

# "Obrazovanje odraslih u evropskom prostoru obrazovanja: Perspektive iz jugoistočne Evrope"

Knjiga sažetaka





# **Obrazovanje odraslih u evropskom prostoru obrazovanja: Perspektive iz jugoistočne Evrope**

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**MEĐUNARODNA NAUČNA KONFERENCIJA**

*Obrazovanje odraslih u evropskom prostoru obrazovanja: Perspektive iz jugoistočne Evrope*

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## UVODNA RIJEČ

Međunarodna konferencija *Obrazovanje odraslih u evropskom prostoru obrazovanja: perspektive iz jugoistočne Evrope* okupila je istraživače i eksperte iz Regije i Evrope koji se na različite načine bave obrazovanjem odraslih i andragogijom kao znanstvenom disciplinom u čijem je fokusu učenje odraslog čovjeka pozicionirano relacijski u odnosu na ukupnost čovjekovog života i rada. Bez koncepta cjeloživotnog učenja (LLL) danas se ne može zamisliti niti jedan strateški dokument na međunarodnoj i lokalnoj razini, a obrazovanje odraslih je onaj dio procesa učenja koji konceptu cjeloživotnog učenja daje atribut univerzalnosti i kontinuiranosti. Andragogija kao znanost o obrazovanju odraslih razvija svoje ideje pri sveučilištu, uvijek okrenuta praktičnim zbivanjima u svijetu života i rada, te odgovorna za propitivanje praktičnih modela obrazovanja odraslih i obrazovnih potreba koje se uklapaju u sistem općeljudskih potreba.

Bosna i Hercegovina je zemlja koja pored specifičnog sociodemografskog, ekonomskog i političkog miljea raspolaže kompliciranim obrazovnim sistemom, te bremenitim sudarima u prepoznavanju prioriteta. U zemlji s dva entiteta i jednim distriktom, s deset kantona i brojnim općinskim autoritetima teško je uspostaviti jedinstveni, “domaćinski” odnos prema svim sektorima obrazovanja. Obrazovanje odraslih ostaje često zanemareno, njegova pozicija u nadležstvu nejasno definirana, a andragogija sa svojim specifičnim istraživačkim konceptima marginalizirana izjednačavanjem pedagogije s odgojnim i obrazovnim znanostima.

U konceptualizaciji Konferencije pošli smo stoga od potreba koje u Bosni i Hercegovini imamo kad je u pitanju obrazovanje odraslih i razvoj andragogije. Željeli smo u ulozi domaćina za sudionike koji su dijelom evropskog i bosanskohercegovačkog obrazovnog prostora osigurati susret koji će podsjetiti na sličnu akademsku tradiciju andragogije, kao i na razlike u tretiranju savremenih pitanja obrazovanja odraslih. Susret akademske zajednice, istraživača i praktičara u obrazovanju odraslih ovog puta ima za cilj podsjetiti na mogućnost redefiniranja programa andragoške obuke i otvaranja prostora za nove studijske programe čija je okosnica andragogija.

U tom kontekstu, ponuđeno je nekoliko tema orijentiranih statusu andragogije kao znanstvene discipline, statusu postojećih istraživanja i studijskih programa, te zakona i praktičnih rješenja kreiranih od strane organizatora obrazovanja odraslih. Potrebe usklađivanja domaćeg zakonodavstva s tokovima u evropskom i globalnom kontekstu dodatno naglašavaju značaj organiziranja ovakve međunarodne konferencije. Budućnost je moguće planirati, ali uz sagledavanje snaga kojima raspolažemo. Artikulacija pravca daljeg razvoja andragogije i obrazovanja odraslih u BiH naslanja se na iskustva kolega iz međunarodne andragoške zajednice, posebno onih koji baštine sličnu akademsku i intelektualnu tradiciju kao naša država. Dileme koje se javljaju pred bosanskohercegovačkom andragogijom već su dijelom riješene u susjednim i državama Regije. Značajno je čuti iskustva koja su dovela do trenutno razvijenih modela studijskih programa i nivoa profesionalizacije u andragoškoj djelatnosti u Evropi, ali i o izazovima pred kojima obrazovanje odraslih stoji u svijetu promjena, te kreativnim rješenjima koja trenutno postoje kao bosanskohercegovačka snaga za dalji razvoj obrazovanja odraslih i andragogije.

Zbornik sažetaka prati načelo od općeg k posebnom, pa se u sažecima plenarnih izlaganja najprije govori o konstruktivističkom pristupu u poimanju obrazovanja odraslih, opasnostima od populizma oslonjenog na narative i važnosti profesionalizacije andragoškog rada, a sve to uz kritički postavljeno pitanje o postulatima humanističkog obrazovanja u savremenoj Evropi. Slijede izlaganja u tematskim sesijama, od kojih je prva posvećena evropskim perspektivama, zakonodavstvu i finansiranju u oblasti obrazovanja doraslih, druga propitivanju kapaciteta za razvoj novih andragoških studijskih programa u vremenu kriza i promjena, a treća andragoškoj praksiologiji.

Svaki sažetak prate podaci o izlagačima i njihove afilijacije. Bez obzira na moguće objavljivanje pojedinih izlaganja u formi znanstvenog/stručnog teksta ili zadržavanje izlaganja u formi sažetka, smatrali smo važnim za sve sudionike Konferencije učiniti dostupnim podatke o predavačima koji ulažu poseban napor u razmjeni iskustava, osiguravajući relevantne informacije za buduće korake u razvoju andragogije i obrazovanja odraslih u BiH.

Autorima izlaganja, svim sudionicima Konferencije, a posebno organizatorima upućujemo iskreno hvala za mogućnost daljeg promišljanja o andragogiji i obrazovanju odraslih kao posebnom i važnom segmentu evropskog prostora obrazovanja.

Urednice:

prof. dr. Mirjana Mavrak  
doc. dr. Amina Isanović Hadžiomerović



## FOREWORD

The International Conference *Adult Education in the European Education Area: Perspectives from Southeast Europe* brought together researchers and experts from the region and Europe who, in various ways, engage with Adult Education and Andragogy as a scientific discipline focused on adult learning, positioned relationally in the context of an individual's life and work. Today, no strategic document at the international or local level can be imagined without the concept of lifelong learning (LLL), and adult education is the part of the learning process that gives lifelong learning its attributes of universality and continuity. Andragogy, as the science of Adult Education, develops its ideas within universities, always oriented towards practical aspects in the world of life and work, and is responsible for questioning practical models of adult education and the educational needs that fit into the system of universal human needs.

Bosnia and Herzegovina, a country with a specific sociodemographic, economic, and political milieu, has a complex educational system and challenging clashes in recognizing priorities. In a country with two entities and one district, ten cantons, and numerous municipal authorities, it is difficult to establish a unified, "stewardship" approach to all sectors of education. Adult education is often neglected, its position within competencies is unclearly defined, and Andragogy, with its specific research concepts, is marginalized by equating Pedagogy with Educational Sciences.

The conceptualization of the Conference, therefore, started from the needs that Bosnia and Herzegovina has regarding Adult Education and the development of Andragogy. As hosts, we wanted to ensure that the participants, who are part of both the European and Bosnian-Herzegovinian educational space, could gather for an event that would remind them of the shared academic tradition of Andragogy, as well as the differences in addressing contemporary issues of Adult Education. This meeting of the academic community, researchers, and practitioners in Adult Education aims to remind us of the possibility of redefining andragogical training programs and opening up space for new study programs that center on Andragogy.

In this context, several topics were offered, focusing on the status of Andragogy as a scientific discipline, the status of existing research and study programs, and the laws and practical solutions created by adult education organizers. The need to align domestic legislation with developments in the European and global context further emphasizes the importance of organizing such an international conference. The future can be planned, but only by considering the strengths we possess. The articulation of the direction for the further development of Andragogy and Adult Education in Bosnia and Herzegovina builds on the experiences of colleagues from the international andragogical community, particularly those with a similar academic and intellectual tradition to our country. The dilemmas faced by Bosnian-Herzegovinian Andragogy have already been partially resolved in neighboring countries and other regional states. It is important to hear about the experiences that have led to the currently developed models of study programs and levels of professionalization in the andragogical field

in Europe, as well as the challenges that Adult Education faces in a changing world, and the creative solutions that currently exist as Bosnian-Herzegovinian strengths for the further development of Adult Education and Andragogy.

The *Book of Abstracts* follows the principle of moving from general to specific. The Plenary Session abstracts first address the constructivist approach to understanding adult education, the dangers of populism relying on narratives, and the importance of professionalizing andragogical work, all with a critical perspective on the postulates of humanistic education in contemporary Europe. The thematic sessions follow, the first dedicated to European perspectives, legislation, and funding in Adult Education, the second to exploring capacities for developing new andragogical study programs in times of crisis and change, and the third to andragogical praxeology.

Each abstract is accompanied by information about the presenters and their affiliations. Regardless of whether certain presentations are later published as scientific/professional papers or remain in abstract form, we deemed it important for all conference participants to have access to information about the lecturers who are making a special effort to share experiences, providing relevant information for future steps in the development of Andragogy and Adult Education in Bosnia and Herzegovina.

We extend our sincere thanks to the presenters, all conference participants, and especially the organizers, for enabling further reflection on Andragogy and Adult Education as a distinct and important segment of the European Education Area.

Editors:

Prof. Dr. Mirjana Mavrak  
Assist. Prof. Amina Isanović Hadžiomerović

**PLENARNA IZLAGANJA**

**PLENARY SESSION**

**Prof. dr. dr. h. c. Rolf Arnold**

RPT Universität Kaiserslautern; Systemia – Institut za komunikaciju i liderstvo, Njemačka

### **Konstruktivistički pogledi na obrazovanje odraslih**

Ovaj govor posvećen je sljedećim pitanjima:

- Šta bi danas trebalo predstavljati učenje u odrasloj dobi? (Čini se da političke mjere pokušavaju regulirati učenje kao obavezu, ali šta je s iskustvima pojedinca, njihovom odgovornošću i potrebom za užitkom u učenju?)
- Kako možemo osigurati da ljudski razvoj ne bude izgubljen u naglasku na kompetencije koje se odnose na rad i pristupe koji se baziraju na vještinama?
- Kako se može stvoriti kontekst koji omogućava učenje na makro i mikro nivou?
- Sužavanje potrebnih kompetencija?

Ne moramo samo učiti na novi način, već moramo trenirati “svježe razmišljanje”. Ono što nam je potrebno jeste novo razumijevanje onoga šta kompetencija i ličnost zaista znače unutar epistemičke kulture učenja.

Ključne riječi: *konstruktivizam, učenje odraslih, iskustvo učenja, kontekst za učenje.*

**Prof. Dr. Dr. h. c. Rolf Arnold**

RPT Universität Kaiserslautern; Systemia – Institute for Communication and Leadership, Germany

### **Constructivist Views on Adult Education**

This speech addresses the following questions:

- What should “learning” in adult life represent today? (It seems that policy measures attempt to regulate learning as an obligation, but what is with individual’s experiences, their responsibility and the need for joy in learning?)
- How can we ensure that human growth is not lost in the emphasis on work-based competencies and skills-based approaches?
- How can a learning-enabling context be created at both macro and micro levels?
- Narrowing competencies requirements?

We do not only have to learn in a new way; we also need to train “fresh thinking”. What we need is a new understanding of what competence and personality truly mean within an Epistemic Learning Culture.

Keywords: *constructivism, adult learning, learning experience, learning context.*

**Prof. dr. dr. h. c. Ekkehard Nuisl von Rein**

Njemački institut za obrazovanje odraslih (DIE), Bonn, Njemačka

### **Obrazovanje odraslih, populizam i narativi**

Populizam, teorije zavjere i narativi su fenomeni koji postaju sve relevantniji u posljednjoj deceniji. Ovi termini su neophodni za opisivanje političkih i socio-psiholoških razvoja u “zapadnim” demokratskim društvima. Međutim, oni nisu manje važni za pedagoške refleksije, naročito u oblasti obrazovanja odraslih, a posebno u okviru građanskog i političkog obrazovanja. Koji su izazovi u tom pogledu i šta se može, odnosno mora učiniti u budućnosti? U ovom prilogu će se komentirati razlozi, konteksti i karakteristike ovih fenomena, njihove razlike i sličnosti, njihove funkcije za pojedince i posljedice po društva. Fokus je – na osnovu toga – na raspravi o ulozi i sredstvima obrazovanja odraslih u suočavanju s nadolazećim problemima. U ovu raspravu uključeni su i primjeri trenutnih narativa.

Ključne riječi: *populizam, teorije zavjere, narativi, obrazovanje odraslih.*

**Prof. Dr. Dr. h.c. Ekkehard Nuisl von Rein**

German Institute for Adult Education (DIE), Bonn, Germany

### **Adult Education, Populism and Narratives**

Populism, conspiracy theories, narratives are phenomena becoming more and more relevant in the past decade. These terms are necessary for describing political and socio-psychological developments in the “western” democratic societies. But they are not less important for pedagogical reflections, mainly for adult education and mainly in the field of civic and political education. What are the challenges in this regard, what can and has to be done in the future? In this contribution will be commented reasons, contexts and characteristics of these phenomena, their differences and similarities, their functions for individuals and consequences for societies. The focus is – based on this – the discussion of roles and means of adult education to match the upcoming problems. Included in this discussion are exemplification of current narratives.

Keywords: *populism, conspiracy theories, narratives, adult education.*

**Prof. dr. Regina Eegetenmeyer-Neher**  
Julius-Maximilians-Universität Würzburg, Njemačka

### **Profesionalizacija u obrazovanju odraslih**

Prezentacija počinje kratkim uvidom u situaciju obrazovanja odraslih u Njemačkoj, a zatim podcrtava razlog posebne profesionalizacije u obrazovanju odraslih, promatra pitanje profesionalizacije u obrazovanju odraslih iz teorijske perspektive i nudi koncept profesionalizacije u obrazovanju odraslih na više razina.

