

Publikacija o rezultatima
praćenja provedbe

Strateškog okvira promocije cjeloživotnog učenja u RH 2017. – 2021. i unaprjeđenja promocije cjeloživotnog učenja



Projekt je sufinancirala Evropska unija iz Europskog socijalnog fonda.



Agencija za
strukovno obrazovanje
i obrazovanje odraslih



Publikacija o rezultatima praćenja provedbe Strateškog okvira promocije cjeloživotnog učenja
u RH 2017. – 2021. i unaprjeđenja promocije cjeloživotnog učenja

Nakladnik:

Agencija za strukovno obrazovanje i obrazovanje odraslih

Garićgradska ulica 18, 10000 Zagreb, Hrvatska
+385 1 6274666
ured@asoo.hr
www.asoo.hr

Za nakladnika:

Mile Živčić, ravnatelj

Urednici:

Mario Vučić, Nives Novak, Marina Režek Cvetko i Nives Vučić

Autori:

Nikša Alfirević
Jurica Pavičić
Tihomir Žiljak
Mile Živčić
Mario Vučić
Nives Novak

Lektor:

VICTORIA CC, obrt za prevođenje i ostale usluge, vl. Vjekoslav Čulo

Prijevod na engleski:

Prevoditeljska agencija ABIS d.o.o.

Grafička priprema:

Studio Kuča d.o.o.

Tisak:

Narodne novine d.d.

Naklada:

800 komada
Zagreb, travanj 2023.

CIP zapis je dostupan u računalnome katalogu Nacionalne i sveučilišne knjižnice u Zagrebu pod brojem 001168559.

ISBN: 978-953-8065-40-8

Izrada publikacije sufinancirana je iz ESF projekta Promocija cjeloživotnog učenja faza II

Sadržaj publikacije isključiva je odgovornost Agencije za strukovno obrazovanje i obrazovanje odraslih
Za više informacija o EU fondovima posjetite mrežnu stranicu Ministarstvo regionalnoga razvoja i fondova Europske unije www.strukturnifondovi.hr

Sadržaj

1. Uvod	5
2. Institucionalni okvir u kojem se provode promotivne aktivnosti od 2017. do 2022. godine	7
3. Prioriteti u politikama obrazovanja odraslih nakon 2017. godine	11
4. Analize promjena prioriteta u obrazovanju odraslih u okolnostima kriza	17
5. Promjene u sudjelovanju u obrazovanju odraslih u Hrvatskoj	21
5.1. Osnovni podaci o sudjelovanju i vrstama programa	21
5.2. Izazovi (ne) uključivanja: prepreke, skupine koje manje sudjeluju	25
6. Rezultati empirijskog istraživanja: Analiza promotivnih aktivnosti u obrazovanju odraslih, marketinškog kapaciteta te ostvarivanja suradnje i potpore ustanovama za obrazovanje odraslih	29
6.1. Promotivne aktivnosti ustanova i programa obrazovanja odraslih (2018-2022)	30
6.2. Ciljne skupine ustanova za obrazovanje odraslih	32
6.3. Oblici i alati promocije i komuniciranja s ciljnim skupinama (2018-2022)	33
6.4. Podrška i suradnja ustanovama za obrazovanje odraslih u RH (2018-2022)	34
6.5. Marketinške sposobnosti hrvatskih ustanova za obrazovanje odraslih	36
7. Zaključak	39
Dodatak: Anketni upitnik za ustanove obrazovanja odraslih	43

Popis tablica i slika

Tablice

Tablica 1	Pokazatelji ishoda u obrazovanju odraslih	14
Tablica 2	Broj upisanih polaznika u obrazovanje odraslih od 2016. do 2021. godine	21
Tablica 3	Broj programa po vrstama obrazovanja u 2022. godini	22
Tablica 4	Broj ustanova za obrazovanje odraslih od 2016. do 2022. godine	22
Tablica 5	Radni status polaznika programa obrazovanja odraslih u 2022. godini	22
Tablica 6	Obrazovni sektori za koje se provodi obrazovanje odraslih u 2022. godini	23
Tablica 7	Postotak sudjelovanja odraslih u obrazovanju i sposobljavanju (posljednja 4 tjedna)	23
Tablica 8	Broj događanja na Tjednu cjeloživotnog učenja od 2012. do 2022. godine	25
Tablica 9	Percepcija sudionika fokus grupa o preprekama, rješenjima u instrumentima za rješavanje nejednakosti u obrazovanju odraslih.	28
Tablica 10	Praksa institucionalne promocije ustanova obrazovanja odraslih	30
Tablica 11	Praksa promocije programa obrazovanja odraslih	30

Slike

Slika 1	Sudjelovanje odraslih (25-64) u cjeloživotnom učenju prema vrsti programa, HR i EU-27 prosjeci	24
Slika 2	Sudjelovanje u obrazovanju odraslih u Hrvatskoj i EU-27 prosjek prema razini . . .	24
Slika 3	Praksa institucionalne promocije ustanova obrazovanja odraslih (apsolutne frekvencije)	30
Slika 4	Praksa promocije programa obrazovanja odraslih (apsolutne frekvencije)	31

1. Uvod

Godine 2017. je Agencija za strukovno obrazovanje i obrazovanje odraslih donijela i objavila Strateški okvir promocije cjeloživotnog učenja u Republici Hrvatskoj za razdoblje od 2017. do 2021. godine (u dalnjem tekstu Strateški okvir). Taj dokument je bio rezultat rada skupine znanstvenika, stručnjaka, predstavnika ključnih institucija koje se bave reguliranjem i provedbom cjeloživotnog učenja. Poseban naglasak je u ovom dokumentu stavljen na obrazovanje odraslih. Dokument je nastao na tragu provedbe Obnovljena europska strategija za učenje odraslih te Rezolucija Vijeća EU iz 2011. godine i Novog program vještina za Europu Europske komisije iz 2016. godine.

Strateški okvir je određen provedbom Strategije znanosti, obrazovanja i tehnologije iz 2014. godine. Uz to je povezano nekoliko ciklusa i nacionalne provedbe Obnovljene europske strategije (Implementacija Europske agende za obrazovanje odraslih) iz 2011. Ona se u Hrvatskoj prije svega fokusirala na jačanje temeljnih vještina i osnovnog obrazovanja odraslih

Strateški okvir iz 2017. godine uključuje ciljeve cjeloživotnog učenja i preporuke za promoviranje cjeloživotnog učenja. Preporuke se temelje na integralnom razumijevanju cjeloživotnog učenja kao onog oblika koje obuhvaća sve oblike strukovnog i nestrukovnog formalnog i neformalnog obrazovanja te informalno učenje. Pretpostavlja vertikalnu dimenziju učenja tijekom cijelog života, od ranog odgoja i obrazovanja do učenja u trećoj životnoj dobi. Horizontalna dimenzija se odnosi na uključivanje svih oblika obrazovanja i učenja. U njemu se naglašava da je potrebno osvijestiti društvenu ulogu cjeloživotnog učenja kao pozitivne vrijednosti. Poseban je naglasak stavljen na obrazovanje odraslih nakon redovnog obrazovanja. U slučaju hrvatske obrazovne politike, u obrazovanje odraslih je uključeno i cjeloživotno strukovno obrazovanje. Ključna ciljna skupina su osobe s nižom razinom obrazovanja, dugotrajno nezaposlene, osobe koje žive u ruralnim područjima, starije osobe, radnici koji rade na težim poslovima s većim udjelom manualnog rada te pripadnici nekih od ugroženih skupina. Promotivnim aktivnostima se željelo, prije svega jasno ukazati na osobne, društvene, gospodarske koristi te koristi za zajednice u kojima polaznici žive. Osim dominantnog učenja za tržište rada, istaknuti su i svi oblici učenja kojima se omogućuju slobodni razvoj pojedinca, jačanje njegove građanske uloge, uvažavanje u društvu, međugeneracijska suradnja te zadovoljstvo ostvareno procesom učenja. Osim djelovanja na provoditelje i korisnike te motiviranje šire populacije, promotivnim aktivnostima se želi utjecati i na donositelje odluka. Naime, od njih se očekuje da uklone institucionalne prepreke za sudjelovanje u cjeloživotnom učenju. Neki od ključnih rezultata ovog Strateškog okvira trebali bi se ogledati u povećanju sudjelovanja odraslih u obrazovanju i promjenama politike obrazovanja odraslih. Veće sudjelovanje i otklanjanje prepreka trebali bi dovesti do novih kompetencija i većeg utjecaja obrazovanja odraslih na osobni život polaznika, na promjene u zajednici i pomoći ukupnom društvenom razvoju.

U Strateškom okviru su određena četiri prioriteta na temelju ovih polazišta:

Prioritet 1. Povećati svijena o potrebi učenja tijekom cijelog života.

Prioritet 2. Povećati svijest o potrebi učenja zbog osobnog i društvenog razvoja.

