismenost roditelja.

Tabela 2. Matrica faktorskih težina za analizu konstrukta digitalne pismenosti roditelja

Konstrukat digitalne pismenosti roditelja	Faktorsko zasićenje
Faktor 1: Tehničko-bezbednosna dimenzija	
Umem da rešim većinu problema koji se javljaju pri korišćenju digitalnih tehnologija.	0,83
Umem da odaberem digitalni alat, uređaj, aplikaciju ili softver koji odgovara mojim potrebama i da procenim njegovu efikasnost.	0,83
Znam da rešim tehnološke probleme istražujući podešavanja i opcije programa ili alata.	0,82
Umem da primenim filtere na neželjenu elektronsku poštu.	0,79
Znam kako da reagujem ako je moj računar zaražen virusom.	0,78
Mogu da ispratim promene i zahteve novih tehnoloških dostignuća.	0,78
Umem da podesim ili izmenim bezbednosna podešavanja na svojim digitalnim uređajima.	0,78
Znam da šifriram svoju elektronsku poštu ili datoteke.	0,77
Znam kako se koriste licence i zaštita autorskih prava.	0,72
Umem da koristim različite funkcije formatiranja u okviru različitih alata (npr. generisanje pisama, spajanje dokumenata različitih formata, korišćenje naprednih formula, makroa).	0,61

Konstrukt digitalne pismenosti roditelja	Faktorsko zasićenje
Faktor 2: Komunikaciono-kreativna dimenzija	
Aktivno učestvujem u internet prostorima i koristim nekoliko elektronskih usluga (npr. usluge javnih ustanova, elektronsko bankarstvo, kupovina putem interneta).	0,81
Koristim širok raspon alata za komunikaciju na internetu (elektronska pošta, časkanje, sms, instant poruke, blogovi, mikroblogovi, društvene mreže).	0,80
Umem da se služim različitim funkcijama alata za komunikaciju (npr. video konferencije, deljenje podataka, deljenje aplikacija).	0,76
Informacije koje nađem na internetu mogu da sačuvam u različitim formatima.	0,74
Koristim različite strategije pretraživanja za pronalaženje pouzdanih informacija na internetu.	0,73
Umem da kreiram ili menjam složene multimedijalne sadržaje u različitim formatima, koristeći različite digitalne platforme, alate i okruženja.	0,64
Umem da procenjujem validnost i verodostojnost informacija pomoću niza kriterijuma.	0,63
Metod ekstrakcije: Analiza glavnih komponenti Metod rotacije: Varimax sa Kaiser normalizacijom Rotacija izvedena u tri iteracije	

Digitalna pismenost roditelja je na srednjem nivou ($M=3,28$, $SD=1,07$). Niži rezultat dobijen je u odnosu na tehničko-bezbednosnu dimenziju ($M=3,08$, $SD=0,05$), dok je nešto viši rezultat zabeležen u odnosu na komunikaciono-kreativnu dimenziju ($M=3,57$, $SD=0,04$). To znači da roditelji bolje procenjuju svoje digitalne veštine i kompetencije koje se tiču komunikacije na internetu, kreiranja digitalnih sadržaja i upravljanja informacijama, dok slabije procenjuju one digitalne veštine koje se odnose na bezbednost i rešavanje problema putem digitalnih tehnologija.

Vrednost Pirsonovog koeficijenta korelacije pokazuje da postoji statistički značajna i po intenzitetu veoma niska povezanost između digitalne pismenosti i godina života roditelja ($r=0,11$; $p=0,01$). Na osnovu jednofaktorske analize za neponovljena merenja (ANOVA) ustanovljeno je da postoje statistički značajne razlike u odnosu na nivo obrazovanja roditelja i samoprocenu digitalne pismenosti ($F=14,77$; $df=5$; $p=0,00$). Roditelji koji imaju završenu osnovnu ($M=2,80$; $SD=1,29$) ili srednju školu ($M=2,93$; $SD=1,09$) niže procenjuju sopstvenu digitalnu pismenost u odnosu na roditelje koji imaju završenu višu školu ($M=3,41$; $SD=1,06$), fakultet ($M=3,57$; $SD=0,87$), master ($M=3,86$; $SD=0,90$) ili doktorske studije ($M=4,01$; $SD=0,59$). Ovaj rezultat je u skladu sa rezultatima drugih istraživanja koja pokazuju da postoji povezanost između nivoa obrazovanja roditelja i njihovih digitalnih veština (Zhang & Livingstone, 2019).

Roditelji izveštavaju da im digitalne tehnologije olakšavaju život (70,4%) i omogućavaju da lakše uče nove stvari (67,7%), ali se mali procenat njih (37,9%)

oseća sigurno i slobodno prilikom pretraživanja sadržaja na internetu. Dobijeni podaci ukazuju na to da većina roditelja koji su učestvovali u istraživanju smatraju da digitalne tehnologije koriste razumno (78,7%) i da razumeju kako funkcionišu digitalni alati (73,6%), odnosno izjavljuju da imaju svest o sopstvenoj digitalnoj pismenosti (81,8%). Roditelji se trude da unapređuju sopstvene digitalne veštine (78,4%) i ovaj podatak korelira sa njihovom samoprocenom digitalne pismenosti ($r=0,56$; $p=0,00$).

Digitalna pismenost dece

Većina roditelja (84,2%) smatra da su deca digitalno pismenija od odraslih. Ovakvo mišljenje roditelja nije povezano sa njihovim godinama života, niti sa uzrastom deteta ($p>0,05$). Nešto manji procenat roditelja (53%) izjavljuje da njihovo dete zna više o upotrebi tehnologije u odnosu na njih, što, prema vrednosti Pirsonovog koeficijenta korelacije, nije povezano sa godinama starosti roditelja, mada postoji statistički značajna, ali niska povezanost sa uzrastom deteta ($r=0,23$; $p=0,00$). Prisutne su i statistički značajne razlike u odnosu na nivo obrazovanja roditelja i mišljenja da su deca digitalno pismenija od odraslih ($F=7,97$, $df=5$, $p=0,00$), odnosno da njihovo dete zna više o upotrebi tehnologije od njih samih ($F=5,02$, $df=5$, $p=0,00$) i to pre svega između roditelja sa završenom srednjom školom u odnosu na roditelje sa višim, fakultetskim ili postdiplomskim obrazovanjem. U okviru Tabele 3 izdvojeni su samo statistički značajni podaci koji oslikavaju ove razlike, a koji su dobijeni putem *Post hoc* LSD testa.

Tabela 3. Razlike u pogledu nivoa obrazovanja roditelja i sagledavanja digitalne pismenosti dece – ANOVA Post Hoc LSD

		Nivo obrazovanja roditelja	Razlika M	SD	p
Deca su digitalno pismenija od odraslih	srednja škola	osnovna škola i manje	0,56	0,16	0,00
		viša škola ili visoka	0,19	0,09	0,03
		fakultet	0,35	0,07	0,00
		magisterijum/ master	0,36	0,12	0,00
		doktorat	0,83	0,24	0,00
Moje dete zna više o upotrebi tehnologije nego ja	srednja škola	osnovna škola i manje	-0,11	0,20	0,57
		viša škola ili visoka	0,29	0,11	0,01
		fakultet	0,26	0,09	0,00
		magisterijum/ master	0,55	0,14	0,00
		doktorat	0,66	0,30	0,03

Dalje analize su pokazale da postoji statistički značajna, ali niska negativna korelacija između digitalne pismenosti roditelja i mišljenja da su deca digitalno pismenija od odraslih (Tabela 4), odnosno da njihovo dete zna više o digitalnim tehnologijama od roditelja (Tabela 5), što je i očekivan podatak. Većina roditelja smatra da deca digitalnu pismenost razvijaju u školi (82,5%) ili samostalno (59,5%). Ipak, nešto više od polovine ispitanih roditelja (53,4%) prepoznaje da je razvijanje digitalne pismenosti dece prvenstveno zadatak roditelja. Zanimljiv je podatak da postoji statistički značajna, ali veoma niska, dakle nezatna korelacija između digitalne pismenosti roditelja i mišljenja da je razvijanje digitalne pismenosti dece prvenstveno zadatak roditelja (Tabela 4). Sličan nalaz dobijen je i u odnosu na prepoznavanje važnosti praćenja dečjih digitalnih aktivnosti (sa čime se slaže 75% roditelja), ali vrednost Pirsonovog koeficijenta ukazuje na statistički značajnu, međutim nezatnu korelaciju sa samoprocenom digitalne pismenosti (Tabela 4).

Tabela 4. Povezanost digitalne pismenosti roditelja i mišljenja o digitalnoj pismenosti dece

Digitalna pismenost roditelja	<i>r</i>	<i>p</i>	<i>N</i>
Deca su digitalno pismenija od odraslih.	-0,24	0,00	611
Digitalnu pismenost deca treba da razvijaju u školi.	-0,02	0,67	611
Deca digitalnu pismenost razvijaju samostalno.	-0,07	0,10	611
Digitalno opismenjavanje dece je prvenstveno zadatak roditelja.	0,18	0,00	611
Važno je da roditelji prate kako njihova deca koriste digitalne tehnologije.	-0,09	0,02	611
Korišćenje tehnologija dovodi do razvoja veština neophodnih za život u digitalnom društvu.	0,24	0,00	611
Rano upoznavanje sa digitalnim tehnologijama omogućava deci da se kasnije bolje snalaze u digitalnom društvu.	0,10	0,02	611

Prema dobijenim podacima, većina roditelja smatra da korišćenje tehnologije (82,3%), i to na ranom uzrastu (54,3%) dovodi do razvoja veština neophodnih za život u digitalnom društvu, što deci omogućava da se kasnije bolje u njemu snalaze. Za ove stavove, slično prethodno dobijenim rezultatima, utvrđena je statistički značajna, ali veoma slaba povezanost sa samoprocenom digitalne pismenosti (Tabela 4).

Oснаženost roditelja za razvijanje digitalne pismenosti kod dece

Oснаženost roditelja za digitalno roditeljstvo ispitivana je putem četvorostepene skale procene. Stavovi korišćeni za dobijanje kompozitnog skora osnaženosti za digitalno roditeljstvo prikazani su u Tabeli 5, gde su jasno označena četiri stava koja su za potrebe formiranja kompozitnog skora rekodirana. Dobijeni podaci ukazuju na to da 76,1% roditelja dobro procenjuje sopstvenu osnaženost za digitalno roditeljstvo ($M=2,77$, $SD=0,51$), a to korelira sa samoprocenom digitalne pismenosti ($r=0,64$, $p=0,00$), što je očekivan podatak i u skladu sa rezultatima drugih istraživanja (Fidan & Olur, 2023; Garmendia et al., 2020; Pons-Salvador et al., 2022).

Postoje razlike u osnaženosti za digitalno roditeljstvo u odnosu na nivo obrazovanja roditelja ($F=5,57$, $df=5$, $p=0,00$). *Post hoc* LSD testom utvrđeno je da su razlike statistički značajne između roditelja sa završenom osnovnom ($M=2,58$; $SD=0,44$) i srednjom školom ($M=2,67$; $SD=0,49$), u odnosu na roditelje sa završenim višim ($M=2,85$; $SD=0,53$), fakultetskim ($M=2,83$; $SD=0,49$), master ($M=2,99$; $SD=0,56$) ili doktorskim ($M=2,78$; $SD=0,15$) studijama. Ovi podaci su u skladu sa rezultatima drugih istraživanja (Zhang & Livingstone, 2019).

Iako polovina roditelja (53%) izjavljuje da njihovo dete zna više o upotrebi tehnologije u odnosu na njih, dobijeni podaci pokazuju da je većina dovoljno merodavna da pomogne svom detetu u pravilnom korišćenju tehnologije (76,4%). Ovaj podatak, takođe korelira sa samoprocenom digitalne pismenosti roditelja, što potvrđuje vrednost Pirsonovog koeficijenta (Tabela 5). Nije utvrđena povezanost sa godinama života roditelja ($p>0,05$), dok sa uzrastom deteta postoji veoma slaba negativna povezanost ($r=-0,09$, $p<0,05$), što ne odgovara sasvim rezultatima drugih istraživanja (FOSI, 2014). Može se zaključiti da postoji izvesna tendencija – što su deca mlađa, roditelji se osećaju kompetentnijim da im pruže pomoć u korišćenju tehnologije.

Više od polovine ispitanih roditelja (67,7%) izjavljuje da se dobro snalaze s tehnologijom i da su spremni na roditeljske izazove digitalnog doba. Većina roditelja je mišljenja da vešto nadziru i regulišu kako njihovo dete koristi tehnologiju (73,3%) i da se dobro snalaze u pružanju podrške svom detetu da pravilno koristi tehnologiju (78,8%). Za ove podatke utvrđena je statistički značajna korelacija sa samoprocenom digitalne pismenosti (Tabela 5).

Tabela 5. Povezanost digitalne pismenosti roditelja i pojedinačnih aspekata osnaženosti za digitalno roditeljstvo

Digitalna pismenost roditelja	<i>r</i>	<i>p</i>	<i>N</i>
Dovoljno sam kompetentan/na da mogu da pomognem svom detetu u korišćenju tehnologija.	0,60	0,00	611
Dobro se snalazim s tehnologijom tako da sam spreman/na za izazove digitalnog roditeljstva.	0,51	0,00	611
Vešto nadzirem i regulišem kako moje dete upotrebljava digitalne tehnologije.	0,32	0,00	611
Dobro se snalazim u pružanju podrške svom detetu da pravilno koristi digitalne tehnologije.	0,40	0,00	611
Poznati su mi rizici i opasnosti na koje dete može da naiđe na internetu.	0,12	0,00	611
Svoje sposobnosti za posredovanje u upotrebi digitalnih tehnologija od strane dece procenjujem kao natprosečne u odnosu na druge roditelje.	0,36	0,00	611
Osećam se nesigurno da budem roditelj u digitalnom dobu.*	-0,32	0,00	611
Plaši me to što ne znam s kojom vrstom opasnosti moje dete može da se suoči na internetu.*	-0,26	0,00	611
Nedostaje mi znanja o različitim oblicima zaštite dece na internetu.*	-0,41	0,00	611
Moje dete zna više o upotrebi tehnologije nego ja.*	-0,39	0,00	611

**Napomena:* Označeni stavovi su za potrebe računanja kompozitnog skora rekodirani kako bi predstavljali osnaženost za digitalno roditeljstvo.

S druge strane, ima roditelja (44,8%) koji se osećaju nesigurnim da budu roditelji u digitalnom dobu i koje plaši to što ne poznaju sa kojom vrstom opasnosti njihovo dete može da se suoči na internetu (43,1%). Kod ovih podataka uočena je očekivana negativna korelacija sa samoprocenom digitalne pismenosti roditelja (Tabela 5).

Diskusija i obrazovne implikacije

Fokus ovog rada usmeren je na istraživanje digitalne pismenosti roditelja i njihove osnaženosti za digitalno roditeljstvo. Digitalna pismenost roditelja razmatrana je na osnovu samoprocene digitalne pismenosti roditelja u odnosu na Evropski okvir digitalne pismenosti svih građana (Vuorikari et al., 2022). Analizom dobijenih podataka ustanovljeno je da se digitalna pismenost roditelja može svesti na dve dimenzije:

- tehničko-bezbednosnu dimenziju koja podrazumeva bezbedno i adekvatno korišćenje digitalnih alata;

- komunikaciono-kreativnu koja podrazumeva komunikaciju, kreiranje sadržaja i upravljanje informacijama na internetu.

Ovako dobijen dvodimenzionalni okvir digitalne pismenosti roditelja podudara se sa okvirom koji Romero određuje kroz četiri skupa digitalnih veština (Romero, 2014). Naime, prva dimenzija dobijena u ovom istraživanju je tehničko-bezbednosna i odgovara skupu koji Romero naziva osnovnim digitalnim veštinama. Ostala tri skupa, prema okviru koji predlaže ovaj autor, po sadržaju odgovaraju komunikaciono-kreativnoj dimenziji dobijenoj u ovom istraživanju. Roditelji procenjuju prosečnim vrednostima sopstvenu digitalnu pismenost, sa malim razlikama u odnosu na pomenute dimenzije, i to tako da su višim vrednostima procenjene one digitalne veštine i kompetencije koje se tiču komunikacije na internetu, kreiranja digitalnih sadržaja i upravljanja informacijama. Dobijeni podaci su veoma optimistični, jer pokazuju da većina roditelja smatra da razumeju kako funkcionišu digitalne tehnologije i izveštavaju da ih koriste razumno. Roditelji tvrde da imaju svest o sopstvenoj digitalnoj pismenosti i da se trude da unapređuju svoje digitalne veštine. Navedeni podaci oslikavaju podsticajan kontekstualni nivo za razvijanje digitalne pismenosti dece. Većina roditelja, koja je učestvovala u istraživanju, kao digitalno aktivni pojedinci svesni značaja unapređivanja digitalnih veština, pružaju dobar primer svojoj deci za adekvatna digitalna iskustva.

Kada izveštavaju o digitalnoj pismenosti dece, većina roditelja smatra da su deca digitalno pismenija od njih i da znaju više o upotrebi tehnologije, što je u skladu sa rezultatima drugih istraživanja (Livingstone et al., 2014). Ovakav nalaz ne iznenađuje, jer se digitalna pismenost najčešće svodi na niz tehničkih i operativnih veština. Roditelji svoje sposobnosti upravo u tom domenu digitalne pismenosti ocenjuju nižim vrednostima. Međutim, pored tehničke sposobnosti da se adekvatno rukuje tehnologijom, digitalna pismenost obuhvata i niz kognitivnih i socijalnih kompetencija neophodnih za delovanje u digitalnom okruženju. U tom aspektu su odrasli kompetentniji od dece, što odgovara dobijenim rezultatima, a prema kojima roditelji višim vrednostima procenjuju svoje sposobnosti upravo u ovom domenu. Za decu, s druge strane, ne važi nužno da su digitalno pismena samo zbog toga što pripadaju generacijama za koje se pretpostavlja da vešto barataju tehnologijom, da se lako privikavaju na načine na koje ona funkcionišu i bez straha sa njom eksperimentišu.

Postoji usaglašenost između pomenutih podataka sa rezultatima koji pokazuju da je nešto više od polovine ispitanih roditelja prepoznalo sopstvenu ulogu u razvijanju digitalne pismenosti kod dece i da većina smatra da deca digitalnu pismenost razvijaju u školi. Na primer, zanimljiv je podatak da postoji, iako neznatna, statistički značajna korelacija između digitalne pismenosti roditelja i

mišljenja da je razvijanje digitalne pismenosti dece prvenstveno zadatak roditelja. Na osnovu ovih rezultata može se zaključiti da postoji izvesna tendencija digitalno pismenijih roditelja da prepoznaju svoju ulogu u razvijanju digitalne pismenosti dece. Međutim, ostaje otvoreno pitanje zašto je, uprkos slaboj povezanosti sa digitalnom pismenosti roditelja, tako mali procenat njih prepoznao svoju ulogu u procesu razvijanja digitalne pismenosti dece i koje to druge karakteristike roditelja utiču na oblikovanje ovakvog stava.

Značajan je podatak da većina roditelja prepoznaje važnost praćenja dečjih digitalnih aktivnosti, što je takođe statistički značajno i u veoma maloj meri povezano sa samoprocenom digitalne pismenosti. To je, međutim, optimističan rezultat i može da znači da roditelji, bez obzira na procenu sopstvene digitalne pismenosti, prepoznaju važnost uloge roditelja u praćenju dečjih digitalnih aktivnosti i razvijanju digitalne pismenosti dece. Slično tome sagledava se i sledeći rezultat. Većina roditelja smatra da korišćenje tehnologije doprinosi razvoju veština neophodnih za život u digitalnom društvu, a više od polovine ističe važnost korišćenja tehnologije u ranom uzrastu. Navedeni podaci su u slaboj vezi sa samoprocenom digitalne pismenosti, iz čega proizlazi zaključak da, bez obzira na to kako su procenili svoju digitalnu pismenost, roditelji prepoznaju da deca treba da koriste tehnologiju od ranog uzrasta kako bi razvili veštine koje zahteva život u digitalnom društvu. Ovo može značiti da roditelji, posebno u ranom uzrastu dece, prepoznaju potrebu da im omoguće pristup tehnologiji i na taj način podrže razvoj njihove digitalne pismenosti. Prethodno pomenuto potvrđuje da roditelji shvataju značaj podržavajućeg porodičnog okruženja u kojem dostupnost i korišćenje tehnologije od ranog uzrasta igraju važnu ulogu u podsticanju razvoja digitalne pismenosti dece.

Međutim, procenat roditelja koji prepoznaje sopstvenu ulogu u procesu razvijanja digitalne pismenosti dece je nedovoljan, u odnosu na ono što su zahtevi roditeljstva u digitalnom dobu. Ovde se otvara pitanje zbog čega roditelji, bez obzira na to kako procenjuju sopstvenu digitalnu pismenost, ne percipiraju razvijanje digitalne pismenosti dece kao prevashodno zadatak roditelja. Razlog tome može biti njihova (ne)osnaženost da adekvatno odgovore na tako važan zadatak. Upravo zbog toga razvijanje digitalne pismenosti se pre svega prepoznaje kao zadatak formalnog obrazovanja. U skladu sa tim, bilo je važno istražiti i mišljenje roditelja o osnaženosti za digitalno roditeljstvo i razvijanje digitalne pismenosti u porodičnom kontekstu.

Podaci o osnaženosti roditelja za digitalno roditeljstvo i podsticanje razvoja digitalne pismenosti kod dece su optimistični. Prema dobijenim rezultatima većina roditelja jeste osnažena za digitalno roditeljstvo i dovoljno sposobna da pomogne svom detetu u pravilnom korišćenju tehnologije. Roditelji smatraju da su osnaženi

i za restriktivno i za aktivno posredovanje u dečjim digitalnim aktivnostima, odnosno da su vešti u nadziranju i regulisanju upotrebe tehnologije od strane dece, ali i u pružanju podrške svom detetu da tehnologiju pravilno koristi. I ovi nalazi pozitivno koreliraju sa digitalnom pismenošću roditelja, što je u skladu sa nalazima istraživanja po kojima je digitalna pismenost roditelja prediktor samoefiksanosti u domenu digitalnog roditeljstva (Fidan & Olur, 2023) i povezana je sa njihovom sposobnošću da adekvatno podrže dečje digitalne aktivnosti (Garmendia et al., 2020; Pons-Salvador et al., 2022). Međutim, i dalje ostaje otvoreno pitanje zbog čega polovina roditelja ne prepoznaje razvijanje digitalne pismenosti dece, pre svega kao zadatak roditelja. Odgovor se može pronaći u nesigurnosti jednog broja roditelja za roditeljstvo u digitalnom dobu, što se može tumačiti dvojako. S jedne strane kao osećanje straha usled doživljaja nedovoljne sopstvene digitalne pismenosti i osnaženosti za digitalno roditeljstvo, dok s druge strane stoji pretpostavka da strahovi pozitivno koreliraju sa sve boljim poznavanjem izazova u digitalnom okruženju. Ovom pitanju bi se moglo posvetiti više pažnje u budućim istraživanjima.

Ograničenja istraživanja

Treba napomenuti i potencijalna ograničenja ovog istraživanja i ona se pre svega odnose na odabir metode i tehnike, kao i na odabir uzorka istraživanja. Tehnike samoiskaza (anketiranje i skaliranje) pogodne su za istraživanja u oblasti porodičnog vaspitanja, iako poseduju ograničenja u vidu socijalno poželjnih odgovora i drugih pristrasnosti, kao i ograničenja koja proizlaze iz tipa pitanja, odnosno formulacije stava (Bodroški Spariosu, 2004). Na primer, iako je za samoprocenu digitalne pismenosti roditelja korišćena skala sa stavovima koji jasno predstavljaju različite komponente ovog fenomena, kada je reč o izveštavanju roditelja o digitalnoj pismenosti dece, ostaje otvoreno pitanje šta zapravo oni podrazumevaju pod ovim konceptom (samo tehničke i operativne veštine ili i druge kognitivne i socijalne veštine o kojima su izveštavali prilikom samoprocene sopstvene digitalne pismenosti). To dalje može imati implikacije za donošenje zaključaka o tome kakvu ulogu roditelji mogu imati u procesu razvijanja digitalne pismenosti u porodičnom kontekstu. Navedeno ograničenje, kao i druge slabosti korišćene tehnike, mogu se prevazići korišćenjem više različitih metoda, tehnika i izvora informacija (Bodroški Spariosu, 2004). U ovom slučaju, kvalitativni istraživački pristup sa odgovarajućom tehnikom, može doprineti prevazilaženju ograničenja korišćene metodologije, ali i dubljem razumevanju kompleksnosti fenomena digitalne pismenosti i njenog razvijanja u porodičnom kontekstu. Značajna dopuna ovim podacima bilo bi izveštavanje o razvijanju digitalne pismenosti u poro-

dičnom kontekstu iz perspektive deteta. Na taj način bi se potpunije sagledao porodični kontekst za razvijanje digitalne pismenosti dece, koji je u okviru ovog istraživanja sveden na odnos roditelj-dete-tehnologija, a svakako da obuhvata i odnose među roditeljima, ali i među decom u porodici koja takođe jedna drugu podržavaju i podstiču u razvijanju digitalne pismenosti.

Još jedno od ograničenja ovog istraživanja ogleda se u reprezentativnosti i strukturi uzorka, naročito u pogledu raspodele uzorka po polu. Uzorak je prigodan i u istraživanju su u znatno većem procentu učešće uzele majke što je onemogućilo adekvatno sagledavanje razlika u digitalnoj pismenosti roditelja prema polu. Primećeno je da se u oblasti porodičnog vaspitanja donose zaključci koji izgledaju kao univerzalni, a zapravo određuju specifičnosti jedne grupe, najčešće majki (Bodroški Spariosu, 2004). U skladu sa tim, preporuka za buduća istraživanja bi bila da uzorak bude reprezentativan i da se ujednači zastupljenost ispitanika i u odnosu na pol, ali i u odnosu na druge ključne varijable (mesto stanovanja i nivo obrazovanja).

Obrazovne implikacije

Roditelji ističu važnost uloge škole u razvijanju digitalne pismenosti, što dalje implicira otvaranje mogućnosti da se u školama radi na pružanju podrške roditeljima i njihovom osnaživanju da se uključe u proces razvijanja digitalne pismenosti dece. Uz unapređivanje roditeljskih kompetencija u sferi digitalnog roditeljstva, istovremeno bi trebalo ohrabriti decu da se obraćaju za pomoć svojim roditeljima, koji su važan izvor podrške, čak i onda kada ih deca procenjuju kao manje digitalno pismene u odnosu na sebe. Istraživanje koje su sveli Kuzmanović i saradnici (2019) pokazalo je da su deca, bez obzira na podržavajuće porodično i školsko okruženje, uglavnom prepuštena sama sebi u digitalnom okruženju.

Naspram kritika savremene kulture roditeljstva koja je, pored ostalog, usmerena na profesionalizaciju i razvoj kompetencija roditelja kroz učenje i obuke (Bodroški Spariosu, 2023; Bodroški Spariosu & Senić Ružić, 2020), stoji digitalni kontekst koji čini podršku roditeljstvu ne samo opravdanom, već i neophodnom. Digitalni svet je za roditelje i dalje novo i ne sasvim poznato okruženje, te i oni imaju potrebu za podrškom u procesu razvijanja digitalne pismenosti i osnaživanja za digitalno roditeljstvo. U tom procesu važna je uloga stručnjaka iz oblasti obrazovanja koja se posmatra iz različitih uglova delovanja – naučni, teorijski, obrazovni i praktični (Senić Ružić et al., 2023). Praktično delovanje obrazovnih stručnjaka (kreiranje i realizovanje obuka za roditelje i radionica, savetodavni rad...) trebalo bi da bude sistemski podržano zarad uspešnog osnaživanja

roditelja za adekvatnu upotrebu tehnologije i učestvovanje u procesu razvijanja digitalne pismenosti kod dece.

Zaključak

Savremeni roditelji pristupaju digitalnom roditeljstvu na jedan od tri načina: otporom prema digitalnim tehnologijama i njihovim izbacivanjem iz porodičnog vaspitanja; balansiranjem, odnosno selektivnim dozvoljavanjem pojedinih digitalnih praksi; ili potpunim prihvatanjem i iskorišćavanjem obrazovnih i drugih potencijala digitalnih tehnologija (Livingstone & Blum-Ross, 2020). Bez obzira na to koji pristup biraju, roditelji ostaju važan i odgovoran činilac u pripremi svoje dece za život u digitalnom dobu, odnosno u podržavanju razvoja digitalne pismenosti dece. Pre svega, poželjno je da roditelji svojoj deci omoguće podsticajno tehnološko okruženje za razvijanje digitalne pismenosti, odnosno funkcionalni pristup tehnologijama. Potom, roditelji treba da budu svesni sopstvene uloge modela na osnovu koje njihova deca usvajaju načine korišćenja tehnologije, naročito u najranijem uzrastu. Važno je da roditelji zajedno sa decom učestvuju u njihovim digitalnim aktivnostima, prateći njihova interesovanja i potrebe, te sa decom razgovaraju o potencijalima, rizicima i načinima korišćenja digitalnih tehnologija. Konačno, od roditelja se očekuje da budu proaktivni, da se osnažuju i kontinuirano razvijaju sopstvenu digitalnu pismenost kako bi mogli na odgovarajući način da učestvuju i podržavaju adekvatno korišćenje digitalnih tehnologija, odnosno razvoj digitalne pismenosti dece u porodičnom kontekstu.

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The Impact of Continuing Education on the Increase in Social Inclusion and the Improvement of the Position in the Labour Market of Unemployed, Low-Skilled Adults

Abstract: Although low-skilled individuals face greater challenges in the labour market, continuing education appears to be the most effective form of active labour market policy for those who are remote from the labour market. Learning on the job seems to be a more promising solution to encourage low-skilled adults to engage in continuing education and improve their employment prospects. The question, however, remains whether continuing education focussing on learning for work also has significant impact on low-skilled adult learners. This study, involving 3,027 unemployed participants aged between 15 to 65 who enrolled in continuing education courses, explores the broader impact of continuing education on the social inclusion and labour market position of low-skilled unemployed adults. It also examines how the learning environment influences these outcomes. The findings show that, after participating in education, unemployed learners, particularly those with lower education backgrounds, score higher on various social inclusion criteria. Their position on the labour market improves as well. This latter effect, however, is stronger for individuals with higher educational attainment. Furthermore, the results suggest that the transfer possibilities are one of the essential elements of this learning environment for low-skilled adults.

Keywords: continuing education, transfer of learning (skills and knowledge), learning for work, low-skilled, unemployment

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Efekat kontinuiranog obrazovanja na unapređenje socijalne uključenosti i poboljšanje položaja na tržištu rada nezaposlenih, niskokvalifikovanih punoletnih lica

Apstrakt: Premda se niskokvalifikovani pojedinci suočavaju sa većim izazovima na tržištu rada, čini se da kontinuirano obrazovanje predstavlja najefikasniji oblik aktivne politike tržišta rada za one koji su udaljeni od tržišta rada. Učenje na radu deluje kao dobro rešenje koje podstiče niskokvalifikovana punoletna lica da se uključe u kontinuirano obrazovanje i poboljšaju svoje izgleda za zapošljavanje. Ipak, ostaje pitanje da li kontinuirano obrazovanje, usmereno na učenje uz rad, takođe ima značajan efekat na niskokvalifikovane punoletne polaznike. Ova studija obuhvata 3.027 nezaposlenih polaznika kurseva kontinuiranog obrazovanja, uzrasta od 15 do 65 godina. Istražuje širi uticaj kontinuiranog obrazovanja na socijalnu uključenost i položaj niskokvalifikovanih nezaposlenih punoletnih osoba na tržištu rada. Takođe, istražuje kako okruženje za učenje utiče na ove rezultate. Nalazi ukazuju da nezaposleni polaznici, posebno oni na nižim obrazovnim nivoima, postižu bolje rezultate u različitim aspektima socijalne uključenosti nakon pohađanja kurseva. Takođe, poboljšava im se položaj na tržištu rada. Međutim, uticaj obrazovanja na tržište rada je snažniji kod osoba sa višim nivoom obrazovanja. Pored toga, rezultati ukazuju na to da je za niskokvalifikovane punoletne osobe jedan od ključnih faktora za uspeh mogućnost prenosa veština stečenih tokom učenja.

Ključne reči: kontinuirano obrazovanje, prenos naučenog (znanja i veština), učenje uz rad, niskokvalifikovana lica, nezaposlenost

Introduction

Individuals with fewer educational opportunities face greater challenges in the labour market. Consequently, a significant share of the population in Western societies struggles to secure a sustainable place in the labour market. The unemployment rate among low-skilled EU citizens is much higher than that of those with higher educational attainment (13.7% v. 4.5%) (CEDEFOP, 2023). Education appears to be a possible lever for ensuring a sustainable place in the labour market. In several countries, continuing education is an effective tool for

improving one's position in the labour market. According to Card et al. (2015), education is the most effective type of active labour market policy, particularly in the long term, for those who are remote from the labour market. Low-skilled individuals, in particular, experience significant long-term benefits, such as higher salaries and better employment prospects (Vrooman et al., 2016). Peijen et al. (2019) also highlight the long-term positive effects of investment in education and work experience opportunities, which improve the participants' job security and labour market prospects. In their review of the international microeconomic literature on the effects of active labour market policies, De Koning et al. (2005) also find positive short-term effects on the employability of participants from several groups: six out of ten studies show that education increases the likelihood of re-entry into the job market.