Ključne riječi: *obrazovanje odraslih, profesionalizacija.*

**Prof. Dr. Regina Eegetenmeyer-Neher**  
Julius-Maximilians-Universität Würzburg, Germany

### **Professionalization in Adult Education**

The presentation will start with a short inside into the situation of adult education in Germany. It will outline the reason for an own professionalization in adult education, give some short theoretical perspectives on the topic and provides a multi-level concept for professionalization in adult education.

Keywords: *adult education, professionalization.*



**Prof. dr. Zvonimir Komar**

Sveučilište u Zagrebu – Filozofski fakultet, Hrvatska

### **Europa kao utopija humanističkog obrazovanja?**

U kontekstu razgovora o kreiranju “europskog prostora obrazovanja” postavlja se načelno pitanje što se uopće misli pod europskim obrazovanjem. Ukoliko se promotri aktualna europska obrazovna inicijativa European Education Area i njezin strateški okvir te plan do 2030. godine (jednako kao i ranije europske inicijative i reforme), tada je uz uobičajeni mjestimično ekonomistički narativ, gdje se obrazovanje vidi tek kao podsustav i funkcija trenutnog gospodarskog sustava, vidljiv i progresivni, humanistički moment konstantnog pozivanja na jednake prilike, inkluzivno obrazovanje, pravednost, interkulturalnost, osobno ispunjenje i osobnu dobrobit kroz obrazovanje, te osoban, društveni, građanski i kulturni razvoj. Ove kategorije u svojem izvornom smislu i ishodištu nisu ekonomske, već etičko-političke kategorije, jednako kao što i pozivanje na izgradnju zelenog gospodarstva i održive ekonomije može proizlaziti tek iz odgovorne i planirane, istinske politike koja nije tek neoliberalno samoukidanje politike pred apsolutiziranom kapitalističko-ekonomskom logikom.

U ovome kontekstu, nužno je reflektirati o pitanju koji je suštinski smisao i bit europskog obrazovanja, ukoliko ne pristajemo na ciničan stav da je to isključivo stvaranje zajedničkog tržišta i mobilnosti radne snage, roba i usluga. Nejasna moguća naznaka odgovora na to pitanje javlja se kroz gore navedene kategorije, ali u samosvjesnijem i temeljnijem obliku treba ga tražiti, produbljivati i ponovno oživljavati kroz klasične momente europske humanističke misli koja sasvim sigurno još ne živi sebi primjerenim životom i u tom smislu predstavlja jedan projekt. Ovaj rad pokušati će ukazati na neke od tih mogućih momenata i kontekstualizirati ih prostorom europskog obrazovanja, prije svega kroz misao Platona, Aristotela, J.J. Rousseaua, I. Kanta, G.W.F. Hegela i K. Marxa. Temeljne ideje s kojima ćemo ući u dijalog nužda su slobode pod zakonom (umna sloboda), ideja društvenosti koja se konstituira kroz ideju zakona kao (samo)-ograničenja slobode, moment kozmopolitizma (naspram nacionalizma) u ideji odnosa među državama, moment istinske demokracije kao sebe-upravljanja na individualnoj i društvenoj razini, moment prosvjetiteljstva kao pretpostavke za demokraciju, moment jednakosti u slobodi-obrazovljivosti kao uvjet mogućnosti i nužnosti jednakih prilika i inkluzivnosti, te naposljetku, moment čovjeka kao praktičkog subjekta kao uvjet mogućnosti istinskog građanskog odgoja. Europa ima jedinstvenu filozofijsko-kulturno-povijesnu pozadinu koja joj omogućuje da na najboljim zasadama svoje misli ponovno zamisli i oblikuje duboko utemeljen, humanistički odgoj i obrazovanje koji u svojem novom životu mogu bitno oblikovati naš zajednički prostor i vrijeme.

Ključne riječi: *Europa, obrazovanje, humanizam, utopija.*

**Prof. Dr. Zvonimir Komar**

Faculty of Philosophy, University of Zagreb

### **Europe as Utopia of Humanistic Education?**

In context of discussion on creation of the “European area of education”, the fundamental question arises as to what exactly is meant by European education. If one looks at the current European educational initiative European Education Area and its strategic framework and plan until 2030. (as well as earlier European initiatives and reforms), then in addition to the usual economic narrative, where education is seen only as a subsystem and function of the current economic system, we can see a progressive, humanistic moment of constant references to equal opportunities, inclusive education, justice, interculturality, personal fulfillment and personal well-being through education, as well as personal, social, citizen and cultural development. These categories in their original meaning and origin are not economic, but ethical-political, just as the call for construction of green economy and sustainable economy can only stem from a responsible and planned policy that is not just a neoliberal self-abolition of politics in the face of absolutized capitalist-economic logic.

In this context, it is necessary to reflect on the question of what is the essential meaning of European education, if we do not merely subscribe to the cynical attitude that it is exclusively the creation of a common market and mobility of labor, goods and services. A vague possible indication of the answer to that question appears through the above-mentioned categories, but in a more self-aware and founded form it should be sought, deepened and revived through the classic moments of European humanistic thought, which most certainly does not yet practically live and in this sense represents a project to be realized. This paper will try to point out some of these possible moments (and contextualize them in the space of European education), primarily through the thought of Plato, Aristotle, J.J. Rousseau, I. Kant, G.W.F. Hegel and K. Marx. The fundamental ideas with which we will enter into dialogue are necessity of freedom under law; the idea of society which is constituted through the idea of law as (self-)limitation of freedom; the moment of cosmopolitanism (versus nationalism) in the idea of relations between states; the moment of true democracy as self-governing at both individual and social levels; the moment of enlightenment as a prerequisite for democracy; the moment of equality in freedom-educability as a condition for the possibility of equal opportunities and inclusiveness; and finally the moment of human as a practical subject as a condition for the possibility of citizenship education. Europe has a unique philosophical-cultural-historical background that should allow it to (re-)imagine and shape a deeply grounded, humanistic education that in its new life can deeply shape our common space and time.

Keywords: *Europe, education, politics, humanism.*

**TEMATSKA SESIJA 1**

**EU PERSPEKTIVE, ZAKONSKI OKVIRI I MODELI  
FINANSIRANJA OBRAZOVANJA ODRASLIH**

**THEMATIC SESSION 1**

**EU PERSPECTIVES, LEGAL FRAMEWORKS, AND FUNDING  
FOR ADULT EDUCATION**

**Prof. dr. Tihomir Žiljak**

Hrvatsko andragoško društvo, Zagreb, Hrvatska

### **Transfer ideje mikrokvalifikacija iz EU u obrazovne sustave Crne Gore, Slovenije, Srbije, Bosne i Hercegovine i Hrvatske**

Izlaganje obuhvaća analizu prijenosa ideje mikrokvalifikacija (microcredentials) s razine EU u obrazovne sustave Slovenije, Hrvatske, Bosne i Hercegovine, Crne Gore i Srbije. Unutar obrazovnih sustava fokus je na obrazovanju odraslih.

U analizi se koristi teorija policy transfera kako bi se analizirali različiti načini prijenosa iste osnovne ideje. Teorijsko utemeljenje transfera koristi osnovne istraživačke nalaze Dolowitz i Marsha (2000), kasnija preispitivanja modela (primjerice D. Stone iz 2020), te je dio kontinuiranog bavljenja ovog autora temama transfera i europeizacije u obrazovnim politikama. Osnovna je usmjerenost na institucionalne promjene. Obuhvaćene su osnovne zakonske promjene, ključne procedure, ali se mapiraju i ključni akteri koji sudjeluju u implementiranju ove ideje. Klasični institucionalni pristup dopunjen je prikazom različitih oblika razumijevanja ideje koja se prenosi (diskurzivni institucionalizam) i vremenskim dimenzijama promjene (historijski institucionalizam). Proces transfera započinje Preporukama Vijeća (2022) o europskom pristupu mikrokvalifikacija za cjeloživotno učenje i zapošljivost te se analizira provedba elemenata i načela iz priloga ove preporuke. Polazi se od pretpostavke da se radi o sličnim nacionalnim slučajevima jer su se obrazovni sustavi razvili iz zajedničkog usuglašenog (predtranzicijskog) modela. Zbog toga se koristi komparativni pristup sličnih slučajeva. Prikupljeni su podaci o promjenama nacionalnih zakonodavstava i o nacionalnim procedurama za podešavanje prikladnih alata. Mapiraju se modifikacije iste osnovne ideje te se prikazuju načini stvaranja preduvjeta za uspješnu ugradnju mikrokvalifikacija u različite nacionalne sustave obrazovanja odraslih. Osim analize zakona i drugih propisa, korišteni su obrađeni podaci intervjua i fokus grupa nacionalnih aktera. Na tragu osnovnih modela *policy* transfera prikazani su prvi rezultati transfera te sličnosti i razlike među pojedinim državama. Prema tome se detektira što i kako je preneseno iz EU preporuka, te je li riječ o preslikavanju, emulaciji, kombiniranju ili inspiraciji. Dinamičnost i stalne promjene u nacionalnim obrazovnim sustavima omogućuju da se prikaže samo prva (uvodna) faza transfera.

Ključne riječi: *mikrokvalifikacija, transfer politika, obrazovanje odraslih, Europska unija, komparativna analiza.*

**Prof. Dr. Tihomir Žiljak**  
Croatian Andragogy Society, Zagreb, Croatia

### **Transfer of the Idea of Micro-Credentials from the EU to the Educational Systems of Montenegro, Slovenia, Serbia, Bosnia and Herzegovina and Croatia**

The presentation includes an analysis of the transfer of the idea of micro-credentials from the EU level to the educational systems of Slovenia, Croatia, Bosnia and Herzegovina, Montenegro and Serbia. Within education systems, the focus is on adult education.

The analysis uses the theory of policy transfer to analyze different ways of transferring the same basic idea. The theoretical foundation of transfer builds on the basic research findings of Dolowitz and Marsh (2000), later re-examinations of the model (for example, D. Stone from 2020) and is part of this author's continuous dealing with the topics of transfer and Europeanization in educational policies. The main focus is on institutional changes. Basic legal changes, key procedures are covered, and mapping key actors participating in the implementation of this idea. The classical institutional approach is complemented by the different understandings and meaning of the idea being transferred (discursive institutionalism) and the temporal dimensions of change (historical institutionalism). The transfer process begins with the Council's Recommendations (2022) on the European approach to micro-credentials for lifelong learning and employability, and the implementation of the elements and principles from the attachment of this recommendation is analyzed. It is based on the assumption that these are similar national cases because the educational systems developed from a common harmonized (pre-transition) model. For this reason, a comparative approach of similar cases is used. Data were collected on changes in national legislation and on national procedures for setting up suitable tools. Modifications of the same basic idea are mapped and ways of creating prerequisites for the successful incorporation of micro-credentials into various national systems of adult education are presented. In addition to the analysis of laws and other regulations, processed interview data and focus groups of national actors were used. Based on the basic models of policy transfer, the first results of the transfer and the similarities and differences between individual countries are presented. Accordingly, it is detected what and how it was transferred from the EU recommendations and whether it was through processes of mirroring, emulation, combining and inspiration. The dynamism and constant changes in the national education systems allow only the first (introductory) phase of the transfer to be presented.

Keywords: *micro-credentials, policy transfer, adult education, European Union, comparative analysis.*

**Doc. dr. Amina Isanović Hadžiomerović**

Univerzitet u Sarajevu – Filozofski fakultet, Bosna i Hercegovina

### **Obrazovanje odraslih u Bosni i Hercegovini – između normativizma i humanizma**

Ovaj članak analizira važeći pravni okvir obrazovanja odraslih u Bosni i Hercegovini u odnosu na njegove mogućnosti odgovaranja na stvarne potrebe. U obzir su uzete potrebe polaznika, organizatora obrazovanja odraslih te odgovaranja na aktuelne potrebe društva i tržišta rada. Također se razmatraju preporuke za prilagođavanje zakonskih okvira realnim mogućnostima i potrebama sistema, kako bi obrazovanje odraslih postalo relevantnije, pristupačnije i dinamičnije.

Zakonsko pozicioniranje obrazovanja odraslih u Bosni i Hercegovini odvijalo se od 2009. do 2019. godine. To je rezultiralo usvajanjem zakona na svim nivoima vlasti, kao i određenog broja strateških i podzakonskih akata. Na državnom nivou donesena je Strateška platforma razvoja obrazovanja odraslih u kontekstu cjeloživotnog učenja u Bosni i Hercegovini (2014 – 2020), te Principi i standardi u oblasti obrazovanja odraslih. Značaj ovog procesa ogleda se u činjenici da su ovo prvi zakoni o obrazovanju odraslih, koje je time postalo priznati dio obrazovnog sistema. Ovaj normativni napredak postavio je temelj za dalji razvoj sistema obrazovanja odraslih, uključujući priznavanje stečenih kompetencija, profesionalizaciju, finansiranje i unapređenje obrazovnih praksi. Provedba zakona pokazala je da njihove odredbe često ne podržavaju dinamiku procesa kroz koje prolaze organizatori obrazovanja odraslih, promjene u svijetu rada te individualne motivacijske faktore. Zakoni su doveli do povećanja broja priznatih organizatora obrazovanja odraslih i akreditiranih programa, ali je participacija polaznika i dalje ostala uslovljena njihovim finansijskim mogućnostima i podrškom okoline. Za organizatore, zakoni su donijeli niz izazova u njihovom nastojanju da adresiraju obrazovne potrebe brže od formalnog obrazovanja. Pored toga, identificirane su stvarne prepreke adekvatnoj implementaciji zakona u smislu nedostatka stalne andragoške izobrazbe, nepostojanja procedura za (re)akreditaciju ili održivog sistema finansiranja. Usto, razvoj privrede i promjene u svijetu rada traže fleksibilnost u pristupu neformalnom obrazovanju, te sistemsko planiranje programa prema potrebama razvoja šire zajednice.