Prioritet 3. Povećati svijest o koristima cjeloživotnog učenja radi prilagodbe promjenama na tržištu rada i specifičnim potrebama polaznika, unaprjeđenja karijere i veće zapošljivosti.

Prioritet 4. Povećati svijest o značaju neformalnih i informalnih oblika učenja te priznavanja i vrjednovanja tako stičenih znanja i vještina.

Na temelju svih ovih podloga i u kontekstu ciljeva Strateškog okvira u ovom dokumentu se analiziraju promjene u hrvatskom sustavu obrazovanja odraslih koje su se dogodile nakon 2017. godine, tj. usvajanja Strateškog okvira promocije cjeloživotnog učenja. Iako je ovaj Strateški okvir postavljen šire od obrazovanja odraslih (s obzirom da uključuje komunikacijske planove za školsku razinu i visoko obrazovanje), provedbene mjere se odnose prije svega na ciljane skupine odraslih, poslodavce, provoditelje obrazovanja odraslih i donositelje odluka u obrazovnoj politici. Cjeloživotno učenje se nikako ne može suziti na obrazovanje odraslih, ali ova analiza svoj fokus stavlja na ključne dijelove Strateškog okvira, a to su obrazovanje i učenje odraslih. Naglasak je na rezultatima koji su u analiziranom razdoblju postignuti u tom sektoru i ukazuju čemu je služila promocija učenja. Ključno je analizirati koje su se institucionalne, socijalne promjene dogodile u tom razdoblju, koliko su određene krizne situacije utjecale na prioritete u obrazovanju odraslih te kakvi su krajnji rezultati u obrazovanju odraslih. U prvom redu se pozornost obraća na sudjelovanje u obrazovanju odraslih, prepreke za njihovo sudjelovanje te aktivnosti koje su provođene da sudjelovanje bude veće, pravednije i učinkovitije.

2. Institucionalni okvir u kojem se provode promotivne aktivnosti od 2017. do 2022. godine

Obrazovanje odraslih je u Hrvatskoj dio je koncepta cijeloživotnog učenja. Formalno obrazovanje odraslih priznato je kao dio cjelokupnog obrazovnog sustava obrazovanja Republike Hrvatske i definirano je zakonskim okvirom, pri čemu se obrazovanje odraslih provodi kao formalno i neformalno obrazovanje, a znanja i vještine stječu se i kroz informalno učenje.

Godine 2021. je donesen novi Zakon o obrazovanju odraslih. Prema ovom Zakonu (Članak 1) obrazovanje odraslih odvija se kao formalno, neformalno i informalno učenje. Ovim Zakonom se regulira formalno obrazovanje odraslih u Republici Hrvatskoj koje obuhvaća programe obrazovanja „koji se provode sukladno ovom Zakonu te drugim propisima iz nadležnosti drugih tijela državne uprave koji reguliraju obvezno obrazovanje za pristup tržištu rada za određenu profesiju.“

Unutar formalnog sustava obrazovanja odraslih u Hrvatskoj provodi se osnovno obrazovanje te svi oblici srednjoškolskog obrazovanja odraslih te različiti programi osposobljavanja, usavršavanja i specijalističkog usavršavanja koje se mogu prema novom zakonu o obrazovanju odraslih stjecati kao cjelovite, djelomične ili mikrokvalifikacije.

Za provedbu ovih vrsta programa nadležne su institucije koje su osnovane temeljem Zakon o ustanovama kao ustanove za obrazovanje odraslih. Zakon o obrazovanju odraslih ima nadležnost do razine 5. Hrvatskog kvalifikacijskog okvira(CROQF). Obrazovanje odraslih iznad razine 6 prema CROQF i više provodi na visokim učilištima, a može biti formalno i neformalno. Neformalno obrazovanje ne regulira se unutar sustava formalnog obrazovanja odraslih, osim dijelu programa vrednovanja koji omogućuju priznavanje prethodno stečenih znanja i vještina, koja mogu biti stečena na formalnim, neformalnim ili informalnim putem. Sama implementacija programa vrednovanja jedna je od novina bitnih za razvoju sustava obrazovanja odraslih. Druga bitna novina je uvođenje sustav vaučera za obrazovanje odraslih, putem kojih će se iz različitih izvora i za različite vrste i oblike programa financirati obrazovanje građana te će u najvećoj mjeri biti potpuno besplatno.

Nadalje, u hrvatskom sustavu obrazovanja odraslih provode se i različiti oblici neformalnog i nestrukovnog obrazovanja za osobni razvoj i djelovanje u zajednici (programe kreativnih radionica, socio-kulturne animacije i jačanje socijalnih vještina), a provode ih najčešće ustanove za obrazovanje odraslih i različite organizacije iz neprofitnog sektora.

Novi Zakon o obrazovanju odraslih uveo je cijeli niz novosti u sustav obrazovanja odraslih, posebice na području razvoja i provedbe programa, prvi put uveden je sustava osiguranja kvalitete, temeljen u prvom koraku na samovrednovanju, a u drugom koraku na vanjskom vrednovanju ustanova za obrazovanje odraslih.

Zaključno, godine 2021. je donesen novi Zakon o obrazovanju odraslih. Prema ovom Zakonu (Članak 1) obrazovanje odraslih odvija se kao formalno, neformalno i informalno učenje. Ovim Zakonom se regulira formalno obrazovanje odraslih u Republici Hrvatskoj koje obuhvaća programe obrazovanja „koji se provode sukladno ovom Zakonu te drugim propisima iz nadležnosti drugih tijela državne uprave koji reguliraju obvezno obrazovanje za pristup tržištu rada za određenu profesiju.“

U posljednjih sedam godina ključna podloga za razvoj sustav obrazovanja odraslih bila je Strategija razvoja obrazovanja, znanosti i tehnologije iz 2014. godine. Cijeli obrazovni sustav se u Strategiji temelji na konceptu cjeloživotnog učenja u kojem obrazovanje odraslih ima važno mjesto. Strategija jasno određuje instrumente kojima se želi unaprijediti sustav obrazovanja odraslih, povećati sudjelovanje građana i osigurati kvalitetno provođenja obrazovanja. Zbog toga predviđa mjere razvoja sustava cjeloživotnoga profesionalnog razvoja i licenciranja andragoških djelatnika. To uključuje razvoj standarda kvalifikacija za andragoške djelatnike. Predviđeno je provođenje programa za andragoško i stručno cjeloživotno obrazovanje i ospozobljavanje provoditelja obrazovanja odraslih. Cijela je Strategija razvoja obrazovanja čvrsto povezana s provedbom Hrvatskoga kvalifikacijskog okvira, što utječe na njezino razumijevanje. Ključno je da ishodi učenja odgovaraju potrebama tržišta rada, a o tome će odlučivati stručnjaci u vijećima koja su formirana po poslovnim sektorima.

Kvalitetan izvor za financiranje i razvoj programa Europske unije, posebice Europskog socijalnog fonda i Ersamusa, a provodile su ih kao nositelji ili partneri, ministarstva, nadležne stručne institucije kao što je Agencija za strukovno obrazovanje i obrazovanje odraslih, ustanove za obrazovanje odraslih, udruge, strukovna udruženja, poslodavci te organizacije i jedinice lokalne i regionalne uprave i samouprave.

Novih temelj razvoja sustava obrazovanja odraslih kao i cjelokupnog sustava obrazovanja i cjeloživotnog učenja postavljen je u ključnom nacionalnog dokumentu Nacionalnoj razvojnoj strategiji Republike Hrvatske do 2030. godine, a što je navedeno u drugom strateškom cilju „Obrazovani i zaposleni ljudi“ koja posebice naglašava rad na kvaliteti u obrazovanju odraslih, kao i aktivnosti usmjerenim na povećanje uključenosti u procese cjeloživotnog učenja navodeći da će se i u narednom razdoblju nastaviti „s podizanjem kvalitete programa obrazovanja odraslih te povećanjem udjela odraslog stanovništva koje sudjeluje u procesima cjeloživotnog učenja radi povećanja produktivnosti i kvalitete radne snage te sposobnosti prilagodbe brzim promjenama.“

Kao daljnja razrada i podloga ostvarivanja postavljenih ciljeva je Program Vlade Republike Hrvatske za mandat 2020. - 2024. koji govori o nastavku inoviranja i razvoja sustava obrazovanja odraslih. Važnost cjeloživotnog učenja, a tim i nužnost njegovog unapređenja i promicanja te Provedbeni program Ministarstva znanosti i obrazovanja 2021. - 2024. govori o potrebi ulaganja dodatnih npora u smjeru razvoja sustava osiguravanja kvalitete u obrazovanju odraslih, te u sklopu mjera ističe vanjsko vrednovanje ustanova za obrazovanje odraslih kao jednu od ključnih aktivnosti kao „potrebna kontinuirane promocije cjeloživotnog učenje i različitim drugim mjerama poticati odrasle na uključivanje u obrazovanje“. Jedan od tih važnih mjera je i financiranje programa obrazovanja odraslih za građane što je već adresirano kroz Nacionalni plan oporavka i otpornosti 2021.-2026. u kojem se navodi u sklopu poglavљa C3.1. Reforma obrazovnog sustava navodi se da je jedan od ciljeva „okrenuti trend niskog sudjelovanja u cjeloživotnom obrazovanju odraslih“.