On the other hand, previous research has shown that low-skilled unemployed adults face several barriers to participating in education later in life due to the problems they experienced in their initial education, (Barton et al., 2006). 'Learning in practice', which refers to 'learning while doing the job', appears to be a more effective way to ensure that low-skilled adults engage in continuing education and improve their labour market opportunities. Hybrid learning environments combining theoretical instruction and professional practice available after completion of school are more appealing to low-skilled adult job seekers (Brouwer, 2015). Furthermore, learning in practice increases the participants' confidence that their efforts will be successful and their understanding of the importance of what they are learning (Diekhoff & Wiggington, 1989). A good example is the Dutch 'Ambachtsacademie', which creates new opportunities for people in small-scale trades (such as bicycle repairers, tilers, handymen, goldsmiths and silversmiths, furniture makers or piano tuners) who want to start their own business. This form of hybrid education allows the participants to study and work simultaneously (De Greef & Heimens Visser, 2020). Experienced professionals from several companies help design the "practical" studies and mentor the participants attending them. Several studies highlight the importance of 'study-work departments' in establishing effective networks facilitating the participants' access to the labour market (De Zwart et al., 2015). The question, however, remains whether these forms of continuing education focussing on learning for work also have a significant impact on low-skilled adult learners.

Investment in Continuing Education: Opportunities for Low-Skilled Adults to Learn for Work

Employers may facilitate the continuing education of their workers. This is particularly important for low-skilled adults, as it provides them with the ability to continue their learning, receive feedback from coworkers and follow a training or development plan (Künn – Nelen et al., 2018). The Dutch Public Employment Service (UWV) invests in study-work programmes combining working and studying. In most cases, these programmes lead to better positions in the labour market (De Greef & Heimens Visser, 2020). Special study programs are designed for young people, who simultaneously work and learn while working in the care sector; they include, e.g. pharmacy assistants, nurses, social care workers and specialised pedagogical workers.

Cooperation between the public and the private sectors appears to enhance participation in education among low-skilled adults in the Netherlands. This cooperation also seems to be effective in several other European countries. In Bulgaria, intensive two-year cooperation between the Bulgarian employment agency and the Bulgarian-German centre for professional education resulted in the participation of 4,356 job seekers in trainings and education that improved their employment prospects (De Greef & Heimens Visser, 2020). Furthermore, in cooperation with the private sector, the Finnish employment centre has started issuing ‘Social Impact Bonds’ (De Greef & Heimens Visser, 2020). Within this initiative, the private sector invests and assumes risks to provide immigrants with opportunities for sustainable employment. Many immigrants have found or are on their way to finding a job through this initiative. The public employment office cooperates directly with the employers in Slovenia as well. The Slovenian programme called “The Learning Workshops Project” facilitates practical trainings in social entrepreneurship for people facing major barriers to employment. These participants engage in a six-month practice-oriented training in social entrepreneurship (entrepreneurs with a social mission). Employers involved in the programme facilitate this practical training, allowing the participants to work in their companies. This type of intensive cooperation between the public employment office and employers seems to yield positive outcomes for low-skilled adults.

Knowledge transfer opportunities are a very important element of study-work programs. Adults who wish to learn or need to enhance their skills typically join continuing education with similar goals, e.g. to learn digital skills, improve their job performance or assertiveness or find a sustainable job, but the group is

heterogeneous. Adults are provided with a constructive learning process if they are provided with opportunities to apply what they have learned in their everyday lives. More specifically, educational studies show that the good transfer of skills and knowledge during studying improves job prospects. Groenewoud and Slotboom (2009) found that 75% of the job seekers who participated in educational programmes successfully completed their studies and that many of them also found a job, mostly because they were able to quickly apply what they had learned in their new jobs (Groenewoud & Slotboom, 2009). Therefore, the participants had the possibility to apply what they had learned in their personal situations (their new job) as soon as possible.

Focus on combination of basic and professional skills

Increased focus on basic skills appears to be an essential part of this learning process. According to the study by De Greef and Heimens Visser (2020), the Flemish Public Employment and Professional Education Service (VDAB), for example, cooperates closely with the Centres for Basic Education (CBEs), providing low-skilled individuals with education in basic skills. In France, attention to these skills is exemplified by 'E2C94', a 'second chance' school in the Val-de-Marne region (De Greef & Heimens Visser, 2020), which offers an 8- to 10-month study programme specifically designed for young participants who have not obtained formal qualifications. This study programme is organised in cooperation with companies in the region. Similarly, the Serbian FBEA (Functional Basic Education of Adults) programme has targeted Roma men and women who have not completed primary school or obtained professional qualifications. This project focuses on helping them achieve formal qualifications and develop essential general and professional skills to improve their chances in the labour market. Psychological aspects are also addressed within this framework. Another example is "The Road to the Labour Market" project, an intensive Hungarian study programme for job seekers over 25 aimed at increasing their employability. The participants receive one-on-one coaching, including in job search and career orientation and psychological support. They are also provided with group support through community engagement, workshops on job acquisition strategies and mentoring.

In Austria, the Vocational Education and Rehabilitation Centre (BBRZ) has been successfully supporting people re-entering the labour market again after an accident or an illness (De Greef & Heimens Visser, 2020). Almost 80% of the participants re-integrated in the labour market after this intervention. To sum up, in addition to helping participants integrate in the labour market, these

programmes pay additional attention to extending them social support and help in their personal lives to regain control over their lives.

By focusing on basic skills, psychological support and social integration, these study-work programs optimise the transferability of skills for low-skilled adults. This comprehensive approach enhances their ability to obtain qualifications and secure sustainable employment in the labour market.

In various private and work situations, participants need to be able to discern what works for them and what does not, as well as which new skills and knowledge are suitable for their circumstances and what attitudes are best for them. The environment will partially influence how these new skills and knowledge are applied. The application of what the participant learned should come naturally, allowing new habits to form seamlessly and enabling them to perform differently or more effectively in their new role.

Methodology

Research question

This study explores the broader impact of continuing education on low-skilled unemployed adults, going beyond just finding a new job. It investigates whether the transfer of skills and knowledge as part of the learning environment stimulates this impact. Therefore, the research question is: “What is the impact of continuing education and the elements of the learning environment on the social inclusion and labour market position of unemployed low-skilled adults?”

Procedure

The study involved 3,027 unemployed participants aged 15 to 65 who were enrolled in continuing education courses, mostly focussing on improving basic skills. Following written instructions, teachers and volunteers in several adult education centres across The Netherlands asked the adult learners to fill in a questionnaire based on the SIT (Social Inclusion after Transfer, De Greef et al., 2010). The questionnaire was administered as a pre- and post-test, with approximately 15 weeks between the two assessments during the continuing education courses. This approach aimed to measure the participants’ progress in terms of social inclusion and labour market development, in addition to the potential impact of the learning environment on these improvements.

Sample

As shown in Table 1, most of the involved learners were female (75.5%) and more than half of them were between 21 and 40 years old (57%). According to Table 1, a substantial share of the respondents (47.8%) had completed only primary or secondary education and had been involved in initial education for ten years or less (52.2%). Unemployed immigrants accounted for most learners who had completed tertiary education.

Table 1. Socio-demographic background of the involved low-skilled unemployed adults (N = 3027)

<i>Characteristic / category</i>	<i>%</i>
<i>Gender</i>	
Male	24.5
Female	75.5
<i>Age</i>	
21 – 40	57.0
41 – 60	37.5
61 – 80	5.5
<i>Total years of education</i>	
<5	27.3
6 – 10	24.9
11 – 15	30.7
16 – 20	16.3
> 21	0.9
<i>Highest level of education</i>	
(Special) Primary school	25.5
(Special) Secondary school	22.3
Junior College	12.0
Vocational College	10.0
University	10.9
Other school systems	18.7

Note: Missing values are excluded from percentage calculations.

Instruments

We used de Greef's SIT-instrument (Social Inclusion after Transfer) to measure the impact of continuing education on the learners' social inclusion and labour market position (De Greef et al2010). Table 2 provides an overview of this instrument, including the different variables.

Table 2. Variables used in this study based on the SIT-instrument (De Greef et al., 2012)

<i>Questionnaires</i>	<i>Variables</i>	<i>No of items</i>	<i>Example of items per scale</i>
<i>Elements of the learning environment</i>	Teacher support	8	Appreciation of learner
	Learning content and activities	4	Practical demonstrations of problem solving
	Immediate surroundings	9	Support of surroundings
<i>Social inclusion</i>	Transfer possibilities	3	Increase in confidence
	National language skills	9	Ability to read
	Digital skills	3	Ability to use the computer
	Foreign language skills	3	Speaking different languages
	Assertiveness	5	Problem-solving ability
	Labour and parenting skills	4	Problem-solving ability
	Voluntary work and neighbourhood skills	3	Working as a volunteer
	Contact skills	7	Respecting others
	Meeting and attempting	4	Meeting people
	Meeting intimate contacts	4	Visiting family
	Attempting associations in neighbourhood	7	Organising activities in the neighbourhood
	Being active in nature and sports	4	Enjoying sport activities
	Involvement in arts and culture	2	Enjoying the arts
	Becoming a member	4	Member of a sports club
	Preventing loneliness	11	Example feeling empty

During the pre-test, the participants were asked to respond to questions about their socio-demographic characteristics, such as gender, nationality, age, educational level and the number of years in education. The following items were also added to measure the improvements in their labour market positions: (1) having a paid job or better performance in a paid job, (2) having a job in volunteering, (3) entering an apprenticeship, (4) searching for a job, (5) having a job combined with coaching or better job performance combined with coaching.

Statistical analyses

Various variables were created using SPSS 29.0 in order to explore the impact of this specific programme of continuing education. The percentage of participants who demonstrated growth was calculated for each variable. Additionally, participants were divided into three groups based on their highest level of education during early life: (1) participants who faced the greatest number of barriers in

accessing the labour market and had completed a special or mainstream primary school, (2) participants who faced an average number of barriers in accessing the labour market and had completed a special or mainstream secondary school; and, (3) participants who faced the fewest barriers in accessing the labour market and had completed mainstream vocational or academic studies. A comparison was then made of these three groups and a non-parametric analysis was conducted using Spearman's correlation.

Furthermore, we examined which elements of the learning environment influence the learning success. We conducted a non-parametric correlation analysis and a logistic regression analysis to explore which elements of the learning environment influence the increase in social inclusion or labour market position.

Ethical measures

In order to ensure compliance with the requisite ethical guidelines, all teachers received standardised written instructions on stratifying different learners. The teachers accordingly guided the learners in filling the questionnaire at the start of the course (pre-test) and after 15 weeks (post-test). The teachers were at the participants' disposal at the time they were filling the questionnaire and extended them support as provided for in the written instructions. The potential impact of the research on the individual participants will be low given that the questionnaire is not a test; rather, it is based on self-measurement scales and will be analysed anonymously. In addition, the consortium ensured that the research methodology does not result in discriminatory practices or unfair treatment by using random stratification of the sample. Each participant was required to review and sign an Informed Consent Form, which was incorporated in the digital data collection system.

Results

Improved social inclusion and labour market position

A large share of the 3,027 unemployed adult participants reported improvements in various areas of their lives after participating in continuing education. As shown in Table 3, many of these participants felt more confident in their practical language skills, perceived themselves to be more assertive (with greater self-confidence and problem-solving abilities) and experienced enhanced skills

for engaging in volunteer work or neighbourhood activities. They also they reported improvements in their work performance and parenting, as well as in connecting to others and enhancing their digital skills, such as using computers and the Internet.

The results in Table 3 indicate that adults with the lowest educational attainment appear to have the highest scores across nearly all variables related to social inclusion (with the exception of voluntary work, neighbourhood skills and membership participation). This suggests that participants, whose highest level of education was (special) primary school, experienced the greatest impact on social inclusion compared to those whose highest level of education was (special) secondary school or higher.

Table 3. Increase in social inclusion of adults aged 16 to 65 after continuing education (N = 3027)

<i>Social inclusion variables</i>	<i>Participants experiencing increase in social inclusion (in %)</i>			
	<i>Total group</i>	<i>Highest level of education (special) primary school</i>	<i>Highest level of education (special) secondary school</i>	<i>Highest level of education (vocational education / Bachelor's or university degree)</i>
National language skills	64.9	66.1	58.7	65.3
Digital skills	55.0	56.8	54.2	54.6
Foreign language skills	49.9	49.8	46.5	46.3
Assertiveness	57.0	62.1	52.4	54.8
Labour and parenting skills	45.8	52.8	40.3	41.3
Voluntary work and neighbourhood skills	40.1	42.6	32.5	42.8
Contact skills	47.4	51.1	40.5	44.7
Meeting and attempting	52.5	54.1	50.5	50.1
Meeting intimate contacts	48.0	50.2	42.1	45.3
Attempting associations in neighbourhood	40.4	45.5	38.8	41.6
Being active in nature and sports	52.3	55.3	48.3	50.4
Involvement in arts and culture	36.5	37.3	36.5	36.0
Getting a membership	32.2	26.8	36.4	37.1
Preventing loneliness	47.6	51.2	42.2	47.9

Table 3 provides more detailed insights, showing that a relatively higher percentage of participants with only (special) primary school reported improved national language skills (66.1%) compared to participants with (special) second-

ary school or higher education (58.7% – 65.3%). This pattern is similar for most variables related to increased social contacts (contact skills: 51.1% v. 40.5% – 44.7%; preventing loneliness: 51.2% v. 42.2% – 47.9%). The results also show a similar trend for variables related to being more active in their immediate surroundings (meeting and attempting: 54.1% v. 50.1% – 50.5%; meeting intimate contacts: 50.2% v. 42.1% – 45.3%; attempting neighbourhood associations: 45.5% v. 38.8% – 41.6%; engaging in nature and sports: 55.3% v. 48.3% – 50.4%; participating in arts and culture: 37.3% v. 36.0% – 36.5%).

Table 4 shows a side effect of the programme – one-third of the participants started actively looking for a job and approximately 20% found paid employment or improved their job performance. Additionally, over a quarter began volunteering and approximately 17% entered an apprenticeship. Finally, around 17% are looking for a job with guidance or receiving coaching to enhance their job performance.

The scores for adults learners with lowest educational attainment in Table 4 are not the lowest across almost all variables related to labour market position. This suggests that this group did not experience the greatest impact in terms of employment outcomes.

Table 4. Improved labour market position of adults aged 16 to 65 after continuing education (N = 3027)

<i>Variables concerning labour market position</i>	<i>Participants experiencing improved labour market position (in %)</i>			
	<i>Total group</i>	<i>Highest level of education (Special) Primary school</i>	<i>Highest level of education (Special) Secondary school</i>	<i>Highest level of education (Vocational education / bachelors or University degree)</i>
Having a paid job or better job performance	19.9	20.8	23.9	20.2
Voluntary work	25.8	24.8	29.5	26.4
Apprenticeship	17.3	18.0	22.6	18.3
Searching for a job	33.1	29.9	35.8	37.1
Better job performance or having a paid job while being coached	16.6	14.2	18.7	18.7

Finally, the comparison of subgroups of learners with different educational backgrounds shows that there appears no significant differences among them in the reported increase in social inclusion. The only exception is the variable related to labour and parenting skills, where a slight albeit significant difference was found among the subgroups ($r = -.061$; $p < .05$).

Impact of the learning environment on the increase in social inclusion

A logistic regression analysis was preceded by non-parametric correlation analyses that showed that only certain social inclusion variables had a statistically significant correlation with elements of the learning environment. For these variables, a non-parametric correlation regression analysis was conducted to explore the influence of different elements of the learning environment on the improvement of social inclusion or labour market position. The results are presented in Table 5. Variables related to social inclusion and labour market position are listed in the left column of the Table.

Table 5. Impact of learning environment elements on variables of the social inclusion and labour market position of adults aged 16 to 65 (N = 3027) after continuing education

<i>Independent variables of the learning environment →</i>	<i>Teacher support</i>	<i>Learning content and activities</i>	<i>Immediate surroundings</i>	<i>Transfer possibilities</i>
<i>Dependent variables of social inclusion ↓</i>				
National language skills	.554	<.001**	--	.033*
Digital skills	.198	.032*	<.001**	.013*
Assertiveness	.167	.037*	--	.157
Labour and parenting skills	--	--	.013*	--
Meeting and attempting	.054	.021*	--	.034*
Being active in nature and sports	.041*	.746	--	.015*
Preventing loneliness	--	.005**	<.001**	--
Voluntary work	.036*	.280	.074	.043*
Apprenticeship	.026*	--	.019*	--
Searching for a job	--	--	<.001**	--
Better job performance or having a paid job while being coached	--	--	.005**	--

*: Correlation is significant at the 0.05 level (two-tailed).

** : Correlation is significant at the 0.01 level (two-tailed).

--: no significant correlation based on the non-parametric analysis.

First, it seems that all elements of the learning environment contribute to enhancing social inclusion. Specifically, learning content and activities, as well as transfer opportunities, appear to influence most of the social inclusion variables

(see Table 5). Immediate surroundings and teacher support also appear to affect some of the social inclusion variables.

Second, as per the variables related to the labour market position, immediate surroundings have the greatest impact on improving one's position on the labour market (see Table 5). This may involve support of family, friends or nearby individuals during the study process. Transfer opportunities are also important and teacher support seems to positively influence the perceived improvement of the labour market position (see Table 5). The content of the learning activities and study materials appear to be less important.

Discussion

This study shows that unemployed adults can improve their social position by participating in continuing education. They score higher on various social inclusion criteria after completing these courses. This is especially true for unemployed adults with low education attainments. Their position in the labour market also improves. This latter effect, however, is stronger for individuals with higher education than for those with a low educational background. Previous literature has already highlighted the positive impact of continuing education on employment opportunities. A meta-analysis by Card et al. (2015) found a stronger effect for individuals in unfavourable labour market positions. Our study does not confirm this finding, possibly because practically all the participants on our study are in such a position. Our study, however, indicates that participation in continuing education improves not only the labour market position, but also perceived social inclusion, particularly for those with the lowest educational attainment. Furthermore, the improvements observed at the micro level—in terms of perceived improvements of the social inclusion and labour market position of unemployed adults following their participation in continuing education—indicate a significant macro-level impact. According to CPB (2016), involvement in education contributes to an increase in structural employment and overall productivity at the macro level. Additionally, the poverty rate is expected to decrease as long-term unemployed individuals secure jobs and earn their own income to meet their basic needs.

Moreover, our study suggests that the learning environment can amplify the benefits of participating in continuing education. Learning content and activities and transfer opportunities are important, along with support from the immediate surroundings and teachers, which strengthens the effect on the perceived rate of social inclusion. Immediate surroundings appear to be the most influential

in terms of labour market success. When it comes to success in the labour market, the influence of the immediate environment is particularly significant. This support likely comes from family, friends, and others in the participants' personal networks during their studies. Transfer opportunities, along with teacher support, are also important factors impacting labour market success, whereas the content of the learning activities and study materials seem to play a lesser role.

Furthermore, improvements observed at the micro level, the perceived increase in social inclusion and labour market position among unemployed adults who engaged in continuing education studies, show a significant impact of learning on the macro level. According to CPB (2016), involvement in education ensures an increase in both the level of structural employment and macro level productivity. Also, the poverty rate is expected to decline as long-term unemployed people find jobs and earn their own income to meet their basic needs.

In addition, research by Kok and Scholte (2013) shows that adult study programmes focussing on optimising language skills are effective eventually, due, *inter alia*, to reduced medical care costs, increased labour productivity, and health benefits (Kok & Scholte, 2013). Furthermore, an analysis by Kok et al. (2006) shows a social efficiency rate of 164%. The total benefits of programmes aimed at helping social beneficiaries, the unemployed and sick workers in finding a job are estimated at approximately 1.8 billion a year in this analysis, while programme costs amount to 0.7 billion a year. This results in a net social efficiency of €1.1 billion annually, representing a social efficiency of 164% relative to the costs. These findings reinforce the notion that investment in continuing education positively impacts the social inclusion and labour market position of adult learners, a conclusion that this study has also confirmed at the micro level.

This study is a step forward in demonstrating the impact of continuing education not only for highly educated people, but also for low-skilled unemployed adults. However, the research design of the study has some limitations. Given its quantitative nature, there is apparently a need for greater insight into the meaning of the specific elements of the learning environment. A more qualitative research approach exploring what these elements mean should be undertaken. For example, it would be interesting to gauge the views of adult learners, as well as their teachers, to learn what transfer possibilities mean in educational practices. This could lead to optimising the learning environment of continuing education to increase the success rate. Additionally, it would be interesting to compare results between subgroups e.g. adults with job in addition to these unemployed adults. Such comparisons might provide more insight in e.g. what employers can do to increase the success rate of continuing education they organise at work.

This can help increase the impact of learning not only for low-skilled jobseekers, but also for low-skilled job holders.

The results of this study show that continuing education impacts the lives of low-skilled unemployed adults. Participation in continuing education clearly enhances their social inclusion and improves their labour market position. The learning environment itself serves as one of the levers in the process. The study results suggests that transfer possibilities are one of the essential elements of this learning environment for low-skilled adults.

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Politika karijernog vođenja i savetovanja u Srbiji – pogledi ključnih aktera⁴

Apstrakt: Karijerno vođenje i savetovanje (KViS) je tokom poslednjeg veka doživelo značajne promene kako u teorijskom konstrukt, tako i u praktičnoj delatnosti. Ključnu ulogu u oblikovanju ove međuresorne delatnosti ima politika, pa smo sprovedli kvalitativno istraživanje boljeg razumevanja pozicija koje imaju akteri kreiranja KViS politika u Srbiji i opisali njihove aktivnosti na polju kreiranja ovih politika. Istraživanje je obuhvatilo aktivnosti osam organizacija koje Kancelarija za dualno obrazovanje i Nacionalni okvir kvalifikacija smatra ključnim akterima u kreiranju politika KViS u Srbiji. Rezultati istraživanja ukazuju na dobru saradnju među ključnim akterima, bogatu aktivnost na legislativnom i istraživačkom polju, ali i potrebu boljeg koordinisanja KViS delatnosti, rešavanja njenog finansiranja, kao i potrebu promene KViS paradigme od profesionalne orijentacije ili inicijalnog odabira karijere mladih, ka instrumentu celoživotnog učenja svih ciljnih grupa.

Ključne reči: karijerno vođenje i savetovanje, obrazovne politike, ključni akteri kreiranja politike, celoživotni karijerni razvoj

Career Guidance and Counselling Policy in Serbia – Views of Key Actors⁵

Abstract: Career guidance and counselling (CGC) has undergone significant transformations over the past century, both as a theoretical construct and as a practical activity.

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⁵ The paper presents part of the results of a research conducted within the project entitled “Implementation of the Career Guidance and Counselling (CGC) Service” (Contract No. 404-02-97/2022-08), which was implemented from early November 2022 to end November 2023 and funded by the Office for Dual Education and the National Qualification Framework of the Republic of Serbia.

Policy plays a crucial role in regulating this cross-sectoral activity, wherefore we conducted a qualitative research to gain a better understanding of the views held by the key actors involved in creating CGC policies in Serbia and describe their policy-making activities. The research outlines the activities of eight organisations the Office for Dual Education and the National Qualifications Framework consider the key stakeholders in CGC policy-making. The findings indicate strong cooperation among the key actors and extensive legislative and research activities. The study, however, also reveals the need for better coordination of CGC activities, addressing financial challenges, and shifting the CGC paradigm focus from professional orientation or initial career choice of young people to a lifelong learning tool for all target groups.

Keywords: career guidance and counselling, educational policies, key policy-makers, lifelong career development

Uvod

Karijerno vođenje i savetovanje je u samom vrhu istraživačkih tema u različitim oblastima (Mihajlović, 2021), što ne iznenađuje jer je ono važan instrument razvoja na ličnom, nacionalnom i internacionalnom nivou. Iako je praksa karijernog vođenja i savetovanja povezana i uzrokovana promenama u svim segmentima ljudske egzistencije, čini nam se da je najviše vezana za drastične i brze promene koje su se desile u svetu rada i sa njim povezanim fenomenom karijere. „Brze promene u najvažnijim profesionalnim oblastima, ekspanzija znanja u mnogim područjima, rasprostranjen i povećan uticaj tehnologije, kao i geografska i profesionalna mobilnost podrazumevaju 'kontinuirano, na radu zasnovano, učenje'“ (Kulić & Despotović, 2005, str. 47). Ova zasnovanost rada na znanju, koje je i samo promenljivo, znači da i karijera zavisi od mnogih okolnosti, ali u prvom redu od znanja zaposlenih koji, unapređujući i menjajući svoje znanje, menjaju ili razvijaju i svoju karijeru. Druge okolnosti koje mogu uticati na karijerni put su: pripadnost određenoj sociodemografskoj grupi, širina i kvalitet socijalnog kapitala pojedinca, stepen razvijenosti privrede, demokratije i transparentnosti u svakom pojedinačnom društvu, ali i brojne lične karakteristike i životne odluke pojedinca. Sama karijera je postala dinamičan konstrukt i koncepcija, viđena kao „promenljiva kategorija, koja se brzo i lako menja, kako zbog promena u interesovanjima, sposobnostima i sistemu vrednosti pojedinca, tako i zbog promena u radnom okruženju“ (Maksimović, 2012, str. 9). Razmatrajući pojam dinamičnih, savremenih karijera, Mihajlović (2021) uočava da se one ne vezuju za jedan posao pojedinca i da se ne završavaju njegovim penzionisanjem. Ovo znači da pitanje odabira i građenja karijere nije samo pitanje koje se postavlja u mladosti, što potvrđuje i

različitost starosnih i socijalnih grupa kojima je KViS namenjen. Među njima se često pominju nezaposlene osobe i osobe sa posebnim potrebama (Pejatović & Orlović Lovren, 2014). Sve ovo ukazuje da u kreiranju politike, pod kojom podrazumevamo „sve aktivnosti za pripremu i donošenje obvezujućih odluka i/ili odluka orijentiranih općem dobru i u korist društva u cjelini“ (Meyer, 2013, str. 31) učestvuju vrlo različiti akteri iz različitih oblasti javnih politika, koji svojim aktivnostima pokušavaju da uredi oblast karijernog vođenja i savetovanja, tako da ona bude funkcionalni alat u dostizanju ciljeva koje zagovaraju. Stoga će akcenat u ovom radu biti usmeren na perspektivu ključnih aktera u vezi sa elementima politike celoživotnog karijernog vođenja i savetovanja.

Geneza i razvoj pojma KViS

Promene u savremenom svetu transformišu i karijerno vođenje i savetovanje u svim njegovim segmentima. Njegova suština se ogleda u organizovanoj pomoći pojedincima da se suoče sa izazovima u svom profesionalnom i ličnom razvoju (Pejatović & Mihajlović, 2019). Istraživanje Ovesni i Pejatović (2012, str. 168) ističe da „proučavanje konceptualnog okvira procesa savetovanja i vođenja u obrazovanju odraslih ukazuje na difuzne teorijske paradigme, terminološku zamagljenost, nedovoljnu profesionalnu izdiferenciranost (i s tim povezanu nejasno izraženu potrebu za komplementarnim pristupanjem), duboku umreženost ovih procesa u politike obrazovanja“. Takođe, odnos naučnih istraživanja prema problemu karijernog vođenja i savetovanja je uglavnom prilično arhaičan i jednostran što ilustruju zapažanja koja iznose Verbruggen i saradnici (Verbruggen et al., 2013), ističući da istraživanja ne prate novu ulogu karijernog vođenja i savetovanja jer su prvenstveno usmerena na njegovu tradicionalnu ulogu (npr. inicijalni odabir karijere mladih), a zapostavljaju njegovu celoživotnu dimenziju i ulogu da osposobi pojedinca za upravljanje sopstvenom karijerom.

Što se tiče nauka o vaspitanju i njihovog istraživačkog fokusa po pitanju karijernog vođenja i savetovanja, Mihajlović (2021, str. 24–25) iznosi sledeće mišljenje: pedagogija je fokusirana na proučavanje karijernih opredeljenja mladih ljudi, razumevanje specifičnosti profesionalnog razvoja i karijernog obrazovanja u školskom okruženju, kao i podsticanje tog razvoja kroz realizaciju i unapređivanje modela uključivanja nastavnika i roditelja. Sagledavaju se načini efikasnog uključivanja detetovog okruženja u njegove profesionalne izbore. Primećene su tendencije unapređivanja modela profesionalne orijentacije, razvoja znanja o sebi i svetu rada. Pitanja KViS-a se u andragogiji razmatraju posredno

kroz razumevanje karijernog razvoja odraslih i veze sa obrazovanjem, kroz različita pitanja relacija obrazovanja odraslih i sveta rada, pitanja profesionalne socijalizacije odraslih, karijernog razvoja u različitim profesijama i pitanja njihovog usavršavanja.

Promene u razumevanju pojma karijernog vođenja i savetovanja, kao i njegova transformacija i evolucija, mogu se pratiti od samih njegovih početaka. Na samom početku 20. veka bilo je koncipirano i shvaćeno kao podrška ljudima u odabiru zanimanja, ulasku u zanimanje i napredovanja unutar zanimanja (Mihajlović, 2021). Savremena definicije karijernog vođenja i savetovanja, koju prihvatamo u ovom radu, a koja obuhvata „usluge i aktivnosti usmerene na podršku pojedincu bilo kog uzrasta i u bilo kojoj tački tokom njegovog života da donese odluke koje se tiču obrazovanja, obuke i zanimanja i da upravlja svojom karijerom“ (Ministarstvo prosvete, nauke i tehnološkog razvoja, 2019, str. 10). U praksi, karijerno vođenje i savetovanje najčešće obuhvata tri grupe aktivnosti: karijerno informisanje, karijerno savetovanje i obrazovanje za karijeru. *Karijerno informisanje* podrazumeva „sve informacije neophodne za planiranje, postizanje i održavanje zaposlenosti i volontiranja. Uključuje i informacije o zanimanjima, veštinama, karijernim putevima (putevima u realizaciji karijere), trendovima i stanju na tržištu rada, obrazovnim programima i mogućnostima, obrazovnim institucijama...“ (Ministarstvo omladine i sporta Republike Srbije, 2010, str. 9). *Karijerno savetovanje* „pomaže pojedincima da razumeju vlastite ciljeve i aspiracije, sopstveni identitet, donose odluke utemeljene na informacijama, posvete se aktivnostima i upravljaju promenama u svojoj karijeri bilo da su planirane ili neplanirane“ (Ministarstvo omladine i sporta Republike Srbije, 2010, str. 9). *Obrazovanje za karijeru* „pomaže pojedincima da razumeju svoje motive, vrednosti i način kako mogu doprineti društvu u kome žive. Obezbeđuje im znanje o tržištu rada, veštine koje ih osposobljavaju da vrše izbore u sferi obrazovanja, rada i života, a takođe ih osposobljava da planiraju karijeru i pripreme se za rad“ (Ministarstvo omladine i sporta Republike Srbije, 2010, str. 9). Iz izloženih definicija možemo zaključiti da je aktuelni pristup karijernom vođenju i savetovanju vrlo sveobuhvatno postavljen kako bi zadovoljio potrebe i ciljeve aktera iz različitih društvenih sektora. Vats (Watts) i Sultana (2004, str. 109) ističu da kada govorimo o društvenim ciljevima kojima karijerno vođenje i savetovanje može da doprinese, najčešće se govori osledećim:

- 1) Ciljevima celoživotnog učenja, uključujući poboljšanje efikasnosti sistema obrazovanja i obučavanja, ujedno ostvarujući vezu sa tržištem rada;
- 2) Ciljevima tržišta rada, uključujući poboljšanje susretanja ponude i potražnje, ujedno ostvarujući prilagođavanje promenama;
- 3) Ciljevima socijalne jednakosti, uključujući pružanje jednakih mogućnosti, ujedno promovišući socijalnu inkluziju.

Pored jasno definisanih ciljeva koji se odnose na celoživotno učenje, tržište rada i socijalnu jednakost, karijerno vođenje i savetovanje ima potencijal da značajno doprinese prevenciji i ublažavanju ozbiljnih društvenih i individualnih problema. Na primer, adekvatno karijerno vođenje može igrati ključnu ulogu u smanjenju nezaposlenosti i socijalne isključenosti, pružajući ljudima alate i znanje neophodno za donošenje informisanih odluka o obrazovanju i zapošljavanju. Time se direktno utiče na smanjenje nesigurnosti na tržištu rada i omogućava pojedincima da efikasnije upravljaju svojom karijerom, što ima pozitivne efekte i na širu društvenu stabilnost.