Jedan od načina da se prevaziđe nedostatak u važećim zakonima jeste njihovo temeljenje na andragoškim principima pristupačnosti, ekonomičnosti, primjerenosti i sistematičnosti. Predlaže se da se, pored harmonizacije zakona u Bosni i Hercegovini, treba pristupiti njihovom inoviranju i usklađivanju sa stvarnim potrebama organizacija i pojedinaca kako se ne bi dogodilo da zakonske odredbe služe same sebi. U tu svrhu potrebno je analizirati iskustva iz dosadašnje primjene zakona te referirati se na evropske tokove u obrazovanju odraslih.

*Ključne riječi: zakoni o obrazovanju odraslih, sistemski pristup, normativizam, potrebe, Bosna i Hercegovina.*

**Assist. Prof. Dr. Amina Isanović Hadžimerović**  
University of Sarajevo – Faculty of Philosophy

### **Adult Education in Bosnia and Herzegovina: Between Normativism and Humanism**

This article analyzes the current legal framework for adult education in Bosnia and Herzegovina in relation to its ability to meet actual needs. It considers the needs of participants, adult education organizers, as well as the ability to respond to the current needs of society and the labor market. Recommendations for adapting legal frameworks to the realistic possibilities and needs of the system are also discussed, aiming to make adult education more relevant, accessible, and dynamic.

The legal positioning of adult education in Bosnia and Herzegovina took place from 2009 to 2019. As a result, laws were adopted at all levels of government, along with a number of strategic and subordinate acts. At the state level, the Strategic Platform for the Development of Adult Education in the Context of Lifelong Learning in Bosnia and Herzegovina (2014-2020) and the Principles and Standards in the Field of Adult Education were introduced. The importance of this process lies in the fact that these were the first laws on adult education, making it a recognized part of the education system. This normative progress laid the foundation for further development of the adult education system, including the recognition of acquired competencies, professionalization, funding, and the improvement of educational practices.

However, the implementation of the laws revealed that their provisions often do not support the dynamics of the processes faced by adult education organizers, changes in the labor market, or individual motivational factors. The laws have led to an increase in the number of recognized adult education organizers and accredited programs, but participant engagement remains conditioned by their financial capabilities and external support. For organizers, the laws have presented a number of challenges in their efforts to address educational needs more quickly than formal education can. Additionally, real barriers to adequate implementation of the laws have been identified, such as a lack of ongoing andragogical training, absence of procedures for reaccreditation, or a sustainable financing system. Moreover, economic development and changes in the labor market require flexibility in the approach to non-formal education and systematic planning of programs based on the needs of broader community development.

One way to overcome the shortcomings of the current laws is to base them on andragogical principles of accessibility, cost-effectiveness, appropriateness, and systematicity. It is proposed that, in addition to harmonizing laws in Bosnia and Herzegovina, there should be an effort to innovate and align them with the actual needs of organizations and individuals, to prevent the laws from serving only themselves. To this end, it is necessary to analyze experiences from the current implementation of the laws and refer to European trends in adult education.

*Keywords: adult education laws, systemic approach, normativism, needs, Bosnia and Herzegovina.*



**Mario Vučić i Mile Živčić**

Agencija za strukovno obrazovanje i obrazovanje odraslih, Zagreb, Hrvatska

**Pozicioniranje obrazovanja odraslih kao preduvjet  
za sustavno financiranje – primjer Republike Hrvatske**

Obrazovanje odraslih ima trajni izazov sustavnog financiranja u svim zemljama bez obzira na stupanj ekonomske razvijenosti ili razvijenost sustava obrazovanja odraslih. Na primjeru Republike Hrvatske kroz izlaganje pružit će se uvid u razvojnu dinamiku sustava financiranja, pozicioniranje kroz zakonske i strateške dokumente, uloga lobiranja, stvaranja snažnih i neovisnih institucija s ljudskim kapacitetima, srednjoročni i dugoročni pregled izvora financiranja i uspostava sustava vaučera za obrazovanje.

Ključne riječi: *financiranje, obrazovanje odraslih, pozicioniranje i lobiranje, vaučeri za obrazovanje.*

**Mario Vučić and Mile Živčić**

Agency for Vocational Education and Training and Adult Education, Croatia

**Positioning Adult Education as a Prerequisite for Systematic Funding – The Example of the Republic of Croatia**

Adult education faces the ongoing challenge of systematic funding in all countries, regardless of their level of economic development or the maturity of their adult education systems. Using the example of the Republic of Croatia, this presentation will provide insight into the developmental dynamics of the funding system, its positioning through legal and strategic documents, the role of lobbying, the creation of strong and independent institutions with human capacities, a medium and long-term overview of funding sources, and the establishment of a voucher system for education.

Keywords: *funding, adult education, positioning and lobbying, vouchers for adult education.*

**Prof. dr. Aleksandra Pejatović**

Univerzitet u Beogradu – Filozofski fakultet, Srbija

### **Karijerno vođenje i savetovanje u Srbiji: jedna priča o zapostavljanju**

Iako u okviru teorijskih rasprava i savremenih koncepcija o karijeri i karijernom razvoju, međunarodnim dokumentima, evropskoj i nacionalnoj politici koji se odnose na karijerno vođenje i savetovanje (KViS), postoji saglasnost da je reč o celoživotnom procesu, o pružanju usluga osobama bilo koje životne dobi, da je ovaj koncept usko povezan s konceptom celoživotnog učenja, ipak postojeća praksa KViS u Srbiji pokazuje da su usluge KViS dominantno usmerene ka mladima i mladim odraslima. Odrasli se kao korisnici ovih usluga pojavljuju, između ostalog, kao pripadnici socio-ekonomski ugroženijih slojeva stanovništva, kada se nalaze u kriznim životnim situacijama (poput nezaposlenosti), ili kada su zaposleni u velikim kompanijama s razvijenim HR sektorom. Izuzev kod poslednje navedene grupe, aktivnosti KViS dominantno se javljaju kao reakcija na postojeće životne probleme, koji se snažno održavaju na karijerni razvoj osobe.

Tim Instituta za pedagogiju i andragogiju Filozofskog fakulteta Univerziteta u Beogradu, je tokom 2023. godine realizovao istraživanje “usluge karijernog vođenja i savetovanja... u sektorima obrazovanja (na svim nivoima nacionalnog okvira kvalifikacija Srbije – uključujući i obrazovanje odraslih), zapošljavanja i u domenu sektora za mlade”, imajući u vidu “primenu standarda KViS... prilikom implementacije usluga KViS”.

Rezultati pokazuju da su razlozi zanemarivanja odraslih prilikom pružanja usluga KViS višestruki. Između ostalih mogu da se izdvoje: usmerenost nacionalnih Standarda KViS dominantno na mlade i na inicijalne karijerne izbore; mali broj akreditovanih programa KViS namenjenih odraslima; slaba zastupljenost aktivnosti KViS u ustanovama koje realizuju obrazovni rad s odraslima; i rasprostranjenost predrasuda i među onima koji rade s odraslima da odraslima karijerna podrška nije potrebna, jer su oni već izabrali svoj karijerni put.

Na osnovu sprovedenih analiza izrađen je predlog Akcionog plana za dalji razvoj KViS u Republici Srbiji.

Ključne riječi: *odrasli, karijerni razvoj, cjeloživotno učenje, karijerno vođenje i savjetovanje.*

**Prof. Dr. Aleksandra Pejatović**

University of Belgrade – Faculty of Philosophy, Serbia

### **Career Guidance and Counseling for Adults in Serbia – A Story of Neglect**

Although within theoretical discussions and modern conceptions of career and career development, international documents, European and national policies related to career guidance and counseling (CGC), there is agreement that it is a lifelong process, about providing services to people of any age, that this concept is closely connected to the concept of lifelong learning, yet the existing practice of CGC in Serbia shows that CGC services are predominantly directed towards young people and young adults. Adults appear as users of these services, among other things, as members of socio-economically vulnerable strata of the population, when they are in crisis life situations (such as unemployment), or when they are employed in large companies with a developed HR sector. With the exception of the last-mentioned group, the activities of CGC predominantly occur as a reaction to existing life problems, which strongly maintain a person's career development.

During 2023, the team of the Institute for Pedagogy and Andragogy of the Faculty of Philosophy of the University of Belgrade carried out research on “career guidance and counseling services... in the education sectors (at all levels of the national qualification framework of Serbia – including adult education), employment and in the domain of the youth sector”, bearing in mind the “application of CGC standards... during the implementation of CGC services”.

The results show that the reasons for neglecting adults during the provision of CGC services are multiple. Among others, the following can be highlighted: the focus of the National Standards of CGC predominantly on young people and on initial career choices; small number of accredited CGC programs intended for adults; weak representation of CGC activities in institutions that implement educational work with adults; and the widespread prejudice among those working with adults that adults do not need career support because they have already chosen their career path.

Based on the conducted analyses, a proposal for an Action Plan for the further development of CGC in the Republic of Serbia was drawn up.

Keywords: *adults, career development, lifelong learning, career guidance and counseling.*

### **Karijerno savjetovanje u doba umjetne inteligencije**

Tradicionalno su usluge koje pomažu ljudima bilo koje dobi da upravljaju svojim karijerama i da naprave izbor obrazovanja, osposobljavanja i zanimanja koji im odgovara, da razmisle o svojim ambicijama, interesima, kvalifikacijama, vještinama i talentima pružali stručnjaci za karijerno (profesionalno) usmjeravanje. Međutim, posljednjih godina, ulaskom umjetne inteligencije i na područje karijera i zanimanja, uloga stručnjaka za karijerno usmjeravanje prolazi kroz duboku transformaciju te se postavlja pitanje hoće li se uloga ljudskih savjetnika povećati ili će ih istisnuti robo-savjetnici za karijeru.

Alati za karijerno usmjeravanje vođeni umjetnom inteligencijom sve su sofisticiraniji i pristupačniji. Analizom golemih skupova podataka (uključujući analizu osobina ličnosti, kognitivnih sposobnosti, pa i emocionalne inteligencije) i korištenjem prediktivnih algoritama, umjetna inteligencija može pružiti personalizirane preporuke koje su u skladu s vještinama i interesima pojedinca, olakšavajući time proces odabira profesije, traženja posla i upravljanja karijerom. Za razliku od tradicionalnih metoda, koje se često oslanjaju na statične podatke, ovi alati koriste snagu oblaka za pružanje povratnih informacija i preporuka u stvarnom vremenu omogućujući tako stručnjacima uvid u najrelevantnije vještine ili kvalifikacije potrebne za poslove u nastajanju.

Korištenje umjetne inteligencije u karijernom usmjeravanju ima brojne prednosti (mogu dosegnuti širu publiku, nude personalizirane preporuke i uvide koji se temelje na analizi velikih skupova podataka, isplativi su, mogu predvidjeti koje će industrije rasti ili opadati, mogu pomoći u procjeni vještina i povezivanju individualnih profila s novim radnim ulogama omogućujući tako dinamičniji pristup planiranju karijere u stvarnom vremenu), ali i brojne (etičke) izazove i ograničenja (zabrinutost zbog pristranosti i poštenja, mogu pojačati postojeće nejednakosti i diskriminaciju na tržištu rada, briga o privatnosti i sigurnosti [osobnih] podataka, opasnost od masovnog nadzora, zabrinutost da će dovesti do izumiranja ljudskih savjetnika).

Hoće li budućnost biti isključiva ili će dovesti do hibridnog modela u kojem će se povezati prednosti umjetne inteligencije s ljudskom empatijom i stručnošću poboljšavajući tako pružanje personalizirane podrške te kvalitetu i raspon usluga profesionalnog usmjeravanja, možemo samo nagađati. Cilj bi trebao biti da se iskoriste potencijali umjetne inteligencije te da umjetna inteligencija služi kao podrška kod donošenja informiranih odluka o karijeri i saveznik u izgradnji održivih karijera.

*Ključne riječi: karijerno usmjeravanje, umjetna inteligencija, etička pitanja, stručnjaci za karijerno usmjeravanje, robo-savjetnici za karijeru.*

**Prof. Dr. Kornelija Mrnjaus**

University of Rijeka – Faculty of Humanities and Social Sciences, Croatia

### **Career Guidance in the Age of Artificial Intelligence**

Traditionally, services to support people of all ages in shaping their careers and choosing the right education, training and career opportunities, as well as reflecting on their ambitions, interests, qualifications, skills and talents, have been provided by careers advisers. However, with the advent of artificial intelligence in the field of professions and careers, the role of career guidance professionals has fundamentally changed in recent years, and the question is whether the role of human advisors will increase or whether they will be displaced by robot-advisors.

AI-driven career guidance tools are becoming increasingly sophisticated and affordable. By analyzing extensive data sets (including analysis of personality traits, cognitive abilities and even emotional intelligence) and using predictive algorithms, AI can provide personalized recommendations that match an individual's skills and interests and facilitate the process of career choice, job search and career planning. Unlike traditional methods, which often rely on static data, these tools leverage the power of the cloud to provide real-time feedback and recommendations, giving professionals insight into the key skills or qualifications needed for emerging jobs.

The use of artificial intelligence in career guidance has numerous benefits (it can reach a wider audience, provide personalized recommendations and insights based on analysis of large data sets, is cost efficient, can predict which industries will grow or shrink, can help assess skills and match individual profiles with new job roles, enables a more dynamic approach to career planning in real time), but also numerous (ethical) challenges and limitations (concerns about bias and fairness, may reinforce existing inequalities and discrimination in the labor market, concerns about privacy and security of (personal) data, risk of mass surveillance, fears that this will lead to the extinction of human advisors).

Whether the future will be exclusive or lead to a hybrid model where the benefits of artificial intelligence are combined with human empathy and expertise to improve the delivery of personalized support and the quality and reach of career guidance services is something we can only speculate about. The goal should be to harness the potential of AI and use AI to support informed career decisions and as an ally in building a sustainable career.