Svi ovi dokumenti i aktivnosti imaju svoje utemeljenje i ishodište u ključnim Europskim i međunarodnim dokumentima, Rezolucija Vijeća Europske unije o novoj europskoj agendi za učenje odraslih 2021.-2030. koja poziva države članice da na području učenja i obrazovanja odraslih provodu aktivnosti usmjerene na daljnji razvoj mehanizama osiguravanja kvalitete te ističe ključnu ulogu jačanja svijesti o važnosti i koristima sudjelovanja u cjeloživotnom učenju. Zatim, Preporuka Vijeće Europske unije o oblicima usavršavanja: nove prilike za odrasle govori o važnosti kvalitete u obrazovanju odraslih ističući da bi kvalitetna ponuda učenja trebala biti jedan od temelja usavršavanja odraslih osoba kao i njihov informiranje o mogućnostima učenja. Završni dokument UNESCO-ove Sedme međunarodne konferencije obrazovanju odraslih Okvir za djelovanje iz Marakeša koji u središte budućih razvojnih

aktivnosti stavlja stvaranje kulture cjeloživotnog učenja, pri čemu je jačanje institucionalnih kapaciteta za promociju cjeloživotnog učenja navedeno kao jedan od konkretnih puteva za njegovo ostvarenje.

Ključni akteri za reguliranje obrazovanja odraslih su donositelji odluka. Zakone donosi Hrvatski sabor, na prijedlog Vlada, a pripremaju ih nadležna ministarstva o čemu prethodno odlučuju radna tijela Vlade i Sabora Republike Hrvatske. Prije upućivanja zakona na usvajanje prethodi, formiranje stručne skupine za izradu prijedloga dokumenta, međuresorno uskladivanje te javna rasprava u kojoj mogu sudjelovati svi zainteresirani. Vlada je vodila izradu ključnog razvojnog dokumenta Nacionalne razvojne strategije Republike Hrvatske do 2030. godine kao ključnog strateškog dokumenta za čitav obrazovni sustav.

Ključnu ulogu u obrazovanju odraslih ima Agencija za strukovno obrazovanje i obrazovanje odraslih koja je javna ustanova. Osnovana je 2010. spajanjem dviju agencija – Agencije za strukovno obrazovanje i Agencije za obrazovanje odraslih. Zakon o obrazovanju odraslih (NN 144/21) definira vrlo bitnu ulogu Agencije za strukovno obrazovanje i obrazovanje odraslih za jačanje kapaciteta dionika sustava obrazovanja odraslih. Nadležna je za stručno usavršavanje i ospozobljavanje u sektorskom području i u području andragoških kompetencija. Zatim, osiguravanje kvalitete u sustavu obrazovanja odraslih, s naglaskom vanjsko vrednovanje ustanova za obrazovanje odraslih koje provodi Agencija, a sudjeluje kao podrška u procesu samovrednovanje ustanova za obrazovanje odraslih. Naglašava i odgovornost Agencije za provođenje aktivnosti usmjerenih na promicanje cjeloživotnog učenja s ciljem povećanja uključenosti u sustav obrazovanja odraslih, što je s obzirom na podatke o niskoj uključenosti odraslih u obrazovanje jedna od najvažnijih dimenzija razvoja ovog sustava te definira važnost Agencije za strukovno obrazovanje i obrazovanje odraslih za sve aktivnosti praćenja i razvoja sustava obrazovanja odraslih, gdje je Agencija, uz Ministarstvo znanosti i obrazovanja ključna institucija za ovo područje. Agencija ima važnu ulogu u provedbi EU projekata kao korisnik i kontrolno tijelo. Obavlja poslove financiranja, nabave, ugovaranja, plaćanja i nadzora provedbe projekata sufinanciranih iz sredstava Europske unije. Nadležan je za izradu metodologije programa obrazovanja i vrednovanja za odrasle te davanje stručnog mišljenja na programe koje predlažu ustanove za obrazovanje odraslih, a koje je temelj za izdavanje odobrenja za izvođenje programa koje daje Ministarstvo znanosti i obrazovanja. Važan dionik je i Agencija za mobilnost i programe EU raspisuje natječaja, odabire i prati projekte ustanova za obrazovanje odraslih u sklopu Erasmus programa. Hrvatska obrtnička komora zadužena je za pripremu i provođenje majstorskih ispita (5. razina Europskog kvalifikacijskog okvira).

Posebno važnu ulogu u razvoju sustava imaju strukovna udruženja, Hrvatsko andragoško društvo kao najstarija stručno-znanstvena udruga s dugogodišnjim iskustvom te udruženja ustanova, Zajednice za razvoj ljudskih potencijala i obrazovanja odraslih pri Hrvatskoj gospodarskoj komori, Zajednica ustanova za obrazovanje odraslih i udruženje ustanova pri Hrvatskoj udruzi poslodavaca. Horizontalnu koordinaciju svih ključnih aktera koji se bave obrazovanjem osigurava Nacionalno vijeće za razvoj ljudskih potencijal, kao savjetodavno tijelo Vlade Republike Hrvatske. Članovi ovog tijela su predstavnici Ministarstva, Agencije, ministarstva nadležnog za rad, ministarstva nadležnog za gospodarstvo, poduzetništvo i obrt, Hrvatskog zavoda za zapošljavanje, Hrvatske gospodarske komore, Hrvatske obrtničke komore, reprezentativne udruge poslodavaca i sindikata više razine te predstavnici ustanova i strukovnih udruga za obrazovanje odraslih.

3. Prioriteti u politikama obrazovanja odraslih nakon 2017. godine

Od usvajanja Strateškog okvira 2017. godine dogodile su se značajne promjene. Prije svega, COVID pandemija je značajno utjecala na oblike provedbe obrazovanja odraslih. To je povezano s ekonomskim posljedicama pandemije i nastojanjem da osigura oporavak. Osim zdravstvenih, socijalnih i ekonomski posljedica pandemije značajne su bile i promjene u provedbi obrazovanja, metodama poučavanja, uključivanju polaznika. Značajno se mijenja prostor i vrijeme obrazovanja (Žiljak, 2022). Na to se nadovezala kriza izazvana ratom u Ukrajini te sigurnosnim, energetskim, finansijskim izazovima koje ona nosi. Središnji dio Hrvatske se suočio i s posljedicama dvaju potresa 2020. godine.

O promjenama politika obrazovanja odraslih u Europskoj uniji napravljena je opširna analiza na platformi Eurydice (2021). Veliko istraživanje radio je i OECD (2021) i ono se fokusira na nedostatke vještina kod radnika koji su uočeni tijekom pandemije Covid-19 i krize koja je povezana uz nju. Analiziraju se novi prioriteti u obrazovanju odraslih, posebno uloga mikrokvalifikacija. Ovoj temi posvećeni su članci u svim istaknutijim časopisima koji se bave obrazovanjem odraslih: Studies in the Education of Adults, Adult Education Quarterly, European Journal for Research on the Education and Learning of Adults – RELA, Journal of Adult and Continuing Education.

Može se zaključiti da su nacionalni, europski i globalni izazovi potaknuli novo definiranje ciljeva obrazovanja odraslih. Na globalnoj razini za to su ključne preporuke iz Marrakecha koje je dala CONFINTEA VII (2022). Preporuke se odnose na promjene u obrazovanju i ospozobljavanju odraslih koje zagovaraju stvaranje kulture cjeloživotnog učenja koja je prilagođena svaka država članica. Dakle, to nisu samo promjene administrativnih aranžmana nego djelovanje na cjelokupan sustav vrijednosti. Promjene uključuju nove oblike javnog upravljanja i redizajniranje sustava obrazovanja odraslih kojim bi se ono definiralo kao javno i zajedničko dobro unutar pojačanog javnog obrazovanja. Naglašena je važnost kvalitetnih nastavnika i angažiranje svih platformi i mjesta za učenje odraslih te stvaranje fleksibilnih putova učenja. Ponovljena je važnost vrednovanja i javnog priznavanja neformalnog i informalnog učenja. Ustaje se na osiguravanju kvalitete učenja te povećanju javnog financiranja te sprječavanje nazadovanje postojećih proračunskih izdvajanja.