Sasvim je jasno da politika karijernog vođenja i savetovanja ne može biti razvijena unutar samo jednog sektora, već da u njenom formulisanju i realizaciji moraju učestvovati različiti akteri, koji će donositi različite poglede na fenomen o kojem govorimo, zastupajući interese svojih sektora ili organizacija. Ovo je u skladu sa viđenjem politike koje ima Meyer (2013, str. 78), kao višedimenzionalnog fenomena, čija je jedna od dimenzija *politics* (obuhvata interese, aktere, konflikt, konsenzus, legitimitet i vlast). U okviru ove dimenzije pokušaćemo da sagledamo poglede različitih aktera političkog procesa, koji imaju legitimitet u oblasti karijernog vođenja i savetovanja. Ovi akteri kroz iskazivanje i zastupanje svojih interesa, često dolaze do potencijalnih konflikata pokušavajući da ostvare konsenzus u domenu politike karijernog vođenja i savetovanja u Srbiji. Razmatranje međusektorske saradnje u okviru Pravilnika dodatno naglašava potrebu za holističkim pristupom, gde se različiti sektori moraju koordinisano uključiti kako bi se ostvarili navedeni društveni ciljevi. Samo kroz integrisanu saradnju obrazovnih, privrednih, socijalnih i političkih sektora može se obezbediti celovita i efikasna podrška pojedincima u upravljanju karijerom, što je ključno za postizanje optimalnih rezultata u praksi KViS-a.

Metodološki okvir istraživanja

Istraživanje je sprovedeno sa ciljem da se utvrde aktivnosti ključnih aktera kreiranja KViS politika u Srbiji. U radu smo pokušali da odgovorimo na osnovno istraživačko pitanje: koje konkretne aktivnosti su preduzeli ključni akteri kreiranja KViS politika u Srbiji vezane za razvijanje politika KViS-a i kakvo je njihovo mišljenje o aktuelnim KViS politikama? Kako bismo dobili što potpuniji odgovor na osnovno istraživačko pitanje, formulisali smo osam posebnih istraživačkih pitanja: (1) Šta su ključni akteri KViS politika u Srbiji konkretno radili na razvoju zakonodavnog okvira KViS u Srbiji?; (2) Šta su ključni akteri KViS politika u

Srbiji konkretno radili na razvoju sistema kvaliteta KViS?; (3) Šta su ključni akteri KViS politika u Srbiji konkretno radili na razvoju sistema praćenja efekata KViS?; (4) Šta su ključni akteri KViS politika u Srbiji konkretno radili sa nosiocima aktivnosti KViS na makro (nacionalnom) i mezo (lokalna zajednica) nivou?; (5) Šta su ključni akteri KViS politika u Srbiji konkretno radili na povećanju obuhvata različitih kategorija korisnika usluga KViS?; (6) Šta su ključni akteri KViS politika u Srbiji konkretno radili na razvijanju veština upravljanja karijerom kod konkretnih grupa polaznika?; (7) Šta su ključni akteri KViS politika u Srbiji konkretno radili na razvijanju kompetencija karijernih praktičara?; (8) Šta su ključni akteri KViS politika u Srbiji konkretno radili na istraživanju različitih elemenata i aspekata KViS?; (9) Kakvo je mišljenje ključnih aktera KViS politika u Srbiji o aktuelnim KViS politikama?

U istraživanju je korišćen kvalitativni pristup koji se oslanja na „saznavanje kroz razumevanje i opis, tumačenje značenja koje neka situacija (ima)“ (Lakićević & Knežić, 2011, str. 94). Kako bismo bolje razumeli pozicije koje imaju akteri kreiranja KViS politika u Srbiji i opisali njihove aktivnosti na polju kreiranja ovih politika, koristili smo se deskriptivnom metodom, čija je suština da „definiše, opiše i klasifikuje fenomene kojima se bavi“ (Popadić i sar., 2018, str. 66), a u okviru nje smo koristili tehniku polustrukturiranog grupnog i individualnog intervjua. Polustrukturirani intervjui smo odabrali jer se njime stvara situacija „slobodne i skoro neformalne komunikacije u kojoj znamo šta su okvirne teme za razgovor, ali ne i unapred kuda će nas to odvesti“ (Popadić i sar., 2018, str. 581). Za potrebu sprovođenja intervjua smo kao instrument koristili posebno kreiran protokol za intervjuisanje nosioca pojedinih KViS aktivnosti na nacionalnom nivou (PROMAKRO). Budući da smo se vodili Glaserovom preporukom da ne snimamo intervjue (Glaser, 1998, prema: Fajgelj, 2014), pitanja iz protokola su nam služila kao kategorije za inicijalno kodiranje. Radi povećanja objektivnosti, odvojeno smo pristupili fokusiranom kodiranju odgovora, nakon čega smo uporedili beleške i došli do konačnih kategorija.

„U kvalitativnom istraživanju (...) kod izbora učesnika može se koristiti namerni uzorak“ (Savićević, 2011, str. 180), što je i u našem istraživanju bio slučaj. Na upit koji smo poslali naručiocu projekta, Kancelariji za dualno obrazovanje i Nacionalni okvir kvalifikacija Srbije, u kojem smo ih zamolili da procene koje organizacije smatraju ključnim akterima u kreiranju politike KViS u Srbiji, dobili smo odgovor da se radi o sledećim organizacijama: Agencija za kvalifikacije (AZK), Ministarstvo turizma i omladine (MTO), Beogradska otvorena škola (BOŠ), *Euroguidance* Centar Srbija, Ministarstvo prosvete – Kancelarija za dualno obrazovanje i NOKS (MP), Centar za upravljanje karijerom u okviru Službe

za upravljanje kadrovima Vlade Republike Srbije (SUK), Nemačka organizacija za međunarodnu saradnju GIZ (*Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH*), „Znanjem do posla” E2E – projekat Vlade Republike Srbije i *Swiss Agency for Development and Cooperation (SDC)*, implementiran od strane *NIRAS-IP Consulting-a*. Iz navedenih institucija imali smo ukupno 20 učesnika (AZK – 8 učesnika, MTO – 3, BOŠ – 1, Euroguidance – 1, MP – 2, SUK – 1, GIZ – 2; NIRAS-IP – 2) sa kojima je je obavljeno pet grupnih i tri individualna intervjua.

Prikaz i analiza dobijenih rezultata

Aktivnosti ključnih aktera KViS politika u Srbiji na razvoju legislativnog okvira KViS u Srbiji

U Tabeli 1 su taksativno nabrojani dokumenti u čijem donošenju su učestvovala analizirane organizacije, kao i radne grupe u kojima su, prema rečima ispitanika, učestvovali ključni akteri KViS politika u Srbiji. Možemo konstatovati da su gotovo svi analizirani akteri KViS politika (osim SUK-a) imali bogatu i intenzivnu aktivnost na kreiranju legislativnog okvira i da među intervjuisanim institucijama, po aktivnostima na polju razvoja KViS legislative, prednjači Ministarstvo prosvete. Za Agenciju za kvalifikacije smo utvrdili da se najviše angažovala oko uređivanja KViS aktivnosti u okviru JPOA podsistema, dok je za Ministarstvo turizma i omladine bilo teško decidirano navesti njegove doprinose kreiranju legislative, jer se radi o novoformiranom ministarstvu u kojem su se našli delovi ingerencija druga dva prethodna ministarstva. Uprkos tome što je novoformirano, MTO igra važnu ulogu u oblasti politike KViS usmerene na mlade. MTO pruža podršku relevantnim institucijama, učestvuje u promociji KViS-a i sprovodi istraživanja koja doprinose razvoju i implementaciji ove politike. Što se tiče BOŠ-a treba dodati da, pored nabrojanih aktivnosti, u trenutku istraživanja učestvuje u radu Radne grupe za izradu profila kompetencija praktičara, na inicijativu Agencije za kvalifikacije i projekta Znanjem do posla.

Tabela 1. Aktivnosti ključnih aktera na razvoju legislativnog okvira u Srbiji

Ključni akteri KViS politika u Srbiji	Aktivnosti na razvoju legislativnog okvira KViS u Srbiji
AZK	Uputstvo za sticanje statusa JPOA za aktivnost pružanja KViS; Obrazac zahteva KViS; Obrazac programa KViS.

Ključni akteri KViS politika u Srbiji	Aktivnosti na razvoju legislativnog okvira KViS u Srbiji
MTO	Strategija karijernog vođenja i savetovanja u Republici Srbiji; Formirana Radna grupa za sprovođenje Strategije KViS u Srbiji; Studija izvodljivosti za osnivanje Nacionalnog resursnog centra za KViS; Nacionalne strategije za mlade (za periode: 2015–2025. i 2023–2030); Dva Akciona plana za sprovođenje Nacionalne strategije za mlade (2015–2017. i 2018–2025).
BOŠ	Nacionalna strategija KViS 2010–2014; Pravilnik o standardu usluga KViS; Učestvovanje u radu radnih grupa vezanih za Zakon o srednjem obrazovanju, Zakon o radu, Zakon o mladima.
<i>Euroguidance</i>	Pravilnik usluga KViS za implementaciju standarda; Radna grupa za KViS praktičare; Aktivnosti vezane za donošenje Strategija i Zakona za mlade.
MP	Zakon o NOKS-u; Zakon o obrazovanju odraslih; Zakon o osnovama sistema obrazovanja i vaspitanja; Zakon o osnovnom obrazovanju i vaspitanju; Zakon o srednjem obrazovanju i vaspitanju; Zakon o visokom obrazovanju; Zakon o dualnom obrazovanju; Zakon o dualnom modelu studija u visokom obrazovanju; Pravilnik o standardima usluga KViS; Pravilnik o bližim uslovima, načinu rada, aktivnostima i sastavu Tima za karijerno vođenje i savetovanje u srednjoj školi koja realizuje profile u dualnom obrazovanju.
SUK	/
GIZ	Učestvovanje u radu radnih grupa vezanih za Zakon o srednjem obrazovanju, Zakon o radu, Zakon o mladima; Adaptacija petofaznog modela KViS; Lobiranje da KViS postane predmet u osnovnoj i srednjoj školi; Učestvovanje u kreiranju Strategije karijernog vođenja i savetovanja, čiji su jedan od indirektnih produkata i Standardi.
E2E	Zakon o NOKS-u; Zakon o dualnom obrazovanju; Pravilnik o JPOA

Pored osnovnih aktivnosti, *Euroguidance* pruža kontinuiranu podršku umrežavanju predstavnika ministarstava na evropskom nivou u oblasti karijernog vođenja i savetovanja. GIZ kroz brojne projektne aktivnosti podržava tranziciju mladih iz srednje škole na tržište rada, fokusirajući se na praktične veštine potrebne za moderno radno okruženje. Projekat „Znanjem do posla“ (E2E) od 2017. godine uključuje značajnu *policy* komponentu koja se fokusira na političko zagovaranje, rešavanje političkih izazova, procenu uspešnosti programa i razvoj novih inicijativa u oblasti karijernog vođenja i savetovanja. Ove aktivnosti realizuju se u saradnji sa Kancelarijom za smanjenje siromaštva, dok se kroz zajednički akcioni plan, u saradnji sa Agencijom za kvalifikacije, Ministarstvom prosvete i Ministarstvom za rad, boračka i socijalna pitanja, dodatno unapređuju ciljevi projekta.

Ove inicijative zajedno čine značajan korak ka unapređenju uslova i mogućnosti za mlade u Srbiji, obezbeđujući da politike karijernog vođenja i savetovanja budu sveobuhvatne i usklađene sa evropskim standardima i najboljim praksama.

Aktivnosti ključnih aktera KViS politika u Srbiji na razvoju sistema kvaliteta KViS

Aktivnosti ključnih aktera KViS politike na polju razvoja i unapređenja sistema kvaliteta su intenzivne, ali retko u potpunosti samostalne. „AZK je oformila radnu grupu za KViS (NVO, NSZ, PKS, ministarstva prosvete, zapošljavanja, turizma i omladine) sa ciljem analize kompetencija KViS praktičara (na pragu sertifikacije u budućnosti, a na osnovu izmena u NOKS zakonu)“ (Pejatović i sar., 2023, str. 39). Planiraju fokus grupe sa proširenom Radnom grupom kako bi se rešili aktuelni problemi koji su u vezi sa radom i sa zakonodavstvom. AZK vrši permanentni „meki“ pritisak na Sektorska veća da unaprede stanje i kvalitet KViS u okviru svog područja rada.

Ministarstvo turizma i omladine je u više navrata kroz projekte, kao što je „Razvoj karijernog vođenja u cilju unapređenja visokog obrazovanja u Srbiji“, pod okriljem Fondacije Tempus, delovalo na unapređivanje kvaliteta KViS pojedinih ciljnih grupa. Takođe, MTO je učestvovalo u osnivanju Nacionalnog centra Evropske mreže za podršku KViS (*Euroguidance*), kao i u informisanju članova Stručnog tima za primenu Borskog procesa o Registru nacionalnih kvalifikacija, Registru standarda kvalifikacija i Registru JPOA (Pejatović i sar., 2023). Pored toga MTO utiče na poboljšanje kvaliteta KViS, sprovodeći aktivnosti koje su vezane za kreiranje i unapređivanje politika.

U cilju povećanja kvaliteta KViS, BOŠ insistira na sopstvenim standardima KViS usluga, a preduslov za apliciranje na projekte BOŠ-a je ispunjenje standarda KViS. Ova organizacija je realizovala pet obuka o standardima i za primenu standarda (za NSZ, Kancelariju za mlade (KZM) itd.).

Meki pritisak odnosi se na korišćenje neobavezujućih instrumenata kako bi se suptilno uticalo na različite aktere da prihvate i implementiraju zajedničke ciljeve i pravce razvoja, bez direktnog nametanja obaveza (Popović, 2014). *Euroguidance* ovu strategiju primenjuje organizovanjem skupova i deljenjem primera dobre prakse, čime se promovise razmena znanja i podstiče adaptacija efikasnih politika karijernog vođenja i savetovanja.

Ministarstvo prosvete, prema proceni Pejatović i sar. (2023) značajno unapređuje kvalitet KViS usluga. Ova procena se zasniva na identifikovanju

brojnih aktivnosti MP od kojih možemo izdvojiti: pripremu i usvajanje standarda usluge KViS, pripremu i razvijanje sistema priznavanja kompetencija karijernih praktičara, postupak priznavanja prethodnog učenja, razvoj digitalnih alata za KViS na Portalu NOKS-a, pripremu predloga akcionog plana za dalju implementaciju usluga KViS na osnovu aktuelnog istraživanja, kao i unapređivanje procedura za akreditaciju programa KViS kao aktivnosti obrazovanja odraslih.

SUK unapređuje kvalitet isključivo svojih KViS aktivnosti kroz održavanje evidencije i baze podataka o zaposlenima u državnoj upravi.

GIZ svoj doprinos podizanju kvaliteta KViS vidi u implementaciji Strategije karijernog vođenja i savetovanja, kao i kroz učešće u debatama i raspravama na temu KViS.

E2E su razvijali procedure za sticanje statusa JPOA u pogledu KViS uz primenu standarda, dok sa BOŠ-om profilišu kompetencije karijernog praktičara. Od 2017. godine kontinuirano obučavaju brokere, koji su NVO provajderi KViS na lokalnom nivou.

Analiza aktivnosti ključnih aktera u oblasti karijernog vođenja i savetovanja u Srbiji otkriva usredsređenost na unapređenje kvaliteta kroz niz sistemskih inicijativa. Među značajnim koracima relevantnih institucija su formiranje radnih grupa, standardizacija kompetencija praktičara, razvoj digitalnih alata, kao i proceduralne pripreme za akreditaciju programa. Ove mere, zajedno sa kontinuiranom obukom i profilisanjem kompetencija, doprinose stvaranju čvrstog okvira za podizanje standarda usluga u oblasti KViS. Ove aktivnosti odražavaju jasnu posvećenost ka razvoju sistema kvaliteta koji može adekvatno odgovoriti na potrebe pojedinaca u njihovom profesionalnom razvoju, u skladu sa savremenim zahtevima i očekivanjima.

Aktivnosti ključnih aktera KViS politika u Srbiji na razvoju sistema praćenja efekata KViS

Praćenje efekata KViS je od suštinskog značaja za uspostavljanje funkcionalne povratne sprege između legislative i prakse u ovoj oblasti. Pomenuto praćenje je uslovljeno posedovanjem adekvatnog instrumentarija, čemu AZK pridaje veliki značaj, što možemo zaključiti na osnovu kreiranih upitnika za uprave škola o primeni KViS standarda, kao i planova za realizaciju radionica za inspektore koji evaluiraju rad JPOA akreditovanih za usluge KViS. Mali broj JPOA akre-

ditovanih programa za usluge KViS-a (11) je uslovio da će se pravo praćenje efekata sprovesti nakon nekog vremena (najverovatnije nakon prvog akreditacionog ciklusa), kada svi provajderi budu u poziciji da pruže svoje usluge (Pejatović i sar., 2023).

MTO podržava druge relevantne institucije, a učestvuje i u radu Radne grupe za unapređenje kvaliteta KViS.

BOŠ, zajedno sa AZK i E2E istražuje efekte korišćenja KViS usluga i njihove dostupnosti.

Euroguidance je prevela *ELGPN (European Lifelong Guidance Policy Network)* – Priručnik za praćenje efekata, a razvija i sistem praćenja svojih internih procedura.

Ministarstvo prosvete trenutno pilotira metodologiju za kontinuirano praćenje efekata primene kvalifikacija na zapošljavanje i celoživotno učenje. U planu je razvoj metodologije za praćenje efekata usluge KViS i njihovo pilotiranje, a kreiraju i podzakonske akte i digitalne alate za praćenje realizacije programa i usluga KViS.

SUK u sklopu svog sistema sprovodi šestomesečne ili godišnje evaluativne aktivnosti, u okviru kojih prati efikasnost rada kroz ostvaren napredak i zadovoljstvo kandidata/korisnika usluga.

GIZ je razvio sistem praćenja efekata, uglavnom projektno orijentisan. „Neki od indikatora praćenja uspeha projekata KViS su bili: veći dijapazon izbora škola od strane učenika (ali je rezultat bio manji broj izabranih škola, kao posledica boljeg informisanja); kao pokazatelj kvaliteta praćen je stepen upisanosti prvih izbora škola učenika“ (Pejatović i sar., 2023, str. 41).

E2E izveštava donatore, ministarstva i AZK o sopstvenom praćenju efekata KViS, a uz pomoć anonimnih telefonskih intervjuua istražuje zadovoljstvo korisnika uslugama KViS.

Različite organizacije u Srbiji intenzivno rade na praćenju efekata karijernog vođenja i savetovanja kroz širok spektar evaluativnih metoda. Iako su njihove metode raznovrsne, svaka od ovih organizacija doprinosi boljem razumevanju efekata KViS usluga na svoj način. Ove aktivnosti zajedno pružaju mozaik podataka koji omogućava prilagođavanje i unapređenje usluga, iako ne postoji formalizovana zajednička inicijativa. Iako se nazire postepeno formiranje integrisanog sistema kvaliteta KViS, dalja koordinacija ovih napora bi mogla dodatno poboljšati razvoj efikasnog sistema koji bi sistematski pratio i reagovao na rezultate, čime bi se potvrdila posvećenost unapređenju efektivnosti KViS-a u Srbiji.

*Aktivnosti ključnih aktera KViS politika u Srbiji
sa drugim nosiocima aktivnosti KViS na makro (nacionalnom)
i mezo (lokalna zajednica) nivou*

Iz Tabele 2 možemo videti gustu mrežu saradnje svih ključnih aktera KViS politika u Srbiji.

Tabela 2. Aktivnosti ključnih aktera KViS politika u Srbiji sa drugim nosiocima aktivnosti KViS na makro (nacionalnom) i mezo (lokalna zajednica) nivou

Ključni akteri KViS politika u Srbiji	Saradnja na makro nivou	Saradnja na mezo nivou
AZK	Razna ministarstva, NSZ i PKS	Aktuelne i potencijalne JPOA organizacije; E2E
MTO	Različita ministarstva i agencije; BOŠ	1803 udruženja mladih koje se eksplicitno bave KViS-om; Kancelarije za mlade; NVO
BOŠ	AZK, MP, MTO, MR, KZM, NSZ	srednje škole
<i>Euroguidance</i>	NSZ, ZUOV, ICCDPP, ELPGN	osnovne i srednje škole, fakulteti i centri za socijalni rad
MP	„Sve interesne grupe i institucije koje su relevantne za izradu propisa i strateških dokumenata (zapošljavanje, mladi)“ (Pejatović i sar., 2023, str. 42).	osnovne i srednje škole
SUK	sistem državne uprave	/
GIZ	NZS, relevantna ministarstva	osnovne škole, srednje škole, preduzeća i roditelji
E2E	„Više ministarstava i nacionalnih tela“ (Pejatović i sar., 2023, str. 42)	AZK, lokalne samouprave, NVO, privreda, škole

Tabela 2 ilustruje intenzivnu mrežu saradnje među ključnim akterima karijernog vođenja i savetovanja u Srbiji na nacionalnom i lokalnom nivou. Saradnja među različitim ministarstvima, agencijama, obrazovnim ustanovama, nevladinim organizacijama i drugim relevantnim institucijama omogućava širok spektar interakcija koje su ključne za razvoj i primenu efektivnih KViS politika. Ovakogusta mreža saradnje omogućava bolju razmenu informacija, resursa i najboljih praksi, što značajno doprinosi unapređenju kvaliteta karijernog vođenja i savetovanja. Dalje jačanje tih veza i podsticanje još čvršćeg umrežavanja ključni su koraci ka stvaranju još kvalitetnijeg i koherentnijeg sistema KViS-a u Srbiji. Takav sistem bi bio osposobljen da adekvatno odgovori na promenljive potrebe pojedinaca i dinamične zahteve tržišta.

Aktivnosti ključnih aktera KViS politika u Srbiji na povećanju opsega različitih kategorija korisnika usluga KViS

Da bi KViS programi dostigli svoj željeni efekat, moraju biti dostupni širokim kategorijama stanovništva. To i dalje, nažalost, nije slučaj, što ilustruje i konstatacija AZK da su postojeći programi najviše usmereni na pružanje podrške mladim nezaposlenim kategorijama. U nastojanju da programe učini dostupnim ranjivim grupama, AZK je potpisao sporazume sa Fondom za obrazovanje Roma, UNHCR-om i ENIC centrom, nastojeći da obuhvati pripadnike romske, migrantske i izbegličke populacije. Promocija KViS-a se realizuje preko zvanične veb-stranice i aplikacije namenjene učenicima i nastavnicima osnovnih i srednjih škola, dok društvene mreže ne koriste za promociju jer smatraju da nisu prikladne za promociju njihove institucije (Pejatović i sar., 2023).

MTO finansira programe i projekte udruženja mladih, udruženja za mlade i njihovih saveza kao i projekte jedinica lokalne samouprave koje imaju osnovanu KZM. Objavili su Priručnik koji je namenjen onima koji pohađaju dualno obrazovanje. Posebno se bave mladima iz osetljivih grupa (NEET kategorije na koje su usmereni NAPOR, KOMS i NAKZM). Ovo ministarstvo redovno učestvuje u aktivnostima promocije KViS, naročito u onim koje organizuje *Euroguidance* centar, u čijem su osnivanju učestvovali.

BOŠ je ranije bio usmeren na rad sa školama, ali trenutno njihova ciljna grupa su karijerni praktičari. Osam godina BOŠ organizuje sajam KViS, a *BOŠ karijera* se ističe kao primer dobre prakse. Kako bi prilagodili programe pojedinim ciljnim grupama, posebno rade sa odraslim migrantima i mladima iz osetljivih kategorija. Njihovu ciljnu grupu čini 90% mladih, dok 10% čine odrasli.

Euroguidance promociju KViS vrši kroz različite sektore, uključujući i korisnike sigurne kuće. Ranije su više promotivno radili sa školama, a sada im je glavna promotivna aktivnost organizacija Nacionalnog takmičenja dobrih praksi. Promovišu KViS i kroz svoje publikacije i baze podataka vezane za aktivnosti KViS. Posebne ciljne grupe su im mladi koji upisuju fakultete.

Ministarstvo prosvete promociju vrši kroz organizacije konferencija, okruglih stolova, sastanaka i tribina, a podršku povećanja opsega (obuhvata) različitih kategorija korisnika KViS pruža indirektno, razvijanjem legislativne i razvojem trening i resursnih centara koji bi imali i ulogu vezanu za KViS.

Promocija KViS u SUK-u se odvija isključivo unutar njihovog sistema, a ciljne grupe su oni koji su prvi put postali rukovodioci i položajci. Posebni programi za pojedine ciljne grupe nisu razvijeni. Promovisanje se vrši i putem HR mreže, uz pomoć pisama dobrodošlice koja sadrže i opis usluga za novopridošle,

kao i kroz aktivnosti projekta VISIBILITY, koristeći vizuale i izveštaje o realizovanim aktivnostima i projektima.

GIZ je dugo bio usmeren na korisnike formalnog obrazovanja, ali se u poslednje vreme usmerava i na one u neformalnom obrazovanju. Od 2015. godine prate trendove uključivanja povratnika iz EU i migranata u tržište rada. Posebna ciljna grupa su im deca sa posebnim potrebama (oštećenja sluha, vida...). U okviru promocije organizuju različita dešavanja: Dan devojčica, Karijerni info-kutak, koriste društvene mreže, radionice samospoznaje i ličnih sklonosti, kao i organizovanje vršnjačkih savetnika.

Osnovna ciljna grupa za E2E su osobe od 15 do 30 godina, ali je proširuju i na starije, teško zapošljive kategorije. Posebne ciljne grupe su i karijerni praktičari u NVO (brokeri) i savetnici u NSZ. Promocija se realizuje preko skupova, BOŠ-ovih sajмова, veb-sajtova, društvenih mreža, priručnika, infosecija, odlazaka u škole i radionica. Primer dobre prakse im je obuka za primenu standarda KViS, kao i formiranje lokalnih karijernih centara u organizacijama (brokeri).

Organizacije u Srbiji prvenstveno baziraju svoje aktivnosti na mlade nezaposlene, koji čine najčešću ciljnu grupu korisnika usluga karijernog vođenja i savetovanja. Pored toga, aktivno rade i na uključivanju marginalizovanih grupa poput Roma, migranata i izbeglica u svoje programe. Povećanje opsega (obuhvata) i kvaliteta usluga realizuje se kroz različite inicijative, uključujući saradnju sa međunarodnim i lokalnim partnerima kako bi se postigla šira primena KViS standarda i metodologija. Uprkos izazovima u koordinaciji i različitostima u pristupima među akterima, zajednički cilj svih učesnika je jasan: osigurati da KViS usluge budu dostupne i prilagođene potrebama svih korisnika. Ovaj pristup ne samo da promovise socijalnu inkluziju i ravnopravnost, već i povećava efikasnost samog sistema karijernog vođenja, čineći ga relevantnim i prilagodljivim za buduće izazove.

Aktivnosti ključnih aktera KViS politika u Srbiji na razvijanju veština upravljanja karijerom kod konkretnih grupa polaznika ili kompetencija karijernih praktičara

U Tabeli broj 3 su predstavljene aktivnosti aktera KViS politika na razvijanju veština upravljanja karijerom polaznika i/ili kompetencija karijernih praktičara.

Tabela 3. Aktivnosti ključnih aktera KViS politika u Srbiji na razvijanju veština upravljanja karijerom konkretnih grupa polaznika i/ili razvijanju kompetencija karijernih praktičara

Ključni akteri KViS politika u Srbiji	Razvijanje kompetencija karijernih praktičara	Pružanje usluga krajnjim korisnicima
AZK	Potencijalni i postojeći JPOA, što uključuje i njihove KViS praktičare	Ne
MTO	Ne	Ne
BOŠ	4 programa KViS akreditovana kod ZUOV-a namenjena nastavnicima, za period 2022–2025: (1) program vezan za standarde; (2) napredna obuka; (3) KViS kao podrška osetljivim grupama; (4) inovativni pristupi (zeleni KViS, KViS zaposlenih i alati i modeli).	Informisanje, vrlo malo savetovanje, a razvijaju i njihove veštine upravljanja karijerom
Euroguidance	3 programa KViS akreditovana kod ZUOV-a, namenjena nastavnicima: (1) Razvijanje aktivnosti profesionalne orijentacije u osnovnoj školi; (2) Karijerno vođenje i savetovanje u srednjoj školi; (3) Unapređenje kvaliteta aktivnosti karijernog vođenja kroz efikasno planiranje rada školskog tima za karijerno vođenje i savetovanje (KViS)/profesionalnu orijentaciju (PO). Vebinari za praktičare.	Informisanje i savetovanje učenika, a pre korone su ih obučavali za pisanje CV-ja i za <i>Europass</i> alate za predstavljanje veština i znanja. U planu im je razvijanje aktivnosti karijernog vođenja i savetovanja u programima obrazovanja odraslih.
MP	Ne	Ne
SUK	Sopstveni karijerni praktičari	Ne
GIZ	Informisanje, savetovanje i obrazovanje nastavnika u osnovnim i srednjim školama koji su karijerni praktičari. Rad sa NSZ (CIPS-ove institucije, od kojih 10 saraduje sa lokalnom zajednicom i koji su <i>youth friendly</i>).	Informisanje, savetovanje i obrazovanje učenika osnovnih i srednjih škola.
E2E	Savetovanje, informisanje i obrazovanje za karijeru u cilju osposobljavanja praktičara. Nakon donošenja standarda realizovali su obuke sa praktičarima za KViS veštine koje im nedostaju. E2E održava obuke 3–4 puta godišnje na teme za koje korisnici pokazuju interesovanje ili za one specifične kompetencije za koje E2E, na osnovu saradnje sa njima, procenjuje da im nedostaju. Forsiraju <i>peer learning</i> , kako bi praktičari delovali kao zajednica.	Ne

Iz pregleda aktivnosti ključnih aktera KViS politika u Srbiji, jasno je da se veliki deo napora usmerava na razvijanje veština upravljanja karijerom i kompetencija karijernih praktičara. Iako ministarstva nisu direktno uključena u ove

aktivnosti, nevladine organizacije igraju ključnu ulogu u pružanju relevantnih usluga, obuhvatajući širok spektar potreba korisnika. Inicijative poput akreditovanih obuka i programi obrazovanja za karijerne praktičare podstiču zajedničko učenje i profesionalni razvoj, čime se jača zajednica praktičara i povećava podrška krajnjim korisnicima.

Aktivnosti ključnih aktera KViS politika u Srbiji na istraživanju različitih elemenata i aspekata KViS

Ispitivane organizacije su vrlo aktivne po pitanjima istraživanja KViS, što je i predstavljeno u Tabeli broj 4.

Tabela 4. Aktivnosti ključnih aktera KViS politika u Srbiji na istraživanju KViS

Ključni akteri KViS politika u Srbiji	Istraživanja u domenu KViS
AZK	Istraživanje kompetencija karijernih praktičara; Komparativna analiza sistema KViS u različitim zemljama.
MTO	Istraživanje položaja i potreba mladih u RS (radi se svake godine); Studija Preduzetništvo mladih, zapošljivost u NEET statusu; Više studija o KViS rađenih od strane eksperata angažovanih preko ETF-a.
BOŠ	Dostupnost KViS u KZM u 2020. godini; Onlajn KViS; Kontinuirano istraživanje potreba praktičara.
<i>Euroguidance</i>	Na sajtu su objavili niz istraživanja i publikacija iz oblasti KViS.
MP	Istraživanje kvaliteta usluge KViS u kontekstu realizacije stručnih obuka za potrebe nezaposlenih lica u organizaciji NZS; Istraživanje na osnovu kojeg je i napisan ovaj rad: Implementacija usluga KViS uključujući i primenu standarda KViS definisanih podzakonskim aktom.
SUK	Istraživanje kvaliteta sopstvenih KViS usluga. Istraživanje zadovoljstva postupkom vrednovanja i zadovoljstva podrškom pratećih institucija, transparentnosti i prepoznatosti mogućnosti koje se nude. Prati se zadržavanje kadrova u pojedinim segmentima i nivoima javne uprave (priliv i odliv kadrova) što daje meta-nivo uvida u kontekst potencijala za konkretne KViS aktivnosti.
GIZ	Istraživanje efekata zapošljavanja dualnog obrazovanja.
E2E	Istraživanja uticaja usluge KViS na korisnike; Istraživanja kompetencija karijernih praktičara koji rade u okviru radne grupe AZK, na velikom uzorku koji obuhvata osnovne škole, srednje škole, visoko obrazovanje itd.

Iz pregleda istraživanja koje sprovode ključni akteri u oblasti karijernog vođenja i savetovanja (KViS) u Srbiji, jasno je da širok fokus istraživanja obuhvata analizu kompetencija karijernih praktičara, procenu efekata programa za

zapošljavanje i identifikaciju potreba specifičnih društvenih grupa. Kombinacija kvantitativne i kvalitativne metode omogućava sveobuhvatan uvid u različite aspekte karijernog vođenja i savetovanja. Ključni elementi ovih istraživanja uključuju evaluaciju efikasnosti postojećih programa KViS, razvoj i prilagođavanje novih pristupa za rad s osetljivim grupama, kao i komparativne analize koje pružaju uvid u međunarodne prakse i nude smernice za poboljšanje domaćih politika.