Keywords: *career guidance, artificial intelligence, ethical issues, career guidance experts, robot-advisors.*

**PARALELNE TEMATSKE SESIJE**

**STUDIJSKI PROGRAMI ANDRAGOGIJE I OBRAZOVANJE  
ODRASLIH  
U VREMENU VIŠESTRUKIH KRIZA I PROMJENA**

**PARALLEL THEMATIC SESSIONS**

**ANDRAGOGY STUDY PROGRAMS AND ADULT EDUCATION  
IN TIMES OF MULTIPLE CRISES AND CHANGES**

**Prof. dr. Anita Zovko**

Sveučilište u Rijeci – Filozofski fakultet, Hrvatska

**prof. dr. Sofija Vrcelj**

Sveučilište u Rijeci – Filozofski fakultet, Hrvatska

**Franka Jančik, MA**

OŠ Remete, Zagreb, Hrvatska

### **Od kuda smo krenuli i gdje smo stigli: obrazovanje odraslih u Republici Hrvatskoj i Bosni i Hercegovini**

U radu se iznose rezultati komparativne analize obrazovanja odraslih u Republici Hrvatskoj i Bosni i Hercegovini. Iz povijesne perspektive, obje zemlje dijelile su relativno slične društveno-povijesne kontekste koji su generirali određene razlike razvoja obrazovanja odraslih u organizacijskom, zakonodavnom i financijskom aspektu. Obje zemlje imaju dugu i bogatu tradiciju obrazovanja odraslih, ako je suditi prema prvim institucijama i aktivnostima usmjerenih na obrazovanja odraslih, kako muškaraca tako i žena. Programi koji su se nudili za obrazovanje žena u početcima su bili dominantno usmjereni na kućanske poslove. Osim tih aktivnosti, razvija se i publicistika o mnogim aspektima obrazovanju odraslih što sugerira zaključak da su obje zemlje davale značaj ovom tipu obrazovanja u okvirima društveno-povijesnih prilika. Obrazovanje odraslih u obje zemlje ima svoje “zlatno doba” u različitim periodima.

U recentnim vremenima, kada je riječ o zakonodavnim okvirima i regulativi, u Republici Hrvatskoj je obrazovanje odraslih jasnije regulirano, dok je u Bosni i Hercegovini, s obzirom na administrativni ustroj, zakonodavni okvir vrlo složen. No unatoč tome, obrazovanje odraslih nije marginalizirano jer postoje različite institucije koje provode obrazovanje odraslih.

Unatoč dugoj tradiciji, u obje zemlje ima prostora za unaprjeđenje gotovo svih aktivnosti usmjerenih na obrazovanja odraslih.

Ključne riječi: *Republika Hrvatska, Bosna i Hercegovina, obrazovanje odraslih, komparacija.*



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### **Where we started and where we have arrived – adult education in the Republic of Croatia and Bosnia and Herzegovina**

This article presents the results of a comparative analysis of adult education in the Republic of Croatia and Bosnia and Herzegovina. From a historical perspective, both countries have had relatively similar socio-historical contexts, which have resulted in certain differences in the development of adult education in organizational, legal and financial terms. Both countries have a long and rich tradition in adult education, considering the first adult education institutions and activities for men and women. The programs that were initially offered for women’s education focused mainly on domestic work. In addition to these activities, journalism was also developed on many aspects of adult education, suggesting that both countries attached importance to this type of education in the context of socio-historical circumstances. Adult education has experienced its “golden age” in both countries at different times.

In recent times, adult education in the Republic of Croatia is more clearly regulated in terms of legal framework and regulations, while in Bosnia and Herzegovina the legal framework is complex in terms of administrative structure. Nevertheless, adult education is not marginalized, as there are various institutions that provide adult education.

Despite the long tradition, there is room for improvement in almost all activities aimed at adult education in both countries.

*Keywords: Republic of Croatia, Bosnia and Herzegovina, adult education, comparison.*

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### **Akaderske studije andragogije u Republici Makedoniji – kontinuitet tradicije ili oblikovanje budućnosti?**

Andragogija je znanstvena disciplina koja propituje mogućnosti, izazove, metode i tehnike sistemskog obrazovanja, treninga i učenja odraslih. Ukorijenjena u filozofiji cjeloživotnog učenja, obuhvata sve tri obrazovne staze: formalno obrazovanje, neformalno obrazovanje i informalno učenje. Pojam “andragogija” različito je interpretiran i upotrebljavan u različitim vremenskim periodima, geografskim prostorima i kontekstima, varirajući od jednostavnog metodičkog pristupa poučavanju, do obuhvatnog holističkog pristupa učenju odraslih, obrazovanju i osobnom razvoju u okviru cjeloživotnog učenja. Profil “andragog” još uvijek je u razvoju, uključen u dinamiku promjena u okvirima znanosti, tehnologije i društva. Iako profil modernog vremena, svoju povijest bilježi još u staroj Grčkoj i drugim drevnim civilizacijama, a sistemski se razvija kroz znanstvenu teoriju i istraživačku praksu 20. i 21. stoljeća. Stalna potreba za osnaživanjem znanja, vještina i ljudskih resursa kroz lične i profesionalne kompetencije kao i potreba za profesionalizacijom nastavnog kadra angažiranog u obrazovanju odraslih stvaraju temelj na kojem se ovaj profil izgrađuje.

Studijski program andragogije razvijen je i akreditiran posredstvom Akreditacijskog odbora Agencije za kvalitet Republike Makedonije u 2018. godini. Program je dizajniran s obzirom na definirani profil diplomiranog andragoga koji u budućnosti želi razvijati Pedagoški institut pri Univerzitetu “Sv. Kiril i Metodij” u Skoplju.

Izlaganje pruža detaljni opis potreba, strukture i značaja studijskog programa andragogije pri Filozofskom fakultetu u Skoplju. Pored toga, ono ima za cilj afirmirati andragoški profil stručnjaka u nacionalnom i međunarodnom kontekstu.

Ključne riječi: *andragogija, andragog, visoko obrazovanje, profesionalizacija.*

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### **Academic Studies in Andragogy in The Republic of Macedonia – Continuance of Tradition or Shaping the Future?**

Andragogy is the scientific discipline that examines the possibilities, challenges, methods, and for the systematic education, training, and learning of adults. Rooted in the philosophy of life-long learning, it encompasses all three educational pathways: formal education, informal education, and informational learning. The term “andragogy” has been interpreted and utilized differently across various time periods, geographical regions, and contexts – ranging from a simple methodological approach to teaching to a comprehensive and holistic approach to adult learning, education, and personal development within the framework of lifelong learning.

The profile of the “andragogue” is still in development, evolving alongside the dynamic changes in the realms of science, technology, and society. Although it is a profile of the modern age, its origins can be traced back to ancient Greece and other early civilizations, and it has been systematically techniques developed through scientific theory and research in the 20th and 21st centuries. The continuous need for the enhancement of knowledge, skills, and the strengthening of human capital through personal and professional competencies, as well as the professionalization of teaching staff involved in adult education and training, forms the foundation upon which this profile is built.

The study program in andragogy was developed and accredited by the Accreditation Board at the Agency for Quality of the Republic of Macedonia in 2018. This program was designed in accordance with the characteristics of the graduate andragogue profile that the Institute of Pedagogy at the Faculty of Philosophy in Skopje, University “Ss. Cyril and Methodius” in Skopje, aims to cultivate in the coming years.

This paper provides a detailed description of the necessity, structure, and significance of the study program in andragogy at the Faculty of Philosophy in Skopje. Additionally, it seeks to affirm the andragogue profile within both national and international contexts.

*Keywords: andragogy, andragogue, higher education, professionalization.*

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### **Kreativnost u studijskim univerzitetskim programima – Kreacijski manifest**

Ljudska kreativnost, i kao akt i kao produkt, izraz je izvorne, prirodne ljudske potrebe za stvaranjem. No, tu potrebu treba znalački (odgojno) njegovati. Otuda je cilj u ovome radu naglasiti jednu od ključnih osnovica takvoga djelovanja – uspostavljanje kreacijskih univerzitetskih programa utemeljeno na socio-kulturalnoj kreacijskoj perspektivi. Na tome tragu odazivam se otvorenom pozivu kojeg Glaveano i saradnici (2019) upućuju istraživačima i praktičarima ljudske kreativnosti na zajedničko djelovanje u pravcu reflektiranja, studiranja i kultiviranja kreativnosti kao socio-kulturalnog fenomena, izjavljujući sljedeće: (1) kreativnost je istovremeno psihološki, društveni i materijalni fenomen; (2) kreativnost je kulturalno posredovano djelovanje; (3) kreativno djelovanje je, u svakom trenutku, relacijsko; (4) kreativnost ima smisao; (5) kreativnost je fundamentalna za društvo; (6) kreativnost je dinamična i po značenju i u praksi; (7) kreativnost ovisi o okolnostima, no pokazuje i sličnosti i razlike i situacijski i u domenama; (8) kreativnost treba specificiranost / operacionalizaciju; (9) kreativnost treba istraživačko znanje i snagu; (10) metodologija istraživanje kreativnosti treba snažna teorijska utemeljenja; (11) stara istraživanja kreativnosti (literatura) trebaju pažljivu reviziju a ne odbacivanje; (12) istraživači kreativnosti imaju društvenu odgovornost. Uz sve navedeno, osobito kao prilog društvenoj odgovornosti, kao univerzitetski nastavnik predlažem izjavu (13) “Kreativnost u studijskim univerzitetskim programima, osobito studijskim programima odgojnih znanosti, treba etablirati na postulatima pedagogije integrirane kreativnosti.” Time bi poučavanje kreativnosti (usmjerenost na učenika), poučavanje o kreativnosti (predmet) i kreativno poučavanje (nastavnik) trebalo biti programski i kurikularno integrirano u poučavanje svim poljima, područjima i predmetima. Društveno-sistemska (univerzitet) i sistematsko (programsko/kurikularno) njegovanje – poticanje, uspostavljanje i vrednovanje kreativnosti kao jedne od ključnih kompetencija učećeg društva 21. stoljeća, osobito danas na prijelazu s informacijskog na post-informacijsko društvo sveprisutne antropomorfne i ne-antropomorfne vještačke inteligencije, jedan je od ključnih društvenih, odgojnih i edukacijskih izazova. Ovdje univerzitet ima jednu od najznačajnijih, društveno izuzetno odgovornih uloga i nesumnjivo treba imati lidersku ulogu. Otuda je dodatni cilj potaknuti druge učesnike Konferencije da se pridruže Manifestu vlastitim prijedlozima na putu ka stvaranju novih, korisnih, osobito etički prihvatljivih vrijednosti – generalno, i kreacijskih univerzitetskih programa – posebno, sve na ličnu i društvenu dobrobit i blagostanje.

Ključne riječi: *kreativnost, manifest, univerzitetski studijski programi.*

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### **Creativity in Study University Programs – A Creational Manifesto**

Human creativity, both as an act and as a product, is an expression of the original, natural human need to create. However, this need should be expertly (educatively) nurtured. Hence, the aim of this paper is to emphasize one of the crucial foundations of such activity – the establishment of creational university programs based on a socio-cultural creative perspective. In this way, I am responding to the open invitation conveyed by Glavean et al. (2019) who invite researchers and practitioners of human creativity to work together in the direction of reflecting, studying and cultivating creativity as a socio-cultural phenomenon, declaring the following: (1) creativity is, at once, a psychological, social, and material (physical and embodied) phenomenon; (2) creativity is culturally mediated action; (3) creative action is, at all times, relational; (4) creativity is meaningful; (5) creativity is fundamental for society; (6) creativity is dynamic in both its meaning and practice; (7) creativity is situated but its expression displays both similarities and differences across situations and across domains; (8) creativity needs specification; (9) creativity research needs to consider power dynamics both within our analyses and as a field of study; (10) the field of creativity studies needs both quantitative and qualitative methodologies with strong theoretical grounding; (11) old literature should be revisited and not abandoned; (12) creativity researchers have a social responsibility. In addition to all of the above, especially as a contribution to social responsibility, as a university teacher I propose the statement (13): “Creativity in study university programs, especially study programs in educational sciences, should be established on the postulates of the pedagogy of integrated creativity.” Thus, creativity teaching (student orientation), teaching about creativity (subject) and creative teaching (teacher) should be programmatically and curricularly integrated into teaching in all fields, areas and subjects. Social-systemic (university) and systematic (programmatically/curricularly) nurturing – encouraging, establishing and valuing creativity as one of the key competencies of the learning society of the 21st century, especially today in the transition from the information to the post-information society of ubiquitous anthropomorphic and non-anthropomorphic artificial intelligence, it is one of the crucial social, pedagogical and educational challenges. Here, the university has one of the most significant, socially extremely responsible roles and undoubtedly should have a leadership role. Hence, an additional goal is to encourage other participants of the Conference to join the Manifesto with their own proposals on the way to the creation of new, useful, especially ethically acceptable values – in general, and creative university programs – in particular, all for personal and social welfare and well-being.