Na razini EU ključni dokument za pozicioniranje cjeloživotnog učenja je Europski stup socijalnih prava. Europski stup socijalnih prava iz 2017. godine, kao temelj aktualnih socijalnih, ali i ekonomskih politika, već svojom prvom rečenicom ukazuje na važnost cjeloživotnog učenja. U skladu s glavnim ciljem akcijskog plana Europskog stupa socijalnih prava, 60% svih odraslih trebalo bi sudjelovati u ospozobljavanju svake godine do 2030. Europski program vještina iz 2020. osim strukovnih vještina ističe važnost životnih vještina. Uvođenje individualnih računa za učenje (što uključuje i vaučere) i mikrokvalifikacija za cjeloživotno učenje i zapošljivost dvije su ključne aktivnosti u Europskom programu vještina. Učenje odraslih identificirano je kao glavna tema Europskog obrazovnog prostora za razdoblje 2021.-2030.

Važan obrazovni, gospodarski i socijalni cilj je stvaranje boljih mogućnosti za uključivanje pojedinaca u cjeloživotno učenje. To u razdoblju nakon 2020. godine uključuje dva važna alata: individualne račune za učenje i uvođenje mikrokvalifikacija. Individualni računi za učenje (*individual learning account*) kao prioritet su spomenuti u nizu europskih dokumenata. Mogu se navesti Program vještina za Europu za održivu konkurentnost, socijalnu pravednost i otpornost iz 2020., Akcijski plan za provedbu europskog stupa socijalnih prava iz 2021. godine ili Prijedlog Komisije s preporukama Vijeća o individualnim računima za učenje iz 2021. Drugi važan alat su mikrokvalifikacije.

Za obrazovanje odraslih je ključna Rezolucija o novom europskom programu za učenje odraslih koju je usvojilo Vijeće Europske unije 2021. godine. Ovaj program naglašava potrebu za značajnim povećanjem sudjelovanja odraslih u formalnom, neformalnom i informalnom učenju. U ovom se europskom programu razvoja obrazovanja odraslih naglašava važnost stjecanja vještina vezanih za posao, ali i vještina koje prelaze okvir poslovnih potreba.

Ovaj europski strateški dokument ocrtava viziju kako bi se obrazovanje odraslih trebalo u Europi razvijati do 2030. Pet je prioritetnih područja

- upravljanje učenjem odraslih – s jakim fokusom na nacionalne strategije cijele vlade i razvijanje partnerstva s ključnim dionicima
- ponuda i korištenje mogućnosti cjeloživotnog učenja uz održivo financiranje
- pristupačnost i fleksibilnost – prilagoditi se potrebama odrasle osobe
- kvaliteta, jednakost, uključenost i uspjeh u učenju odraslih – s naglaskom na profesionalni razvoj osoblja za obrazovanje odraslih, mobilnost polaznika i osoblja, osiguranje kvalitete i aktivna podrška skupinama u nepovoljnem položaju
- zelene i digitalne tranzicije s jačanjem potrebnih vještina za te tranzicije.

Fokusiranost na zelene i digitalne vještine jasno je prisutna već u Preporukama Vijeća EU iz prosinca 2016. o oblicima usavršavanja: nove prilike za odrasle (2016). Na kraju, u Europskom programu vještina iz 2020. zelene i digitalne vještine doble su gotovo centralno mjesto.

Preporuka Vijeća EU iz lipnja 2022. o individualnim računima za učenje (2022/C 243/03) pokazuje da su velika očekivanja od ovog alata koji treba potaknuti veće sudjelovanje odraslih u obrazovanju. U tom smislu obrazovanje se shvaća kao važno individualno pravo, mogućnost da odlučuje pojedinac i da je na njemu teret odgovornosti. To predstavlja značajan otklon od odlučivanja u kojem ustanova traži pojedinca - sada pojedinac bira provoditelja. (str. 9) Uz to su povezane i važne promotivne aktivnosti:

„Trebalo bi promicati mogućnost očuvanja individualnih prava na osposobljavanje tijekom razdoblja u kojima pojedinac živi u drugoj državi članici ili iskorištavanje individualnih prava na osposobljavanje kako bi priznatom i kvalitetnom osposobljavanju iz nacionalnog registra svojeg računa za učenje pristupio iz inozemstva... Opsežne aktivnosti i kampanje otvaranja prema javnosti i podizanja svijesti ključne su za znatno povećanje sudjelovanja odraslih osoba u mogućnostima učenja, osobito među skupinama s niskom razinom informiranosti o usavršavanju i prekvalifikaciji, kao što su one koje su najudaljenije od tržišta rada. Suradnja javnih tijela, socijalnih partnera, organizacija civilnog društva i drugih dionika, utemeljena na zajedničkom poimanju da su usavršavanje i prekvalifikacija sredstvo ulaganja, može povećati učinkovitost aktivnosti otvaranja prema javnosti i podizanja svijesti. Obraćanje pozornosti na pristupačnost trebalo bi olakšati sudjelovanje odraslih osoba s invaliditetom“ (str.10 i 11)

Ciljevi obrazovanja odraslih u Hrvatskoj određeni su ključnim strateškim dokumentima i zakonima. Ciljevi obrazovanja odraslih određeni su novim Zakonom o obrazovanju odraslih iz 2021. godine (Članak 3):

- osigurati pristup kvalitetnim programima obrazovanja koji omogućavaju stjecanje znanja i vještina važnih za osobni rast pojedinca te pristup tržištu rada
 - osigurati pravo na osnovno obrazovanje odraslih osoba
 - osigurati kvalitetu primjenom HKO-a
 - omogućiti stjecanje javne isprave za pristup tržištu rada ili nastavak obrazovanja
 - omogućiti vrednovanje prethodnog učenja
 - povećati uključenost osoba u obrazovanju odraslih.
- ... Cilj formalnog obrazovanja odraslih za stjecanje kompetencija potrebnih za rad je uskladiti ponudu i potražnju na tržištu rada i pridonijeti razvoju gospodarstva.“

U Strategiji razvoja Hrvatske do 2030 važan je cilj unaprjeđenje kvalitete rada strukovnih škola i daljnji razvoj regionalnih centara kompetentnosti. To uključuje otvorenost škola odraslim zaposlenim i nezaposlenim osobama. Jedan od ključnih ciljeva je povećanje udjela odraslog stanovništva koje sudjeluje u procesima cjeloživotnog učenja radi povećanja produktivnosti i kvalitete radne snage te sposobnosti prilagodbe brzim promjenama. Cilj je dostići projekat EU u sudjelovanju odraslih. Takvim ambicioznim planom sudjelovanje odraslih bi se trebalo udvostručiti. Pretpostavlja se jačanje potpore za ostvarivanje ovih ciljeva s posebnim naglaskom na osobe kojima je otežan pristup obrazovanju s naglaskom na poduzetničke i digitalne vještine. Posebno su istaknuti mlađi koji nisu zaposleni a nisu niti u procesu obrazovanja ili osposobljavanja.

Povećanje sudjelovanja odraslih je važan cilj Nacionalnog programa oporavka i otpornosti 2021-2027. Navodi se da je velik izazov niska stopa sudjelovanja u programima obrazovanja odraslih zbog čega je nužno nastaviti unaprjeđivati njihovu kvalitetu i relevantnost te priznavanje neformalno i informalno stečenih znanja i vještina. U različitim dijelovima ovog obimnog dokumenta se navode različitih oblici osposobljavanja i usavršavanja. Namijenjeni su skupinama koje manje sudjeluju i onima od (primjerice osobe s invaliditetom), ali i stručnjaci od kojih se očekuju nove vještine potrebne u budućim razvojnim ciklusima ili u kvalitetnijem zadovoljavanju socijalnih potreba (primjerice novi pristup socijalnim uslugama).

Krize su važan poticaj za određivanja dalnjih pravaca razvoja. Niz dosadašnjih kriza pokazao je nepredvidljivost socijalnih, ekonomskih, sigurnosnih okolnosti pa će se daljnje aktivnosti provoditi u neizvjesnoj budućnosti, u okolnostima koje ne možemo točno predvidjeti. Prema tome se i Razvojna strategija Hrvatske do 2030. godine referira na cjeloživotno učenje radi lakšeg prilagođavanje nepredvidivoj budućnosti i brzim promjenama zbog različitih kriza i neočekivanih situacija.

Novi dokument kojim se definiraju ciljevi obrazovanja odraslih je Nacionalni plan razvoja sustava obrazovanja do 2027. koji je u studenom 2022. dostupan još u obliku prijedloga. Ovim Nacionalnim planom se namjerava doprinijeti provedbi Nacionalne razvojne strategije Republike Hrvatske do 2030. godine, strateškom cilju broj 2 – Obrazovani i zaposleni ljudi: te ciljevima/podciljevima održivog razvoja UN-ove Agende 2030 te zelenoj tranziciji i digitalnoj transformaciji. Na obrazovanje odraslih se odnosi cilj broj 4 koji planira povećanje udjela odraslog stanovništva u procesima cjeloživotnog učenja. Osim samog povećanja, važno je poboljšanje kvalitete i relevantnosti programa za obrazovanje odraslih.