Takva raznovrsnost tema i metodologija ne samo da potvrđuje angažovanost ključnih aktera u kontinuiranom unapređenju KViS, već pruža i ključne podatke za zagovaranje specifičnih političkih inicijativa.

Mišljenje ključnih aktera KViS politika u Srbiji o aktuelnim KViS politikama

Poslednjim pitanjem u protokolu polustrukturiranog intervjua od ispitanika iz odabranih institucija je traženo da iznesu svoje mišljenje o tendencijama u aktuelnim KViS politikama i mogućnostima za njihovo unapređenje. Analiza prikupljenih odgovora ukazala je na nekoliko tendencije angažovanja u oblasti KViS u Srbiji, koje se iz ugla relevantnih aktera, mogu grupisati u nekoliko relativno homogenih celina, a to su tendencije vezane za:

1. Legislativu KViS;
2. Povećanje kvalitetne ponude KViS;
3. Istraživanje KViS (Pejatović i sar., 2023, str. 46).

Mišljenje ključnih aktera KViS politika o legislativi vezanoj za KViS

Iako je legislativa produkt rada više ključnih aktera u poslednjih 15 godina, svaki od njih zadržava specifičan pogled na ovu problematiku, naročito zbog njenog rešavanja kroz nekoliko različitih koloseka:

1. Opšti kolosek fokusiran je na donošenje zajedničkih KViS dokumenata;
2. Pojedinačni koloseci, usmereni na rešavanje problema pojedinih ciljnih grupa (mladi, nezaposleni, JPOA...) (Pejatović i sar., 2023).

Sve ispitane institucije saglasne su u oceni da su dosadašnje KViS politike bile uspešne. Posebno se ističu pozitivni efekti unapređenja kvaliteta života korisnika KViS usluga, što je zajedničko svim dokumentima vezanim za obrazovanje. Pohvaljena je i multisektorska saradnja u ovoj oblasti, kao i značajna podrška partnera i drugih interesnih grupa.

Standardi i Pravilnik KViS su značajni dokumenti za rad u ovoj oblasti KViS, ali njihova procena varira od ispitanika do ispitanika. Procene ispitanika o Standardima variraju duž kontinuuma od onih koji ih ocenjuju da su odlični do onih koji tvrde da su neprilagođeni i neosetljivi na potrebe za pružanjem usluga KViS. Po pitanju opštosti Standarda, postoji konsenzus ispitanika da su oni u načelu opšti, ali po pitanju vrednosnog određenja pomenute opštosti, postoji naglašena ambivalencija. S jedne strane neki misle da je prevelika uopštenost nedostatak, dok, s druge strane, neki ističu da je upravo ta opštost vrlina jer ostavlja dovoljno prostora za različite aktivnosti i njihove nosioce. U tom kontekstu se ističu problemi sa implementacijom Standarda kao dokumenta koji je ostao na visokom stepenu opštosti (Pejatović i sar., 2023).

Delatnost KViS je u nadležnosti više ministarstava, što doprinosi decentralizaciji ovoga pitanja, produkciji legislative, ali ne i njenoj funkcionalnosti. Čini nam se da se NVO i međunarodne organizacije angažuju dominantno u radnim grupama, dok su ministarstva preuzela ulogu pripreme predloga legislative. SUK je fokusiran isključivo na probleme KViS u državnoj upravi, dok je AZK dominantno usmerena na JPOA. Ispitanici su složno naglasili potrebu za donošenjem jedinstvenog, sveobuhvatnog dokumenta, u cilju daljeg strateškog usmerenja ove oblasti.

Mišljenje ključnih aktera KViS politika o povećanju kvalitete ponude KViS

KViS je međuresorno i višenivovsko pitanje, što znači da nijedna institucija ne može samostalno i sveobuhvatno da odgovori na potrebe različitih ciljnih grupa. Zato je neophodno njihovo umrežavanje i saradnja. Međusobna saradnja istraživanih institucija je prilično dobra, a većina njih je umrežena i saraduje u okviru više različitih dimenzija (istraživanja, projekti, inicijative, promocija, zagovaranja). Zanimljivo je da su institucijama na mezo nivou vrlo slični partneri (formalne obrazovne institucije), što je posledica pogrešnog razumevanja KViS kao problema dominantno omladinske populacije.

Uprkos rečenom, među ispitivanim institucijama postoji svest o potrebi proširivanja ciljne grupe i na druge populacije: polaznike iz neformalnog obrazovanja, Rome, migrante, povratnike iz EU, starije teškozapošljive nezaposlene i slične populacije. U raznovrsnim promotivnim aktivnostima NVO i međunarodne organizacije koriste više digitalnih kanala i susreta licem u

lice, dok državne institucije uglavnom forsiraju sajt, priručnik, baze podataka i projekte.

Što se tiče direktnog pružanja usluge KViS različitim grupama korisnika, ministarstva se time ne bave, za razliku od NVO, koje redovno pružaju KViS usluge, ne izbegavajući sva tri oblika aktivnosti (informisanje, savetovanje i obrazovanje za karijeru). Ipak, analizirane institucije se mnogo više bave informisanjem, nego ostalim segmentima KViS. Što se tiče rada sa karijernim praktičarima, ministarstva se ne bave ovom delatnošću, AZK i SUK su usmereni na svoje ciljne grupe, a NVO i međunarodne organizacije nude bogatu paletu programa i oblika inicijalnog osposobljavanja i usavršavanja.

Mišljenje ključnih aktera KViS politika o aktuelnim istraživanjima KViS

Primećujemo da su sve istraživane organizacije aktivne u razvoju sistema za praćenje efekata KViS i u samom praćenju, ali ovaj segment nije razvijen u punom kapacitetu. Fokus je na sprovođenju istraživanja i prevodu literature. Jedino je Ministarstvo prosvete razvilo neku konkretnu metodologiju i instrumente, a upravo se u ovome ogleda veliki potencijal za dalji razvoj. Kada govorimo o istraživanjima KViS, sve analizirane institucije sprovode vrlo različite studije, ali je uočljiva potreba za jedinstvenim sistemom za čuvanje rezultata istraživanja i rešavanjem pitanja njihove dalje dostupnosti budućim korisnicima.

Sve navedeno ukazuje na značajne napore analiziranih organizacija ka unapređenju kvaliteta ponude KViS-a u Srbiji. Državne institucije fokusiraju se prvenstveno na istraživačke aktivnosti i unapređenje zakonodavnog okvira, dok je civilni sektor uglavnom orijentisan na međusobnu saradnju.

Ta saradnja se manifestuje kroz aktivno učešće u različitim radnim grupama, zagovaranje značaja KViS-a putem javnih rasprava i, na praktičnom nivou, kroz obuke namenjene kako karijernim praktičarima, tako i krajnjim korisnicima KViS usluga.

Uočljiva je tendencija razvoja sistema praćenja efekata KViS i samog praćenja efekata kod svih analiziranih organizacija, ali sam sistem nije dovoljno razvijen. Brojna su istraživanja u ovoj oblasti koja preduzimaju posmatrane institucije, od kojih su neka u toku, a neka su tek planirana. Svest o značaju ovog segmenta daje nadu da bi u skorijoj budućnosti ovaj segment mogao da bude značajno unapređen.

Mišljenje ključnih aktera KViS politika u Srbiji o mogućnostima za unapređivanje aktivnosti na nacionalnom nivou usmerenih na razvoj KViS

Kao što se ključni akteri razlikuju u proceni adekvatnosti određenih legislativnih rešenja, tako se razlikuju i u viđenjima mogućnosti za unapređivanje KViS-a na nacionalnom nivou. Pejatović i sar. (2023) dele aktuelne predloge ključnih aktera na polju KViS-a u nekoliko relativno homogenih kategorija:

1. Mogućnosti unapređenja legislative KViS;
2. Mogućnosti povećanja kvalitetne ponude KViS;
3. Mogućnosti daljih istraživanja KViS.

Mišljenje ključnih aktera KViS politika u Srbiji o mogućnostima unapređenja legislative KViS

Polazeći od činjenice da je KViS međuresorna delatnost, smatramo da su potrebni efikasniji mehanizmi koordinacije i usaglašavanja tokom kreiranja politika KViS u celini, ali i njihove implementacije. Smatramo da je neophodno identifikovati, odnosno eksplicitno definisati, međuresorno i međusektorsko telo, koje bi sistemski koordinisalo politike i prakse podrške karijernom razvoju.

Proces donošenja i usaglašavanja legislativa bi trebalo nastaviti, kao što bi trebalo i doneti jedan objedinjeni strateški dokument, kojim bi se prevazišla fragmentarnost dosadašnjih legislativa i jasno trasirao dalji put KViS.

Kada govorimo o konkretnim dokumentima, trebalo bi doneti i Standarde i Pravilnik za samovrednovanje i spoljašnje vrednovanje kvaliteta rada JPOA koji nude KViS obrazovne programe, kao i novu Strategiju razvoja karijernog vođenja i savetovanja sa odgovarajućim Akcionim planom za njenu implementaciju. Strategija i Akcioni plan su potrebni kako bi se dala jedinstvena, koherentna vizija daljeg razvoja KViS, koja bi uključila koordinisane aktivnosti svih ključnih aktera. Iako su ispitanici saglasni u tome da je donošenje legislative bitno, naglašeno podržavaju do sada primenjivani *bottom up* pristup, smatrajući da i u kreiranju objedinjavajućih dokumenata treba naći meru, odnosno „ne treba preurediti sistem”.

Od legislative se očekuju ne samo normativne, već i finansijske regulative ove oblasti, jer se može nedvosmisleno konstatovati da ne postoji održiv sistem finansijske podrške pružaocima usluga KViS, što može ugroziti postojanje, do sada kreirane, vrlo solidne baze praktičara.

SUK je ukazao i na specifičnosti državnog upravljačkog sektora, u kojem se javlja problem dovođenja spoljnog kadra na rukovodeće pozicije, što može dovesti do obesmišljavanja rada karijernih praktičara u ovim institucijama. Kako bi se to sprečilo, moraju se kreirati jasne karijerne mape i putevi u državnom sektoru, kako ne bi došli u situaciju da oni koji su učinili sve što je traženo od njih za potrebe napredovanja, budu „preskočeni“ i „zaobiđeni“.

Mišljenje ključnih aktera KViS politika u Srbiji o mogućnostima povećanja kvalitetne ponude KViS

Način realizovanja KViS u osnovnim i srednjim školama je neodrživ i zahteva promenu. „Kako to slikovito kažu neki ispitanici: *Timovi KViS rade na nivou likovne sekcije ... niko to ne plaća*“ (Pejatović i sar., 2023, str. 49). Ovo je jedan od uzroka i drugog problema, odnosno nestalnosti KViS timova po školama. Ovo je zaista ogroman problem, jer se na taj način gube primeri dobre prakse i resursi uloženi u obučavanje i usavršavanje praktičara. Pri nalaženju trajnog rešenja, treba imati na umu da nastavnicima uloga karijernog praktičara nije primarna, pa shodno tome treba i uskladiti očekivanja. To praktično znači da se mora naći rešenje da se KViS u osnovnim i srednjim školama digne na viši nivo i da se pruži konkretna pomoć nastavnicima, o čemu govori i citat jednog od ispitanika: *„Zakon o srednjoškolskom obrazovanju propisuje da škola ima tim za KViS, ali ništa više od podrške ne dobijaju.“*

Sve ove okolnosti naglašavaju potrebu za povećanjem broja pružalaca KViS usluga. Pored jačanja kapaciteta škola, potrebno je ulagati i u jačanje kapacitete kancelarija za mlade, koje su ranjive i koje su u velikoj meri finansirane putem međunarodnih projekata, što ugrožava njihovu egzistenciju i perspektivu.

Kako bi se uspostavio red i u delu realizovanja samih KViS aktivnosti, neophodno je uvesti sertifikaciju KViS praktičara. Budući da je status Standarda neobavezujući, mnogi pružaoci usluga su u poziciji da u potpunosti zanemare njihove preporuke.

KViS usluge se moraju prilagoditi različitim ciljnim grupama, naročito zaposlenima, jer istraživanje ukazuje da su one dominantno usmerene na mlade nezaposlene. Da bi se to uradilo, neophodno je razviti i unaprediti alate za različite ciljne grupe, a o tome treba blagovremeno i na adekvatan način informisati praktičare. Sve ovo ukazuje na potrebu da se prekine sa trenutnom praksom korišćenja KViS kao sinonima za profesionalnu orijentaciju ili inicijalni odabir karijere.

Ono što bi u velikoj meri unapredilo potencijal i kvalitet KViS, a u isto vreme omogućilo profesionalizaciju praktičara, jeste otvaranje širokog prostora za osposobljavanje i usavršavanje praktičara, koristeći za to sve dostupne puteve obrazovanja i učenja: formalne (master program ili kratki ciklus obuka), neformalne (program obaveznog stručnog usavršavanja akreditovan kod ZUOV-a) ili informalne (proces PPU), koji bi omogućio sistematsko i kvalitetno inicijalno osposobljavanje i unapređivanje KViS praktičara.

Mišljenje ključnih aktera KViS politika u Srbiji o mogućnostima i pravcima daljih istraživanja KViS

Sumirajući iskaze ispitanika, možemo konstatovati da započeta istraživanja KViS treba nastaviti i intenzivirati, a posebno istraživanja efekata KViS.

Treba razmisliti i o portfoliju korisnika usluga KViS i njihovoj analizi, kako bi se bolje evaluirali efekti koji su iz domena ličnog razvoja.

Iako se digitalni alati ocenjuju kao nedovoljno razvijeni, možemo sa optimizmom konstatovati da je korišćenje digitalnih kanala u KViS sve češća pojava. Kako bi se dalje razvijali digitalni alati, potrebno je kreirati Portal za KViS, u cilju prevazilaženja nedostatka informacija i njihovog adekvatnog deljenja, kao i digitalni sistem za praćenje implementacije usluga i primene standarda, ali i razvoj novih digitalnih alata različitih vrsta i namena.

Zaključna razmatranja

Karijerno vođenje i savetovanje je tokom poslednjeg veka na teorijskoj i praktičnoj ravni doživelo značajnu metamorfozu. Od početne uloge pružanja podrške pri odabiru zanimanja, ulasku u profesiju i napredovanju u karijeri, razvilo se u sveobuhvatnu uslugu namenjenu ljudima svih uzrasta. Cilj ove usluge je da pomogne pojedincima u donošenju odluka vezanih za obrazovanje, profesionalno usavršavanje i karijeru, kao i u uspešnom upravljanju njihovim profesionalnim razvojem tokom celog života. Ovakva transformacija je bila uslovljena promenama pokrenutim globalizacijom, postkapitalističkom privredom, demografskim promenama i transformacijom načina života čitavih društava, ali i opštim prihvatanjem koncepcije celoživotnog učenja na nivou obrazovnih politika. Međutim, implementacija koncepcije celoživotnog učenja nije u svim zemljama jednaka i u velikoj meri zavisi od lokalnih uslova, ključnih aktera i njihovih ciljeva koji se ogledaju u procesu kreiranja zajedničkih politika. Ključni akteri, koji se nalaze

u *politics* dimenziji politike, u svakom društvu su drugačiji, pa je i sam politički proces donošenja obavezujućih dokumenata u segmentu *polity* autohton i osoben. Ovaj proces je takođe pod uticajem difuzije politika iz okruženja. U slučaju Srbije, ti uticaji prvenstveno dolaze iz Evropske unije. Činjenica je da je Srbija svoj konceptijski diskurs obrazovanja vezala za dominantnu koncepciju celoživotnog učenja u EU, ali je, kao i u nekim drugim slučajevima, ova koncepcija u političkoj dimenziji KViS zapravo operacionalizovana kroz koncepciju celoživotnog obrazovanja. U aktuelnoj koncepciji KViS, fokus je uglavnom na populaciji mladih, a informisanje je dominantna aktivnost. Ovo je rezultat nivoa zainteresovanosti i angažovanja pojedinih socijalnih aktera, ali i realne uloge koja se na nivou društva očekuje od KViS, bez obzira na deklarativne rezolucije.

Rezultati istraživanja potvrđuju da je većina ispitivanih organizacija radila na kreiranju legislativnog okvira KViS-a, svaka iz svog aspekta, interesa, kapaciteta i nadležnosti, uspostavljajući princip socijalnog partnerstva u upravljanju ovom oblasti. Organizacije civilnog društva i međunarodne organizacije su uglavnom doprinosile kreiranju legislative putem aktivnosti u radnim grupama za kreiranje različitih zakona, strategija, pravilnika i standarda, dok su ministarstva učestvovala u pripremi samih dokumenata. Inicijative u unapređivanju legislative su konstantne, brojne i dinamične, a učešće intervjuisanih institucija u njima je intenzivno. Vidan je napor analiziranih organizacija ka povećanju kvaliteta ponude KViS u Srbiji. U slučaju državnih institucija naglašen je napor ka istraživačkim aktivnostima i poboljšanju legislative, dok je civilni sektor u velikoj meri orijentisan na međusobnu saradnju, aktivan u različitim radnim grupama, usmeren na zagovaranje KViS kroz građansku polemiku u javnom prostoru, a ponekad i na rad sa karijernim praktičarima i krajnjim korisnicima. Što se tiče razvoja sistema praćenja efekata KViS i samog praćenja efekata, možemo konstatovati da je ovaj segment, iako nedovoljno razvijen, prisutan kod svih analiziranih organizacija, ali se može očekivati da kroz brojna aktuelna i planirana istraživanja, bude značajno unapređen. Podaci ukazuju da je međusobna saradnja selektovanih institucija prilično dobra, da su one čvrsto umrežene i da na mezo nivou umaju slične partnere – formalne obrazovne institucije svih nivoa. Gotovo sve organizacije su prvenstveno usmerene na populaciju u formalnom obrazovanju, ali su svesne potrebe da se ta populacija proširi i na polaznike iz neformalnog obrazovanja, kao i iz osetljivih grupa. Govoreći iz andragoškog ugla, a uzevši u obzir različita dokumenta, doneta na nacionalnom nivou, možemo postaviti pitanje, koliko je aktuelni KViS sistem uopšte namenjen i dostupan odraslim korisnicima. Promotivne aktivnosti su vrlo raznovrsne, u okviru kojih NVO i međunarodne organizacije koriste više digitalnih kanala i susreta licem u lice, dok državne institucije uglavnom koriste veb-sajt, priručnike, baze podataka i projekte. Ostaje pitanje diseminacije rezultata istraživanja i njihove dostupnosti svim zainteresovanim akterima.

Ipak, glavni pravci u kojima treba ići kako bi se identifikovane snage iskoristile, a nedostaci anulirali ili bar minimizovali, usmereni su na formiranje održivog sistema KViS u Srbiji, što podrazumeva:

Izgradnju efikasnijih mehanizama koordinacije i usaglašavanja prilikom kreiranja politika vezanih za KViS kako u celini, tako i na specifične ciljne grupe, jer je KViS međuresorna delatnost;

Nastavak donošenja i usaglašavanja legislative, a posebno prevazilaženje njene fragmentarnosti donošenjem jednog objedinjenog strateškog dokumenta koji bi jasno usmerio oblast KViS;

Uspostavljanje održivog sistema finansijske podrške pružaocima usluga KViS kako bi zadržali dobru bazu kvalitetnih praktičara;

Uspostavljanje jedinstvene baze podataka dostupne svim praktičarima;

Dalji razvoj digitalnih alata KViS, kao i uvođenje obaveznih Standarda KViS i sertifikacije praktičara;

Podsticanje drugih socijalnih aktera da se zainteresuju za ovu oblast i zalažu za one društvene grupe koje nisu dovoljno zastupljene na KViS sceni;

Napuštanje prakse posmatranja KViS kao sinonima za profesionalnu orijentaciju ili inicijalni odabir karijere mladih i njegovo transformisanje u ono što zapravo jeste – sjajni alat za celoživotno učenje i obrazovanje svih ciljnih grupa.

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Utilizing Dimensions of Quality as a Framework for Comparative Analysis of Adult Learning and Education¹¹

Abstract: Quality is an important component for the assessment of education, including the education for all adults. Therefore, the question arises: how can such quality be enhanced, and what are potentially the influential factors in implementation? This paper reviews the process in which a group in the 2023 Adult Education Academy used a specific framework to conduct a comparative analysis of adult learning and education (ALE) among their home countries, which include Ecuador, Georgia, Kyrgyzstan, Nigeria, Portugal, and the United States. This framework focuses on three dimensions that are required for quality in ALE: participation, performance, and partnerships. Through these dimensions, this paper summarizes important ALE themes in each country and identifies similarities and differences amongst these nations. This analysis provides the foundation for the next step, which incorporates suggestions for enhancing sustainable ALE practices in these thematic areas by leveraging policy, legislation, and financing mechanisms.

Keywords: participation, performance, partnerships, adult education, comparison

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Korišćenje dimenzija kvaliteta kao okvira za uporednu analizu učenja i obrazovanja odraslih¹²

Apstrakt: Kvalitet predstavlja važnu komponentu za ocenu obrazovanja, uključujući obrazovanje za sve odrasle. Stoga se postavlja sledeće pitanje: Kako se taj kvalitet može unaprediti i koji faktori mogu potencijalno da utiču na primenu? U ovom je radu dat prikaz procesa tokom kojeg je grupa učesnika u Akademiji za obrazovanje odraslih 2023. godine iskoristila specifičan okvir kako bi sprovela uporednu analizu učenja i obrazovanja odraslih u zemljama iz kojih potiču, uključujući Ekvador, Gruziju, Kirgistan, Nigeriju, Portugal i Sjedinjene Američke Države. Ovaj okvir je usredsređen na tri dimenzije koje su neophodne za kvalitet učenja i obrazovanja odraslih: učešće, učinak i partnerstva. U ovom su radu kroz ove dimenzije ukratko prikazane važne teme u učenju i obrazovanju odraslih u svakoj zemlji i utvrđene su sličnosti i razlike među ovim državama. Ova analiza predstavlja osnov za naredni korak, koji uključuje predloge za unapređenje održivih praksi učenja i obrazovanja odraslih u ovim tematskim oblastima primenom političkih, zakonodavnih i finansijskih mehanizama.

Ključne reči: učešće, učinak, partnerstva, obrazovanje odraslih, poređenje

Introduction

The authors of this article were members of a comparative group at the 2023 Adult Education Academy (AEA) at the University of Würzburg. The focus of this group was *Policy, Legislation, and Financing of Adult Learning and Education (ALE) in a Lifelong Learning Perspective: Arguments, Examples, and Experiences*. Professors Balázs Németh and Heribert Hinzen moderated the group, and the participants were master's students and adult education practitioners.

Prior to the AEA, the master's students wrote transnational essays and the practitioners developed "good practice" presentations. This work formed the basis of our discussions when we converged at the University of Würzburg.

During the onsite week, we were responsible for performing a comparison between our countries in the context of Policy, Legislation, and Financing of ALE and presenting this analysis to our peers. The process was challenging,

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but ultimately, we decided on an approach and worked together to develop our perspective.

Initially, we struggled with focus. How were we going to frame the comparison between Nigeria, Portugal, Georgia, Ecuador, Kyrgyzstan, and the United States? We started off by brainstorming important general themes in ALE to get our brains working in the right direction. We then had many insightful discussions, but we often strayed off course. However, during one of our discussions, Professor Németh noted the importance of *quality* of ALE, which led us to an important question: how can quality be enhanced and what are the influential factors in its implementation? Professor Németh mentioned three dimensions of quality in ALE: *participation, performance, and partnership*. This caught our attention, and we liked thinking about ALE through this lens. We were not yet sure how this would apply to Policy, Legislation, and Financing, but we decided that these dimensions (which we started calling the 3Ps), should be the framework upon which we would conduct a comparison among our countries.

At this point, we conducted another brainstorming session, but this time we considered *participation, performance, and partnership* themes for each of our countries. We created a table on the whiteboard that listed the countries horizontally and the 3Ps vertically. This was a very useful exercise because it quantified our discussion and gave us a basis on which we could start a comparison.

Once we had the table completed, we were able to identify general trends of what our countries had in common and where we had differences in terms of ALE themes. The comparison of similarities and differences helped us frame the next step of the process: how we apply policy, legislation, and financing to our discussion. Emerging from the similarities and differences analysis, we identified several issues in ALE that we all wanted to address. We listed suggestions for these topics by identifying whether they fell under policy, legislation, and/or financing categories.

We began the week with good discussions and intentions, but were unsure how we would conduct the comparison. By the end of the week, we had a framework in place and suggestions to present to our peers.

Role of Participation, Performance and Partnerships in Adult and Lifelong Learning

As part of the globally enhanced discourse on the Futures of Education (UNESCO, n.d.), a great number of universities and organizations in UN Member States have responded to the recent call to embrace the culture of lifelong learning by

trying to transform their organizations into lifelong learning universities and organizations and to initiate effective and innovative forms of knowledge transfer for sustainable economies and inclusive societies through the expansion of skills and competence development (UNESCO Institute for Lifelong Learning, 2020). In this regard, collaboration with UNESCO, IAU, ASEM LLL, EUA, LLLP and other key stakeholders has helped understand, innovate, and develop lifelong learning based on working practices, trends and issues in association with local and regional stakeholders.

Participation, Performance and Partnership are key aspirational challenges and urgent imperatives in the context of our rapidly changing world requiring of education and training institutions, together with community learning places to be alert, responsive and proactive actors in helping society address the myriad social, economic, and environmental issues we face today. *Participation* of all in reaching solutions for all is crucial to address the current global crisis. Committed *Performance*, focused on solutions and based on evidence, best practices, knowledge and respectful of all traditions, needs to be deployed to help steer humanity from the precipice. *Partnership* based on mutual respect, consent and inclusion is essential in order to benefit the whole of society. Lifelong learning is a key catalyst in helping to create the conditions of participation, performance, and partnership that society needs now.

Lifelong learning has to embrace the interrelated triangle of *participation, performance and partnership* as a paradigm influencing universities, organizations, and their partners in the enhancement of lifelong learning regarding quality, access, better forms and content. Additionally, they should adopt effective and innovative modes of delivery reflecting needs of learners, learning communities and society at large. EUCEN's Position Paper on the Sustainable Development Goals emphasised the role of participation, performance, and partnership in shaping lifelong learning to urgently address the UN Agenda 2030 on the SDGs and their 17 goals (Eucen, 2018). Universities are one of the actors involved in this process and expanded dialogue and collaboration are needed to develop learning cities and communities, to form better workplaces and living and sustainable communities. Partnerships, commitments to optimal performance and the participation of the widest possible range of actors must be emphasized and certainly they are the key to success.

Recent trends indicate that stakeholders, such as universities, will have to focus, amongst several issues of adult and lifelong learning, on urban environments to enhance learning communities, on promoting Lifelong Learning

through skills development and effective HRD for the future of work (International Labour Organisation, ILO, 2019) and, likewise, on enhancing sustainable environment and social inclusion through LLL. This analytical work will explore some special aspects of this interrelated matter to underline some key challenges to quality learning and education.

Participation, Performance, and Partnership in Each Country

The following sections include brief summaries and perspectives of Participation, Performance, and Partnership from each of the participants' countries. While we have addressed the 3Ps in slightly different ways, we believe that these differences contribute to an increased understanding of all our contexts.

Ecuador

Article 26 of Ecuador's 2008 Constitution defines education as a right of persons throughout their lives, an unavoidable and mandatory duty of the State, and as a priority area of public policy and investment.

Specifically, the education of young people and adults is offered by the national education system (Ecuador Ministry of Education, n.d.). This so-called extraordinary education is offered to young people and adults over 18 years of age, who have discontinued formal studies for three years.

On the other hand, educators responsible for training young people and adults do not have the specific professional training to serve this population. In Ecuador, the offer of university degrees in the educational field is exclusively focused on children and adolescents. Likewise, the curriculum aimed at young people and adults is the product of a superficial adaptation of the national curriculum focusing on children and adolescents.

More than 5.7 million people in Ecuador are illiterate or have not finished school (National Institute of Statistics and Censuses, 2020). Approximately 32% of the population do not know how to read and write and/or have not completed their mandatory education (primary and secondary school). They are faced with a limited government offer of no more than 200,000 vacancies in face-to-face and virtual schooling modalities.

Participation

There are three modalities of formal (school) education of young people and adults: face-to-face (specific to education in prisons), semi-face-to-face, and virtual. The blended modality is the one with the most students – 92% of them. This modality is characterized by offering flexible class schedules and activities in a distance format for autonomous learning.

There are no national data on participation in non-formal education. However, DVV International developed a baseline study of non-formal education that found, inter alia, that 33% of it was extended by international organizations and 30% by local NGOs, and that their main beneficiary groups included peasant and rural communities, farmers, and small producers (Larrea & Crespo, 2022).

Furthermore, the participation of the indigenous population has not increased since there are problems of trust in the government and any outsiders. Aspects of machismo and patriarchy characterizing their culture and customs render the participation of women particularly more complex (Cumes, 2009).

Performance

The education of young people and adults is carried out mainly with the support of the public (75%), state-church (16%), private (7%) and municipal (0.7%) stakeholders. As per municipalities, only Lima offers adult education.

This indicates that the government's central action concerning adult education is in the school environment, to reduce gaps in literacy and encourage completion of mandatory schooling.

One of the most serious shortcomings is the non-existence of data on the current state of education for young people and adults, which is reflected in poor decision-making and recidivism in activities that are not relevant to sustainable development. According to a study carried out by DVV International, teachers across the country generally think that the greatest weakness of youth and adult education arises from the weakness of public policies and specific educational programs for this population (Burgos, 2021).

Partnership

International cooperation in the field of adult education is limited only to support from DVV International, both technically and financially. This gives rise to problems in terms of self-sufficiency because the non-reimbursable funds depend

on third parties and have an expiration date. Likewise, the continuous change of authorities entails a delay in the processes that are not institutionalized, because every time a new official is appointed, the common objectives are reconsidered. In the field of non-formal education, there are other donors who usually support specific aspects (donation of equipment, technical training, etc.) within themes such as sustainable development, gender, good living, human mobility.

Georgia

Examining adult education in terms of the interrelated triangle of participation, performance, and partnership in Georgia provides an almost complete picture of the achievements, challenges, and opportunities in this area. It should be noted that at the institutionalized level, adult education in the country is not perceived as one of the important pillars of education, but rather it is considered as part of vocational education and is mainly presented in the form of short-term vocational training/retraining programs, as well as mechanisms of recognition of non-formal education (Ministry of Education and Science of Georgia, 2019, 2021). As for non-formal adult education, it can be said that the main actor in Georgia is DVV International, which has been working in the country for two decades. The activities of the organization are quite diverse and include the establishment of 14 adult/community education centers in nine regions of Georgia (DVV International, 2019).

Participation

In the 2020-2021 period, DVV International and the German Institute of Adult Education (DIE) commissioned CRRC Georgia to carry out a large-scale quantitative study of adult education in the country. According to this study, only 13% of adults in Georgia are involved in non-formal and 7% in formal education; most of them are relatively young and highly qualified. The research showed that only a small share of the respondents (17%) searched for information about the opportunities of education, i.e. that motivation to participate in education is relatively low among adults. Adults do not see the need to be involved in education. Additionally, their family obligations do not allow them to participate in the process of education. There is a perception among the adult population that it is difficult to learn over the age of 30 and it is already “too late” to acquire new skills and knowledge (DVV International, 2021a).

Performance

It should be noted that, in most cases, Adult/Community Education Centers are the only places for adult education and socialization in their municipality/community. However, since the centers have limited financial resources and are far from big cities, there is a challenge to professionalize, retrain and measure the performance of adult educators. Educators are periodically retrained within various projects and activities; such retraining is, however, not systematic, reducing the effectiveness of individual efforts.

One of the key indicators of performance is the existence of quality assurance mechanisms, the implementation of which is quite difficult and time-consuming for non-formal education provider organizations, although an active process in this direction is pursued by DVV International and the umbrella organization of the centers – the Georgian Adult Education Network. The process takes time and effort, but it is prerequisite for improving performance and delivering quality educational courses.

Systematic studies and student data are also crucial for measuring performance, which is not done at the national level for adult education. In addition to the CRRC Georgia study, it is important that conduct research systematically, to provide us with the opportunity to track the dynamics of adult education in the country.

Partnership

ALE centers have many partners but only DVV International has been consistently extending funding and support. DVV International tries to make the centers self-sufficient, so that they will continue working if it ceases its activities in Georgia. This is why local municipalities should become important partners of the ALE centers and allocate funds in their budgets every year for the financing of these centers. This will be one of the guarantees of the effectiveness and sustainability of adult education initiatives in the country. However, partnerships with local self-governments are not stable at the moment, boiling down only to individual initiatives and random examples of cooperation.

Kyrgyzstan

Adult Education (AE) is referred to as Additional Education (AdE) in the Kyrgyz Law on Education. AdE is implemented in accordance with the National Qualifications System and by entities issued licenses by the Ministry of Education and Science (Law of the Kyrgyz Republic on Education, 2019).