Keywords: *creativity, manifesto, university study programs.*

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### **Obrazovanje na raskrižju zrelosti – stavovi studenata o praksi, teoriji i vlastitom angažmanu**

U kontekstu kontinuiranih izazova u području obrazovanja odraslih važno je razumjeti stavove studenata prema ključnim aspektima obrazovnog procesa, zbog čega je tijekom akademske 2023/24. godine proveden anonimni upitnik usmjeren analizi gledišta 93 studenta dodiplomskog i diplomskog izvanrednog studija. Istraživanje je obuhvatilo utjecaj razine studija na stavove o stručnoj praksi, teorijskim konceptima, online pristupu i samoevaluaciji osobnog angažmana. Regresijska i analiza varijance pokazale su da s povećanjem razine studija dolazi do smanjenja pozitivnog odnosa prema praktičnom dijelu obrazovanja, što je u skladu s istraživanjima koji sugeriraju da viši akademski status može smanjiti naglasak na praktične aspekte nastave. S druge strane, rezultati faktorske analize sugeriraju da iskustva s praktičnom nastavom, uz visoki faktor opterećenja, značajno utječu na akademsku motivaciju. Viša razina studija pokazala je pozitivan utjecaj na stavove prema učinkovitosti online nastave, što ukazuje na veće prepoznavanje njene vrijednosti među starijim ispitanicima. Značajnim pozitivnim koeficijentom istaknuta je i samoevaluacija angažiranosti u nastavi sugerirajući veću uključenost studenata diplomskih studija. Navedeni rezultati pružaju potencijalne smjernice razvoja obrazovnih politika koje će u većoj mjeri odgovarati potrebama budućih generacija.

Ključne riječi: *obrazovanje odraslih, motivacija, samoevaluacija, učinkovitost online nastave, obrazovne politike.*

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**Education at the Crossroads of Maturity – Student’s Attitudes Towards Practice, Theory, and Personal Engagement**

In the context of continuous challenges in the field of adult education, it is important to understand the attitudes of students towards key aspects of the educational process, which is why during the academic year 2023/24 an anonymous questionnaire aimed at analyzing the viewpoints of 93 undergraduate and graduate part-time study students was conducted. The research covered the impact of the level of study on attitudes about professional practice, theoretical concepts, online access and self-evaluation of personal engagement. Regression and analysis of variance showed that as the level of study increases, the positive attitude towards the practical part of education decreases, which is in line with research suggesting that a higher academic status can reduce the emphasis on practical aspects of teaching. On the other hand, the results of the factor analysis suggest that experiences with practical teaching, with a high load factor, significantly influence academic motivation. A higher level of study showed a positive influence on attitudes towards the effectiveness of online classes, which indicates that older respondents recognize its value more. The self-evaluation of engagement in classes showed with a significant positive coefficient, suggesting greater involvement of graduate students. The above results provide potential guidelines for the development of educational policies that will meet the needs of future generations more effectively.

Keywords: *adult education, motivation, self-evaluation, effectiveness of online teaching, educational policies.*



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### **Primjena stripa u univerzitetskoj nastavi andragogije**

Primjena stripa u univerzitetskoj nastavi andragogije otvara nove perspektive u obrazovanju odraslih, nudeći inovativne metode angažiranja i motiviranja studenata. Strip, kao medij koji kombinira vizualne i tekstualne elemente, omogućuje predstavljanje složenih ideja i teorija na pristupačan i zanimljiv način. Ovaj pristup može pomoći studentima da bolje razumiju ključne andragoške koncepte, kao što su teorije učenja, metode obrazovanja odraslih i dinamika učionice, motivacija odraslih za učenje i sl. Korištenje stripa u nastavi andragogije također potiče razvoj kritičkog mišljenja kod studenata, jer ih potiče na analizu i tumačenje složenih situacija prikazanih u formatu stripa. Vizualno pripovijedanje pomaže u prevladavanju apstraktnih koncepata, što je često izazov u tradicionalnim metodama poučavanja. Naprimjer, strip može ilustrirati scenarije iz stvarnog života u kojima se primjenjuju različite andragoške tehnike, omogućujući studentima da lakše prepoznaju i razumiju te metode u praksi. Također, strip kao edukativni alat potiče kreativnost kod studenata, jer ih motivira da samostalno stvaraju slične materijale, što doprinosi dubljem učenju i boljim rezultatima. Kroz aktivno sudjelovanje u stvaranju stripa, studenti imaju priliku istražiti različite perspektive i razviti svoje vještine u području komunikacije i prezentacije. U ovome izlaganju upravo će biti prezentirani stripovi koje su studenti Fakulteta političkih nauka u Sarajevu izradili u okviru nastave iz andragogije u akademskoj 2023/24. godini, u kojima su, primjenjujući teorijska znanja iz andragogije, na sažet, pristupačan, te često i duhovit način, predstavili ključne aspekte učenja odraslih osoba. Kako bi primjena stripa bila učinkovita, važno je pažljivo odabrati sadržaj i kontekst u kojem će se koristiti. Stripovi moraju biti relevantni i dobro integrirani u nastavni plan i program kako bi se osiguralo da podržavaju obrazovne ciljeve. Korištenje stripa u nastavi andragogije nije samo kreativna inovacija, već i moćan alat za dublje razumijevanje i aktivno učenje, što može značajno poboljšati kvalitetu obrazovanja odraslih na univerzitetskom nivou.

Ključne riječi: *strip, andragogija, nastava, obrazovanje odraslih, inovativne metode učenja.*

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### **Comics Application at University-level Andragogy Teaching**

The application of comics in university-level andragogy teaching opens new perspectives in adult education by offering innovative methods for engaging and motivating students. Comics, as a medium that combines visual and textual elements, enable the presentation of complex ideas and theories in an accessible and engaging way. This approach can help students better understand key andragogical concepts, such as learning theories, adult education methods, classroom dynamics, adult motivation for learning, and more. Using comics in andragogy teaching also promotes the development of critical thinking among students by encouraging them to analyze and interpret complex situations depicted in comic format. Visual storytelling helps overcome abstract concepts, which is often a challenge in traditional teaching methods. For example, a comic can illustrate real-life scenarios where different andragogical techniques are applied, enabling students to more easily recognize and understand these methods in practice. Moreover, comics as an educational tool stimulate creativity among students, motivating them to independently create similar materials, which contributes to deeper learning and better outcomes. Through active participation in comic creation, students have the opportunity to explore different perspectives and develop their skills in communication and presentation. In this presentation, comics created by students of the Faculty of Political Sciences in Sarajevo during the andragogy course in the 2023/24 academic year will be showcased. In these comics, students have applied theoretical knowledge from andragogy to present key aspects of adult learning in a concise, accessible, and often humorous way. For the application of comics to be effective, it is important to carefully select the content and context in which they will be used. Comics must be relevant and well-integrated into the curriculum to ensure they support educational objectives. The use of comics in andragogy teaching is not just a creative innovation but also a powerful tool for deeper understanding and active learning, which can significantly improve the quality of adult education at the university level.

Keywords: *comics, andragogy, adult education, teaching, innovative learning methods.*

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### **Andragoški aspekti obrazovanja nastavnika u obrazovanju odraslih: makedonski kontekst**

Učitelj/Nastavnik je ključni poticaj u procesu obrazovanja odraslih i igra nezamjenjivu ulogu obrazovanju odraslih polaznika/učenika. Većina učitelja/nastavnika koji rade s adolescentima i odraslima prevede neophodnost upoznavanja s andragoškim pristupom u svom stilu poučavanja u radu s polaznicima. U makedonskom obrazovnom kontekstu, uzimajući u obzir inicijalno obrazovanje nastavnog osoblja i njihovu profesionalnu pozadinu u kojoj se insistira samo na pedagoškoj pripremi, neosporno se javlja potreba za integracijom andragoških kompetencija za rad u procesu obrazovanja i treninga. Posljedično se javljaju i pitanja kao što su prisustvo i razina obučenosti učitelja/nastavnika za primjenu andragoškog modela poučavanja i tehnika za rad s odraslim polaznicima. Ovo pitanje inicira neophodnost temeljite analize i interpretacije zakonskih okvira i standarda u izobrazbi koji su povezani s profilom andragoškog voditelja-nastavnika u obrazovanju odraslih.

Cilj ove studije je analizirati andragoške aspekte izobrazbe nastavnika kao preteče za rad s odraslima, s fokusom na karakteristike učenja odraslih i zahtjeve odraslih polaznika. Istraživanje se fokusira na analizu andragoških aspekata izobrazbe učitelja u obrazovanju odraslih.

Interpretacijom rezultata istraživanja temeljenoj na analizi zakonskih okvira, programa za izobrazbu učitelja/nastavnika i nastavničkog iskustva daje se inicijativa za *pre-service* programe za pripremu nastavnika koji podržavaju odrasle polaznike u procesu prilagodbe strategija učenja odraslom dobu, potiču samoučenje, razvijaju posebno znanje, vještine i sposobnosti neophodne za rad u domeni obrazovanja odraslih.

Ključne riječi: *profesionalni razvoj, obuke, voditelj obuke za nastavnike, obrazovanje odraslih.*

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### **Andragogical Aspects of Teacher Training in Adult Education – the Macedonian Context**

The teacher is a key instigator in the adult education process and plays an irreplaceable role in the education of adult learners.

The majority of teachers who work with adolescents and adults overlook the necessity to introduce an andragogical approach into their teaching when working with these students. In the Macedonian educational context, taking into account the teaching staff’s initial education and professional background, which can only be acquired through pedagogical preparation, the need to integrate andragogic competencies for work in education and training processes arises inescapably. Consequently, the question arises as to whether and to what extent teachers are trained in the application of andragogical models and techniques for working with adult students. This question initiates the necessity of a thorough analysis and interpretation of the legal framework and training standards in relation to the teacher-trainer profile in adult education.

The goal of this study is to analyze the andragogical aspects of teacher trainings as a prerequisite for working with adults focusing on learning characteristics and adult student demands. The research focuses on the analysis of the andragogic aspects of teacher training in adult education.

By interpreting the research findings based on the analysis of the legal framework and of the trainings for professional development and of the teacher’s experience, an andragogical approach will be initiated in teacher preparation programs to support adult learners in the areas of adaptive learning strategies, to instigate self-learning, to develop specialized knowledge, skills, and abilities necessary for work in adult education.

Keywords: *professional development, trainings, teacher-trainer, adult education.*

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Udruženje GABA, Sarajevo, Bosna i Hercegovina

### **Program Socijalizacija s pravom – od pedagogije do andragogije**

Inter-sektorska saradnja u radu s ljudima neophodan je element uspjeha svakog programa namijenjenog stvaranju boljeg životnog okruženja. Najveći broj fenomena kojim se bave humanističke i društvene nauke ne može biti sveden na jednu naučnu disciplinu niti praktično rješavan bez učešća više institucija vlasti. Program socijalizacija s pravom koji se bavi prevencijom maloljetničke delinkvencije u BiH kreiran je kroz zajednička ulaganja Odjela za borbu protiv međunarodne trgovine narkoticima i za provođenje zakona i Vlade SAD-a, a realizirao ga je Ured američke neprofitne organizacije Project Harmony u Bosni i Hercegovini.

Program je realiziran u svih deset kantona Federacije BiH u periodu od 2017. do 2022. godine, te u Republici Srpskoj i Brčko distriktu u periodu od 2020. do 2024. godine. Program je imao za cilj smanjenje delinkventnih ponašanja među mladima, ostvarivanje većeg stepena povjerenja javnosti i mladih po pitanju provođenja zakona kao i pojačano partnerstvo ministarstava obrazovanja i ministarstava unutrašnjih poslova odnosno policije. Tokom sedam godina, oko 5500 učenika prisustvovalo je časovima Socijalizacije s pravom u partnerskim osnovnim i srednjim školama širom Bosne i Hercegovine. Priprema i realizacija kurikuluma o socijalizaciji s pravom za odjeljenske zajednice bila je osnovna komponenta programa, a s obzirom na taj sadržaj, na kurikulumu su zajedno radili stručnjaci iz sektora obrazovanja i stručnjaci iz sektora unutrašnjih poslova. Nadležne institucije imenovale su prosvjetne radnike i policijske službenike koji su u paru, u komplementarnom odnosu, radili na realizaciji Programa u školama.

Međutim, održivost Programa i veći obuhvat ciljnih grupa mogli su biti osigurani samo dodatnom, andragoškom komponentom Programa. Odabrani prosvjetni radnici i odabrani policijski službenici bili su uključeni u andragošku obuku koju je PH International organizirao u više andragoških ciklusa u BiH u periodu od 7 godina. Andragoški priručnik – Socijalizacija s pravom, koji je nastao u procesu edukacije prve grupe polaznika, poslužio je kao vrijedan i neophodan alat u održivosti Programa, a organizacija andragoškog ciklusa bila je oslonjena na odabir kandidata koji je slijedio andragoške principe. Kako su svi realizatori kurikuluma Socijalizacija s pravom u prethodnoj komponenti pokazali vještinu rada s djecom, njihov je odabir bio napravljen prije svega s obzirom na (1) sliku o sebi, (2) pozitivan stav prema dodatnom obrazovanju iz oblasti koja im nije nužno bila bliska (andragogija za policijske službenike) i (3) motivaciji da se priključe andragoškom ciklusu koji se odvijao kroz oblik “obrazovanja iz rada”. Dodatni kriteriji bili su ravnomjerna zastupljenost prosvjetnih radnika i policijskih službenika, ravnomjerna geografska zastupljenost i podjednaka spolna zastupljenost.

Andragoški priručnik je u tom procesu odigrao veliku ulogu u strukturiranom toku edukacije u cijeloj BiH. Preveden na jezike koji se koriste u BiH, na dva pisma – latinici i ćirilici – te na engleskom jeziku, bio je podjednako dobro prihvaćen na različitim adresama. Naslonjen na prijedlog općeg kurikuluma GlobALE, on definiira andragošku edukaciju koju je, prema profesionalnim potrebama polaznika moguće nadograđivati u smjeru certificiranja za andrago-

škog voditelja, a istodobno predstavlja primjer povezivanja znanja i vještina andragoškog rada sa sadržajem koji pripada drugim disciplinama i sektorskim djelatnostima.

Praktična realizacija Programa i upotreba Priručnika u svim dijelovima BiH, ali i inostranstva... njegova upotrebna vrijednost ne samo za realiziranje nastave iz Andragogije i Obrazovanja odraslih na Filozofskom fakultetu, već i kao vodič za rad sa studentima kao odraslim polaznicima drugih fakulteta, popularizirala je andragošku misao u BiH, a stručnjake raznih profila povezala u novu “andragošku zajednicu različitih”. Ovo predstavljanje ima za cilj da pokaže kako se andragogija i obrazovanje odraslih može promovirati i kroz programe namijenjene djeci i mladima, što je poseban prinos razvoju i nauke i stručnog rada.