Tablica 1 Pokazatelji ishoda u obrazovanju odraslih

Pokazatelj ishoda	Početna vrijednost 2020.	Ciljna vrijednost 2027.
OI.02.2.43 Stopa participacije u obrazovanju i osposobljavanju (posljednja četiri tjedna) prema spolu, dobi i razini obrazovanja	3,5%	5%
OI.02.2.67 Postotak stanovništva u dobi od 16. do 74. godine koji imaju najmanje osnovne digitalne vještine	53%	73%
	Početna vrijednost 2016.	
OI.02.2.35 Sudjelovanje u obrazovanju i osposobljavanju po spolu i dobi (posljednjih 12 mjeseci) (dobna skupina 25-64 godine)	31,8%	45%

Izvor: Prijedlog Nacionalnog plana razvoja sustava obrazovanja do 2027. Posebni cilj broj 4 Pokazatelji ishoda, str 47

Za ostvarivanje ovih ciljeva planirane su četiri mjere

- „Mjera 4.1. Razviti programe obrazovanja odraslih te razviti i provoditi programe vrednovanja neformalno i informalno stičenih ishoda učenja za unapređenje vještina i kompetencija odraslih osoba...
- Mjera 4.2. Nastaviti razvoj sustava osiguravanja kvalitete u obrazovanju odraslih...
- Mjera 4.3. Jačati kapacitete andragoških djelatnika u sustavu obrazovanja odraslih...
- Mjera 4.4. Implementirati alate za samoprocjenu i procjenu vještina i aktivnosti profesionalnog usmjeravanja odraslih osoba...
- Mjera 4.5. Promovirati cjeloživotno učenje i niz aktivnosti usmjerenih na opću populaciju u cilju podizanja svijesti o važnosti cjeloživotnoga učenja...
- Mjera 4.6. Osigurati finansijske poticaje korisnicima za uključivanje u prioritetne programe osposobljavanja i usavršavanja u području stjecanja temeljnih vještina...
- Mjera 4.7. Povećati razinu internacionalizacije obrazovanja odraslih...“ (str. 47- 49).

Za promociju cjeloživotnog učenja je posebno važna mjera 4.5. kojom se namjerava podići svijest o važnosti cjeloživotnog učenja. To bi uključivalo promociju različitih mogućnosti za cjeloživotno učenje.

Svi ovi globalni europski i nacionalni prioriteti ukazuju na nekoliko osnovnih polazišta aktualnih europskih politika u obrazovanju odraslih.

- krize iz posljednjih nekoliko godina su otvorile promjenu prioriteta u obrazovanju odraslih ili promjenu rangiranja prioriteta
- neizvjesnost je važno obilježje okruženja u kojem će se provoditi obrazovanje odraslih i za koje se treba pripremiti
- promotivne aktivnosti su jasno odredile prioritetna područja koja se odnose na zelenu i digitalnu transformaciju, ali taj popis nije definitivan jer se to isprepliće s ciljevima koji bi trebali odgovoriti socijalnim i zdravstvenim izazovima
- na nacionalnoj razini je ostvarivanje ovih ciljeva povezana s povećanjem sudjelovanja odraslih u programima obrazovanja i procesima učenja, što je pretpostavka da za postizanje ostalih ciljeva
- sudjelovanje treba povećati u svim oblicima obrazovanja odraslih - od strukovnog do općeg obrazovanja, od obrazovanja za manje skupove učenja kojima se stječu mikrokvalifikacije do obimnijih programa, od formalnih programa do svih oblika neformalnog obrazovanja
- ključno je uključiti osobe koje manje sudjeluju i koje su podzastupljene u dosadašnjim procesima učenja
- nacionalni ciljevi su povezani s europskim procesima i internacionalizacijom obrazovanja odraslih, što uključuje zajedničke europske ciljeve, europska mjerila uspješnosti, europska sredstva, europska iskustva (mobilnost putem programa Erasmus).

4. Analize promjena prioriteta u obrazovanju odraslih u okolnostima kriza

Sudjelovanjem u obrazovanju odraslih stručna i znanstvena zajednica se bavi od samih početaka istraživanja obrazovanja odraslih (Pastuović i Žiljak, 2018). Jedan od razloga je nastojanje da se isključenima, siromašnima, neobrazovanima i zapostavljenima pruži nova obrazovna šansa. U potrazi za jednakim obrazovnim šansama najčešći pristup je onaj koji nastoji otkloniti prepreke koje dovode do nejednakog sudjelovanja u obrazovanju (Patterson, 2018). To su situacijske prepreke (one koje proizlaze iz nečije životne situacije), institucionalne prepreke (praksa i postupci koji ometaju sudjelovanje) te dispozicijske barijere (osobne prepreke koje uključuju negativne stavove i nedostatak motiva za uključivanje pojedinaca u učenje).

Neizvjesnosti i strahovi koji su prisutni u vrijeme kriza mogu biti poticajni za rješavanje nekih društvenih problema (Degerman, Flinders i Johnson 2020). Međutim, krize mogu i blokirati odrasle, otežati neke promjene, prilagodbe ili uključivanje u obrazovanje odraslih (Bjursell 2020). Kriza izazvana COVID-19 pandemijom potaknula je istraživanja koja se mogu koristit i za naknadne krizne situacije. Problem u istraživanju obrazovanja u vrijeme krize predstavlja činjenica da je to proces koji još uvijek traje i u kojem se mijenjaju okolnosti, posljedice, instrumenti pa i akteri (Žiljak, 2022). Taj problem je vidljiv u dva uvodnika koje su Milana, Hodge, Holford, Waller i Webb pisali u 2020. i 2021. godini za isti časopis. Istraživanja su se trebala stalno dopunjavati novim situacijama, prioritetima i rezultatima analiza.

Nalita James i Virginie Thériault (2020) su analizirale utjecaj aktualnih kriza na nejednakosti u obrazovanju odraslih. Obitelji u nepovoljnem položaju su imale ili su imale ograničen pristup opremi ili povezivanju te nisu mogle koristiti prednost online i digitalnog učenja. Odrasli su se odjednom suočili s nezaposlenošću te su trebali staviti trenutnu zaradu ispred učenja i osposobljavanja radeći duže i preuzimajući dodatne poslove kako bi se osigurali nužni prihodi kućanstva. Ovaj prikaz obrazovanja odraslih u nesigurnim vremenima nije reducirao na osobe s invaliditetom, dugotrajno nezaposlene ili imigrante već uključuje širu skupinu ugroženih. Ta nesigurna budućnost je prikazana šokantnim pitanjem u čitanom međunarodnom časopisu o obrazovanju odraslih: je li trenutak da se o budućnosti obrazovanja odraslih počinje govoriti kao utopiji ili u kontekstu distopije (ELF, 2021)?

Na temelju dosadašnjih istraživanja identificirane su skupine koje zbog ovih prepreka imaju otežani pristup programima obrazovanja odraslih. To su osobe s invaliditetom, etničke, nacionalne i vjerske manjine, osobe iz ruralnih područja, migranti, tražitelji azila, osobe pod supsidijarnom zaštitom, starije osobe, niže obrazovane osobe te osobe koje nisu zaposlene i ne sudjeluju u obrazovnim programima.

Analiza UNESCO-a iz 2019. godine je podloga za buduće odluke, ali i solidan analitički materijal za problem sudjelovanja i promoviranja obrazovanja odraslih. Podloge su globalne poteškoće u provođenju obrazovanja i krize koje su trajnije od pandemije i aktualne ekonomske krize ili europskih sigurnosnih

prijetnji. Ova analiza UNESCO-a razvija specifičnu tipologiju učenja odraslih i obrazovanje. Priznajući da tipovi učenja i obrazovanja odraslih uvelike variraju, ovoj se analizi obrazovanje odraslih grupira u tri ključna područja:

- pismenost i osnovne vještine,
- kontinuirano strukovno obrazovanje i ospozobljavanje koje se provodi na radnom mjestu te u školskom i poslijeskolskom obrazovanju
- liberalno, popularno i društveno obrazovanje koje uključuje vještine aktivnog građanstva i političko obrazovanje, zdravstveno prosvjećivanje, kulturu, osobni razvoj (str. 95).