Participation

According to Skills Development Fund (2016–2021), 23,358 people were trained, including 780 persons with disabilities, where the 54% of the courses were requested by employers and the request by individual applicants. Course attendance was 97%, employment was 74%, and women accounted for 47.7% of the beneficiaries (Skills Development Fund, n.d.).

In 2017, 7% of the urban population was involved in AdE programs, while in rural areas – only 4%. In 2000, 25 day-time general education and 4 evening schools were operating and attended by 1,851 people. By 2019, the number of evening schools increased to 23 and coverage to more than 6 thousand students (Kyrgyz Republic, 2022). Meanwhile, the level of poverty, early school departure, and unemployment in rural areas indicate that about 80 evening and shift schools should operate in Kyrgyzstan to improve the basic and functional literacy of the population.

Under the 2021–2040 Education Development Strategy, Kyrgyzstan's sustainable development entails building a system of continuous education meeting the new economic and social demands. However, the current problems include systemic problems such as legislative shortcomings, lack of funding, professional management and teaching staff, a state program, mutually recognized standards and quality assessment criteria, and limited access (Kyrgyz Republic, 2022).

Performance

AdE in Kyrgyzstan is performed through a system of formal (primary, secondary, and higher professional education organizations) and non-formal (vocational and civic) education offered by various international and non-government organizations (NGOs) as well as continuing education centers. Informal learning providers operate independently and share financial interests rather than scientific or methodological teaching principles.

Most training providers operate in the areas of language, ICT, technical specialties, tailoring, and accounting. According to the Education Development Strategy (EDS) 2012–2020 in 2012, more than 1000 providers worked in the AE sphere; their number exceeded 2,100 in 2019 (Erasmus, n.d.). The educational programs are developed and approved annually at the request of employers and take into account the demands of regional labor markets. In 2019, 91 licenses were issued to implementers of educational activities (see Table 1) (Ministry of Education and Science of the Kyrgyz Republic, 2022):

Table 1. Licenses for Educational Activities

Number	Form	AdE programs	
16	Formal	---	
75	Non-formal	40	Service sector
		19	ICT
		18	Retraining and advanced training of personnel

The Ministry of Labor, Social Security and Migration consults, registers, and provides the officially registered jobseekers with vocational guidance, vocational training, social work, and unemployment subsidies (61.90 USD) through the Skills Development Fund (SDF). The priority sectors of the economy for training include (but are not limited to) the food industry, mining, light industry, the service sector, agriculture, IT, construction, energy, transport, tourism, etc. (Skills Development Fund, n.d.).

Partnership

Since 2006, the AE sector has been coordinated by the Kyrgyz Association for Adult Education (KAAE), initially piloted by DVV International as a project. Twelve training centers in all seven regions of Kyrgyzstan are KAAE members. All programs and modules implemented by the association are developed in close cooperation with employers. KAAE centers so far have developed programs and modules in 30 areas (IT, crafts and applied arts, accounting, the basics of business, personal services: hairdresser, repairmen of various profiles, and florist, etc.) in collaboration with the licensed educational institutions at all professional and additional education levels (DVV International, 2021b).

Nigeria

The Nigerian education system has experienced incremental changes with a view to improving the quality of life of its citizens since the country gained independence in 1960. The first edition of the National Policy on Education was published in 1977, the second in 1981, the third in 1993 was reviewed in 1998, the fourth was published in 2004, the fifth in 2007 and the sixth in 2014. The sixth (valid) edition highlights the objectives of mass literacy, adult and non-formal education as “*all forms of functional education given to youths and adults outside the formal school system, such as functional literacy, remedial and vocational education*” (Federal Republic of Nigeria, 2014).

Participation

With regard to participation, the existing programs target:

- Women in traditional household seclusion
- Rural women
- Farmers
- Fishermen/women
- Market vendors (women and men)
- Out-of-school children and youth
- Girls
- Street children with no fixed addresses
- Traditional Quranic school children (Almajiri pupils)
- Adult nomads/migrant people
- Specially-abled children, youths and adults
- Commercial motorcyclists (popularly known as “going”, “achaba” or “okada” riders)
- Illiterate workers/semi-skilled workers (roadside mechanics, artisans, etc.)
- Illiterate/semi-skilled junior workers in public and private sectors
- Illiterate inmates or ex-inmates in need of rehabilitative education
- Professionals and other adult citizens.

The National Commission for Mass Literacy, Adult and Non-formal Education Commission (NMEC) (2008) highlights the components of the policy guidelines enabling adults and youths to acquire skills and knowledge in the spirit of lifelong learning and mainstreaming into the formal sector. Research reveals that learning programs have been available and implemented in adult and non-formal education centers across the country. The Government has continued to pursue successive and smooth running of adult education programs in Nigeria. The programs encourage flexibility, inclusiveness and equity, improvement of problem-solving skills, self-reliance, and community participation. Individual participation of the beneficiaries has been qualified as impressive (Obashoro-John & Abdulazeez, 2023). The programs include:

- Basic Literacy provides skills of reading, writing and numeracy in the beneficiary’s native language, the language spoken in their community or in English.
- Post-Literacy provides further education through the formal or open and distance learning systems.
- Functional Literacy provides the learners with reading, writing and computation skills tailored to their occupation to boost economic productivity.
- Vocational Education develops occupational skills and provides the individual with relevant skills to live, learn and work as a productive citizen in the community, as well as the global society.

- Continuing Education enables the individual to add skills, knowledge, attitude, and information to acquired education.
- Workers Education facilitates the learning and understanding of workers' responsibilities, rights, and privileges; and facilitates the acquisition of knowledge for maintaining appropriate employer-employee relationships.

Performance

In terms of performance, there are quality assurance programs in place, but actual performance data are not available due to the paucity of funds for activities involving data collection concerning the programs. Based on observations, the planning and implementation of most programs depends on availability of resources and reflects the priorities and interests of the providers, government, and/or donor agencies.

Partnership

Concerning partnership, in Nigeria, there are multiple providers at the local, national, and international levels. These providers are governmental, quasi-governmental and non-governmental actors, with commercial undertakings on the increase. There are apparently no organizations that regulate program offerings. The NMEC is charged with regulation, but its impact is not felt. An observer will notice the lack of, or inadequate cohesion between communities and providers because programs do not readily address the needs of communities. However, the presence of international providers is recognized. Programs coordinated by these partners are properly managed and accounted for where the locally run ones suffer from accountability issues.

Portugal

In Portugal, Adult Education is enshrined in Article 73 of the Constitution, which sets out that “everyone has the right to education and culture” (Constitution of the Portuguese Republic, 2005). Furthermore, the Constitution also explicitly lays down that the State shall “promote the democratisation of education and the other conditions that enable education [...] to contribute to equality of opportunity [...], to social progress and to democratic participation in public life.” (Article 73, paragraph 2).

However, the government and its policies are highly influenced by the European Union, and “this influence has become particularly evident since the country became a member of the European Economic Community in 1986” (Guimarães & Lima, 2018, p. 602). This influence is further felt by the fact that “most of the available financial resources come largely from the European Social Fund (at 85%)” (Guimarães & Lima, 2018, p. 617), with this directing the available supply towards a model that “seeks economic modernization and the production of skilled labor, led by professional orientation and the production of human capital” (Guimarães & Lima, 2011, p. 40) and “the acquisition of new knowledge and skills aimed at meeting labor market needs, employability and financial well-being” (Mikulec, 2021, p. 166).

Participation

According to Guimarães and Lima (2018), one of the most visible problems regarding the participation of adults in these initiatives is that there is a “small number of offers available in view of the number of adults who currently intend to attend them” (p. 617); around 50% of the adults, “with generally little schooling and low professional qualifications” (p. 617) have not “participated in education and training activities and do not express any intention of doing so in the future” (p. 617).

Thus, taking into account not only the path that Portugal is taking in terms of performance but also participation in adult education, it can be confirmed that these processes may be contributing to an increasingly utilitarian view of training rather than a view of necessity.

Performance

The Portuguese case is characterized by a systemic problem since there is no actual law that ensures investment into and the development, and consequently the sustainability of Adult Education. The public policies developed over the years have translated into specific programs, such as: New Opportunities or QUALIFICA, programs for the recognition of prior learning. However, despite their success, they suffer from a problem, since they are dependent on the vision and/or ideology of those in power at the material time and risk discontinuation when the government changes.

In addition to this first problem, it is also necessary to highlight the vision of Guimarães and Lima (2018), who refer to the lack of variety of offers for Adult

Education, since the existing ones are all certified, thus giving rise to another problem: the lack of recognition of and support for initiatives in the non-formal or informal sphere since most of them are not properly recognized as relevant to the labor market or the development of competitiveness. Thus, the issue of formalization and respective certification of Adult Education in the Portuguese case and consequently vocational training have stood out as: “an autonomous and parallel path, concentrating growing financial resources, mainly from the European Union, but revealing structural, political and pedagogical incompatibilities with the logic of popular education and basic education that, moreover, it always ignored” (Guimarães & Lima, 2018, p. 612).

Partnerships

The Portuguese case is marked by the lack of partnerships. Since, theoretically, the Portuguese government is the one that provides Adult Education, either through the Institute of Employment and Vocational Training or through the Training Centers of Protocolar Management (jointly managed by the state and civil society organizations) (Guimarães, 2009), it ultimately has not forged many partnerships, other than with the Qualifica Centers and other entities accredited by DGERT – the General Directorate of Employment and Labor Relations.

Portugal Summary

We would thus like to close the Portuguese chapter by reiterating the chronic problem that is evident throughout it section, starting initially from the premise that the Portuguese government is evidently continuing to pursue a path where the market is the only model to be followed by both vocational training and Adult Education (Bernardes, 2008), since it is the only one that can ensure the development of the logic of both formalization and competitiveness, thus promoting a continuous tone in the valorization of those who have the means and seek to qualify instead of promoting actions trying to respond to the needs of their civil society (Guimarães & Lima, 2011). Consequently, the fueled processes may lead to people to stop following or exploring their self-determination and may then start to feel pressured about how they should qualify, believing and blindly following the idea that it is up to them (as individuals) to keep up with the most diverse changes in society, or else be excluded from that society. However, processes based on a market logic may not only segregate society – the Ma-

teus effect (Fernández, 2005) – but also cause a greater devaluation of non-formal education and other forms of adult education.

United States (Extension Education)

Extension education in the United States is structured through the Cooperative Extension System (CES), which is a large network of federal, state, and local government agencies in coordination with specific state universities (Franz & Townson, 2008). The universities involved in the network are part of what is called the “land-grant” university system in which certain state universities have been granted land for research and teaching, but they also must uphold an additional mission of *extension* (National Institute of Food and Agriculture, n.d.).

The CES was chosen for the contextual comparison because it has a strong link to global ALE policies and principles.

Participation

One of CES’ most appealing attributes is the trust that has been built between the educators and the learning community. An important facet of the CES is that there is an Extension office in each county (municipal governing area) throughout the nation. This local presence promotes trust between the educators and the population because the educators are themselves part of the community and have an emotional stake in the success of CES programs (Brugger & Crimmins, 2015).

Understanding the local context and having roots in the community is extremely valuable for building trust (Brugger & Crimmins, 2015), and this lays the foundation for purposeful and meaningful participation from the learner population.

Performance

In recent years, there have been many competing priorities for government funding. Due to the political climate in the United States, it is imperative that government funded programs can show that they are effective. “In the last decade stakeholders, especially elected officials, have come to expect Extension to articulate how engagement with communities changes economic, environmental, and

social conditions” (Franz, 2014, p. 8). The ability to report on performance is more important than ever.

Elliott-Engel et al. (2020) argues that the study of the economic impact of these programs overly simplifies the situation and does not provide the full picture of the impact of these programs on society. They discuss how CES leverages the Social Return on Investment methodology to measure the impact of their programs (Elliott-Engel et al., 2020). “Social Return on Investment (SROI) is a framework for measuring and accounting for this much broader concept of value; it seeks to reduce inequality and environmental degradation and improve wellbeing by incorporating social, environmental and economic costs and benefits” (Nicholls et al., 2012, p. 8). This holistic approach for measuring value is useful because its principles are complementary to CES and global lifelong learning principles.

Additionally, it is not just the performance that is important, but the way that the performance is communicated to stakeholders is also critical (Elliott-Engel et al., 2020). “... [I]f Extension does a better job of documenting and communicating the impact and relevance of...education programs to funders, then appropriate financial resources will follow” (Elliott-Engel et al., 2020, p. 70).

Partnerships

Partnerships are an important factor in CES’s effectiveness. Internal partnerships are already built into the CES network where the federal organization is responsible for strategy and prioritization, the state organization is responsible for research and management, and the local organization is responsible for developing and implementing the educational programs (National Institute of Food and Agriculture, n.d). This kind of partnership can be powerful when all three levels are working together. However, it can also be a challenge because of the multiple layers of government involvement.

It is also important for the local extension offices to partner with other community organizations to strengthen educational programs and to extend their reach. A common scenario occurs where the extension personnel have specific expertise, but another organization has better training facilities and/or outreach to a segment of the local population. Alternatively, the reverse may also be true. Situations arise where the local extension office and another agency are complementary to each other. One example is the *Smart Investing@Your Library* project, a program created in partnership between the Iowa State University Extension and Outreach office (ISUEO), the Iowa Library Services organization, the American Library Association, and the Financial Industry Regulatory Authority (Peich & Fletcher, 2015).

Its purpose is to strengthen financial literacy throughout Iowa. Libraries have the resources, outreach, and learning environment, while the ISUEO has the facilitators and subject matter expertise (Peich & Fletcher, 2015).

Similarities and Differences

Understanding the similarities and differences between our countries' adult learning approaches was an important step in our process. However, a full comparative study assessing six countries in one week is very challenging; a detailed analysis was not possible in that timeframe. Nevertheless, we discovered during our discussions, especially when we created the 3P table on the whiteboard, that certain general themes emerged. We chose to use these themes as the basis of our comparison.

Similarities

Similarities can help identify our countries' strengths but can also highlight where there can be improvements. When similarities occur, we can leverage each other's knowledge on successes and failures. We can also identify similar ALE gaps that need to be closed. Several similarities became apparent during our discussions; while the similarities were not necessarily for all six countries at once, some common themes emerged.

Participation

We found that motivational factors and public awareness of programs are themes that affect participation in some of our countries. In some of our situations, the population is not motivated about adult education, likely due to the lack of support and offers. Additionally, people are often unaware of the programs that are available.

Performance

Several of us noted that there is a lack of data and statistics to adequately rate performance in our countries, mainly due to funding deficiencies. Additionally, in several of our countries, there is a stronger emphasis on formal education, leaving

non-formal approaches under-supported, which also means less data is available to determine the impact of these programs.

Partnerships

We recognized the important role(s) that partners play in each of our countries' adult learning infrastructure. We additionally noted that this importance can also lead to dependence (and perhaps over-dependence) upon these partners in several of our countries.

Differences

Understanding the differences between our countries can also be a powerful tool. The differences in approaches can help provide ideas and guidance to each other. We can investigate examples of success (and of failure) from each of our countries and learn from those experiences, and this in turn can assist with helping to close the identified gaps.

Participation

We observed that some of our programs were inclusive of many different populations and provided a wide variety of offers, while other nations' programs only served specific population segments and had limited variety in terms of educational offers. Additionally, the learners' trust of government programs differed in our countries. Some of our countries' programs gained a high level of trust that has been built up over many years, while others were on the lower end of the spectrum, possibly due to mistrust of the government based on historical and current contexts.

Performance

We noted that some of our countries have a sturdy adult learning policy structure, including specific laws, departments, and programs that cover adult learning and education. However, some of our countries do not have any policies (or have very few) that specifically address ALE, which makes it exceedingly difficult to gather data, and thus problematic to determine ALE performance.

Partnerships

Some of our countries have very strong networks with multiple sets of partners, which is an important factor for increasing outreach and for leveraging different sets of skills and expertise. However, some of our countries have no major partnerships, placing a large burden on government programs. Furthermore, some of our nations have only one large partner, which is useful for ALE infrastructure, but can also lead to over-dependence, which is not sustainable in the long term.

Policy, Legislation, and Financing Suggestions

Once we established the 3P comparison framework and discussed the similarities and differences, the big question we asked ourselves was: *How do we apply what we have learned to the topic of policy, legislation, and financing?* It is not a direct leap from one to the other, but we determined that the comparison we conducted between our countries gave us a foundation on which we could start a new conversation. The themes that we discussed earlier helped us think of suggestions that utilize policy, legislation, and financing. Table 2 identifies the key suggestions that we developed, also identifying whether Policy, Legislation, and/or Financing is involved in the explanation.

Table 2. ALE Suggestions involving Legislation, Financing, and Policy

Suggestions	Policy	Legislation	Financing
Monitor funding distribution. <i>Due to possibility of corruption.</i>	X		X
Build Trust at a community level. <i>Trust has been shown to be a key component for ALE participation.</i>	X		X
Increase awareness about the existence and benefits of ALE programs. <i>The population is often unaware of the very useful programs they have at their disposal.</i>	X		X
Focus data collection on all forms of ALE. <i>In many situations currently, only formal education is the point of focus for data.</i>	X		
Seek and maintain multiple partnerships to avoid dependencies and strengthen network. <i>Partners play an important role, but it is important to have a balanced network.</i>	X		X

Suggestions	Policy	Legislation	Financing
Create a government task force on ALE. <i>It is important to make ALE more visible to the population and to other parts of the government.</i>		X	
Raise awareness of the existing legal framework. <i>In many situations, the valid laws can be utilized to address ALE.</i>	X	X	X
Develop bottom-up planning policies. <i>It is important to keep the intended learners in mind when developing ALE programs.</i>	X		
Promote professionalization and curriculum development. <i>Professionalization helps make the ALE structure more sustainable over time.</i>	X		X

Discussion

A reference point presented at the beginning of this article is the *future of education process* which UNESCO organized again, 25 years after the presentation of *Learning: the treasure within* (Delors et al., 1996) and which now culminated in the publication of *Reimagining our futures together. A new social contract for education* (ICFE, 2021). Both reports are strong on the lifelong learning paradigm, but the Zewde report is much stronger on ALE as a sub-sector of the education system, as an academic discipline with research and training functions, and even as a social movement. Therefore, the need for adequate ALE policies, legislation and financing is posed almost as a prerequisite if promises and pledges have to turn into practical reality. The International Council for Adult Education (ICAE) said the following in its respective statement for the Zewde Commission: “The quality of education and ALE is not possible without high quality staff, complemented by quality infrastructure and programmes” (International Council for Adult Education, 2020, p. 14). That is an indirect call for ALE policy, legislation and financing to ensure quality.

However, the most recent document the ALE community has at hand is the *Marrakech Framework for Action (MFA)* as the outcome document of CONFINTEA VII, the UNESCO-led series of World Conferences on Adult Education (UNESCO Institute for Lifelong Learning, 2022). Note should be taken of the recommendations and suggestions of the MFA as it has been adopted by UNESCO Member States and has thus acquired a certain normative function. Quite close to the topic of our working group and our findings is paragraph 23:

“Recognizing the increasing diversity of ALE providers resulting from the emergence of complex learning ecosystems, we reiterate the need to strengthen the role of governments in establishing mechanisms and regulations and in allocating financial and human resources to support structures for ALE and to regulate, incentivize, stimulate, coordinate and monitor ALE as a public and common good within strengthened public education provision” (UNESCO Institute for Lifelong Learning, 2022, p. 6).

In this respect there are a number of interesting findings from the countries represented in our group and the global ALE discourse and recommendations. Here we concentrate only on the following three:

- A major one is the gap between the right to education which can be found in the constitutions compared to the reality of the presented countries. Education is generally not further regulated in constitutions, but, in most cases, it is related to formal education on the level of formal schooling only. More recent discussions that the right to education for all includes necessarily the right to education for all adults also is less visible (UN, 2016). One can hardly see that the growing debate within ILO and UNESCO circles on the right to lifelong learning or even on the entitlement to lifelong learning (Dunbar, 2019) has spread in countries under observations with respect to policy, legislation and financing processes.
- Recognition, validation and accreditation of non-formal and informal education, training and learning are weak and even negligible when it comes to ALE in most countries we looked at. On the other end, there is the perspective towards lifelong learning systems where non-formal ALE acts like a sub-sector just like early childhood, schooling, vocational or higher education, and therefore to function well are in need of governance structure and support. This has been identified and stated in paragraph 25 of the MFA and additionally related to the field of work and the labor market: “[...], we underscore the importance of recognition of prior learning as well as the validation and accreditation of non-formal and informal learning, wherever appropriate and relevant, to include all sections of the population – particularly disadvantaged and under-represented groups such as people with disabilities – into open and flexible learning eco-systems [...]. Establishing flexible learning pathways is key to allowing mobility between different programmes, levels of studies and sectors of employment, and for learners to choose their learning trajectories according to their talents and interests, taking advantage of

the opening up of bridges across education sub-sectors and the labour market” (UNESCO Institute for Lifelong Learning, 2022, p. 7).

- Actually, all the countries lack systematic and robust data on ALE in its formal, non-formal and informal variations. Knowledge on who participates is limited. Data collection on ALE participants, providers, and programs is not part of the national education statistics. ALE monitoring is hardly implemented. At best, second chance schools for adults are included. It is therefore more than understandable that the MFA includes a separate paragraph 45 requiring “the need for reliable, valid, transparent and accessible information and gender-sensitive monitoring systems that can both produce relevant and accurate disaggregated data for monitoring periodically the enactment of this Framework for Action, and support digital platforms to facilitate the exchange of knowledge and best practices between Member States and other key ALE constituencies” (UNESCO Institute for Lifelong Learning, 2022, p. 11). This is also a clarion call for partnership at national and global levels.

Of course, neither our working group’s findings of country realities nor the recommendations from the global level can be seen as strictly evolving from cause-and-effect relationships. However, they are almost in line with certain plausibility that such advanced governance structures and mechanisms are conducive to higher participation, better performance and stronger partnerships. And as this is an assumption which the group followed, it may only be fair to end with a major finding of a study which looked at ALE within the contexts of CONFINTEA and the Sustainable Development Goals:

ALE financing should be fully embedded and concretised in policy and legislation and move beyond well-intentioned political commitments. Without an urgent increase in financing, the potential role of ALE to respond to the major crises of our time will go under/unrealised (Benavot et al., 2022, p. 188).

Conclusion

This presentation and discussion can be seen as a meta reflection of participants who took part in an AEA 2023 working group that had a closer look at ALE policy, legislation, and financing. To conduct a comparison between our nations, we focused on *quality* and investigated the question of how quality in ALE could be enhanced by examining the dimensions of *participation*, *performance*, and

partnership. We discussed similarities and differences of these dimensions when employing a comparative lens on policies, legislation, and finances in respect to ALE mechanisms and regulations in their home countries.

It is certainly a success that, even half a year after the on-line preparatory phase and the hybrid version of the on-line and on-campus period, our group stayed together to come up with a joint effort and identify areas and issues that may be of interest and impact beyond the group itself through a final product for a wider readership. The AEA has obviously created and served a strong interest of participants and professors to extend the common work and arrive at a situation which can be called a successful ending.

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Resource Mobilisation Strategies for the Education of Adults and the Influence of International Organisations⁷

Abstract: Mobilisation of resources for the education of adults is a crucial factor in determining who gets what, when and how. Existing research discusses a strong influence of 'neoliberal policies' of international organisations on national policy choices, making it difficult for states to address the needs of their populations.

This paper analyses the policies of four states – two OECD and EU Member States: Denmark and Germany, and two states working closely with the World Bank: India and Tanzania – to respond to the following questions: How do states mobilise resources for the education of adults? How are these strategies shaped by international organisations?

The paper argues that international organisations offer benefits that states usually choose to accept. In situations where the states might try to avoid aligning their policies with those of the international organisations, *policy linkages* act as a barrier. In most cases, these organisations do not intervene directly on how to mobilise resources but nudge policy choices through measurements, statistics, projections, recommendations for future policy formulation and the like. Contextual considerations and path dependency (policy choices of the past), rather than the influence of international organisations, are usually the most relevant factors for national policy choices.

Keywords: Education of adults, strategies for resource mobilisation, international organisations, path dependency, contextual factors

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Strategije mobilizacije resursa za obrazovanje odraslih i uticaj međunarodnih organizacija⁸

Apstrakt: Mobilizacija resursa za obrazovanje odraslih ključni je faktor u određivanju raspodele: ko dobija šta, kada i kako. Postojeća istraživanja ukazuju na snažan uticaj „neoliberalnih politika“ međunarodnih organizacija na oblikovanje nacionalnih politika, što državama otežava da adekvatno odgovore na potrebe svog stanovništva.

U ovom radu analizirane su politike četiri države – dveju članica OECD i EU: Danske i Nemačke, i dveju država koje blisko saraduju sa Svetskom bankom: Indije i Tanzanije – kako bi se odgovorilo na sledeća pitanja: Kako države mobilizuju resurse za obrazovanje odraslih? Kako međunarodne organizacije oblikuju te strategije?

U radu se ističe da međunarodne organizacije nude pogodnosti koje države uglavnom prihvataju. *Povezanost politika* postaje prepreka u situacijama kada države pokušavaju da izbegnu usklađivanje svojih politika sa politikom međunarodnih organizacija. Iako ove organizacije u većini slučajeva ne utiču neposredno na način mobilizacije resursa u državama, one podstiču odabir politike uz alate kao što su merenja, statistika, projekcija, preporuka za kreiranje budućih politika i slično. Ipak, ključni faktori za nacionalni odabir politika su pre svega kontekstualni uslovi i putna zavisnost – odnosno, politike odabrane u prošlosti – dok je uticaj međunarodnih organizacija sekundaran.

Ključne reči: obrazovanje odraslih, strategije za mobilizaciju resursa, međunarodne organizacije, putna zavisnost, kontekstualni faktori

Introduction

The influence of international organisations on national policy choices regarding adult education is evident through research (Breyer & Schemmann, 2018; Crossley, 2019; Dakowska, 2022; Ehlers, 2019; Field, 2018; Singh et al., 2022). While the OECD and the EU have been shaping national policy choices and contexts in their member countries, the World Bank (WB) has been doing the same in low- and middle-income countries (Ehlers, 2019; Singh et al., 2022; Singh, 2023; Singh et al., 2023b). All three organisations have clear policy agendas and abundant resources (both financial and non-financial resources including expertise, data, time used to find the solution to a particular problem and the

⁸ Ovaj rad su podržali ERASMUS+ Blended Intensive Program (BIP), grant br. 2022-1-DE01-KA1311-HED-000057161-1, i Human Dynamics Center (HDC) Fakulteta humanističkih nauka Univerziteta Julius Maximilians u Würzburgu.

like) to promote their policies (Singh et al., 2022, 2023b). Since the 1960s, when the OECD was established and the WB began its mission to curtail poverty, the two organisations have shaped the education of adults (Singh, 2023).

During the 1960s and 1970s, when OECD countries were struggling with structural changes in the economy and tried to cope with ad-hoc adult education programs, the OECD pushed *Recurrent Education* and *Lifelong Learning* onto the policy agenda in 1973 (Kallen & Bengtsson, 1973; OECD, 1976). The proposal included *micro-level* strategies for mobilising resources to support the individual but huge costs for the state, as well as other stakeholders (Singh, 2023). Only a few OECD countries managed to implement them owing to the ensuing oil crisis and related economic problems (Schutze & Istance, 1987). Consequently, education of adults remained ad-hoc in most OECD countries with a preference for vocational offers that seemed comparatively more rewarding for all stakeholders in terms of *returns on investment*. In the late 1980s, the OECD proposed a second set of strategies, this time *macro-level* solutions, to mobilise resources for supporting the implementation of the previous micro-level strategies (Schutze & Istance, 1987). The idea was to ensure cost-sharing among the stakeholders (state and social partners) and create provisions for borrowing funds for investments in lifelong learning (Schutze & Istance, 1987). Due to the complexity of the solutions, the strategies were partially implemented in OECD countries, including EU Member States (OECD, 2001). In 2000, the OECD finally came up with a more concrete strategy of co-financing (cost-sharing among stakeholders) and a stronger role for the state as the regulator of the provisions and the provider of resources for individual learners who were unable to pay and lacked support from other stakeholders (OECD, 2001). To alter the preference for vocational offers and the imbalance among offers created thereby, the OECD developed certain rationalisation provisions, including assessment and recognition in non-formal settings, transitions from teacher-centric to learner-centric systems, increasing participation, and indicators to broaden the calculation of returns (adding non-economic aspects) on investment in education for adults (OECD, 2004; Singh, 2023). The EU promoted it by funding Member States to develop lifelong learning strategies, especially between 2007 and 2014, followed by Education and Training (ET) Monitors and European Semester recommendations to keep a check (Singh et al., 2022). As discussed in the paper, the OECD proposals are clearly reflected in the EU, Danish and German policies and the EU influence is evident in the policies of the two countries.

Since 1962, the WB has been actively involved in advancing education in low- and middle-income countries as a contributing factor for development

(WB, 1971). WB's heavy infrastructural investments in these countries led to the need for skilled local manpower but the provisions, as well as resources (including infrastructure, funds etc.) were lacking (WB, 1971). Thus, starting from investments in infrastructure in the 1960s, the WB gradually moved in the 1970s and 1980s towards promoting formal vocational education in areas with infrastructure (for instance urban areas) and non-formal vocational education projects in areas without or with limited infrastructure (for instance rural areas) to meet the manpower needs at minimum costs (WB, 1971). Since these countries were (and still are) often reporting lack of adequate resources, the WB provided financial and non-financial resources (like expertise) in cooperation with other organisations, such as the UN (Singh, 2023). WB studies in the 1980s showed that education in these countries was primarily accentuating inequality, because, while few were getting access to the most advanced educational opportunities, the rest were even deprived of literacy (WB, 1980). Furthermore, investments in primary education and gender parity seemed to provide maximum returns on investment in education according to the WB, leading it to argue that scarce resources should be channelled in low- and middle-income countries towards primary education and gender parity while the rest of education provisions should be left to private financing (individuals, market, and civil society) (Haddad et al., 1990; Psacharopoulos & Woodhall, 1985; WB, 1991, 1999). The policy was further promoted through the *Millennium Development Goals* and the *Global Partnership for Education* (WB, 2011). Consequently, education for adults was left to depend heavily on private financing in most low- and middle-income countries (Singh, 2023). This impacted the type of offers available and chosen, because private financing often expects concrete economic returns, and led to the development of a non-formal sector of education for adults with vague norms and limited quality (Singh, 2023). Since 2011, the WB has changed its stance and has been promoting lifelong learning (WB, 2011, 2018, 2019, 2021) but the gradual underfunding of education of adults over decades means that changes in favour of public financing of education or systematic cost-sharing by other stakeholders (like employers) are difficult to achieve in these contexts. This is reflected in the Indian and Tanzanian cases.

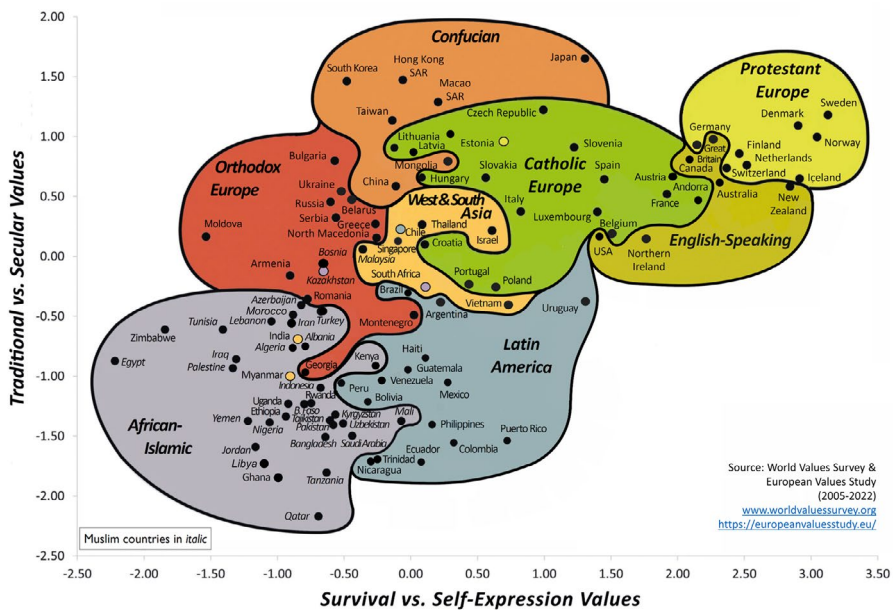
Conceptual Framework

Contextual factors play an instrumental role in shaping the policies of any state. *Path dependency* is one such factor; it implies that once a certain policy choice is made, it has long-term consequences for further policy choices (Singh, 2024). A specific policy choice may render certain possibilities (un)available for

policy actors (Singh, 2024). For instance, accession to the EU provides a country with access to the European internal market but at the same time, it must accept EU internal market regulations. The four cases discussed in the paper reflect how path dependency has shaped national policy choices with both positive and negative consequences.