Ključne riječi: *andragoški priručnik, program socijalizacija s pravom, andragoški ciklus, GlobALE, obrazovanje odraslih.*

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### **Legal Socialization Program – From Pedagogy to Andragogy**

Inter-sectoral cooperation in working with people is an essential element for the success of any program aimed at creating a better living environment. The majority of phenomena addressed by the humanities and social sciences cannot be confined to a single scientific discipline, nor can they be practically resolved without the involvement of multiple government institutions. The Legal Socialization program, which focuses on the prevention of juvenile delinquency in BiH, was created through joint efforts of the U.S. Department of State's Bureau of International Narcotics and Law Enforcement Affairs and the U.S. government. The program was implemented by the office of the American non-profit organization Project Harmony in Bosnia and Herzegovina.

The program was carried out in all ten cantons of the Federation of BiH from 2017 to 2022, and in the Republic of Srpska and Brčko District from 2020 to 2024. Its goals were to reduce delinquent behavior among youth, increase public and youth trust in law enforcement, and enhance partnerships between ministries of education and ministries of internal affairs, specifically the police. Over seven years, approximately 5.500 students attended Socialization with the Law classes in partner primary and secondary schools across Bosnia and Herzegovina. The preparation and implementation of the curriculum on socialization with the law for class communities was the core component of the program, with educational and law enforcement experts collaborating on its content. Relevant institutions appointed teachers and police officers, who worked in pairs, in a complementary relationship, to implement the program in schools.

However, the sustainability of the program and broader coverage of target groups could only be ensured through an additional andragogical component. Selected teachers and police officers were included in andragogical training organized by PH International in several andragogical cycles in BiH over the seven-year period. The andragogical manual, *Legal Socialization Program*, developed during the education of the first group of participants, became a valuable and necessary tool for the sustainability of the program. The organization of the andragogical cycle was based on the selection of candidates following andragogical principles. Since all curriculum implementers in the previous component demonstrated skills in working with children, their selection was primarily based on (1) their self-perception, (2) a positive attitude toward further education in a field that was not necessarily familiar to them (andragogy for police officers), and (3) motivation to participate in the andragogical cycle, which took the form of "education through work". Additional criteria included equal representation of teachers and police officers, balanced geographic representation, and gender parity.

The andragogical manual played a significant role in structuring the education process throughout BiH. Translated into the languages used in BiH, in both scripts – Latin and Cyrillic – as well as into English, it was equally well-received across various sectors. Based on the general curriculum proposal *GlobALE*, the manual defines andragogical education that, according to the professional needs of participants, can be expanded toward certification as an andragogical trainer. At the same time, it serves as an example of how to connect knowledge and skills from andragogical work with content from other disciplines and sectors.

The practical implementation of the program and the use of the manual throughout BiH and abroad... its practical value, not only for the teaching of Andragogy and Adult Education at the Faculty of Philosophy but also as a guide for working with students as adult learners at other faculties, has popularized andragogical thought in BiH. It has also connected professionals from various fields into a new “andragogical community of diversity”. This presentation aims to demonstrate how andragogy and adult education can be promoted even through programs aimed at children and youth, which is a unique contribution to both scientific and professional work development.

Keywords: *andragogical manual, Socialization with the Law program, andragogical cycle, GlobALE, adult education.*



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### **Refleksivno učenje odraslih u dječijem vrtiću – transformacijski i emancipacijski potencijal profesionalnog usavršavanja**

Jedan od najvećih izazova u praksi predškolskog odgoja i obrazovanja je postizanje i održavanje kvalitete odgojno-obrazovne prakse kroz održive i kontinuirane oblike profesionalnog usavršavanja odgajatelja. Postoje različiti vidovi profesionalnog usavršavanja ali svaki od njih nije podjednako kvalitetan. Praksa pokazuje da su kratkoročni oblici uveliko rašireni ali najmanje efikasni, dok su trajni i istraživački u potpunosti zanemareni, ne samo kod nas već i u zemljama u Regiji. U radu se ukazuje na savremene tendencije profesionalnog usavršavanja odgajatelja u evropskim zemljama u konceptu cjeloživotnog učenja. Prednost se daje onim oblicima u kojima se odgajatelji uključuju u kritičko razmišljanje o odgojno-obrazovnoj praksi stvarajući zajednicu refleksivnih praktičara. Odgajateljima se na taj način pridaje uloga kreatora za njega autentičnog a ne konzumenta nekog uniformnog oblika profesionalnog usavršavanja.

Ključne riječi: *profesionalni razvoj odgajatelja, refleksivno učenje, transformacija, emancipacija.*

**Prof. Dr. Dženeta Camović**

University of Sarajevo – Faculty of Philosophy, Bosnia and Herzegovina

### **Reflexive Learning of Adults in Kindergarten – Transformational and Emancipatory Potential of Professional Development**

One of the biggest challenges in the practice of preschool education is achieving and maintaining quality of educational practice through sustainable and continuous forms of professional development of educators. There are different types of professional development, but each of them is not of equal quality. Practice shows that short-term forms are widespread but least effective, while permanent and research ones are completely neglected, not only in our country but also in countries of the region. The paper points to contemporary trends in professional development of educators in European countries in the concept of lifelong learning. Preference is given to those forms in which educators engage in critical thinking about educational practice, creating a community of reflective practitioners. In this way, educators are given the role of authentic creators and not consumers of uniform professional development.

Keywords: *preschool teacher's professional development, reflexive learning, transformation, emancipation.*

**PARALELNE TEMATSKE SESIJE**  
**ISKUSTVA IZ PRAKSE OBRAZOVANJA ODRASLIH**

**PARALLEL THEMATIC SESSIONS**  
**EXPERIENCES FROM ADULT EDUCATION PRACTICE**

**Prof. dr. Pavle Mijović**

Univerzitet u Sarajevu – Katolički bogoslovni fakultet, Bosna i Hercegovina

### **Dezinformacijska paradigma u *post-truth* eri**

Iako su dezinformacije i lažne vijesti oduvijek pratile svaki oblik ljudske komunikacije, tek recentnije, uslijed raznih globalizacijskih dinamika praćenim rastom dereguliranih informacijskih obrazaca, iste postaju globalni problem. Dezinformacije, lažne vijesti i narativi, smatra se, predstavljaju veliki izazov za mnoge kritičke aspekte suvremenih društava, poput obrazovnog, zdravstvenog i političkog sustava, čije bazične postavke dovode u pitanje, generiravši tako splet socijetalno-individualnih izazova.

Prvi dio rada ima za cilj ponuditi kontekstualni okvir razmišljanja o fenomenu dezinformacija u *post-truth* eri, analiziravši generalni problem informacija, obrazovanja (Adorno, Liessmann) te posljedice na oblikovanje javnog mijenja. Prilikom analize koristit ćemo interdisciplinarni pristup, kombiniravši uvide iz različitih znanosti, poput filozofije, lingvistike i politologije, s ciljem predstavljanje suvremene dezinformacijske paradigme. Drugi dio rada bazira se na projektnom istraživanju (teorijsko istraživanje, fokus grupe, analiza dezinformacijskih paradigmi) koji ima za cilj prikazati najtipičniji uzorak i tipologiju lažnih vijesti, dezinformacija i narativa u Bosni i Hercegovini.

Ključne riječi: *post-truth*, *dezinformacije*, *lažne vijesti*, *narativi*.

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### **The disinformation paradigm in the post-truth era**

Despite the fact that misinformation and fake news have always accompanied every form of human communication, only recently, due to various globalization dynamics accompanied by the growth of deregulated information patterns, they became a global problem. Disinformation, fake news and narratives, it is considered, represent a great challenge for many critical aspects of contemporary societies, such as the educational, health and political systems, whose basic assumptions are called into question, generating a complex of societal and individual challenges.

The first part of the paper aims to offer a contextual framework for rethinking the phenomenon of disinformation in the post-truth era, analyzing the general problem of information, education (Adorno, Liessmann) and subsequent consequences for shaping public change. During the analysis, we will use an interdisciplinary approach, combining insights from different sciences, such as philosophy, linguistics and political science, aiming of presenting the contemporary disinformation paradigm. The second part of the work is based on project research (theoretical research, focus groups, analysis of disinformation archetypes), which aims to show the most typical sample and typology of fake news, disinformation and narratives in Bosnia and Herzegovina.

Keywords: *post-truth, disinformation, fake-news, narratives.*

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**Poticanje razvoja kritičkog mišljenja u javnom programu**  
***Razumijevanje zdravlja – put do zdravog načina života: primjer Slovenije***

U dinamičnom i turbulentnom svijetu sposobnost kritičkog razmišljanja važnija je nego ikada. Omogućuje pojedincima da se suoče i upravljaju složenom stvarnošću, prilagode se novim okolnostima i donose promišljene odluke. Primarna svrha ovog rada je pokazati kako se kritičko mišljenje može promicati u kontekstu javnog programa Razumijevanje zdravlja – put do zdravog načina života. Program je nastao 2024. godine kao odgovor na javnozdravstvene izazove u Sloveniji. Istraživanje (Bregar i sur., 2021) u Sloveniji pokazuje, da su čimbenici rizika u ponašanju kao što su prekomjerna tjelesna težina, stres i nedostatak tjelovježbe odgovorni za visok udio zdravstvenih problema. Osobna odgovornost za zdravlje podrazumijeva svijest, informiranost i kritički odnos prema vlastitom zdravlju i zdravstvenim sadržajima koji se iznose u medijima.

U tu svrhu, prvi dio članka ukratko predstavlja program, ocrtava njegovu modularnu strukturu, sadržaj i ciljeve. To također opravdava razvoj kritičkog mišljenja kao bitnog cilja programa, kao i obrazovanja odraslih općenito. Naglašen je odnos između uloge cjeloživotnog učenja u razvoju kritičkog mišljenja (Murano, 2023) i uloge javnih programa u poticanju ove vještine. Opisane su različite perspektive kritičkog mišljenja i proizašle prakse, na primjer, kritičko mišljenje kao argumentacija (Šuster, 1998; Bowel i Kemp, 2002; Halpern, 1996), kritičko mišljenje kao skup motivacijskih stavova i kognitivnih vještina pojedinca (Ennis, 1985; Lipman, 1988; Facione i dr., 1998; Paul 2006) itd.

U drugom dijelu rada prikazani su principi, strategije i tehnike formativnog ocjenjivanja kritičkog mišljenja potkrijepljeni primjerima iz odabrane teme. Razmotrene su faze ciklusa formativnog ocjenjivanja i ključna pitanja u svakoj fazi: (samo)procjena prethodnog znanja ili razine vještina, artikulacija ciljeva učenja i kriterija uspjeha, aktivnosti za postizanje ciljeva, povratne informacije i potencijalno redefiniranje ciljeve učenja.

*Ključne riječi: učenje odraslih, kritičko mišljenje, studija slučaja, zdravstvena pismenost, formativno ocjenjivanje.*

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**Encouraging the Development of Critical Thinking in the Public Program**  
*Understanding Health—the Pathway to a Healthy Lifestyle: The Case of Slovenia*

In a dynamic and turbulent world, the ability to think critically is more important than ever. It enables individuals to face and manage complex realities, adapt to new circumstances and make thoughtful decisions. The primary purpose of this paper is to demonstrate how critical thinking can be promoted within the context of the public program Understanding Health – the Pathway to a Healthy Lifestyle. The program was created in 2024 in response to public health challenges in Slovenia. Research (Bregar et al., 2021) in Slovenia shows that behavioral risk factors such as being overweight, stress and lack of exercise are responsible for a high proportion of health problems. Personal responsibility for health involves awareness, being well-informed and having a critical attitude toward one's health and the health-related content presented in the media.

For this purpose, the first part of the article briefly introduces the program, outlining its modular structure, content and goals. It also justifies the development of critical thinking as an essential goal of the programs, as well as in adult education in general. The relationship between the role of lifelong learning in the development of critical thinking (Murano, 2023) and the role of public programs in fostering this skill has been highlighted. Various perspectives on critical thinking and the resulting practices have been described, for example, critical thinking as argumentation (Šuster, 1998; Bowel and Kemp, 2002; Halpern, 1996) and critical thinking as a set of motivational attitudes and cognitive skills of an individual (Ennis, 1985; Lipman, 1988; Facione et al., 1998; Paul 2006), etc.

The second part of the paper presents the principles, strategies and techniques of formative assessment of critical thinking, supported by examples from a selected topic. The phases of the formative assessment cycle and the key issues in each phase have been discussed: a (self-) assessment of prior knowledge or skill level, articulation of learning objectives and success criteria, activities to achieve the objectives, feedback and potential redefinition of the learning objectives.

*Keywords: adult learning, critical thinking, case study, health literacy, formative assessment.*

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### **Teatar za odrasle: uloga dramske pedagogije u obrazovanju odraslih**

Izlaganje sublimira jednogodišnje iskustvo rada u oblasti dramske pedagogije u grupi od trideset odraslih ljudi koji nisu teatarski profesionalci i transformacijski proces koji su polaznici doživjeli pomoću glumačkih alata i vježbi, a koji se tiču razvoja kreativnosti, socijalnih vještina i integriranja iskustvenog u kreativnom činu stvaranja života na sceni. Rad ima za cilj da predstavi rezultate i ishode projekta Teatra za odrasle Drama Kids Akademije u Sarajevu koji se tiču jačanja samopouzdanja učesnika/ca, osposobljavanja za javni nastup, integriranja grupe i stvaranja povjerenja unutar iste te introspektivnog pogleda na vlastiti život kroz živote i biografije interpretiranih karaktera.