U toj analizi UNESCO-a se kao isključene skupine navode žene, ruralna populacija, migranti, izbjeglice, starije osobe, osobe s invaliditetom, niže obrazovani odrasli (str. 123-152). Iako se radi o globalnoj organizaciji koja uključuje zemlje vrlo različitih ekonomskih potencijala i obrazovnih kultura, analiza nudi dobro polazište za daljnju nacionalnu razradu. Na temelju provedenih analiza i istraživanja ponavljaju se već opisane prepreke za veće sudjelovanje odraslih:

- 1) situacijske prepreke (one koje proizlaze iz nečija situacija u životu);
- 2) institucionalne prepreke (praksa i postupci koji ometaju sudjelovanje);
- 3) dispozicijske barijere (stavovi i sklonosti prema učenju). (str.153-158)

Važno je napomenuti da se i ovdje pokazuje da su ove prepreke međusobno povezane i utječu jedna na drugu. Strukturni uvjeti kao političke strukture, pravila i norme koje reguliraju državne vlasti utječu na jednakost ili nejednakost mogućnosti sudjelovanja te pokreću procese uključivanja ili isključenja iz obrazovanja i učenja odraslih. Osobe koje žive u siromaštvu ili su na drugi način u nepovoljnem položaju teško mogu čak i razmišljati o sudjelovanju u učenju i obrazovanju odraslih. Prema tome ili institucionalne barijere utječu na uvjerenje da osobe u nepovolnjem položaju nemaju što dobiti učenjem. Znatan dio populacije se u nekim zemljama suočava s institucionalnim preprekama poput otežanog pristupa obrazovnim programima ili se suočavaju s visokim troškovima. Taj trošak je često značajna prepreka za sudjelovanje u obrazovanju. Institucionalne prilagodbe olakšavaju prevladavanje dispozicijskih barijera. Važnu ulogu imaju odgovarajuće finansijske potpore ranjivim skupinama kako bi se smanjile institucionalne i situacijske prepreke. Mogućnost stjecanja radnog iskustva može utjecati na sve tri kategorije barijera. Razvoj prikladnije ponude (provedbe) može pomoći smanjenju situacijskih i dispozicijskih barijera. Dominantne ankete i statistički podaci su konstruirane na način koji ne dopušta bliže analiza uloge dispozicijskih barijera. Ovo ima ozbiljne implikacije za njihovu korisnost za razvoj programa utemeljenih na dokazima.

Iz analitičkih izvješća i analiza politika obrazovanja odraslih (Žiljak, 2022) može se zaključiti da je većina ciljeva u obrazovanju odraslih ostala ista posljednjih 20-tak godina ili su to samo modificirani ciljevi koji su postavljeni već Lisabonskim procesom iz 2000-ih ili Memorandumom o cijeloživotnom učenju. Obrazovanje odraslih ima i u ovom razdoblju za cilj, prije svega, balansirano rješavanje ekonomskih i socijalnih problema. Na te temeljne ciljeve nadovezuju se novi slojevi politika kojima se reagira na nove krize. Teret odgovornosti se prenosi na pojedinca kojem država regulatornim i poticajnim alatima omogućava kvalitetan izbor obrazovnih puteva. Individualni račun za učenje jedan je od takvih alata kojim se trebaju ostvariti postavljeni ciljevi. Model kvalifikacijskog okvira ostaje središnji strukturni alat koji u sebi sadržava i ideje o tome čemu obrazovanje odraslih služi i što je u tome ključno (Žiljak, 2022). Mikrokvalifikacije su nastavak ove ideje. Digitalna i zelena tranzicija i vještine koje su potrebne za njih nisu novost u EU, ali su iskocile u prvi plan, s malo modificiranim razumijevanjem. One sadržavaju oba cilja (ekonomski i socijalni) te se očekuje njihov značajan doprinos oporavku nakon pandemijske krize. Uz to se pojavljuju novi obrazovni prioriteti koji proizlaze iz socijalnih izazova, energetske krize, novih migrantskih valova, rata u Ukrajini i drugih trendova u okruženju.

Iz svega se može zaključiti da iz aktualnih kriznih situacija nisu proizašle radikalno nove ideje u obrazovanju odraslih. Pojavljuju se novi slojevi na već prisutnim ciljevima i instrumentima, neki od operativnih ciljeva su preformulirani ili su pozicionirani u središte politika. Cjeloživotno učenje u društvu znanja i dalje je isti dominantni diskurs koji je sad „začinjen“ prisutnjim zelenim i digitalnim vještinama i jasnim inkluzivnim očekivanjima. Upravo su nastojanja za jačom inkluzivnošću pokazala koliko je rad na različitim vrstama pismenosti odraslih međusobno povezan (Gouthro i Holloway, 2019). Tome treba dodati i stalno podsjećanje da se obrazovanjem osnažuju isključene ili zapostavljene skupine (Boyadjieva i Ilieva-Trichkova, 2021). Kako kriza još traje, a pojavljuju se i novi izazovi (sigurnosni, energetski i sl.), teško je procijeniti koliko će se zadržati ovaj dvadesetogodišnji kontinuitet.

U analizi provedbe politika obrazovanja odraslih i čitavog sustava obrazovanja odraslih važna je vremenska dimenzija (Decuyper i Vanden Broeck, 2020; Rüter i Martin, 2022). Upravo su aktualne krize i izazovi koje one nose su pokazale kako je potrebno brzo djelovati i pogoditi pravi trenutak kad se reagira na određeni problem. U slučaju da provedba nekih mjera nije pravovremena ili predugo traje neće se postići pravi učinci.

5. Promjene u sudjelovanju u obrazovanju odraslih u Hrvatskoj

5.1. Osnovni podaci o sudjelovanju i vrstama programa

Stanje u obrazovanju odraslih možemo pratiti analizirajući podatke iz Eurostata ili iz Andragoškog zajedničkog upisnika podataka (u dalnjem tekstu: AZUP). Prikazani podaci AZUP-a se odnose na broj upisanih polaznika i programe obrazovanja odraslih koji imaju pozitivno rješenje za izvođenje od strane Ministarstva znanosti i obrazovanja. Odnose se na razdoblje od 2016. godine.¹

Tablica 2. Broj upisanih polaznika u obrazovanje odraslih od 2016. do 2021. godine

Godina	Broj polaznika
2016	48621
2017	41344
2018	40435
2019	43059
2020	33784
2021	27489

Izvor podataka: ASOO, AZUP, 2022

Broj evidentiranih polaznika je znatno pao u 2020. i 2021. godini što se može objasniti posljedicama COVID-19 pandemije i ograničenjima koja su uvedena zbog sprečavanja širenja bolesti.

¹ Izvor podataka je Andragoški zajednički upisnik podataka (AZUP), odnosno baza podataka koju vodi Agencija za strukovno obrazovanje i obrazovanje odraslih u skladu s propisanim u Zakonu o obrazovanju odraslih i Pravilniku o evidencijama u obrazovanju odraslih (NN, broj 129/08). Agencija napominje da su podaci tek djelomično pouzdani. Naime podatke u AZUP-u ispunjavaju same ustanove, te su one same isključivo odgovorne za potpunost i točnost svih unesenih podataka. U nekim slučajevima ti su podaci bili nedovoljno ažurirani i nepotpuno uneseni, posebice kad je riječ o polaznicima.

Tablica 3. Broj programa po vrstama obrazovanja u 2022. godini

Vrsta programa	Broj programa	%
Program učenja stranog jezika	1385	10%
Osnovno školovanje odraslih	124	1%
Program niže stručne spreme	110	1%
Program osposobljavanja	7829	56%
Program prekvalifikacije / stjecanja srednje stručne spreme	1685	12%
Program stjecanja srednje stručne spreme	1478	11%
Program stjecanja srednje školske spreme	156	1%
Program usavršavanja	1177	8%

Izvor: AZUP, 2022

Najveći broj (više od polovine) polaznika sudjeluje u programima osposobljavanja. To je vrlo slično sudjelovanju u prethodnim godinama (Pastuović, Žiljak, 2018). Na to utječe kraće vrijeme trajanja tog programa (lakše usklađivanje s drugim obvezama), njegova cijena koja je niža nego su cijene ostalih formalnih programa i mogućnost da se brže reagira na obrazovne potrebe. Najmanje se odraslih uključuju u osnovno obrazovanje odraslih. To je očekivana situacija jer broj odraslih bez osnovne škole drastično pada, te su navedene osobe sve starije (znatnim dijelom više nisu u radno aktivnoj dobi), a neprilagođenost vremena trajanja i sadržaja obrazovnog programa odbijaju i one osobe koje bi htjele sudjelovati u ovim programima (Žiljak, Lapat, Rajić, Pavić i Černja, 2019).

Tablica 4. Broj ustanova za obrazovanje odraslih od 2016. do 2022. godine

Godina	Broj ustanova
2016	584
2017	601
2018	613
2019	632
2020	638
2021	671
2022	681

Izvor podataka: ASOO, Godišnje izvješće o radu Agencije za razdoblje od 2016. – 2021. godine. Evidentirane aktivne ustanove u AZUP-u 2022.

Prikazani podatak odnosi se na broj aktivnih ustanova evidentiranih u AZUP-u kroz razdoblje od 2016. – 2022. godine. Pod aktivnim ustanovama podrazumijevaju se one ustanove koje unose podatke o programima, radnicima i polaznicima unutar AZUP-a. Broj ustanova stalno raste, ali je zanimljivo da je broj ustanova rastao i u godinama kad je broj polaznika stagnirao ili bio isti. Trend povećanja broja ustanova i ukupnog broja polaznika se poklapa tek 2021. godine.