A mapping of relevant contextual factors was conducted by Inglehart and Welzel (World Values Survey, 2023). They have mapped states according to: 1) traditional vs. secular-rational values; 2) survival vs. self-expression values. The map shows that low- and middle-income countries – India and Tanzania – are comparatively traditional, collectivist and focusing less on individualism, Germany is comparatively individualistic, less traditional and less survival-oriented,

Figure 1. Inglehart-Welzel World Cultural Map 2023



Source: World Values Survey, 2023. (e.v.).

* Please note that India is mentioned in cultural zone to which it does not belong. It is neither African nor Islamic but rather South Asian and Hindu. The exception is therefore marked differently with yellow dots to show a mismatch with the nomenclature of the cultural zone and is not relevant to answer the research questions in the paper. Further, there is no better alternative available as per the knowledge of authors. For details, please see: World Values Survey. (e.v.).

while Denmark is the most individualistic and the least survival-oriented. This can largely be attributed to availability of resources (maximum in Denmark) and focus on better opportunities for the individual.

Contextual factors influence the availability of resources, which form the core of policy choices. Schuetze (2009) proposes two relevant considerations to analyse this: 1) What are the policy priorities? 2) Who is paying for what? (Schuetze, 2009) Based on this, Schuetze proposes three policy models for financing lifelong learning (adapted in the paper as resource mobilisation for adult education): 1) the *Social Emancipatory Model*; 2) the *Mixed State-Market Model*; and 3) the *Human Capital Model*. education for adults

The *Social Emancipatory Model* aims at providing learning opportunities to all where the state bears the responsibility for providing resources and access to all. In the *Mixed State-Market Model*, opportunities are available to those who can afford and want to avail themselves of them. Individuals are responsible for identifying and availing themselves of opportunities while the state needs to remove the barriers for participation. In the *Human Capital Model* opportunities focus on developing human capital for the labour market, the individuals have the responsibility to choose the learning pathways and must bear the consequences of their choices. Thus, most individuals choose offers aimed at employability or productivity and expect calculable returns on their investment. While the OECD proposals (subsequently adopted by the EU) changed from the *Social Emancipatory* (the idealistic notion coming from Sweden in 1969) to the *Mixed State-Market Model* (realistic, implementable model) as the state could not bear all costs, the WB proposals have primarily promoted the *Human Capital Model*, with private financing being the most relevant resource mobilisation strategy for the education for adults.

To influence national policy choices, organisations such as the OECD, the EU and the WB, have been using various *policy instruments* which can be categorised as *sticks* (punishments), *carrots* (benefits) and *sermons* (data, information, advice etc.) (Vedung, 1998). Further, they often propose *policy packages* or *policy clusters* (a number of small interlinked strategies or policies), which implies that choosing or rejecting one policy option might have consequences for other policy areas as well. These interrelationships among policies are called *policy linkages* (Singh, 2024).

The cases discussed in the paper show why certain resource mobilisation strategies are adopted in various contexts and how international organisations might influence them.

Cases

Denmark

Denmark is a high-income EU, OECD and Nordic country with knowledge-based economy and a small population of about 5.8 million, highly dependent on international trade and a huge service sector (OECD, 2021). Since there is lack of free labour, negligible unemployment, high labour participation, and an ageing population (Statistics Denmark, 2008), employers have difficulties in filling jobs. Denmark excels on most EU indicators wherefore the EU often has limited recommendations for it (EC, 2023a, 2023b; GoD, 2023). In fact, its education system is considered to be highly inclusive, flexible, and resilient (EC, 2023a, 2023b; GoD, 2023; OECD, 2021).

Danish society is highly organised and social partners (trade unions or associations of employers and employees) play a major role in policy decisions through tripartite negotiations among state and social partners (Singh et al., 2022).

Employers and social partners pool their funds for the education of adults in the *competence funds*. The use of these funds is decided through tripartite negotiations, in which the social partners play a decisive role through *bargaining*, with the state in the back seat. Social partners are guided by the interests of their members, i.e., employers and employees. This implies that individuals, who are not represented by any social partners (non-members irrespective of their activity in the labour market) or are represented by social partners who are not influential enough (e.g. several part-time employees and immigrants), do not get the best outcomes of these negotiations and bargaining. On the contrary, those represented by strong social partners (e.g. the high-skilled) often gain in such bargaining and the funds are often utilised in ways providing them with more opportunities and favourable conditions than others.

The major function of the state is to make laws and provisions that remove barriers against participation (Singh et al., 2022). Even though the state does a lot in terms of supporting the comparatively weaker sections of society in other policy areas, its role has deteriorated in promoting the education of the low-skilled, the unemployed, immigrants, and older adults.

The *providers* of education for adults also play a decisive role not only by providing learning offers, but also by validating the individuals' prior learning before allowing them to avail themselves of a specific learning opportunity (Børne – Og Undervisningsministeriet, n.d.). In most cases, they receive payments from the *competence funds* or other stakeholders. The longer and complicated the

offer, the better the returns for the provider. Thus, the validation of prior learning is often biased and in favour of the provider's interest, while the interest of the employers or the learners become secondary. Further, since the providers are competing, they tend to maximise profits. However, the competition is regulated (*imperfect competition*) and only specific providers are recognised by the social partners. The ongoing debate about reforming the validation system to curb the influence of providers is at stuck in the tripartite negotiations at present. It usually impacts the high-skilled less as they have formal certification, but the rest are often at the receiving end.

Since Denmark has a highly individualistic society, individuals are free to make their own decisions but the high-skilled usually have better opportunities than disadvantaged (low-skilled, unemployed, part-time workers, retired, immigrants and the like) learners (Rasmussen, 2018). This situation has in fact led to an increasing *Matthew Effect* (Singh & Ehlers, 2024). While the overall participation of adults in learning has increased from 38.6% (2011) to 49.7% (2021), the participation of disadvantaged learners has been constantly falling from 25% (2010) to 14% (2023) (Arbejderbevægelsens Erhvervsråd, 2023; EC, 2022a, 2023a, 2023b; Singh et al., 2022, 2023a; Singh & Ehlers, 2024).

The Danish model closely mirrors the OECD proposals for cost-sharing. It is predominantly closer to the *Mixed State-Market Model* albeit different as well due to the dynamics of the social partners and providers and the state's backseat role. It could therefore be termed more precisely as the *Mixed Social Partner-State-Market Model*, which is common in Nordic countries and reflects their situation more precisely. The situation in the past was, however, different, especially during the 1970s and 1980s, when the state tried to pay all costs for all learning throughout life, but finally withdrew due to the excessive cost burden, thereby limiting its support to disadvantaged adult learners only (Ehlers, 2019; Singh et al., 2022). Elements of the Social Emancipatory Model are, however, present since the state pays for those who are not supported by any other stakeholders or pay for themselves (Ehlers, 2019; Singh et al., 2022). Individuals are never left on their own, without any possibilities to learn and this is reflected in Denmark's high position on the Inglehart-Welzel Map (2023), rendering major importance to *self-expression*. It is reflected in policies as well.

The debate about what is (not) relevant for the labour market has gained ground in Denmark in the recent decades (Singh & Ehlers, 2024). However, high regard for individual identity in Danish culture, rendering interpersonal behaviour at the workplace an important consideration, has diluted the line between vocational and non-vocational skills. Digitalisation further accentuates

this and whether or not certain offers promote employability is becoming irrelevant. Further, owing to negligible unemployment and limited human capital, the Human Capital Model is the least relevant one in the Danish case. Focus on enhancing human capital productivity is reflected in the high participation in learning in Denmark.

Even though the EU highlights the relevance of providing learning in favour of green transition, it appreciates the Danish model in most cases and uses *sermons*; *sticks* and *carrots* are not relevant in the Danish case (EC, 2022b, 2023a).

Germany

Germany is a high-income EU and OECD member country, one of the largest high-tech exporters and the biggest manufacturer in Europe. It therefore relies heavily on skilled workers who can endeavour frequent technological upgradations to stay competitive. However, it is facing a major skill gap, especially owing to digitalisation and technological upgradation (EC, 2023c). Furthermore, the ageing German population and the challenges of integrating immigrants are burning issues.

Fourteen of Germany's 16 territorial units provide the right to *paid education leave*. There need not be any relation between the learning and the occupation of the individual to exercise this right (DGB, 2022; Saarland, 2019).

Because of an investment gap in education, shortage of skilled labour, specific company needs, availability of funds for investment, and promising returns for profit, companies invest the largest share (48%) in the education of adults (BMBF, 2022; EC, 2019a; Seyda, 2018). This, however, does not cover all the costs and the state reimburses some of the costs like travel, through tax returns for company-based education (DGB, 2022).

Yet, most state initiatives aim at averting unemployment (due to structural changes in the economy, technological upgradation and the like), supporting the low-skilled and the unemployed for optimal utilisation of available human resources through educational vouchers (which provide learners with possibilities to choose courses relevant to their occupation), further education, paid educational leave, and integration of foreigners for various (economic and non-economic) reasons (BMAS, 2021; BMBF, n.d., Bundesgesetzblatt, 2023; EC, 2022, 2023d, n.d.; Wuppertaler Kreis e.V., 2023). The state allocates funding through various channels, including adult learning centres (*Volkshochschulen*) where it roughly covers about one-third of the total costs directly from the budget and about one-third through allocated funds, including EU funds

(BMBF, 2022; Huntemann et al., 2021; Meisel & Sgodda, 2018; Nuissl & Pehl, 2000; Robak, 2015; Singh et al., 2022).

Individuals are responsible for availing themselves of the learning offers while the costs might be reimbursed partially or completely by different stakeholders though vouchers, scholarships, different schemes, paid education leave, tax refunds and et al (BMBF, 2022; Meisel & Sgodda, 2018; Nuissl & Pehl, 2000). Possibilities for reimbursement are higher for the high-skilled and offers oriented towards the labour market (BMBF, 2022; Bundesagentur für Arbeit, n.d.; Nuissl & Pehl, 2000; Singh et al., 2022). Churches and other philanthropic entities offer opportunities with public or acquired funds at minimal or no cost for individuals (Horn et al., 2023). Costs for part-time formal higher education degrees (if scholarships are not available) and about one-third of the costs in publicly funded adult learning centres are borne by individual learners (Faulstich & Oswald, 2010; Meisel & Sgodda, 2018). Immigrants may have to pay part or the entire costs depending on their residence permits, employer policies and et al (BAMF, n.d.; Bundesagentur für Arbeit, n.d.).

Social partners advocate laws, possibilities and resources for the education of adults based on the needs of their members, often aligning with EU programmes, but do not share the costs (Seyda, 2018).

Despite a very high percentage of adults *showing interest* in participating in adult learning, not all of them avail themselves of adult education (e.g. only 1–2% employed adults actually participate out of the circa 77% who show interest) due to challenges such as unavailability or complexity of finding the relevant offers; personal challenges such as managing family responsibilities; limited awareness of the relevance and availability of offers; unequal opportunities for pensioners, the unemployed and part-time workers; seeking offers not perceived as relevant for the labour market; tax rebates applicable only for those who earn enough to pay tax; structural underfunding of public offers, et al (BIBB, 2019; BMBF, 2022; DGB, 2022; Faulstich & Oswald, 2010; Meisel & Sgodda, 2018; Mohajezad et al., 2022; Pfeiffer, 2019; Seyda, 2019; Singh et al., 2022). Since several publicly funded institutions, like adult learning centres, get partial funding from the state, they often compete for customers and are thus often demand driven, which, in turn, leads to offers aimed at employability and productivity (Meisel & Sgodda, 2018).

The EU has highlighted an investment gap in education (including infrastructure, especially for digital transformation) and educational disparities (affecting immigrants, older adults, unemployed and part-time employed, people on the verge of losing employment because of lack of skills needed in the evolving labour market) (EC, 2018, 2019a, 2019b, 2022c, 2023c, 2023d). The EU recommends 1) green transformation and increased participation in lifelong learning;

2) upskilling, reskilling, and social inclusion; and 3) addressing the investment gap in education by increasing public investment and mobilising more resources (Hüttmann, 2020). It offers *carrots* in the form of loans, funds for projects, grants, scholarships etc. and *sermons* in the form of statistical data, evidence-informed policy recommendations, evaluations, and the like. Non-alignment with EU policies might lead to poor evaluations and loss of other opportunities offered by the EU, wherefore Germany tries to avoid it. Therefore, *sticks* exist but they are hidden. In response to EU recommendations, Germany has thus strengthened the architecture and ecosystem for learning (including supporting areas such as transport, digitalisation, and green transformation) including laws; regulations; sectoral integration through various platforms; modernisation of vocational education and training by integrating AI-supported processes and learner-oriented programmes (BMWK 2023; Federal Ministry of Finance, 2022; Hüttmann, 2020). However, it is still lagging in investments to match the EU average (EC, 2019a).

Even though the EU is more vocal on shaping policy priorities, it is silent on how resources can be mobilised; however, the way Germany exercises its option to do so reflects the OECD's cost-sharing proposal. Education for adults in Germany is primarily oriented towards the labour market and provides better opportunities for those who are already employed, because it is easier to mobilise resources for them (e.g. only they can avail themselves of tax benefits). The state tends to remove barriers against participation in learning and the EU promotes the same, but the individuals are ultimately responsible for availing themselves of the offers and looking for reimbursements (EC, 2018, 2019a, 2019b, 2022c, 2023c, 2023d). Thus, the predominant model in Germany is the *Mixed State-Market Model* followed by the *Human Capital Model*. Traces of the *Social Emancipatory Model* can be seen in the German system too; they aim at inclusion (BMBF, 2022; BMWK, 2023; EC, 2023c).

India

India, the most populous country (a quarter of the global population lives in it), has a huge informal economy (90% people working in the informal sector with limited regulations and contracts), high unemployment, the largest number of global non-literates (circa 37%), a lower middle-income economy with a very complex system of graded socio-economic inequality⁹ (Singh et al., 2023b;

⁹ This implies that almost everyone gains, and everyone loses in such a structure by maintaining their social or economic (or both) privileges over the others and by being dominated socially or economically (or both) by others.

Singh, 2024). It is the highest recipient of WB's assistance (including loans, aid, project funds etc.) across different policy areas (Singh et al., 2023b).

The largest share of the costs for education (including of adults) is borne by individuals and their families. On average, a typical Indian household spends about half of its annual consumption expenditure per student on accessing professional education (Choudhury & Kumar, 2022). The state subsidises education in several higher education institutions and funds adult education programmes, but its share is negligible compared to the education market in India. Total expenditure on higher education amounts to about 1.05% and on adult education to about 0.01% of government expenditure (GoI, 2023a; Schiller et al., 2023).

Company-based education in India accounts for the largest share because the percentage of students in skilled education is very low and most jobs in India need some kind (recognised/unrecognised) competencies (GoI, 2023b). It is difficult to obtain data about informal organisations since transparent reporting mechanisms are not necessarily in place for the informal sector in India. About 86% of the working age population (15–59 years old) did not receive any formal training, which means that they were trained on the job. In private organisations, especially when they are not necessarily regulated by formal provisions, investments in learning often ensue when the employers have prospects of profitable returns. Thus, employers may offer individual learners (employees) contracts with payback clauses to recover their costs and binding them to work under specific conditions favouring the employers, which can negatively impact their learning opportunities due to high work pressure and ultimately result in them paying much higher learning costs (e.g. longer working hours, lower wages) whilst amassing profits for their employers (GoI, 2023a). Further, companies provide learning opportunities under Corporate Social Responsibility and avail themselves of tax benefits in return.

Apart from the tax rebates to corporations, the state may fund civil society organisations, but this is quite selective and meagre. The state subsidises higher education, skill training and adult education. About 58% of the higher education institutions are private, and skill development is often provided through private institutions accredited by (and thus affiliated with) public authorities. Adult education (literacy and basic skills) is free, but the learners have to bear the other costs, such as travel costs, forgone income during learning hours et al (Choudhury & Kumar, 2022; Schiller et al., 2023). Civil society organisations are funded by both state and non-state institutions; in the recent years, the state has not only been cutting down its own funds but also making it difficult for these organisations to receive funds from other sources (Asian Development Bank, 2023). Although a large number of civil society organisations focus on education in the country (Asian Development Bank, 2023), there are no data about concrete costs and contributions to or from them.

The Indian policy on education and skill development clearly highlights that the objective of education is to promote employability, economic growth and development (GoI, 2020). It makes sense in a country where the government has to provide free food to about eight million people and data about poverty are vague (WB, 2021; Iqbal, 2023). Thus, it is evident that India aspires for economic growth and better livelihood opportunities for individual learners. The WB's 2018–2022 CPF (Country Partnership Framework or policy packages across policy areas with diverse policy linkages) clearly mentions and promotes the same through *carrots* (loans, projects etc.), *sermons* (data, recommendations, case studies etc.) and *sticks* (sometimes poorly evaluating, halting the agreed funding under certain projects and so on) and argues for investments to develop human capital and increase labour force participation, especially through private financing (WB, 2018). Data from the WB and other international organisations like the ILO (Ghose, 2024) plays a major role in shaping critical narratives against the policies because most public data is (mis)managed, not revealed, or reported vaguely. Further, organisations are usually afraid to reveal information and the state control over information has been growing immensely since 2014.

Since the major thrust of education for adults in India is on the development of human capital and individuals bear the largest share of costs, as well consequences, the *Human Capital Model* is the most predominant one. The *Mixed State-Market Model* follows as the state regulates and the market predominates (currently with a major trend towards privatization and, in fact, crony capitalism), leaving the individual with the responsibility to compete and avail themselves of the available offers.

Some elements of the Social Emancipatory Model can also be identified in the education policy in general, for instance, in special schemes for the socially marginalised, or for females etc. but this is not necessarily reflected in adult (second chance) education because the government has cut down on funding for it, leaving it in jeopardy with considerable costs for the learners and managing statistics using non-diversified data on education (GoI, 2020; NLMA, 2023; Singh, 2024).

Tanzania

Tanzania is a low-income country with a population of around 61 million (URT, 2022). The surging population, especially the youth, keeps straining the country's economic and social infrastructure, due to which the provision of adequate quality services to the masses, including education, is a major challenge (URT, 2008). The economy needs high- and semi-skilled human resources for raising Tanzania's low-

income status to at least middle-income status by 2025 (URT, 2000; URT, 1999). The education sector is heavily burdened by the need for sufficient resources and facilities and to contribute to national development (Carnoy, 2006; Charles, 2021; Komba, 2017; URT, 2014). Consequently, the state and other national and international stakeholders are prioritising investments in the development of human capital and adequate infrastructure (URT, 2000; WB 2018).

The education policy in Tanzania is therefore, embedded in the development framework, aiming at Africanization (in response to former colonization), nation building, addressing social challenges, and economic growth (Nabudere, 2006). Tanzania aims to increase labour force participation and social inclusion through adult education (URT, 1999, 2010, 2018; URT, 1995, 2014). Thus, skill development and work-based learning acquire a central position in the policy landscape geared at boosting overall national development (URT 2000, 2014). Adult education aims at inclusion through second chance education, including literacy and basic skills; its objective is to include everyone in the development process.

Even though higher education is mentioned as the state's responsibility, individuals and their families bear the largest share of costs for their education on their own or through private education loans, a large share of which are organised by the state (URT, 1999, 2014; Komba, 2017).

Collective groups and international organisations share the costs primarily by investing in large projects connected with the educational reform (WB, 2018, 2021). International organisations aim at bridging the investment gap in education because investments from the state, as well as from individual learners, do not suffice to cannot the costs of developing human capital needed for the labour market (WB, 2011, 2018).

WB's policy focusing on human capital and encouraging private financing of education is clearly reflected in the Tanzanian policy (URT, 1999, 2000, 2014; WB, 2018). The benefit of the alignment is reflected in WB's allocation of about US\$ 300 million to fund higher education reform (WB, 2018). Even the WB's social inclusion agenda aims at enhancing labour force participation in boosting national (especially economic) development.

The *Human Capital Model* predominates since adult education is primarily considered an economic growth instrument in Tanzania, is privately financed and is the individual's responsibility. Given that the state tends to contribute towards removing barriers in participation (Komba, 2017), there are elements of the *Mixed State-Market Model* as well, with market providers playing a predominant role. It is, however, difficult to find elements of the *Social Emancipatory Model* in Tanzania although there is a pressing need for it.

Discussion

A comparative analysis of the four cases shows that the policy objectives for the education of adults and strategies for their achievement in a country are largely shaped by the availability of resources and the way they are mobilised.

Stakeholders who pay, tend to get their interests satisfied. In the case of Denmark and Germany, the *Matthew Effect* is increasing because the social partners in Denmark and single private companies in Germany focus on the education of the high-skilled to increase productivity. This is understandable from the perspective of these stakeholders: the social partners who work to secure the interests of their members in Denmark, and the private companies that work to maximize profits in Germany. Since the state in both countries has abundant resources, it also pays directly or indirectly for the individuals and facilitates their participation. High regard for individualism in the Danish society supports the *Social Emancipatory Model* and the affluent state largely translates it into reality by paying for those who cannot get support elsewhere and are unable to pay for themselves. In Germany, the investment gap highlighted by the EU stresses the need for state investment to ensure access to quality learning opportunities for all. Huge private companies are among the driving forces of the German economy and, thus, one of the most influential actors in providing the education for adults. The *Matthew Effect* in Germany does not arise because some are kept out at the cost of others, but just because the German state is unable to compete with the private companies in terms of investments in learning opportunities. The share of state investment (as opposed to investments by private companies) in learning opportunities is higher in Denmark than in Germany. Both Denmark and Germany have succeeded in ensuring access to basic education for everyone and their education systems have long been working to provide opportunities after secondary education. Education of adults has therefore, developed primarily as a fourth sector in these countries, focusing on further and continuing education, just like in many other OECD countries.

In India and Tanzania, basic education, and even literacy is a challenge and both have predominant survival values although Tanzania is even more traditional than India. Both prioritise collectivism and better economic growth for the country rather than individualism. *Inglehart-Welzel's Cultural Maps* thus explain why they have a similar predominant *Human Capital Model*. The state does not commit enough resources for education for various reasons, including lack of resources. These countries rely on private financing to bridge the investment gap for providing even basic education and access to all. Consequently, individuals bear the costs for their education and if they cannot, they can rely on negligible

support from other stakeholders, except loans and payback provisions in the private sector. Since private financing is profit-oriented and aligned with the *rate of returns on investment*, individuals are directed to focus on employability in education for loan repayment, social mobility, and achieving comfortable living conditions. Accordingly, employability-oriented courses are in high demand and are thereby predominantly offered, while other courses not directly relevant to the labour market have low priority.

It is, however, interesting to note that even though there can be more than one way to address the different challenges in the four countries, there are similarities among the two OECD-EU member countries – Denmark and Germany, and the two non-OECD, non-EU countries closely cooperating with the WB – India and Tanzania.

Contextual factors and path dependency indicate why the two OECD countries managed to develop the education of adults as further and continuing education, while the two non-OECD countries needed to develop a parallel system of second chance education, leaving the education of adults primarily to private financing. Further, the role of the WB and the EU-OECD has been instrumental in shaping the policies of the four countries due to the strong policy linkages spread along several policy areas.

The current education policies of India and Tanzania mention focus on employability clearly, a view backed by the WB. The WB CPFs for the two countries prioritise employability-oriented education and enhancing labour force participation for inclusive development. The WB supports this by providing financing opportunities (*carrots*) and policy advice, data, good practice case studies, advocacy and the like (*sermons*) across policy areas. Data from organisations like the ILO further supports the same. Since the resource scarce countries gain resources and invest limited resources in research, expertise, and experimentation, they tend to follow the advice of key international organisations based on readymade *evidence-informed* policy solutions. The respective costs for rejecting it could be high (losing *carrots* or attracting *sticks*). On the other hand, the EU countries align their policy priorities with the European Semester recommendations and are closely monitored through ET Monitors. While the WB has shaped the way resources are mobilised (left to private financing) in the two low- and middle-income countries, the EU is mostly silent on how the resources should be mobilised. The OECD guidelines on cost sharing are reflected in the policies of the EU countries.

Schuetze's three models are relevant for explaining the situation, with the exception of Nordic countries because of the increasing influence of social part-

ners. Thus, the *Mixed State-Market Model* can be modified to the *Mixed Social Partners-State-Market Model*.

Conclusion

The EU-OECD influence on Denmark and Germany and WB's influence on India and Tanzania is clearly reflected in their policies. Even though these organisations do not necessarily steer national policy choices and a lot depends on the domestic milieu and path dependency, there is limited room for the countries' non-alignment owing to close monitoring, lucrative offers, readymade policy solutions offered ahead of time, risk-aversion due to experimentation, policy linkages, et al.

The immense resources (including expertise, data, time for research, infrastructure etc.) of these organisations position them quite strongly in policy formulation, as compared to the states. For instance, in 2004, the OECD not only proposed cost-sharing guidelines but also supplemented them with a whole architecture comprising measurements and evidence-informed policy instruments to convince various stakeholders to implement them. This 'ahead of time' proposal helped the EU maintain silence on how the resources can be mobilised and yet nudge the member states about it through ET Monitors and European Semester Recommendations.

The low-income countries have been encouraged to opt for private financing of adult education under the WB's influence. Aiming at the larger development framework with an instrumental role for education, the WB promoted channelling of funds for universal basic education and gender parity in most low- and middle-income countries, which led to the underfinancing of adult education by the state; the governments found the opportunity to align with the trend, giving way to the market and benefitting from it. The consequences of WB influence, in this sense, have been negative for the individual learners in low- and middle-income countries as it has supported the states' choice to attach lesser priority to public education.

Carrots (benefits) are most common policy instruments in the education of adults. They back *sermons* (recommendations, advice etc.). *Sticks* might be understood as the flip side of the coin, applied when non-alignment with recommendations proposed by international organisations might lead to loss of benefits, as well negative consequences for offers in other policy areas because of policy linkages.

In a nutshell, states might choose to adopt international recommendations if they see the benefits, if their context (including socio-economic conditions, political will, culture, social values, etc.) allows it, and if the options are open for them due to path dependency or previous policy choices. The kind of strategies they choose for mobilising resources determine who gets what when and how, while international organisations remain one of the factors that may (not) influence their decisions if they (do not) let them.

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Educational Needs from the Perspective of Prisoners in Serbia

Abstract: This empirical research aimed to investigate the convicts' opinions of education programs in penitentiaries. Data were collected from a convenient sample of 100 male prisoners detained in a high-security ward of the correctional institution in Sremska Mitrovica. The research aimed to examine the convicts' educational needs, as well as their assessment of the free activities organized within the institution, their perceptions of the significance of working with the treatment personnel, and the correlation between education and recidivism. The research results indicate that the inmates' attitudes toward education are largely positive, but that they are dissatisfied with the education programs offered in their correctional institution.

Keywords: education, educational needs of convicts, recidivism, correctional institutions

Obrazovne potrebe iz perspektive zatvorenika u Srbiji

Apstrakt: Ovo empirijsko istraživanje imalo je za cilj da ispita mišljenja osuđenika o obrazovnim programima u kazneno-popravnim ustanovama. Podaci su prikupljeni preko pogodnog uzorka od 100 zatvorenika koji služe kaznu u zatvorenom odeljenju Kazneno-popravnog zavoda u Sremskoj Mitrovici. Cilj istraživanja bio je da se ispitaju obrazovne potrebe osuđenika, kao i njihova ocena slobodnih aktivnosti organizovanih unutar zavoda, njihove percepcije značaja rada sa zaposlenima u službi za tretman i povezanost obrazovanja sa recidivizmom. Rezultati istraživanja pokazuju da zatvorenici uglavnom imaju pozitivan stav prema obrazovanju, ali izražavaju nezadovoljstvo obrazovnim programima koji su im dostupni u okviru ustanove.

Ključne reči: obrazovanje, obrazovne potrebe zatvorenika, recidivizam, kazneno-popravnii zavodi

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Introduction

Working with the prison population is confined within the walls of correctional institutions, away from the public eye, creating an illusion of functionality. The reality and direness of the situation are obvious if we look at statistical data on the growing crime rates around the world, constant global increase in prison populations and high recidivism rates (Jovanić & Ilijić, 2015). Education should play an important role in efforts geared at the convicts' rehabilitation, resocialization, and social reintegration after their release. By investing into education, we invest into the prisoners' progress, their growth, and development in all aspects of their life. The prisoners' educational needs are perceived through their desire to participate in educational and vocational programs during incarceration as a means to expand their opportunities to reintegrate into the workforce and society upon release. Addressing the prisoners' educational needs involves the provision of citizenship education and focus on literacy and cultural development (Rangel Torrijo & De Maeyer, 2019). In this regard, educational needs are discussed in relation to the skills and qualifications necessary for successful social reintegration post-release. It is also important to highlight the non-material benefits of education, such as increased self-confidence and communication skills (Ellison et al., 2017), which further contribute to the convicts' successful social reintegration.

Education can help remove the barriers convicts face post-release in terms of legal employment, as well as improve the quality of their everyday life in prison (Turudić & Malčić, 2023). Although implementing education programs in prisons is regulated by law, research suggests that 70% of the inmates have never been included in any form of education, which leads us to question the very existence of education within our correctional institutions (Knežić & Stojanović, 2015). The need to research inmate education arose from the discrepancies between the legal framework, which defines education as one of the main principles of correctional treatment and the implementation of this concept in practice (Turudić & Malčić, 2023). In the context of education as a primary tool for change, we enquire into the convicts' needs for education during incarceration, cooperation with treatment staff and the connection between education and recidivism.

Educational needs of prisoners

The purpose of education in correctional institutions is seen as an opportunity to improve the inmates' interpersonal relationships and discipline, while education programs are expected to positively impact the outcomes of penal reha-

bilitation and increase the prisoners' chances of engaging in pro-social activities. Prison education is a form of formal education consisting of an array of pedagogical activities designed to transfer knowledge and skills, such as literacy and calculus (Flynn & Higdon, 2022) and skills that will increase opportunities for a more productive life in community (Cecil et al., 2000). There are different interpretations of the role of education, but the one that predominates perceives it as a means of rehabilitation (Coates, 2016; Hawley et al., 2013; Stevanović, 2014) and resocialization of convicts (Behan, 2021). This includes improving the convicts' skills that will facilitate their successful social reintegration, their development of personality traits and habits in accordance with the social norm (Stevanović, 2014). Another extremely significant role of education is reflected in the inclusion of convicts, who often face social exclusion post-release (Hawley et al., 2013). If prisons create a positive environment for teaching and learning, prisoners will have the opportunity to improve their skills, enhance their employability, change personal attitudes and perceptions, enabling them to understand the reasons for and consequences of their actions (Coates, 2016; Hawley et al., 2013). All the listed factors can contribute to a decrease in recidivism (Hawley et al., 2013), as corroborated by the meta-analysis showing that the prisoners, who were included in learning and education programs, have less chance of reoffending than those who have not taken part in such correctional education programs (Bozick et al., 2018; Cecil et al., 2000; Davis et al., 2013; Hall, 2015; Steurer & Smith, 2003; Vacca, 2004).

However, despite the cited findings on the benefits of education of convicted persons, Stevanović (2014) proposes that education programs in prisons in Serbia are not implemented sufficiently, although the prisoners' low education levels indicate the need for them. Around 8% of Sremska Mitrovica inmates are included in such programs of primary and secondary education although the need for it is evident. In the Zabela prison in Požarevac, 40% of inmates need to complete their primary and secondary education but there are no possibilities for the implementation of such programs, while 9% of the prisoners are engaged in woodwork and assembly jobs, welding, and vegetable production. One out of five illiterate inmates of the Niš penitentiary is attending a primary education program (Knežić, 2017). According to the statistical data of the Ministry of Justice Penal Sanctions Enforcement Administration (PSEA), 1.73% of the inmates in 2012 were illiterate, 29.96% had primary education, 26.21% had secondary education and 1.22% had college education (PSEA 2012 Annual Report, 2013). According to the 2013 statistical data, 15.98% of prisoners were illiterate or did not finish primary education, 22.79% had com-

pleted secondary school and only 2.88% had a junior college or university degree (Stevanović, 2014). This is surprising, given that literacy programs, as well as primary schools and vocational secondary schools are available for juveniles and adult convicts (PSEA 2012 Annual Report, 2013), indicating that there is a major discrepancy between the inmates' educational needs and the programs offered, and those implemented in practice. Authors (Ilijić et al., 2016; Jovanić & Ilijić, 2015; Vacca, 2004) identify lack of motivation as an obstacle to involving prisoners in education activities, which suggests that education content needs to be tailored to the prisoners' needs, interests, and affinities, as well as the social community and the labor market, where the connection between the two is evident. Such education programs would yield more effective results (Jovanić & Ilijić, 2015).

As per the prisoners' educational needs, research findings suggest that inmates generally have a positive attitude towards education programs. They often express the need to be included in such programs (Knežić & Stojanović, 2015). There is a disparity between these data and previous research indicating that the majority (67.7%) of prisoners were not included in any form of vocational training, mainly because they were dissatisfied with the current offer in the institution (Knežić & Stojanović, 2015). This leads to the conclusion that the inmates' educational needs and interests and labor market demand should be the first criterion when selecting education programs for prisons (Cho & Tyler, 2013). On the other hand, the inmates' low education levels point to the need to organize education programs with various content in correctional institutions. Education programs will be effective if the convicts are motivated to learn, the programs and innovative teaching methods are tailored to their needs and applied by trained teaching staff with andragogical skills and the prisons cooperate with the local communities.