Na temelju iskustva i znanja dramski pedagozi su kreirali poseban kurikulum za polaznike Teatra za odrasle baziran na vježbama, igrama i alatima iz tri izvora vježbi koje se koriste za djecu i mlade a koje su dio internacionalnog plana i programa: Drama Kids Akademije, prakse koja se temelji na Teatru potlačenih Augusta Boala te dijelovima plana i programa koji se koristi na Akademiji scenskih umjetnosti u Sarajevu na odsjeku za glumu. Plan i program je prema ishodu učenja/praktičnog rada prilagođen grupi od 34 odrasle osobe s ciljem ličnog transformacijskog procesa učesnika. Nastava se odvijala jednom sedmično dva sata a rezultat je profesionalna predstava koja je imala svoju premijeru u Sarajevskom ratnom teatru te na Festivalu autorskih poetika u Mostaru 2024 osvojila nagradu za najbolju predstavu u cjelini.

Rezultati i ishodi su praćeni putem intervjua s učesnicima te voditeljskog dnevnika istraživanja. U intervjuu učesnici najvećim brojem ističu da im je učešće u Teatru za odrasle ojačalo samopouzdanje, pomoglo savladati strah od izloženosti, učvrstilo ih u odlukama koje su donosili u životu te im donijelo optimističnu sliku o sebi i budućnosti. Osim predstave koja je nastala kao konkretan rezultat istraživanja, nastao je i novi sistem vježbi i igara koje se mogu koristiti u teatru za odrasle.

Ključne riječi: *teatar za odrasle, gluma, performativno i transformacijsko učenje, dramska pedagogija.*

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### **Theater for Adults: The Role of Drama Pedagogy in Lifelong Learning**

This work sublimates the one-year experience of working in the field of drama pedagogy in a group of thirty adults who are not theater professionals and the transformative process that the participants experienced using acting tools and exercises, which concern the development of creativity, social skills and the integration of experiential in the creative act of creating life on scene. The aim of the work is to present the results and outcomes of the Theater for Adults Drama Kids Academy project in Sarajevo, which are related to strengthening the self-confidence of the participants, training the participants for public performance, integrating the group and creating trust within it, as well as an introspective look at one's own life through lives and biographies. interpreted characters.

Based on their experience and knowledge, drama pedagogues have created a special curriculum for the participants of Theater for Adults based on exercises, games and tools from three sources of exercises that are used for children and young people and which are part of the international plan and program: Drama Kids Academy curriculum, practices that based on August Boal's Theater of the Oppressed and parts of the plan and program used at the Academy of Performing Arts in Sarajevo at the acting department. According to the learning/practical work outcomes, the plan and program was adapted to a group of 34 adults with the aim of the personal transformative process of the participants. The classes took place once a week for two hours and the result was a professional play that had its premiere at the Sarajevo War Theater and won the award for the best play at the Festival of Author Poetics in Mostar 2024.

The results and outcomes were monitored through interviews with the participants and the leader's research diary. In the interview, the largest number of participants point out that participation in the Theater for Adults strengthened their self-confidence, helped them overcome their fear of exposure, strengthened them in the decisions they made in life, and gave them an optimistic image of themselves and the future. In addition to the play that was created as a concrete result of the research, a system of exercises and games that can be used in theater for adults was created and is still in use.

Keywords: *theatre for adults, acting, performative and transformative learning, drama pedagogy.*



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### **Zapošljavanje kvalificiranih radnika u Kirgistanu – model Centra za obrazovanje odraslih (VHS) Cham**

Zadatak obrazovanja odraslih?

Nedostatak obučeni radnika je odlučujući činitelj ekonomskog razvoja u Njemačkoj. Narastajuća potreba za kvalificiranim radnicima rezultat je demografskog razvoja i procesa umirovljenja generacije *baby-boomera*. Svi eksperti su saglasni da se problemu manjka kvalificiranih radnika može odgovoriti ojačavanjem i ulaganjem u legalne migracije u zemlje članice EU uz paralelnu ekonomsku i socijalnu podršku potrebama učinkovite integracije i socijalne inkluzije doseljenika iz trećih zemalja.

Iz ovih razloga distrikt Cham, u saradnji sa službom za zapošljavanje, poduzećima u regiji i poslovnim asocijacijama, pokrenuo je inicijativu za uključivanje polaznika i kvalificiranih radnika iz Kirgistana u proces socijalne, kulturne i profesionalne integracije u Bavarskoj. Centar za obrazovanje odraslih u pokrajini Cham odigrao je ključnu ulogu u ovom procesu, a pitanje treba li obrazovanje odraslih biti uključeno u ovo područje djelovanja dobilo je jasan odgovor “DA”. Centar za obrazovanje odraslih imao je višestruku korist od svog dugoročnog iskustva u radu na projektima, međunarodnoj saradnji i integraciji ljudi iz trećih zemalja. Dvije ključne vještine igrale su ulogu u integraciji ljudi iz trećih zemalja: jezične vještine i interkulturalne kompetencije, obje neophodne u integriranju na tržištu rada i u društvu. Centri za obrazovanje odraslih imali su relevantnu ekspertizu i u isto vrijeme idealnu mrežu institucionalne saradnje na svojoj strani temeljenu na Njemačkoj internacionalnoj asocijaciji za obrazovanje odraslih skupa s njenim inozemnim partnerima, te institutima za evropsko certificiranje znanja stranog jezika (TELC – The European Language Certificates). Njemačka visoka narodna škola (VHS) u pokrajini Cham osmislila je program uključivanja kvalificiranih djelatnika iz Kirgistana i podrške njihovoj radnoj i socijalnoj uključenosti. Ovi su projekti bili uspješno prijavljeni fondaciji Federalnog ureda za migracije i izbjeglice. Skupa s partnerima strukturalna mreža je uspostavljena i u Kirgistanu kako bi uspješno osposobila mlade ljude za odlazak u Njemačku. Obrazovne institucije u Kirgistanu imaju priliku doprinijeti svojim iskustvom i pomoći u izgradnji novih struktura. Projekti su osmišljeni tako da budu i uzorni i samoodrživi, te da služe reguliranju priliva kvalificiranih djelatnika iz Kirgistana podržanom od strane lokalnih vlasti.

Ključne riječi: *integracija, nedostatak kvalificirane radne snage, jezična kompetencija interkulturalna kompetencija legalne migracije.*

**Winfried Ellwanger**

CEO VHS im Landkreis Cham e.V., Germany

**Recruitment of Skilled Workers in Kyrgyzstan – A Model Project of the Adult Education Center in the District of Cham (VHS im Lkrs Cham)**

A task for adult education?

The shortage of skilled workers is a decisive factor for economic development in Germany. The growing demand for skilled workers is result of demographic developments and the retirement of the baby boomer generation. All experts agree that the issue of a shortage of skilled workers can only be counteracted by strengthening and developing legal migration to the Member States in line with their economic and social needs and supporting the effective integration and social inclusion of third-country nationals.

For this reason, the district of Cham, in cooperation with the employment agency, companies in the region and business associations, has launched an initiative to recruit trainees and skilled workers from Kyrgyzstan and support them in social, cultural and professional integration in Bavaria. The adult education center in the district of Cham plays a key role in this process and the question of whether adult education should get involved in this area can be answered with a clear “yes”. The adult education center benefits from the long-term experience in the field of project design, international cooperation and the integration of people from third countries. Two key skills play a decisive role in the integration of people from third countries: language skills and intercultural competences, both of which are required for integration into the labor market and society. Adult education centers have the relevant expertise, and at the same time they have an ideal network of institutions at their side in the form of the German Adult Education Association, the German Adult Education Association International and its partners abroad, and the language and examination institute. The VHS in the district of Cham has designed projects to recruit skilled workers in Kyrgyzstan and support their labor and social integration. Those projects were successfully submitted for funding to the Federal Office for Migration and Refugees. Together with the partners, network structures are now being set up in Kyrgyzstan to successfully prepare young people for their departure to Germany. Educational organizations in Kyrgyzstan have the opportunity to contribute with their experience and help build new structures. The projects are designed to be both exemplary and sustainable and serve the regulated influx of skilled workers from Kyrgyzstan with the support of the local government.

Keywords: *integration, skilled labor shortage, language competence, intercultural competence, legal migration.*

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### **Doprinos centara za obrazovanje odraslih razvoju kolektivnih kapaciteta**

Obrazovanje odraslih igra ključnu ulogu u promoviranju i jačanju demokratskih načina života i upravljanja. U tom kontekstu diskurs kolektivnih razvojnih kapaciteta (CCD – Collective Capacity Development) nudi obećavajuće perspektive za jačanje demokratije na individualnoj, kolektivnoj i institucionalnoj razini. CCD se može razumjeti kao podrška i jačanje socijalnih i građanskih struktura, koje promoviraju socijalnu koheziju i osobnu dobrobit. Inicijative za neformalno učenje poput onih koje pružaju centri za obrazovanje odraslih igraju glavnu ulogu u procesima razvoja kolektivnih kapaciteta (CCD).

Trenutno, međutim, malo se zna o generiranju neformalnog učenja iz procesa razvoja kolektivnih kapaciteta. Ovo izlaganje ukazuje na postojeću “prazninu u znanju” kroz analitičku perspektivu koristi neformalnog učenja u kontekstu CCD-a. Ibrahimov (2017) pristup CCD-u koji objedinjuje individualne, kolektivne i institucionalne dimenzije u vođenju inicijative iz šire zajednice posmatran kroz lupu obrazovanja odraslih. Dobici iz neformalnog učenja prepoznati kroz studiju o internacionalnoj dobrobiti cjeloživotnog učenja (BeLL) povezani su s proširenim razumijevanjem razvoja kolektivnih kapaciteta. Na temelju toga prezentiramo mogućnost obuhvatnijeg razumijevanja uloge koju u okviru razvoja kolektivnih kapaciteta ima neformalni obrazovni proces.

Ključne riječi: *obrazovanje odraslih, razvoj kolektivnih kapaciteta (CCD), neformalno učenje.*

**Laura Leibinger, MA, Research Fellow**  
Julius-Maximilians-Universität Würzburg, Germany

### **The contribution of adult education centers to collective capacity development**

Adult education plays a crucial role in promoting and strengthening democratic ways of life and governance. In this context, the discourse around the concept of collective capacity development (CCD) offers promising perspectives for fostering democracy on individual, collective, and institutional levels. CCD can be understood as the support and enhancement of social and civic structures, which promote social cohesion and personal well-being. Non-formal learning initiatives like adult education centers act as key players in CCD processes.

However, there is currently limited knowledge about how non-formal learning generates within CCD processes. This presentation addresses this knowledge gap by providing an analytical perspective on the benefits of non-formal learning in the context of CCD. Ibrahim's (2017) approach to CCD, which spans individual, collective, and institutional dimensions of grassroots-led initiatives, is expanded through an adult education lens. Non-formal learning benefits, identified from the international benefits of lifelong learning (BeLL) study are linked to the expanded understanding of collective capacity development. This introduces one possibility to offer a comprehensive understanding of the role non-formal educational processes play within collective capacity development.

The benefits of non-formal learning, which could be assigned to the various levels of collective capacity development include the change of attitudes, new inspiration through opening up minds and challenging routines, learning communities, social networks, social and cultural inclusion, willingness to engage and voluntary activities.

Keywords: *adult education, collective capacity development, non-formal learning.*

**Liljana Lazova, MA**

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### **Proces validacije neformalnog i informalnog učenja u Sjevernoj Makedoniji u području obrazovanja odraslih**

Priznavanje neformalno i informalno stečenog znanja, kao preporuka Vijeća Evrope, promovira zapošljivost i mobilnost i jača motivaciju za cjeloživotno učenje, posebno u socio-ekonomskom kontekstu.

Priznavanje neformalnog i informalnog učenja kao važan aspekt nacionalnih programa cjeloživotnog obrazovanja predstavlja prenosnicu između obrazovanja odraslih i formalnog obrazovanja. Ono doprinosi usavršavanju individualnih kompetencija, mogućnostima zapošljavanja i socijalnoj harmoniji.

Promjenjivom tržištu rada treba mogućnost transfera i reprocessiranja vještina i kompetencija usklađeno s razvojem tehnologija, tržišta i organizacija – nova radna atmosfera. Uposlenici koji napuštaju ili gube posao moraju biti osposobljeni za transfer znanja i iskustva u nove firme, industriju ili u nove zemlje. Kroz VNFL (Validation of Non-formal and Informal Learning – validacija neformalnog i informalnog učenja) svijest o vlastitoj vrijednosti i općoj dobrobiti može biti značajno povećana, što ljude motivira da posegnu za više obrazovanja i poboljšaju šanse za zaposlenje. Sve to pomaže kreiranju otvorenog i adaptabilnog obrazovnog i trening-sustava koji ujedinjuje populaciju i omogućava kreiranje inkluzivnog društva.

Ključne riječi: *obrazovanje, validacija, tržište rada vještine, trening, cjeloživotno učenje.*

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**Overview of the process of validation of non-formal and informal learning  
in North Macedonia in the area of Adult Education**

Recognizing non-formal and informally acquired knowledge, as recommended by the Council of the European Union, can promote employability and mobility, as well as increase motivation for lifelong learning, particularly in socio-economic contexts.

Recognizing non-formal and informal learning is an important aspect of national programs for lifelong learning, bridging the gap between adult education and formal education. It improves individual competitiveness, employment opportunities, and societal harmony.

The changing labor market needs the ability to transfer and reprocess skills and competencies as technology, markets, and organizations evolve – a new work atmosphere. Employees who quit or lose their jobs must be able to transfer knowledge and experience to a new firm, industry, or even another country.

Through VNFIL (validation of non-formal and informal learning), people’s self-worth and general well-being can be greatly increased, which will motivate them to pursue more education and improve their chances of finding employment. All of this helps to create an open and adaptable system of education and training that unites the populace and will enable the creation of inclusive societies.