Tablica 5. Radni status polaznika programa obrazovanja odraslih u 2022. godini

Naziv radnog statusa	Broj polaznika	%
Nezaposlen	126420	29%
Student	6092	1%
Umirovljenik	3853	1%
Zaposlen	305621	69%

Izvor: AZUP

Tablica 6. Obrazovni sektori za koje se provodi obrazovanje odraslih u 2022. godini

Naziv obrazovnog sektora	Broj	%
Bez sektora	1495	10%
Ekonomija, trgovina i poslovna administracija	1161	8%
Elektrotehnika i računalstvo	1026	7%
Geologija, rudarstvo, nafta i kemijska tehnologija	82	0%
Graditeljstvo i geodezija	3373	24%
Grafička tehnologija i audio-vizualno oblikovanje	117	1%
Osobne, usluge zaštite i druge usluge	939	7%
Poljoprivreda, prehrana i veterina	1536	11%
Promet i logistika	796	6%
Strojarstvo, brodogradnja i metalurgija	1464	10%
Šumarstvo, prerada i obrada drva	447	3%
Tekstil i koža	142	1%
Turizam i ugostiteljstvo	1261	9%
Umjetnost	37	0%
Zdravstvo i socijalna skrb	375	3%

Izvor: AZUP

Veće uključivanje zaposlenih nego nezaposlenih može se povezati s ukupnim relativnim padom nezaposlenih osoba u Hrvatskoj u posljednjim godinama te potrebama za osposobljenim radnicima u nekim sektorima (posebno u graditeljstvu).

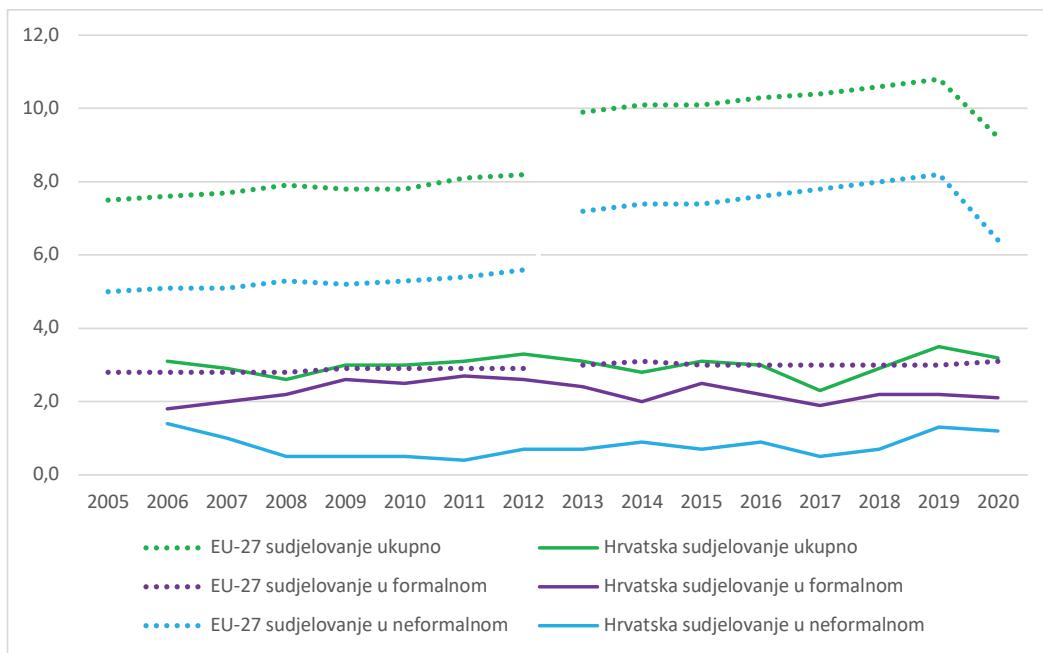
Tablica 7. Postotak sudjelovanja odraslih u obrazovanju i osposobljavanju (posljednja 4 tjedna)

Postotak sudjelovanja odraslih u obrazovanju i osposobljavanju (posljednja 4 tjedna) ²					
	2017.	2018.	2019.	2020.	2021.
EU	10,4	10,6	10,8	9,1	10,8
Hrvatska	2,3	2,9	3,5	3,2	5,1

Eurostat, 2022. (izvor:)trng_lfse_01

Prema Eurostatovim podacima broj odraslih koji sudjeluju u obrazovanju se značajno povećao u 2021. godini. Pretpostavka Eurostata (2022) je da je to posljedica ponovnog uključivanja odraslih u obrazovanja nakon restrikcija zbog COVID-19 pandemije i instrumenata poticaja za obrazovanje. Utjecaj novog Zakona još nije mogao biti vidljiv u toj godini.

2 Podaci se prikupljaju Anketom o radnoj snazi (Labour Force Survey/LFS). Obuhvaćene su sve osobe osim onih koje su smještene u institucijama. U podacima o sudjelovanju odraslih obuhvaćene su odobe od 25. do 64. godine. Sudjelovanje u obrazovanju i osposobljavanju obuhvaća sudjelovanje u formalnom i neformalnom obrazovanju i osposobljavanju. Do 2020. jedino referentno razdoblje za sudjelovanje u obrazovanju i osposobljavanju bila su četiri tjedna prije intervjuja (informacije su se prikupljale svako tromjesečje). Međutim, od 2021. nadalje podaci o sudjelovanju u obrazovanju i osposobljavanju u posljednjih 12 mjeseci također se prikupljaju svake dvije godine u parnim godinama (2022., 2024. itd.).



Slika 1. Sudjelovanje odraslih (25-64) u cjeloživotnom učenju prema vrsti programa, HR i EU-27 prosjeci

Izvor: LFS - Eurostat (2021b), [trng_lfs_09]. Konsolidirali T. Matković i K.Jaklin (2022).

Napomena: linije nisu povezane u godinama gdje je iskazan prekid serije

Može se zaključiti da iako je u desetogodišnjem periodu participacija u Hrvatskoj blago (slika 2) porasla i to gotovo isključivo u sferi neformalnog obrazovanja, ona se ipak nalazi daleko od postavljenog cilja.

Za pregled promotivnih aktivnosti indikativan je broj događanja u Tjednu cjeloživotnog učenja koji je središnja promotivna aktivnost koju provodi Agencija za strukovno obrazovanje i obrazovanje odraslih.

Agencija za strukovno obrazovanje i obrazovanje je prigodom 15 godina provođenja tjedna cjeloživotnog učenja izdala prigodnu publikaciju (2022) u kojoj su navedeni ciljevi i način provođenja ove promotivne aktivnosti:

„Tjedan cjeloživotnog učenja nacionalna je obrazovna kampanja čiji je cilj podizanje svijesti o važnosti učenja i obrazovanja... Tjedan cjeloživotnog učenja osmišljen je kao kampanja u kojoj se građanima na neposredan, često i neformalan način prenosi poruka o važnosti obrazovanja i učenja... Cilj navedenih aktivnosti je motivirati građane da se uključe u neki oblik učenja... učenje nije ograničeno ni na koju životnu dob, nego je važno i korisno u svim životnim razdobljima – od predškolske dobi pa do duboke starosti. Tjedan cjeloživotnog učenja je i prilika za promociju obrazovnih institucija koje organiziraju dane otvorenih vrata i druge slične aktivnosti usmjerene na upoznavanje javnosti s njihovim radom.“ (str. 10)

Broj događanja na Tjednu cjeloživotnog učenja je konstantno rastao do pandemije COVID-a 19. U tablici 8 je vidljivo da nakon zastoja 2020. godine ponovno ubrzano raste u 2021. i 2022. godini.

Važno je napomenuti da su ova događanja raspoređena po čitavoj Hrvatskoj uz veliki trud regionalnih koordinatora. Na taj način se izbjegava koncentriranje aktivnosti samo u jednom centru ili samo velikim urbanim centrima.