Educational system in correctional institutions in Serbia

The path of education in prisons in Serbia has not been a simple one. General distrust of the concept of resocialization led to the depreciation of the educational capacities, and, consequently, its abolition in the penal system. However, chronologically speaking, a significant reform was launched by the 1997 Act on the Enforcement of Penal Sanctions, when efforts were made to include international standards and new penal practices (Knežić, 2017). Furthermore, international standards dealing with rights and freedoms of the prisoners were adopted, the

inmate classification system was regulated and the multi-disciplinary approach to assessing the prisoners' personalities on admission became significant (Turudić & Malčić, 2023). All laws in Serbia since WWII have included provisions entitling prisoners to education (Knežić, 2017).

An important step towards putting in motion an initiative for educating prisoners in Yugoslavia was made in the latter half of the 20th century. A temporary Instruction on enforcement of penal sanctions stipulating that education in prisons was compulsory for all convicts was adopted. The 1947 Instruction on educational and cultural work in penal institutions was an important document that defined the form of teaching and learning in penal institutions (Konstantinović-Vilić et al. 2001, as cited in Ilijić, 2016). Principal forms of education included literacy courses, vocational courses, and lectures. Literacy courses had a crucial role in teaching literacy skills to prisoners until the first four-grade primary school for adults was opened in 1954. In the late 1970s, eight-grade primary education was offered to prisoners. By the mid-1990s, successful primary schools, as well as vocational training courses in mechanical engineering, industry and agriculture, were operating in prisons (Konstantinović-Vilić et al. 2001, as cited in Ilijić, 2016). This period was marked by the existence of educational centers set up to provide primary and secondary education to prisoners (Ilijić et al., 2016). Educational centers (in the Niš, Požarevac and Sremska Mitrovica penitentiaries) were registered as subsidiaries of local schools. Each center in the three institutions had special facilities, classrooms, and other necessary teaching tools. The schools employed teachers who held literacy classes for prisoners, as well as final exams for each grade (Stevanović, 2014). Education in prisons can be approached in two distinct ways. On the one hand, formal education entails activities aimed at equipping the inmates with knowledge and skills such as mathematics, literacy, and competencies for future employment. On the other hand, prison education can also be informal, an internal process of living constituted through the reconstruction or reorganization of experience (Turudić & Malčić, 2023). In Serbian prisons, informal education primarily occurs through vocational training and jobs within the penitentiary.

Several hundred prisoners had been receiving primary and secondary education annually (Ilijić et al., 2016). Since the 1970s, the concept of resocialization was subject to severe criticism as opinion prevailed that it did not contribute to reducing criminality and recidivism; interest in education as part of the penal system diminished (Knežić & Stojanović, 2015). Less attention was devoted to educational activities in prison and their potential as belief in the idea of reedu-

cating, resocializing and correction of behavior stagnated. This resulted in fewer investments in teaching staff, an end to cooperation with civil schools, and reduction of educational activities to a minimum (Stevanović, 2014). The schools in the correctional institutions were replaced by departments of the Corrections Service, a clear indicator of how society at the time valued education and its significance in resocializing prisoners (Ilijić et al., 2016).

A change in the situation was brought about by a year-long OSCE project implemented in the Sremska Mitrovica penitentiary (December 2006 – December 2007). In this period, 104 inmates were included in primary and secondary education (Knežić & Stojanović, 2015). The next project that led to greater belief in the value of education was “Support for Vocational and Educational Training in Detention Facilities in Serbia”. The project, known as VET, was implemented in three detention facilities in Serbia (Sremska Mitrovica, Požarevac and Niš) and it included 500 prisoners. The project was funded by the European Union with the aim of assisting the Ministry of Justice and Public Administration in establishing a productive system of vocational education and training of inmates in all penal facilities (National Employment Agency, 2013). The program envisaged training in five areas (welding, screen printing techniques, woodwork and furniture making, bakery and market gardening), which was successfully completed by 95% of the participants (Ilijić et al., 2016).

All of the above leads to the conclusion that the introduction of education as an integral part of the penal system in Serbia has been challenging and that there is no coordinated systemic solution to this problem.

Legal framework for educating prisoners

Respect for human rights, including the right to education, is enshrined in a variety of international conventions and declarations and laws. This means that every person, regardless of the institution they are in, can exercise the right to be included in educational activities and content. The right to education should not be withheld in places where its implementation can bring about positive change, and its absence can lead to social segregation and hinder the individuals' adaptability. This seems completely justified because education in penal institutions contributes to the humanization of prisons, personal development, efficient social reintegration and reduction in recidivism (EPEA, n.d.).

The first post-WWII document dealing solely with prisoners' rights was the UN Standard Minimum Rules for the Treatment of Prisoners, which stipulated that education enables complete development of one's personality and sense of dig-

nity. The provisions of the aforementioned document have significantly influenced the change of philosophy of education in prisons across Europe (Behan, 2021). The 2020 European Prison Rules,⁴ with their seven articles on prison education, have also influenced the course of prison education. Notably, Article 28.1 sets out that “[E]very prison shall seek to provide all prisoners with access to education programmes which are as comprehensive as possible and which meet their individual needs while taking into account their aspirations.” Article 28.7 lays down that “[A]s far as practicable, the education of prisoners shall: a) be integrated with the educational and vocational training system of the country so that after their release they may continue their education and vocational training without difficulty; and b) take place under the auspices of external educational institutions.”

As per the prison education framework in Serbia, the principal law regulating the enforcement of penal sanctions (and prison education) is the Act on the Enforcement of Penal Sanctions (Knežić, 2017). The starting point for correctional treatment is a risk assessment of convicts which provides a sound basis for drawing up an efficient and concrete individual treatment program (Penal Sanctions Enforcement Administration, 2013) Under Article 122 of the 2014 Act on the Enforcement of Penal Sanctions of the Republic of Serbia, all convicts are entitled to primary and secondary education. The warden may approve the convict’s attendance of a part-time education program provided it is in keeping with the safety assessment (Article 123). Education credentials may not reveal that education was received during incarceration (Article 124).

We can observe that nominally, the right to education exists, but research has shown that there is a gap between the convicts’ educational needs, the law and practical implementation of education programs. Non-compliance with the legal provisions and marginalization of education are also evident. For all these reasons, we conducted this research to establish the level of motivation of prisoners to pursue their education, their views of the importance of prison education, as well as of the qualities of the treatment staff.

Methodological framework of the research

Research aim, tasks, and general hypothesis. The research primarily aimed to investigate the convicts’ attitudes to the educational treatment within the correctional institution. We then proceeded to define the following research tasks: 1. Identify the

⁴ Recommendation of the Committee of Ministers to member States on the European Prison Rules Adopted by the Committee of Ministers on 11 January 2006, at the 952nd meeting of the Ministers’ Deputies and revised and amended by the Committee of Ministers on 1 July 2020 at the meeting of the Ministers’ Deputies (approved by the Council of Europe and Prison Education).

convicts' needs for education programs in the correctional institution; 2. Question the convicts about the free time activities organized in prison; 3. Inquire into the convicts' opinions about working with the treatment personnel; and 4. Research the connection between recidivism and the level of education. The general hypothesis of this research was: Prisoners with higher levels of education and positive attitudes towards educational treatment have greater educational needs in prison and a lower level of recidivism.

Sample and procedure. This research can be characterized as empirical, quantitative research in light of the general methodological approach, and its subject, problem, goal, tasks and hypothesis. The sample included 100 (male) convicts serving time in Sremska Mitrovica, which consists of low-, medium- and high-security wards. The prisoners in the research sample were serving time in the high-security ward. The type of sample is labeled as convenient. Of the total number of respondents, 15% had completed primary education, 75% secondary education and 10% finished junior college or university. Furthermore, 8% of the respondents assessed their financial state as worse than that of other inmates; 76% thought that their financial status was the same as that of their fellow inmates, while 16% thought they were financially better off than the other inmates. As per recidivism, 54% of the respondents were in prison for the first time, 26% for the second, 11% for the third and 6% the fourth time. Some of them were in prison for the sixth, seventh or tenth time. The findings clearly show that the recidivism rate is high among the prison population. This research was conducted in April 2022 in the correctional institution in Sremska Mitrovica and involved the use of a survey questionnaire. We used a scaling technique and the questionnaire.

Instrument. The questionnaire consisted of two parts: the first part investigated the respondents' socio-demographic characteristics (age and level of education), length of imprisonment, financial situation, and recidivism. The second part of the questionnaire comprised questions related to the prison's treatment service, expected qualities of the treatment service personnel, the inmates' attitudes towards education, organization of leisure time and expectations related to post-release life. This part of the questionnaire was borrowed (Kranjčević, 2014) with the consent of the author.

Statistical data analysis. With a view to checking the assumptions regarding differences in recidivism rates relative to education, we used a one-way analysis of the variance. We also presented descriptive statistics for certain items. All statistical analyses were performed using SPSS software version 26, while Horn's parallel analysis was carried out by using Factor software 10.9.02.

Presentation and interpretation of the research results

Research of the educational needs of prisoners showed high average values on all five items, above 4.33 on a five-point scale (Table 1). Namely, prisoners point out the need for primary, secondary, and tertiary education, as well as the need for further education and training. The need for education is corroborated by data obtained in the research by Knežić and Savić (2013) conducted on 210 prisoners in the prison in Sremska Mitrovica and 50 prisoners in Zabela correction facility. The data clearly confirm the desire for education among the prison population in Serbia.

Table 1. Descriptive statistics – prisoners' opinions of their educational needs

<i>I think that the prisoners need ...</i>	AM	SD
1. ... free primary education for adults	4.57	.73
2. ... free secondary education for adults	4.52	.79
3. ... free re-training	4.45	.83
4. ... free vocational training	4.47	.87
5. ... free tertiary education	4.33	1.09

Furthermore, Table 2 shows descriptive indicators (arithmetic mean, standard deviations) for individual items of the opinion scale on work and education within the correctional facility. Lower scores were obtained on items *The offer of free education programs in correctional institutions is satisfactory*, *I have taken part in free education programs*, and *I think work is more important than education*. The highest scores were obtained on items *Work and education are essential parts of life* and *Each person in the correctional institution should have the opportunity to do paid work*.

Table 2. Descriptive statistics for individual items of the opinion scale on work and education within the correctional institution

	AM	SD
1. The offer of education programs in prison is satisfactory	2.70	1.37
2. I have taken part in education programs	2.71	1.45
3. I plan to pursue my education in prison	3.04	1.50
4. The array of education programs available at the institution should be broadened	4.30	.99
5. The programs are synchronized with the actual labor market demand	3.13	1.28
6. Each person in the correctional institution should have the opportunity to do paid work	4.39	.97
7. I think that work and education are essential parts of life	4.46	.94
8. I have a positive attitude towards work in the correctional institution	3.98	1.22
9. I think work is more useful than education	2.90	1.42

In conducting an exploratory factor analysis of the opinion scale on work and education, we obtained the following values of Bartlett's sphericity test ($\chi^2 = 160.62$, $p < .01$) and the KMO test of sampling adequacy ($KMO = .75$), indicating that data for factorization were appropriate. The Gutmann-Keiser rule of characteristic root and Horn's parallel analysis both support a three-factor solution, which explains 58.73% of the questionnaire variance (Table 3). We used Horn's parallel analysis, the procedure based on the hypothesis that only those factors or components whose eigenvalues are larger than those derived from random data with analogue characteristics, to consider the variability which represents the result of the specificity of the sampling and can be interpreted as a modification of Kaiser-Guttman's rule, given that it provides the opportunity to eliminate dimensions whose variance is not higher than the one expected of random data (Subotić, 2013). Communalities ranged between .354 and .749, wherefore it was unnecessary to remove items due to low communalities.

Table 3. Results of Horn's parallel analysis

Factor No.	Eigenvalue	Variance %	Cumulative % of variance	AM random eigenvalue	Decision
1.	2.41	26.84	26.84	1.49	Accept
2.	1.66	18.48	45.32	1.21	Accept
3.	1.21	13.41	58.73	1.18	Accept
4.	1.00	11.11	69.84	1.08	Reject

After removing item number 8 (*I have a positive attitude towards work in the correctional institution*), which had significant cross-loadings in the first analysis on all three items, and repeated analysis, a factor solution was obtained, without any significant cross-loadings. The first factor was loaded with items relating to satisfaction with the education programs offered in the facility, the second factor was loaded with items relating to inclusion in the education programs of the correctional institution. Correlation between factors ranged between .059 and .277.

Although there is a need for education in prisons, respondents voiced dissatisfaction with the array of education programs offered in their penitentiary and highlighted the low level of participation in the offered education programs. The research conducted in the Sremska Mitrovica prison in 2015 also showed that the inmates had a positive attitude towards education, but that they, too, were dissatisfied with the choice of education programs conducted in the institution (Knežić & Stojanović, 2015). The fact that results coincide in this way suggests that there is a dire need to examine and revise the current education programs in

the prison in Sremska Mitrovica. Convicts stated that education and work were essential parts of life, claiming that the offer of education programs had to be extended and tailored to labor market needs, and asserting that all inmates should have the opportunity to engage in paid work.

Regarding the prisoners' attitudes towards cooperation with the treatment personnel, they least agreed with the statement *I see working with treatment personnel as coercion* and *I see working with treatment personnel as an unnecessary obligation*. Average scores on other items, which are affirmative regarding prison treatment, ranged between 3.02 and 3.88. Prisoners agreed the most with the statement *I cooperate with the treatment personnel as much as I can*, and *I understand the need to work with the treatment personnel*. When asked about the treatment personnel' personality traits they found important for effective cooperation, inmates rated all traits—competence, empathy, understanding, communication skills, cordiality, receptiveness, and engagement—very highly on average. Namely, 5 out of 7 traits scored over 4 on a five-point scale. Prisoners ranked *communication skills* and *understanding* the highest. They perceived social competencies as important for cooperation and valued them highly.

In order to examine if there is a correlation between the number of relapses and the educational status of the prisoners, we performed a further analysis in the form of one-way ANOVA. The results of the variance analysis ($F(2.97) = 1.136$, $p > .05$) suggest that there are no statistically significant discrepancies in the average number of relapses depending on the level of education (Table 4).

Table 4. Difference in the number of relapses depending on the education status of prisoners

	<i>AM</i>	<i>SD</i>	<i>F</i>	<i>df1, df2</i>	<i>p</i>
Primary education	1.40	.63	1.136	2. 97	.325
Secondary education	1.97	1.54			
College or university education	1.70	.82			

We can interpret these results in the light of the stigmatization of ex-convicts, who do not meet with support and acceptance in their community post-release. Instead, they become victims of isolation because employers are reluctant or refuse to hire people with a criminal record. In such an unregulated system without post-release support, we can only assume that many ex-convicts relapse and go back to criminal behavior to survive. Consequently, we can associate the number of relapses with the lack of post-release acceptance in our social system rather than to the level of education.

Conclusion

The topic of prison education, as well as dealing with the prison population, has not been a source of inspiration for many researchers in Serbia. This can be ascribed to a number of obstacles, including, notably, the isolation of the system, inability to access penal institutions, as well as problems and difficulties that working with convicts bring. Precisely for these reasons, the public is deprived of objective information about the living conditions, the work of the treatment services and activities carried out in correctional institutions. Available research shows that primary and secondary education programs are organized in the Sremska Mitrovica penitentiary. Until the end of the second half of the twentieth century, correctional facilities in Serbia, including the one in Sremska Mitrovica, housed educational centers extending basic and secondary education to inmates; these centers were affiliated with corresponding schools in the cities (Knežić & Savić, 2013). These centers were integrated into the Rehabilitation Service under the Regulation on the Organization and Systematization of Jobs in 2006, each overseen by a coordinator responsible for organizing cultural and educational activities (Knežić & Savić, 2013). The growth in the number of prisoners, (Knežić & Savić, 2013) and the increasing number of relapses suggest that the situation is alarming and indicate the need for systemic change.

Herewith a summary of the research findings:

- Prisoners have largely positive attitudes towards educational treatment in prison. There is a need for conducting education programs in prison, and convicts consider education as useful. This is an excellent basis for work with convicts, although we must allow for a possibility that the result may be biased due to socially acceptable answers that the prisoners gave.
- Prisoners expressed dissatisfaction with the offer of education programs in the Sremska Mitrovica establishment, which is why they were reluctant to participate in educational activities organized by the prison. They stressed the importance of connecting the programs with labor market demand. Organization of free primary, secondary, and tertiary education, as well as the provision of vocational training to prisoners, is crucial. This result also implies that it is necessary to conduct programs in correctional institutions that will have a compensatory role and be closely linked to finding a job and building social competencies. Researchers should investigate which education programs are desirable for the prison population and organize them accordingly.

- One of the more interesting findings of the research relates to high recidivism rates that are not connected with the inmates' level of education. The high relapse rate is interpreted as lack of post-release acceptance and inclusion of the inmates. Ex-convicts are often marginalized because of their criminal record, which prevents them from finding work. A systemic change of the mindset and society's treatment of ex-convicts, and a chance for them to use their skills and knowledge are necessary. These topics require further research.
- Findings indicate that prisoners highlight the importance of education programs (especially social competencies and soft skills). This suggests that we need to hire more pedagogical and andragogical experts who have mastered these skills at university.

The research findings have high andragogical implications pointing to the necessity of conducting education programs in correctional institutions, as well as tailoring them to labor market needs. Modern trends in prison education dictate that the objectives of education programs be designed to foster the inmates' self-actualization, their social relations, employability and civic responsibility (Ilijić et al., 2016).

The main limitation of this research is related to the fact that the sample is convenient, which diminishes the possibility of generalizing the results. It would be beneficial to explore examples of good practice (Nordic countries) to gain insights in more effective education programs in correctional institutions that can be implemented as resocialization tools. Further research should focus on an analysis of current offers of education programs in prisons, and on a more comprehensive classification of courses that can be organized in prisons (non-formal organized programs delivered by volunteers, self-education and distance education), and on exploring which types of education programs are the most appealing to the prisoners. Furthermore, such research should, notably, aim to examine the prisoners' educational needs in order to raise public awareness of the significance of education as a facet of correctional treatment.

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Development of Competency-Based Education in Higher Education Institutions in Serbia and Bulgaria (Non-EU/EU): Conceptual and Statistical Framework with Empirical Findings

Abstract: This paper aims to assess how key competencies for the 21st century are planned and systematically integrated into the educational systems of the Republic of Serbia and the Republic of Bulgaria, both state and private universities. The research questions asked within the conducted quantitative regarded the key competencies and their development during university studies. The research sample consisted of final-year students from two private and one state university (n=252), selected through purposive sampling. The study identified the key competencies that are most developed throughout the course of study, with respondents studying in EU countries reporting a stronger sense of readiness for the labor market. The factor analysis results, based on principal components analysis (PCA) and factor rotation using Oblimin rotation ($\delta=0$), confirmed the division of skills into two distinct groups of components. Students with more developed research skills demonstrated a greater ability to manage information, while self-motivation to work increased their ability to learn, organize and plan, that is, the quality of the knowledge acquired by these students was higher, better interconnected and more applicable in practice.

Keywords: higher education, key competencies, Serbia, Bulgaria, factor analysis

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Razvoj obrazovanja zasnovanog na kompetencijama u visokoškolskim ustanovama u Srbiji i Bugarskoj (van EU/EU): konceptualni i statistički okvir sa empirijskim nalazima

Apstrakt: Cilj ovog rada je da se utvrdi kako se ključne kompetencije za 21. vek ciljano planiraju i sistemski ugrađuju u obrazovne sisteme Republike Srbije i Republike Bugarske, uzimajući u obzir privatne i državne univerzitete. Kvantitativno istraživanje sprovedeno je sa istraživačkim pitanjima vezanim za ključne kompetencije i njihov razvoj tokom studiranja u obrazovnoj ustanovi. Istraživački uzorak obuhvatio je studente završnih godina, odabrane namernim pristupom, sa dva privatna i jednog državnog univerziteta (n=252). Utvrđene su ključne kompetencije koje se najviše razvijaju tokom studija. Ispitanici koji studiraju u EU osećaju se spremnijim za tržište rada. Rezultatima faktorske analize, koji su zasnovani na analizi glavnih komponenti (PCA) i rotaciji faktora korišćenjem Oblimin rotacije ($\delta=0$), podržana je podela veština na dve grupe komponenti. Studenti sa razvijenijim istraživačkim veštinama imali su veću sposobnost upravljanja informacijama, dok je samomotivacija za rad povećala sposobnost učenja, organizovanja i planiranja, odnosno kvalitet sadržaja koje studenti usvajaju bio je bolji, povezaniji i lekše primenjivi u praksi.

Ključne reči: visoko obrazovanje, ključne kompetencije, Srbija, Bugarska, faktorska analiza

Introduction

The aim of this paper is to establish how key competencies for the 21st century are planned and systematically incorporated into the educational systems of the Republic of Serbia and the Republic of Bulgaria, both private and state universities. It was thus necessary to define which socio-emotional and key competencies were involved. The following key competencies were chosen for analysis: Creativity/innovation (C1), Critical thinking (C2), Ability to solve problems (C3), Ability to make decisions (C4), Flexibility and adaptability – the ability to adapt to new situations (C5), Cooperation – the ability to work in a team (C6), Communicativeness (C7), Oral and written communication in a foreign language (C8), Basic computer skills (C9), Ability to manage information – gather and analyze information from various sources (C10), Research and inquiry – research skills (C11), Ethical commitment and orientation (C12), Ability to apply knowledge in prac-

tice (C13), Leadership ability – leadership and responsibility (C14), Appreciation of diversity and multiculturalism (C15), Initiative and self-management (C16), Ability to learn (C17), Ability to organize and plan (C18), Ability to criticize and self-criticize (C19), Self-motivation to work (C20).

The prosperity of each country rests on its citizens' readiness to prepare, as much as possible, for the challenges of the 21st century, primarily related to increasing globalization, technological development, and other contemporary turbulences giving rise to uncertainty. One certainty in the coming decades is the further development of uncertainty itself. One response to this is the need to establish an education system that will effectively improve the intellectual contingent of young people and thus prepare them for work and competitiveness in the 21st century. Ever-evolving economic, social, and technological changes have already led to the rapid transformation of the broader social environment, which is becoming more dynamic and demanding in terms of new skills necessary for achieving business goals effectively.

Changes in the manner of job delivery have given rise to the need to re-define the education model to help young people develop essential competencies enabling them to perform future life roles more smoothly and meaningfully. Therefore, societies must recognize the chance to establish a direction through education that will serve as the foundation for improving the quality of life, work, and opportunities required for acquiring new skills over the long term. In this process, educational strategies, as well as educational institutions, play a central role in the intellectual shaping of human potential and preparation for future active learning.

Literature Review

There is broad consensus in academic circles that traditional models of higher education in Serbia do not adequately prepare future graduates to enable them to develop the key competencies needed to effectively achieve goals in the 21st century (Vujičić & Ristić, 2015). The globalization of business relations and the demand for narrowly specialized skills have led to a change in the expectations of employers, requiring of new employees to possess the necessary set of competencies immediately after graduation (Johnstone & Soares, 2014). To meet such expectations, Serbian higher education institutions are obliged to enable the fulfilment of these needs through reform and focus on developing the competencies of future professionals (Williams et al., 2013).

Bulgaria: A competency-based approach to education

By introducing exams based on established state standards that are often aligned with external expectations, Bulgaria prioritizes the application of competency-oriented education. The focus is not on acquiring theoretical-factual knowledge but on developing competencies related to what students can understand and do. The implementation of competency-based education in higher education in Bulgaria is gaining momentum, while teacher training and qualifications have been implemented for over a decade (Velikova, 2022).

By developing competency models and management profiles in Bulgarian companies, which are closely linked to the higher education system, Blagoev (2010) proposes defining sets of management competencies for various fields and hierarchical levels. Additionally, he highlights the importance of maintaining continuity in competency development and updating them periodically to reflect labor market changes and their impact on job performance.

By developing competency models and management profiles in Bulgarian companies, which are closely related to the higher education system, Blagoev (2010) suggests defining a set of management competencies in order to identify models of management competencies for various fields and all hierarchical levels of management. Scholars also highlight/Blagoev also highlights the necessity of maintaining continuity in the development of competencies and periodically updating them to reflect the labor market changes and their impact on job performance.

Bulgaria became a member of the European Union in 2007, but the European Council set the strategic goal of building the most competitive and dynamic knowledge-based economy back in Lisbon in March 2000, although it was accepted that the Union generally had a well-educated workforce (European Council, 2000).

The introduction of a competency-based approach to education in the EU is still ongoing, and a significant part of the activity is aimed at tailoring different levels of education to ever-increasing labor market demands and overall societal needs. Some countries have adopted a competency-based approach to education and reshaped their school systems accordingly. For example, Italy introduced this approach in its secondary schools in 2010, although implementation remains partial, partly due to some teachers' lack of commitment to the competency-based approach (Giaffredo et al., 2022).

The competency-based approach has been partially applied in Bulgaria since 2010, when the National Center for Competence Assessment was created at the Bulgarian Chamber of Commerce (Tomov, 2010). Competency profiles of various professions in accounting (Krasteva-Hristova, 2021), financial control (Dimitrova, 2016), customs control (Petkova, 2019) and other fields have been developed. Pilot projects for the development of key competencies are also implemented in secondary schools and kindergartens (Kachakova, 2021).

The competency-based approach is one of the criteria for the accreditation of higher education institutions in Bulgaria. Master's, Bachelor's, and even Ph.D. curricula contain the mandatory competencies the building of which the relevant courses contribute to. The relevance of the approach in the educational process has led to the implementation of projects and targeted scientific research in various directions and specialties of higher education in Bulgaria. For example, over 50 projects were funded within the "Human Resources Development" 2007–2013 operational program to adapt the curricula and teaching precisely by applying the competency approach. More recently, the Academy of Economics "D. A. Tsenov" Svishtov alone implemented four research projects related to the applicability of the competency approach in the training of graduates in the fields of planning, accounting, insurance, control, etc. However, the impact of the approach on the target groups of these projects has not yet been investigated.

The development of competency-based education within higher education institutions in member countries of the Organization for Economic Cooperation and Development (OECD) is closely tied to educational achievement: the share of 25– to 34-year-olds with higher education increased by an average of 21 percentage points between 2000 and 2021. Slovenia is one of the countries in which tertiary education is the most common, highest level of achievement in this age group, and the labor market benefits of tertiary attainment have proved especially strong during economic crises (OECD, 2022).

Educational institutions committed to equipping students with a set of competencies necessary for the labor market will be recognized as leaders in education and active partners in society's economic development (O'Donoghue & Chapman, 2010).

The new paradigm requires that the teaching model clarifies new meanings and competencies essential for the information age. In building such knowledge, professors and students must work together to understand the needs of the business environment (Kaushal & Ali, 2020; Palali et al., 2018).

Serbia: Education based on labor market needs

Most of the missions defined within higher education institutions in Serbia relate to clearly framed academic disciplines, typically segmented into departments or majors composed of related disciplines. This type of strategy was effective when academic knowledge was the primary factor in shaping professional paths. A university degree had long-lasting value at the time of static knowledge. The value of university education, as a concept of source of lifelong knowledge, began to depreciate with changes in work methods, market demands and consumer expectations and as a result of the technological and intellectual development of social conditions (Moore & Morton, 2017).

In this regard, it is crucial to adhere to the recommendations outlined by the European Training Foundation (2020). According to its findings, Serbia should place greater emphasis on the implementation of the smart specialization strategy. It also needs to continue to increase national funding for research and foster more intense cooperation between industry and academia. The valid industrial development strategy puts an emphasis on replacing the current model of competitiveness, based on cost advantage, i.e. a cheap low-skilled workforce, by a model based on skill advantage, i.e. knowledge-based industries.

Competencies refer to a set of specific knowledge, skills, abilities, values, and behaviors that are necessary to perform tasks or activities well. Numerous studies show that the increase in competencies corresponds to a higher level of productivity or work performance, which distinguishes average task performers from superior ones (Williams, 2019). In addition, Hanushek et al. (2017) argue that competencies cannot be universally interpreted and that they have to be put in a conceptual framework that corresponds to a given situation. Competency is impossible to standardize as a concept because the measurement methodology must be adapted to the specific circumstances. For that reason, the perception of the level of competencies cannot be universal; rather, it must be tailored to the specific needs of education, organizations, workplaces, markets, or the broader social environment.

In that process, Marin and Chitimiea (2020) tried to distinguish between two basic categories of competencies: static and dynamic. Static competencies include natural abilities, emotional stability and intelligence, cognitive capacity, which either limit or release the potential of an individual for further skill development and acquisition of new knowledge. Dynamic competencies include those that can be acquired and effectively applied and are directly related to a particular job or a particular situation. They are linked to the learning and

education process, and can be improved through training or exercise. The concept of dynamic competencies is also related to the concept of lifelong learning, because without upgrading existing knowledge, the overall level of competencies decreases over time. Insistence on increasing competencies through education is one of the main preconditions for the development of flexibility facilitating adaptation to changing organizational and social demands. Education, as a key component of human development, must prepare individuals for the further development of dynamic competencies, by closely linking theory and practice, and making learning a lifelong commitment in response to the growing complexity of market relations.

Any educational approach leading to excellence and increased competencies facilitates the connection between theory and practice through relevant educational approaches. Education, which is primarily oriented to the development of the students' competencies, also contributes to faster economic growth by enabling the more efficient integration of human capital into the workforce and facilitating adaptation to market requirements.

In this manner alone can newly-minted graduates be expected to demonstrate competencies that are closely related to professional needs and can be effectively upgraded by the acquisition of new knowledge. Competency-based education allows organizations to measure very precisely the extent to which formal education aligns with real market needs. The conclusion is that the acquisition of competencies is a cyclical process that begins within educational institutions, in order to prepare students for more efficient participation in the workforce and create a basis for easier further professional development.

Data, Methodology and Stylized Facts

The primary survey was designed to explore the attitudes and opinions of final-year students regarding the development of key competencies for the 21st century during their studies. The following research questions were asked:

- Q1. To what extent do students believe they have acquired 21st century competencies during their studies?
- Q2. How does the development of these competencies differ depending on the country of study (EU v. non-EU, Bulgaria v. Serbia)?

The data were collected using a survey method. The research sample consisted of final-year students attending two private universities in the Republic of

Serbia, and one state university in the Republic of Bulgaria, selected through purposive sampling. The pilot study included 25 students from each country, while the final sample comprised 137 students from Serbia ($n_1=137$) and 115 students from Bulgaria ($n_2=115$), i.e., the number of respondents totaled 252 ($n=252$). The data were collected from May 2022 to January 2023.

The questionnaire was divided into two parts. The first part included general questions about the respondent's gender, place of residence, grade point average (GPA), and parents' education levels. In the second part, the students evaluated the 21st century competencies on a scale from 1 to 7, where 1 indicated insufficiently developed and 7 extremely well-developed competencies. Descriptive measures, dispersion measures, symmetry measures and correlation analysis were used to obtain answers to the research questions. Nonparametric techniques were used for hypothesis testing. Cronbach's Alpha coefficients were used to assess the reliability of the competency scale/items. Principal components analysis (PCA) was used to extract the factors followed by oblique rotation of factors using the Oblimin rotation. Factor retention was based on three criteria: Kaiser's criterion (eigenvalues above 1), scree plot inspection, and Horn's parallel analysis using Watkins' software. Data were processed using the SPSS software package.

Empirical Results

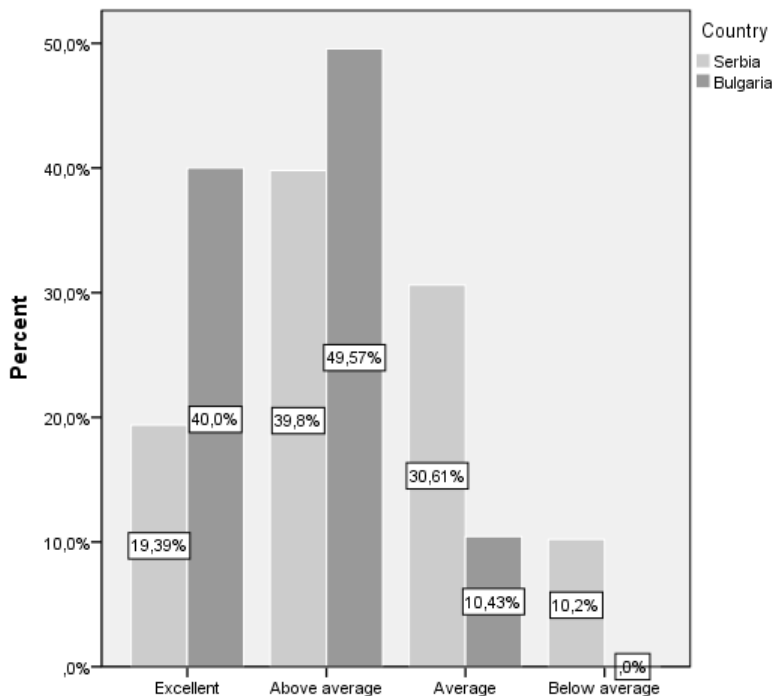
The research results are based on the surveys "Labor Market of the 21st Century and Key Competencies of Human Resources in the Republic of Serbia" and "Labor Market of the 21st Century and Key Competencies of Human Resources in the Republic of Bulgaria". As mentioned, 252 final-year students participated in the research. Of them, 104 (41.3%) were male and 148 (58.7%) were female; 137 (54.4%) were from Serbia, and 115 (45.6%) were from Bulgaria. As shown in Table 1, the largest share of respondents (45.2%) lived in cities and the most common level of education for both parents was secondary school, with 51.8% of fathers and 47.5% of mothers having completed 3 or 4 years of secondary education (for more details see Table 1). As per their academic performance, most respondents (45.1%) had an Above Average GPA, followed by 30.5% with Excellent, 19.7% with Average and 4.7% with Below Average GPAs. Comparison of academic performance by country shows that respondents from Bulgaria performed better: 40% of them had an Excellent GPA and 49.57% an Above Average GPA, whereas 19.39% of respondents from Serbia had an Excellent GPA and 39.8% had an Above Average GPA.