Keywords: *education, validation, labor market, skills, training, lifelong learning.*

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**Aida Daguda**

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**Između evropske teorije i bosanskohercegovačke prakse:  
motivacija poslodavaca Vs. motivacija polaznika  
za program Akademija izrade EU projekata**

Obrazovanje odraslih na prostoru Bosne i Hercegovine nije novi koncept, ali se odvija u potpuno drukčijem društveno-političkom okruženju, u kojem vladaju kapitalistički trendovi i težnje, socijalistički odnosi prema individualnom radu i poslovnim očekivanjima i učincima, uz potpuno odvajanje od ideje zajedništva i javnog dobra.

Teorije motivacije polaznika/ca u programima obrazovanja odraslih variraju od analize i mjerenja dispozicijskih, situacijskih i strukturalnih prepreka, preko onih koji kažu da je pružalac usluge zadužen za motivaciju, do ekstremnih ideja koje tvrde da motivacija ili postoji ili ne postoji kod polaznika.

Kakvi su efekti programa obrazovanja odraslih na (ne)motivirane polaznik/ce programa Akademija izrade EU projekata? Koji su motivi za učešće? Očekivanja?

Ovaj tekst predstavlja prikaz utjecaja motivacije na uspješnost polaznika, ali i mjerenje i kompariranje zadovoljstva korisnika obrazovnih usluga koji su pohađali program motivirani različitim ciljevima. Istraživanje će biti sprovedeno među svim polaznicima/cama akreditiranog programa, a rezultati će biti prikaz kompleksnosti okruženja u kojem centri za obrazovanje odraslih u BiH djeluju, poštujući evropske teorije i razvojne okvire, u bosanskohercegovačkim socijalno-ekonomskim prilikama.

Prezentacija će naglasiti koliko je važno i zbog čega je važno motivaciju promatrati kao koncept odnosa polaznika/ce s okolinom, vlastitim ciljevima i društveno/poslovnim očekivanjima.

Predstavit će se rezultati istraživanja, analiza zaključaka i slobodna promišljanja o mogućim mjerama koje vlasti, civilno društvo i centri za obrazovanje odraslih mogu provesti u djelo. Prikaz iskustva iz prakse može poslužiti svim akterima u oblasti obrazovanja da prilagode svoje programe, promotivne kampanje, pristupe u obrazovanju a s druge strane, rezultati mogu poslužiti i pojedincima i pojedinkama koji tek donose odluku o tome da li će i koji program da pohađaju.

Ključne riječi: *motivacija, EU projekti, efekti programa, centri za obrazovanje odraslih.*

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**Between European Theory and Bosnia and Herzegovina Practice:  
Motivation of Employers Vs. Motivation of Participants  
for Adult Education Program  
The Academy for Writing EU Project Proposal**

Adult education in Bosnia and Herzegovina is not a new concept, but it occurs in a completely different socio-political environment, characterized by capitalist trends and aspirations, socialist attitudes towards individual work and business expectations and outcomes, alongside a complete detachment from the idea of community and the public good.

Theories of participant motivation in adult education programs range from the analysis and measurement of dispositional, situational, and structural barriers to those that assert the service provider is responsible for motivation, to extreme ideas that claim motivation either exists or does not exist for the participant.

What are the effects of adult education programs on (un)motivated participants of the adult education program the Academy for Writing EU Project Proposal? What are motives for participation? What are the expectations?

This text presents an overview of the impact of motivation on participant success, as well as the measurement and comparison of satisfaction among users of educational services who attended the program motivated by various goals. The research will be conducted among all participants of the accredited program, and the results will illustrate the complexity of the environment in which adult education centers in Bosnia and Herzegovina operate, respecting European theories and developmental frameworks within the socio-economic context of Bosnia and Herzegovina.

The presentation will emphasize the importance of viewing motivation as a concept related to the participant's relationship with their environment, personal goals, and social/business expectations.

The research results will be presented, along with an analysis of the findings and free reflections on possible measures that authorities, civil society, and adult education centers can implement. The practical experience showcased can help all stakeholders in the field of education adapt their programs, promotional campaigns, and approaches to education. Additionally, the results may assist individuals who are deciding whether to enroll in and which program to choose.

Keywords: *motivation, EU projects, program effects, centers for adult education.*



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### **Obrazovanje odraslih za lični rast i razvoj: primjeri kroz iskustva i programe CEI Nahla**

CEI Nahla, nevladina organizacija s više od 25 godina iskustva u osnaživanju žena, razvila je bogat set programa koji pokrivaju različite aspekte ličnog razvoja, omogućavajući ženama unapređenje kvalitete života. Oblast mentalnog i fizičkog zdravlja uključila je radionice za izgradnju samopouzdanja, samopoštovanja i psihičke otpornosti, kao i edukacije o prevenciji bolesti. Radionice za trudnice, koje pripremaju žene za porod i njegu novorođenčeta, postale su prepoznatljive kao siguran prostor za stjecanje ključnih vještina, dok je program pravilne ishrane pomogao mnogim ženama da preoblikuju svoje životne navike.

U oblasti roditeljstva i komunikacijskih vještina unutar porodice, našim edukacijama omogućavamo roditeljima da se pripreme za izazove roditeljstva, s fokusom na prilagođavanje komunikacije razvojnim fazama djeteta. Radionice poput "Kako pripremiti dijete za školu" i one posvećene prepoznavanju problema ovisnosti kod djece, konkretno pomažu roditeljima u navigaciji kroz složene porodične odnose.

Programi za organizacijske i komunikacijske vještine pružaju ženama priliku da ovladaju oblastima kakve su javni nastup, konstruktivno rješavanje konflikata, upravljanje vremenom i sl., što doprinosi poboljšanju njihovog zadovoljstva ali i produktivnosti i boljim socijalnim vještinama. Oblast kreativnih i umjetničkih radionica poput veza, pletenja, tačkanja, kaligrafije i slikanja, ne samo da razvijaju nove vještine, već stvaraju prostor za socijalizaciju i umrežavanje žena. Ove aktivnosti često su bile temelj za pokretanje vlastitih obrta, što je mnogim polaznicama omogućilo dodatnu zaradu ili otpočinjanje nove karijere.

Kroz program aktivnog građanstva i društvenog aktivizma, žene uče o građanskim pravima, političkom djelovanju i važnosti društvenog angažmana. Primjer našeg programa za obuku karijernih savjetnica svjedoči o tome kako mentorski rad može biti poticaj brojnim ženama u presudnim trenucima njihovih života, ne samo u pronalasku posla i vlastitom profesionalnom usmjerenju, nego i u identifikiranju glavnih snaga na koje se oslanja kroz život.

Ovi programi omogućuju ženama da aktivno oblikuju vlastiti život, slijede svoje snove, uživaju u svim svojim identitetima dok doprinosimo njihovom snažnijem položaju i aktivnijoj ulozi u društvu.

Ključne riječi: *lični razvoj, životne vještine, zdravlje, roditeljstvo, kreativnost, aktivizam.*

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### **Adult Education for Personal Growth and Development: Programs and Examples from CEI Nahla**

CER Nahla, a non-governmental organization with over 25 years of experience in empowering women, has developed a rich set of programs covering various aspects of personal development, enabling women to improve their quality of life. The area of mental and physical health includes workshops on building self-confidence, self-respect, and psychological resilience, as well as education on disease prevention. The pregnancy workshops, which prepare women for childbirth and newborn care, have become recognized as a safe space for acquiring essential skills, while the nutrition program has helped many women reshape their lifestyle habits.

In the area of parenting and communication skills within the family, our education programs help parents prepare for the challenges of parenthood, with a focus on adapting communication to the developmental stages of the child. Workshops such as “How to Prepare Your Child for School” and those dedicated to recognizing addiction problems in children specifically assist parents in navigating complex family relationships.

Organizational and communication skills programs provide women with the opportunity to master areas such as public speaking, constructive conflict resolution, time management, and more, which not only enhances their satisfaction but also boosts productivity and improves social skills. The creative and artistic workshops, such as embroidery, knitting, dotting, calligraphy, and painting, not only foster the development of new skills but also create a space for women to socialize and network. These activities have often been the foundation for starting small businesses, enabling many participants to earn additional income or embark on a new career path.

Through the active citizenship and social activism program, women learn about civil rights, political participation, and the importance of social engagement. A prime example is our career counseling training program, which demonstrates how mentorship can be a crucial support for many women during critical moments in their lives, not only in finding employment and shaping their career paths but also in identifying the core strengths they rely on throughout their lives. These programs empower women to actively shape their own lives, pursue their dreams, and embrace all their identities while contributing to their stronger position and more active role in society.

Keywords: *personal development, life skills, health, parenting, creativity, activism.*

## **Emina Garaplija**

Asocijacija za upravljanje rizicima AZUR, Sarajevo, Bosna i Hercegovina

### **Obrazovanje odraslih u polju zaštite i spašavanja u skladu s Mehanizmom civilne zaštite: EU primjeri iz prakse**

Asocijacija za upravljanje Rizicima AZUR nevladina je organizacija osnovana 2014. godine u Sarajevu koja je u toku svog postojanja imala/ima uspješnu realizaciju aktivnosti i projekata na poboljšanju segmenta sigurnosti i poslovanja, prvenstveno u oblasti identifikacije rizika po ljude, materijalnih dobara i procesa, te u oblasti zaštite i spašavanja. Misija Asocijacije AZUR je pružiti neformalne oblike obrazovanja različitim grupama polaznika u sistemu upravljanja rizicima, kako bi postali kompetentni (još bolji) profesionalci u svojim oblastima djelovanja. To se ostvaruje kroz opremanje polaznika vrhunskim kompetencijama i znanjima, u oblasti zaštite i spašavanja i predstavljanjem najboljih primjera iz prakse u istoj oblasti. Jedan takav primjer obrazovanja je obuka i osposobljavanje pripadnika civilne zaštite Općine Novo Sarajevo u oblasti Zaštite i spašavanja prema modelu Mehanizma civilne zaštite Evropske unije, koja je uspješno organizirana od strane Asocijacije AZUR u partnerstvu s Udruženjem “Nova sigurnosna inicijativa – UNSI”. Obuka je finalizirana dodjelom certifikata pripadnicima civilne zaštite. Asocijacija AZUR je kroz EU projekte, u kojima je učestvovala kao projektni partner, imala priliku sprovesti slične edukacije i treninge u istim ili sličnim oblastima. Primjer takvih edukacija je projekt “EU za bolju civilnu zaštitu” implementiran u saradnji s Ministarstvom unutarnjih poslova RH – Ravnateljstvom civilne zaštite, gdje su polaznici, pripadnici javnih institucija, prolazili certificirane treninge civilne zaštite za pripremu u slučajevima hitnosti kako bi se unaprijedio sistem Zaštite i Spašavanja u Bosni i Hercegovini, a oni se odnose na: Razvoj kapaciteta civilne zaštite, Trening za CECIS I STESTA mreže, Kamp menadžment, Potraga i spašavanje iz ruševina u urbanim sredinama (USAR), Spašavanje na vodama (Water rescue), te Terenska vježba. U toku pandemije Covid-19 organizirani su treninzi za različite vrste pravnih lica i pojedinaca u skladu s preporukama Svjetske zdravstvene organizacije (WHO) i EU standardima. Predavači su renomirani stručnjaci iz oblasti Upravljanja epidemiološkim i pandemijskim rizicima, iz oblasti Zaštite i upravljanja kriznim situacijama, Upravljanja rizicima kao i Sigurnosti. Naučni odbor Asocijacije za Upravljanje Rizicima AZUR okuplja najeminentnije stručnjake i eksperte akademske zajednice koji su dio ovakvih treninga i obuka.

*Ključne riječi: nevladina organizacija, poslovanje, zaštita i spašavanje, sigurnost, identifikacija rizika, obrazovanje, civilna zaštita, EU projekti, trening, certifikacija, eksperti.*

**Emina Garaplija**

The Association for Risk Management AZUR, Sarajevo, Bosnia and Herzegovina

**Adult Education in the Field of Protection and Rescue in Accordance with  
The EU Civil Protection Mechanism – Examples from Practice**

The Association for Risk Management AZUR is a non-governmental organization established in 2014 in Sarajevo, which, during its existence, has successfully implemented activities and projects aimed at improving the segment of safety and operations, primarily in the area of risk identification for people, material goods, and processes, as well as in the field of protection and rescue. The mission of the AZUR Association is to provide informal education to various groups of participants in the risk management system so that they can become competent (even better) professionals in their fields of activity. This is achieved by equipping participants with top-notch competencies and knowledge in the field of protection and rescue, as well as by presenting the best practices in the same field. One such example of the education is the training and qualification of civil protection members from the Municipality of Novo Sarajevo in the field of Protection and Rescue according to the model of the European Union Civil Protection Mechanism, which was successfully organized by the AZUR Association in partnership with the Association “New Security Initiative – UNSI” The training was finalized with awarding of certificates to the civil protection members. Through EU projects in which it participated as a project partner, the AZUR Association had the opportunity to conduct similar education and trainings in the same or similar areas. An example of such education is the project “EU for Better Civil Protection”, implemented in cooperation with the Ministry of the Interior of the Republic of Croatia – Directorate of Civil Protection, where participants underwent certified civil protection training for emergency preparedness to improve the Protection and Rescue system in Bosnia and Herzegovina, focusing on: Development of civil protection capacities, Training for CECIS and STESTA networks, Camp management, Urban Search and Rescue in ruins (USAR), Water rescue, and the Field exercise (FEX). During the COVID-19 pandemic, training was organized for various types of legal entities and individuals in accordance with the recommendations of the World Health Organization (WHO) and EU standards. The lecturers are renowned experts in the fields of Epidemiological and Pandemic Risk Management, Crisis Protection and Management, Risk Management, and Security. The Scientific Board of the Association for Risk Management brings together the most eminent experts and academics who are part of such training and education sessions.

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