Table 1. Summary of Demographics

		Frequency	Percent		
Gender	Male	104	41.3		
	Female	148	58.7		
	Total	252	100		
Place of residence (the place where you live permanently or temporarily)	Village (up to 5,000 inhabitants)	28	11.1		
	Town (up to 10,000 inhabitants)	27	10.7		
	Small city (up to 50,000 inhabitants)	42	16.7		
	City (up to 100,000 inhabitants)	41	16.3		
	Large city (more than 100,000 inhabitants)	114	45.2		
	Total	252	100.0		
Country	Republic of Serbia	137	54.4		
	Republic of Bulgaria	115	45.6		
	Total	252	100		
Average grade during university studies	Excellent	65	30.5		
	Above average	96	45.1		
	Average	42	19.7		
	Below average	10	4.7		
	Total	213	100.0		
Highest education of parents	Education of parents	Father	%	Mother	%
	Without education (not completed school)	0	0.0	1	0.4
	Elementary school	16	6.4	8	3.2
	Secondary school (3 or 4 years)	129	51.8	119	47.6
	Junior College (3 years of study)	22	8.8	16	6.4
	Bachelor (4 years of study)	41	16.5	60	24.0
	Master (5 years of study)	35	14.1	41	16.4
	Ph.D.	6	2.4	5	2.0
	Total	249	100.0	250	100.0

The chi-square test of independence showed a significant relationship between the respondents' GPAs during studies and country of study, $\chi^2 (3, n=213)=31.146, p<0.001$. *Cramer's V*=0.382, indicating medium effect size (Gravetter & Wallnau, 2012).

The items with the highest average scores were: Ability to organize and plan (Average 5.76, Median 6, Mode 7); Ability to learn (Average 5.76, Median 6, Mode 7) and Ability to solve problems (Average 5.67, Median 6, Mode 6), where each item has outlier data and an interval of 1.5IQR: 2 to 7. The items with the lowest average scores in the respondents' opinion were: Oral and written communication in a foreign language (Average 4.94, Median 5, Mode 7); Leadership ability – leadership and responsibility (Average 5.20, Median 6, Mode 7) and Research and inquiry – research skills (Average 5.27, Median 6, Mode 7).



Graph 1. Grade Point Average during University Studies

The average score respondents from Serbia gave the development of competencies during studies ranges from 4.82 to 5.59. In their opinion, the best developed competencies are: Basic computer skills (Average 5.59, Median 6, Mode 7), Ability to apply knowledge in practice (Average 5.45, Median 6, Mode 6), Ability to solve problems (Average 5.44, Median 6, Mode 6), while the least developed competencies are Ethical commitment and orientation (4.48), Leadership ability – leadership and responsibility (4.84), Creativity/innovation (4.94). The average score respondents from Bulgaria gave the development of competencies during studies ranges from 4.75 to 6.30. The best developed competencies are: Ability to organize and plan (6.30), Self-motivation to work (6.23), Ability to learn (6.13), for all three items the Median and Mode were 7, while the interval was 1.5IQR: 5 to 7. For respondents studying in Bulgaria, the least developed competencies are: Oral and written communication in a foreign language (4.75), Research and inquiry – research skills (5.50), Leadership ability – leadership and responsibility (5.63). If we look at the total for both groups of respondents, the best developed competencies are: Ability to organize and plan, Ability to learn, Ability to solve problems, while the least developed ones include Oral and written communication in a foreign language, Lead-

ership ability – leadership and responsibility, and Research and inquiry – research skills. Each item (competency), both by group and overall, shows strong to moderate negative asymmetry, all skewness values are less than -0.50 . With the exception of Oral and written communication in a foreign language and Basic computer skills, Bulgarian respondents on average rated the development of all other competencies more highly than respondents from Serbia. Here we are able to conclude that respondents from Serbia rated items from the Core skills group more highly (These skills involve introducing young people to new ways of working, thinking, and living in a globalized world. Young people should learn how to use their talents, strengths, and interests to prepare for their careers.). On the other hand, respondents from Bulgaria rated items from the Managerial skills group more highly (These skills focus on the ability to carry out executive tasks within an organization, while also preventing crises and quickly resolving problems when they occur).

The Kruskal-Wallis Test revealed a statistically significant difference related to the items (from the Core skills group): Creativity/innovation (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=42$: Average, Gp4, $n=10$: Below average), $\chi^2(3, n=213)=9.936, p=0.019$) and Critical thinking (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=42$: Average, Gp4, $n=10$: Below average), $\chi^2(3, n=213)=9.106, p=0.028$) for the four study groups. The highest Mean Rank was for the group of respondents with an Excellent GPA.

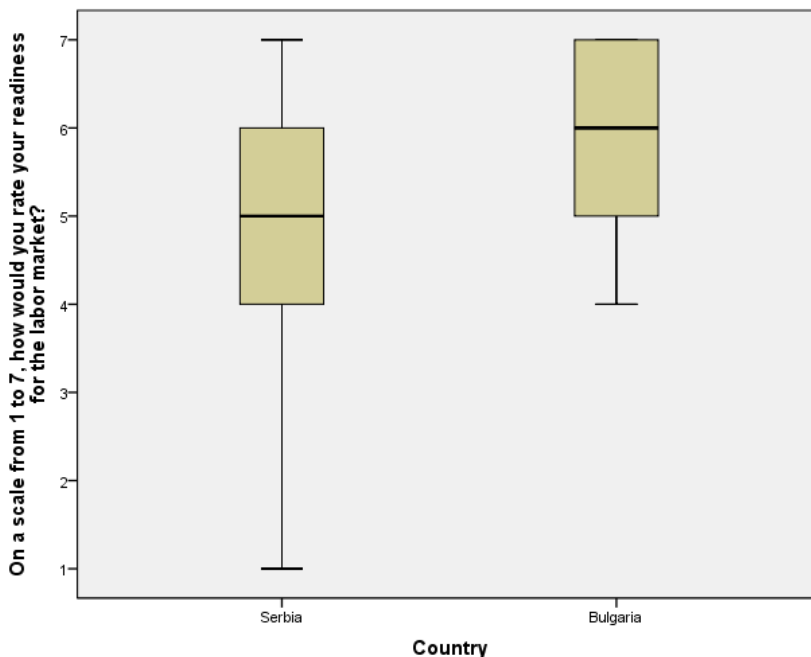
However, the Kruskal-Wallis Test revealed a statistically significant difference, for a much larger number of items from the Managerial Skills group for the four groups of GPAs in the studies, namely: Cooperation – the ability to work in a team (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=40$: Average, Gp4, $n=10$: Below average), $\chi^2(3, n=211)=8.150, p=0.043$), Communicativeness (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=42$: Average, Gp4, $n=10$: Below average), $\chi^2(3, n=213)=9.683, p=0.021$), Ethical commitment and orientation (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=40$: Average, Gp4, $n=10$: Below average), $\chi^2(3, n=211)=10.306, p=0.016$), Ability to apply knowledge in practice (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=40$: Average, Gp4, $n=10$: Below average), $\chi^2(3, n=211)=8.900, p=0.031$), Initiative and self-management (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=40$: Average, Gp4, $n=10$: Below average), $\chi^2(3, n=211)=10.448, p=0.015$), Ability to organize and plan (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=41$: Average, Gp4, $n=9$: Below average), $\chi^2(3, n=211)=16.610, p=0.001$) and Self-motivation to work (Gp1, $n=65$: Excellent, Gp2, $n=96$: Above average, Gp3, $n=42$: Average, Gp4, $n=9$: Below average), $\chi^2(3, n=212)=11.817, p=0.008$). The highest Mean Rank was for the group of respondents with an Excellent GPA.

This essentially means that students with higher GPAs are better equipped to apply skills from the group of managerial skills, which requires a good and quality education provided by a higher education institution.

Respondents studying in Serbia (non-EU) rated their readiness for the labor market after graduation 4.84 on average, Median and Mode was 5.95% CI: 4.61 to 5.10, while respondents studying in Bulgaria (EU) rated it 5.97 on average, Median and Mode was 6.95% CI: 5.80 to 6.15, and the interval 1.5IQR from 4 to 7.

The Mann-Whitney U test revealed a statistically significant difference in the assessment of readiness for the labor market for respondents studying in Serbia ($Me=5.0$, $n=137$) and in Bulgaria ($Me=6.0$, $n=115$), $U=4225.00$, $z= -6.54$, $p<0.001$, the size of the effect $r = \frac{z}{\sqrt{N}} = \frac{6.254}{\sqrt{252}} = 0.39$, i.e., it may be concluded

that the impact is medium to large (Cohen, 1988). The variable has a higher Mean Rank for respondents studying in Bulgaria.



Graph 2. Readiness for the Labor Market by Country of Study

In Table 2, we observe significant linear relationships ($0.5 < r < 0.7$) among many items, while the following items exhibit strong linear relationships ($0.7 < r < 0.9$): Ability to solve problems and Flexibility and adaptability – the ability to adapt to a new situation; Cooperation – the ability to work in a team and communicativeness; Ability to manage information – gather and analyze information from various sources and Research and inquiry – research skills; Leadership ability

Table 2. Correlation

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Creativity/innovation	-																			
2. Critical thinking	0.63	-																		
3. Ability to solve problems	0.62	0.59	-																	
4. Ability to make decisions	0.61	0.57	0.76	-																
5. Flexibility and adaptability – the ability to adapt to a new situation	0.59	0.54	0.71	0.68	-															
6. Cooperation – the ability to work in a team	0.50	0.51	0.53	0.60	0.47	-														
7. Communicativeness	0.54	0.47	0.52	0.50	0.44	0.73	-													
8. Oral and written communication in a foreign language	0.45	0.43	0.44	0.40	0.40	0.40	0.35	-												
9. Basic computer skills	0.54	0.46	0.56	0.48	0.47	0.52	0.47	0.55	-											
10. Ability to manage information – gather and analyze information from various sources	0.54	0.54	0.60	0.57	0.60	0.53	0.47	0.46	0.67	-										
11. Research and inquiry – research skills	0.59	0.58	0.58	0.55	0.56	0.52	0.53	0.53	0.60	0.70	-									
12. Ethical commitment and orientation	0.59	0.62	0.58	0.60	0.51	0.63	0.61	0.52	0.56	0.66	0.64	-								
13. Ability to apply knowledge in practice	0.63	0.58	0.66	0.61	0.59	0.62	0.51	0.46	0.58	0.57	0.62	0.61	-							
14. Leadership ability – leadership and responsibility	0.54	0.54	0.56	0.63	0.50	0.63	0.64	0.44	0.51	0.54	0.59	0.62	0.66	-						
15. Appreciation of diversity and multiculturalism	0.55	0.60	0.52	0.54	0.47	0.61	0.50	0.54	0.56	0.54	0.56	0.72	0.60	0.58	-					
16. Initiative and self-management	0.54	0.50	0.57	0.62	0.52	0.51	0.51	0.39	0.51	0.59	0.54	0.59	0.63	0.70	0.60	-				
17. Ability to learn	0.55	0.49	0.61	0.56	0.52	0.60	0.57	0.40	0.46	0.51	0.52	0.62	0.67	0.59	0.57	0.63	-			
18. Ability to organize and plan	0.48	0.55	0.55	0.62	0.53	0.55	0.54	0.29	0.38	0.53	0.48	0.60	0.53	0.60	0.48	0.58	0.71	-		
19. Ability to criticize and self-criticize	0.45	0.56	0.45	0.50	0.46	0.52	0.50	0.31	0.43	0.56	0.42	0.62	0.54	0.58	0.53	0.57	0.58	0.56	-	
20. Self-motivation to work	0.54	0.50	0.50	0.54	0.47	0.59	0.52	0.29	0.39	0.47	0.40	0.60	0.51	0.59	0.56	0.58	0.70	0.64	0.65	-

Correlation is significant at the 0.01 level (2-tailed).

– leadership and responsibility And initiative and self-management; Ability to learn and Ability to organize and plan; Ability to learn and Self-motivation to work.

All this practically means that students with more developed research skills have greater abilities for managing information, and self-motivation to work, as internal motivation, driven by satisfaction from performing the activity itself, increases their ability to learn, organize and plan, i.e., the quality of the knowledge acquired by these students is higher, better interconnected and more applicable in practice.

Principal Components Analysis (PCA)

Factor analysis (PCA) was conducted to explain the shared variance within the set of competencies, that is, the variability within groups of competencies. The group includes 20 competencies reflecting the students' positive and negative opinions. Analysis of the correlation matrix shows that there are many coefficient values greater than 0.45, indicating that the data were suitable for conducting the analysis.

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.944 and Bartlett's specificity test was statistically significant (Sig=0.000), which indicates the factorability of the correlation matrix, i.e., that the factor analysis was justified. Upon examining the correlation matrix, numerous coefficients were found to be above 0.45, indicating that the data were suitable for this type of analysis.

According to Kaiser's criterion, we observe only components whose characteristic value is 1 or greater. The principal component analysis revealed the presence of nine components with characteristic values greater than 1, namely 11.438 and 1.450, which explain 57.19% and 6.17% of the variance respectively, i.e., they explain a total of 63.36% of the variance. A clear breaking point between the second and third components can be seen on the curve diagram. A parallel analysis was performed to determine the number of factors that should be retained,.

Table 3. Comparison of characteristic values obtained in Principal Components Analysis (PCA) and threshold values obtained by parallel analysis

Number of the component	Generated characteristic value from PCA	Value obtained by parallel analysis	Decision
1	11.438	1.5364	accept
2	1.450	1.4411	accept

The results of the parallel analysis support the conclusion drawn on the basis of the curve diagram, that two factors, whose characteristic values exceed the corresponding threshold value obtained using an equally large matrix of ran-

dom numbers (20 variables \times 252 respondents), should be retained for further research. After Oblimin rotation, the components showed a significant intercorrelation ($r=0.609$). Analysis of the structure matrix indicated good discrimination between the factors. For Component 1 (Managerial skills), the lowest loading factor was 0.671 for the item Flexibility and adaptability – the ability to adapt to a new situation, but it is still higher than the highest load for item Appreciation of diversity and multiculturalism (0.670) of Component 2 (Core skills) to Component 1 (Managerial skills). Component 2 (Core skills) also showed good discrimination: the lowest factor loading (0.698) for item Appreciation of diversity and multiculturalism is still higher than the highest loading (0.695) of item Ability to solve problems Component 2 (Core skills) on Component 1 (Managerial skills).

Table 4. Pattern and structure matrix for PCA with Oblimin rotation of the two-factor solution

Competence	Pattern		Structure		Communalities
	Component 1	Component 2	Component 1	Component 2	
Self-motivation to work	0.996	-0.260	0.829	0.348	0.754
Ability to organize and plan	0.894	-0.107	0.845	0.438	0.694
Ability to learn	0.859	-0.022	0.845	0.501	0.714
Ability to criticize and self-criticize	0.820	-0.053	0.787	0.447	0.622
Cooperation – the ability to work in a team	0.689	0.138	0.773	0.558	0.610
Leadership ability – leadership and responsibility	0.685	0.191	0.802	0.609	0.665
Communicativeness	0.671	0.109	0.738	0.518	0.552
Initiative and self-management	0.651	0.194	0.769	0.591	0.616
Ability to make decisions	0.572	0.307	0.759	0.656	0.636
Ethical commitment and orientation	0.559	0.351	0.773	0.692	0.676
Ability to apply knowledge in practice	0.510	0.417	0.764	0.693	0.693
Ability to solve problems	0.471	0.447	0.744	0.695	0.679
Critical thinking	0.447	0.389	0.685	0.662	0.564
Flexibility and adaptability – the ability to adapt to a new situation	0.419	0.414	0.671	0.669	0.558
Oral and written communication in a foreign language	-0.159	0.874	0.374	0.778	0.621
Basic computer skills	0.058	0.775	0.530	0.811	0.659

Competence	Pattern		Structure		Communalities
	Component 1	Component 2	Component 1	Component 2	
Research and inquiry – research skills	0.154	0.735	0.602	0.828	0.701
Ability to manage information – gather and analyze information from various sources	0.295	0.586	0.652	0.766	0.642
Creativity/innovation	0.397	0.476	0.657	0.718	0.615
Appreciation of diversity and multiculturalism	0.428	0.437	0.670	0.698	0.754

Table 4 presents the two-factor solution for competency items. We can see each item has a strong loading on just one factor, while numerous variables have high loadings on both components. The main items for Component 1 (Managerial skills), whose factor loadings exceed 0.70, are: Self-motivation to work, Ability to organize and plan, Ability to learn, Ability to criticize and self-criticize. For Component 2 (Core skills), the main items are: Oral and written communication in a foreign language, Basic computer skills, Research and inquiry – research skills, Ability to manage information – gather and analyze information from various sources and Creativity/innovation.

The results of this analysis support the division of skills into two groups of components. The first group of components is nominally related to static competencies and can be defined as an individual's innate cognitive capacity to effectively manage and understand different forms of behavior. The second group of components is recognized as the equivalent of dynamic competencies, whose capacity depends on the influence of external forces to ensure a high level of their applicability by the individual.

Discussion and Conclusion

The research shows that respondents with different character traits or personality characteristics tend to develop different competencies. By character, we refer to the set of traits that distinguish a person and are manifested in their interaction with others, oneself, the performance of their roles and tasks, and social norms. Character mainly refers to the social side of personality – the moral principles governing relationships with others. Students with higher academic achievements (better grades) studied at a state university, with respondents studying in Bulgaria (EU) reporting better development of Managerial skills during their studies. On the other hand, respondents from Serbia (non-EU) reported stronger develop-

ment of Core skills during their studies. In general, the respondents indicated that the competencies they had developed the most during their studies were: Ability to organize and plan, Ability to learn, Ability to solve problems, while higher education institutions were the least successful in developing Oral and written communication in a foreign language, Leadership ability – leadership and responsibility and Research and inquiry – research skills. Respondents studying in Bulgaria (EU) felt much more prepared for the labor market after completing their studies than respondents studying in Serbia (non-EU).

Students with more developed research skills were also better at information management, while self-motivation to work increased their ability to learn, organize and plan, that is, the quality of the knowledge acquired by these students was higher, better interconnected and more applicable in practice.

The Oblimin rotation of the two-factor solution revealed two distinct groups of competencies. The first group of components is nominally related to static competencies and can be defined as an individual's innate cognitive capacity to manage and understand various forms of behavior. The four strongest competencies in this group were Self-motivation to work, Ability to organize and plan, Ability to learn, and the Ability to criticize and self-criticize. The analysis of the answers gives indicative results showing that the respondents **possess strong internal capacities for learning**, which is a key prerequisite for the further development of their knowledge, skills and competencies. In this respect, the existing structure is being upgraded with factors of self-motivation, as well as responsibility, additionally strengthening the students' basic potential for acquiring new knowledge efficiently.

The second group of components is recognized as the equivalent of dynamic competencies, whose capacity depends on the influence of external forces to ensure a high level of their applicability by the individual. Such components can be defined as development-oriented and must be encouraged by factors promoting incremental growth in the individual's overall skillset. This research found that these aspects are the most pronounced in the areas of Oral and written communication in a foreign language, Basic computer skills, Research and inquiry – research skills, Ability to manage information – gather and analyze information from various sources and Creativity/innovation.

By integrating competency research, one of the paper's goals was to reduce the gap between student expectations, delivered education, and labor market demands. Faculties should adapt their educational profiles –to better meet the students' aspirations for developing essential competencies, which will enable their effective participation in the workforce. This research is expected to stimulate future studies that will examine the impact of educational programs on the development of the students' competencies and encourage improvements in higher education.

Limitations

This study has several basic limitations. They primarily relate to the number of higher education institutions involved in the research. Although the number of participants in this research met the criteria of relevance, a larger sample size would provide a more comprehensive view of the overall state of higher education in Serbia and Bulgaria. In addition, inclusion in the research of faculties in other regions of both countries would lead to new insights into how education affects the development of student competencies. This would allow for systematizing the effects of educational programs by region, as well as enable a comparative analysis between the regions. As per the development of student competencies, this would enable the integration of private education outcomes at the country level.

Another possible direction of research would be to extend the study to other countries trying to incorporate the competency-based approach at various education levels and highlight differences and good practices that can be useful in the development of education policies.

One aspect not initially addressed in the survey but recognized during the analysis was the type of secondary school the respondents had attended – whether they graduated from a general high school or a vocational school. These data would provide insights into which competencies were more strongly developed by respondents who had graduated from high school and which by those who had attended a vocational school and, if so, which one.

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KRITIKA, POLEMIKA

REVIEW, POLEMICS

The Adult Education Academy

The Adult Education Academy “International and comparative studies in adult education and lifelong learning” is an international study programme for master and doctoral students as well as practitioners in the field of adult and continuing education. It is as a joint module, which was developed within a partnership of several European universities. The European Union supported the development of the Academy within the ERASMUS Strategic Partnerships COMPALL (2015–2018, No. 2015-1-DE01-KA203-002203). and INTALL (2018–2021, No. 2018-1-DE01-KA203-004272). Partner Universities are the University of Lisbon, the University of Pécs, Helmut Schmidt University Hamburg, the University of Florence, the University of Padua, the University of Ljubljana, the University of Belgrade, Dublin City University, Bayero University Kano, Obafemi Awolowo University, the International Institute of Adult and Lifelong Learning in Delhi and the University of Delhi. Partners from practice are EAEA and DVV International.

The Adult Education Academy aims a “process of understanding international and intercultural phenomena” (Egetenmeyer 2016, 19). This is to be achieved during the Academy by discussing theoretical perspectives and analysing international policies on the one hand and on the other hand by comparing selected topics and theories in adult and lifelong learning. The study programme is divided into three parts, consisting of a preparatory phase, a two-week intensive programme in Würzburg in February and a follow-up phase with publication possibilities for doctoral students and practitioners.

In 2023, the Academy celebrated its 10th anniversary together with former participants and lecturers, the head of the University of Würzburg and even the former President of the German Parliament, Rita Süßmuth. Every year, the Academy hosts around 100 participants from over 20 countries. Over the years there were various international professional networks built, which can be seen in the LinkedIn group “Professional network of adult education and lifelong learning”

with over 1800 members. The Academy was also offered during the long-downs of the coronavirus pandemic with a two-week online-study programme (Beu et al 2022). The application period for the Adult Education Academy for all interested parties opens each year in spring (<https://www.paedagogik.uni-wuerzburg.de/lifelonglearning/>). Readers are invited to follow the Adult Education Academy in Social Media over #AEAcademyWue

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Prva andragora: mini simpozijum aktuelnih istraživanja u andragogiji

Godina obeležavanja 45 godina od osnivanja Studijske grupe za andragogiju na Filozofskom fakultetu Univerziteta u Beogradu ispunjena je bogatim nizom događaja koji slave kontinuiran razvoj studija na svim nivoima. Jedan od njih je i prva ANDRAGORA, zamišljena kao mini simpozijum posvećen aktuelnim istraživanjima u andragogiji, održana 29. maja 2024. godine.

Zašto „zamišljena“? Od početne ideje da okupi mlade istraživače, doktorande na Studijskoj grupi za andragogiju, da razgovaraju o svojim aktuelnim istraživanjima, idejama, zabrinutostima, otvorenim pitanjima, nedoumicama, ANDRAGORA je okupila istraživače ne samo iz različitih oblasti andragogije, već i pedagogije, sociologije, psihologije, a pored doktoranada – i nastavnike sa drugih fakulteta, naučne saradnike i istraživače sa različitih instituta, praktičare, sa svojim završenim istraživanjima, aktuelnim istraživanjima, istraživačkim idejama. Naziv događaja – ANDRAGORA, predstavlja svojevrsni neologizam u kom se starogrčka imenica *čovjek* (aner, andros [ἀνήρ, ἀνδρός, ὁ]) pridružuje fonološkom preplitanju glagola *voditi, usmeravati* (ago [ἄγω]), asocirajući na poreklo naziva andragogije kao nauke i imenice (agora, agoras [ἀγορά, ἀγορᾶς, ἡ]) koja označava *skup, sabranje*, ali i *javni prostor*, te nas daljom fonološko-semantičkom igrom sa tri pojma, vodi ka *skupu andragoga*. Namera nam je i bila da se i samim nazivom mini simpozijum doživi kao polje susreta istraživača i istraživačica na kom će prezentovanje aktuelnih, empirijskih, kvalitativnih i kvantitativnih studija u oblasti andragogije otvarati dalja pitanja povezana sa obrazovanjem odraslih. Očigledno je već naziv događaja pozivao na dijalog i razmenu, tako da smo na prvoj ANDRAGORI razgovarali o raznovrsnim istraživanjima. Upravo nas je ta raznovrsnost, koje je ANDRAGORA okupila, uverila u to da sa okupljanjima ovakvog senzibiliteta treba nastaviti, jer doprinose onome što i jeste bilo nadanje organizatora ANDRAGORE – da će biti prostor za osnaživanje i podršku različitim istraživanjima kroz

razmenu saveta, uključivanje zainteresovanih autora i autorki, prostor razgovora u neformalnoj i ohrabrujućoj atmosferi.

Skup je otvorio Aleksandar Bulajić, ističući da je neformalnost i fluidnost ANDRAGORE zamišljena kao podsticaj sakupljanja ljudi oko ideja i istraživanja kao dimenzije naučnog saznavanja koja se može širiti i van već ustaljenih i ustanovljenih akademskih formi i njihovih granica. Prvu ANDRAGORU započeli smo razgovorom o *Istraživačkim inicijativama za javnu upravu: Inovacijama i rezultatima istraživanja Nacionalne akademije za javnu upravu*, koje je predstavila Snežana Abramović, rukovodilac Istraživačkog centra Nacionalne akademije za javnu upravu. Naučna saradnica Instituta za kriminološka i sociološka istraživanja Sanja Petkowska predstavila je *Analizu koncepta i kurikuluma građanskog obrazovanja* uz najavu svog budućeg rada na temu disciplinarnog utemeljenja nauka o obrazovanju. O *Razvoju Vojne andragogije u Srbiji*, ali i planiranim istraživanjima u narednom periodu, razgovor je vodila Jasmina Milošević Stolić, docent na Vojnoj akademiji Univerziteta odbrane u Beogradu. Doktorandi Studijske grupe za pedagogiju Filozofskog fakulteta Univerziteta u Beogradu, Marija Šarančić i Ivana Pantić su zajedno sa svojim mentorom, docentom na istoj Grupi Mirjanom Senić Ružić, pozvale na dijalog o svom istraživanju *Digitalno roditeljstvo: Razvijanje digitalne pismenosti u porodičnom kontekstu*. Razgovor o projektu *DI-MARC: Digitalne kompetencije osoba sa fizičkim invaliditetom* vodila je Ljiljana Marković, koordinator za regionalni razvoj Regionalne agencije za razvoj i evropske integracije Beograd. Sa rezultatima istraživanja *Uticaj nastavnih metoda na efektivnost, kognitivnu efikasnost i transfer učenja odraslih*, realizovanog u okviru master akademskih studija andragogije, upoznao nas je Mirko Jevtić. Svoje ideje, pitanja, zamisli u vezi sa istraživanjem *Orijentalizam u srpskim putopisima i dekolonijalnost znanja* na ANDRAGORI je podelio Nebojša Đorđević, doktorand na Studijskoj grupi za sociologiju Filozofskog fakulteta Univerziteta u Beogradu. Vrata prve ANDRAGORE pritvorili smo prezentacijom rezultata istraživanja *Bazične ljudske vrednosti, Dispozicije za kritičko mišljenje i medijska pismenost kao prediktori poverenja u javne institucije u Srbiji tokom pandemije COVID-19*, realizovanog od strane istraživačkog tima kojeg čine docenti Studijske grupe za andragogiju Aleksandar Bulajić, Nikola Koruga i Tamara Nikolić, kao i Cristoph Ghiel. Studenti prve godine andragogije su svojim *Galerijskim predstavljanjem vizuelnih eseja* oplemenili ANDRAGORIN prostor i na sebi svojstven način naglasili željeni senzibilitet ANDRAGORE. Organizacioni tim skupa su činili docenti/kinje Zorica Milošević, Mirjana Senić Ružić i Aleksandar Bulajić sa Odeljenja za pedagogiju i andragogiju Filozofskog fakulteta Univerziteta u Beogradu, andragoškinja Marijana Dražić iz Centra za međunarodnu

saradnju i odnose sa javnošću Filozofskog fakulteta Univerziteta u Beogradu i doktorandkinja andragogije Natalija Gojak.

Andragogija kroz svoje studijske planove, naučna istraživanja, publikacije, naučne organizacije i andragozi kroz svoj profesionalni individualni i timski rad, rad strukovnog udruženja, dopunjavaju mozaik holističkog pristupa fenomenu učenja i obrazovanja i njegovom značenju i značaju u čovekovom životu. ANDRAGORA se tom „skupu“ priključila sa osnovnim ciljem da promoviše aktuelna istraživanja u obrazovanju odraslih i dalje unapredi rad i identitet andragoga kao, ne samo teoretičara i praktičara, već i istraživačke zajednice. Takav pristup koncipiranju skupa je odraz prihvatanja filozofije doživotnog učenja, u kojoj je obrazovanje odraslih deo integrisanog kontinuuma učenja i obrazovanja, a ne dodatak formalnom obrazovanju ili građenje sistema neformalnog obrazovanja, one filozofije u kojoj je obrazovanje odraslih više pitanje kvaliteta, a ne forme obrazovanja. Takvo razumevanje ANDRAGORE čulo se i na samom mini simpozijumu – Snežana Medić, redovni profesor u penziji Filozofskog fakulteta u Beogradu, na samom početku skupa je rekla: „Došla sam zbog naziva – ANDRAGORA. Najzad „ne delimo“ čoveka, najzad ga posmatramo u njegovoj sveukupnosti. Nadam se da će nas u ovom jednom danu, sa predviđenim temama za razgovor, ANDRAGORA podsetiti i na taj i takav način posmatranja odraslog čoveka, njegovog obrazovanja i učenja.“

Aleksandar Bulajić i Zorica Milošević

Making the Case for Adult Learning and Twin Transition – Training Programme⁶

From May 28 to 30, 2024, an international training program on adult learning and green and digital transitions was held at the Faculty of Philosophy in Belgrade, Serbia, as part of the ALE4TT project (Adult Learning and Education for Twin Transition). It was organized in partnership with the European Association for the Education of Adults (EAEA), the International Council for Adult Education, and the Swiss Federation for Adult Learning (SVEB), and co-funded by Movetia. The program—titled „Making the Case for Adult Learning and Twin Transition“—offered a range of activities, including theoretical discussions, country-specific exchanges, and hands-on field visits.

Participants from nine countries examined the role of adult education in contributing green and digital transitions in both national and international contexts. During this co-designed, three-day training, participants explored the potential contributions of adult learning and education to the twin transition in their settings, identified challenges, and developed advocacy tools and arguments.

On the first day, participants were introduced to foundational concepts in green transition, engaging with theoretical frameworks and policy documents, and sharing case studies from their countries. The second day shifted focus to the digital transition, with a field visit to the Kolubara coal mine, where participants observed practical examples of twin transition efforts. During the visit, they interacted with artists, scientists, and local community members, including elementary school staff, students, and employees involved in site recultivation efforts.

The final day brought together the digital and green themes through sessions on advocacy, educational interventions, and public participation. Group work sessions promoted collaborative learning and planning, concluding with a wrap-up and farewell. A city tour in Belgrade provided an additional perspective, where participants used digital technology to explore responses to climate change in urban settings, experiencing firsthand how digital tools can support environmental awareness in cities.

⁶ This research paper was supported by the Ministry of Science, Technological Development and Innovation of the Republic of Serbia (Contract No. 451-03-66/2024-03/200018).

This training fostered collaborative reflection and provided practical insights into the challenges, opportunities, and concerns of the green and digital transitions and the role of adult education in it. Trainers facilitated exchange on advocacy and implementation strategies among participants from different national and regional contexts, resulting in valuable contextualized input on practice, research, and policy levels.

Nikola Koruga and Majda Richer

Uputstvo za autore priloga

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