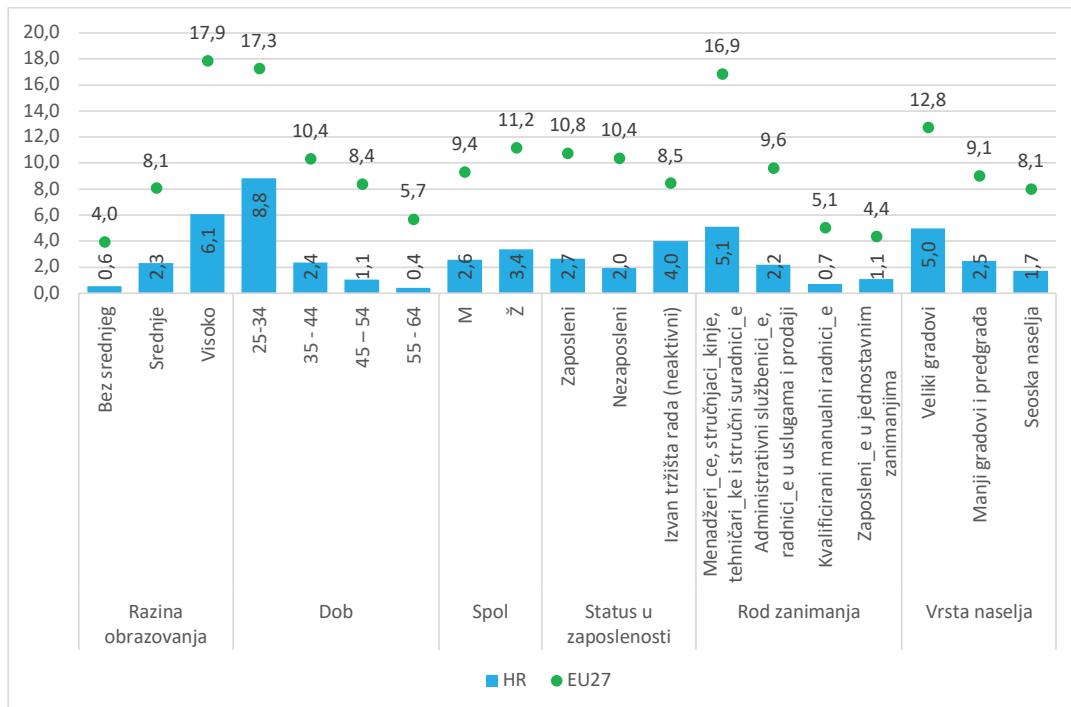
Tablica 8 Broj događanja na Tjednu cjeloživotnog učenja od 2012. do 2022. godine

Godina	Broj događanja
2012.	462
2013.	500
2014.	569
2015.	540
2016.	660
2017.	722
2018.	747
2019.	747
2020.	242
2021.	426
2022.	550

Izvor podataka: ASOO

5.2. Izazovi (ne) uključivanja: prepreke, skupine koje manje sudjeluju

Podaci koji se odnose na prepreke za uključivanje odraslih nakon 2017. godine su statistički podaci iz Eurostata i rezultati kvalitativnog istraživanje (fokus grupa) koje je provedeno 2021. godine u sklopu projekta Tematska mreža Cjeloživotno obrazovanje dostupno svima. Unutar istog projekta Teo Matković i Katarina Jaklin su konsolidirali podatke Eurostata o preprekama za uključivanje u obrazovanje odraslih. Podaci Eurostata pokazuju koje skupine rjeđe sudjeluju u obrazovanju odraslih. Slikom 2 je prikazano sudjelovanje odraslih s obzirom na rod, dob, obrazovanje, kao i status u zaposlenosti, rod zanimanja te veličinu naselja sudionika obrazovanja. Prikazani su podaci iz Ankete o radnoj snazi (projekat 2017.-2020. godine).



Slika 2 Sudjelovanje u obrazovanju odraslih u Hrvatskoj i EU-27 prosjek prema razini obrazovanja, dobi, spolu, statusu u zaposlenosti, rodu zanimanja i vrsti naselja

Izvor: LFS - Eurostat (2021a), [trng_lfse_02]; Eurostat (2021k), [trng_lfse_01]; Eurostat (2021l), [trng_lfse_03]; Eurostat (2021m), [trng_lfs_04]; Eurostat (2021n), [trng_lfs_04]; Eurostat (2021o), [trng_lfs_14] Konsolidirali T. Matković i K. Jaklin (2022).

Rodne razlike sudionika i sudionica u obrazovanju odraslih nisu značajnije izražene. Razlika je razini EU-27 naglašenija prema Anketi o radnoj snazi, dok je u Hrvatskoj razlika dobivena tim izvorom nešto niža – 0,8%. Smjer razlike je pak drugačiji, žene nešto češće sudjeluju, a za razumijevanje razlika trebalo bi provesti analizu na razini vrste obrazovanja odraslih budući da Anketa o radnoj snazi slabije zahvaća sudjelovanje u neformalnom obrazovanju.

Dobne razlike su izraženije. S porastom starosti sudionika opada stopa njihovog sudjelovanja. Mlađe skupine su puno bliže europskom projektu nego što su starije. Sudjelovanje mlađih osoba je gotovo osam puta veće nego sudjelovanje starijih osoba. Navedeno se može donekle objasniti metodologijom Ankete o radnoj snazi u Hrvatskoj, koja obuhvaća i prisutnost u formalnom tercijarnom obrazovanju nakon 25. godine, a koja je za najmlađu dobu skupinu u Hrvatskoj relativno učestala i nalazi se uslijed trajanja studija. Tom pristranošću Ankete o radnoj snazi možemo objasniti i veće razlike spram EU prosjeka (Matković i Jaklin, 2022). Sudjelovanje u obrazovanju odraslih snažno je determinirano i stupnjem obrazovanja. Visoko obrazovani puno se češće uključuju u obrazovanje od niže obrazovanih.

Podaci iz slike 2 pokazuju da participaciju u učenju odraslih predvode osobe izvan tržišta rada. Navedeno je rezultat upitnog zahvaćanja neformalnog obrazovanja u Anketi o radnoj snazi, ali i činjenice da skupina neaktivnih osoba obuhvaća i studente. Također, ti su podaci u neskladu s podacima o najčešćim pružateljima usluga obrazovanja i ospozobljavanja (Matković i Jaklin, 2022) ili podacima iz AZUP-a. Međutim to jasno pokazuje da pri sagledavanju obrazovanja odraslih treba uvelike voditi računa o neformalnom obrazovanju.

Analizom participacije s obzirom na vrstu zanimanja vidljivo je kako u skupinama gdje su udjeli sudjelovanja najbolje pozicioniranih (upravljačkog osoblja), Hrvatska najmanje zaostaje za europskim projektom. Kod radnika na jednostavnim poslovima i manualnih radnika razlika je izraženija. Prema Anketi o radnoj snazi, najnižu participaciju bilježe kvalificirani radnici u manualnim zanimanjima. Potencijalno je razlog tome i isključivanje praktičnog ospozobljavanja na radnom mjestu iz definicije cjeloživotnog učenja u Anketi o radnoj snazi koje je potencijalno prisutnije među ovom skupinom radnika. Također, vidimo zaostajanje u sudjelovanju u obrazovanju odraslih osoba iz seoskih naselja naspram onih iz manjih gradova i predgrađa, a posebice za onima iz velikih gradova.

Ovi su nalazi u skladu s nalazima ASOO studije iz 2017. godine koja također zaključuje da osobe mlađe od 40 godine čine većinu sudionika obrazovanja odraslih, te da prevladavaju visokoobrazovane osobe, zaposlene osobe i osobe iz gradova (Vučić, Piljek Žiljak, Vučić, 2017, 23). Također, ASOO studija utvrđuje i kako su u obrazovanju odraslih prisutnije osobe sa srednjim ili višim osobnim prihodima što posebice dolazi do izražaja u sudjelovanju u neformalnome obrazovanju, što je podatak koji izostaje iz LFS-a. Stoga možemo zaključiti da je u obrazovanju odraslih u Hrvatskoj prisutan takozvani efekt sv. Mateja, tj. da skupine koje imaju veće potrebe za sudjelovanjem manje sudjeluju u obrazovanju odraslih (Žiljak i sur., 2018). Posljedice toga jesu povećavanje prednosti skupina koje su u startu u boljoj poziciji (mladi, visokoobrazovani, zaposleni, s većim prihodima) te povećanje dispariteta među skupinama.

U sklopu projekta Tematska mreža Cjeloživotno obrazovanje dostupno svima u 2021. godini je provedena rasprava u fokus-grupi o obrazovanju odraslih (Žiljak i Matković, 2022). Sudjelovali su predstavnici ključnih regulatornih državnih tijela, predstavnici provoditelja, korisnika i znanstvene zajednice. Rasprava je bila usmjerena na provjeru dosadašnjih istraživačkih nalaza i strateških usmjerenja međunarodnih organizacija o preprekama za sudjelovanje u obrazovanju odraslih. Rasprava se, također, bavila otkrivanjem novih ili specifičnih (zapostavljenih) uzroka koji dovode do nejednakosti i traženjem rješenja kojima bi se situacija mogla popraviti.

Nejednakost se analizira višedimenzionalno s naglaskom na osiguravanje jednakih mogućnosti. Prepoznate su sljedeće skupine koje se rjeđe i teže uključuju u obrazovanje:

- starije osobe
- žene od 35 do 50 godina
- osobe s invaliditetom

- osobe koje žive u ruralnim područjima
- Romi
- osobe s nižom razinom obrazovanja
- osobe lošijeg socioekonomskog položaja.

Percepcija sudionika u fokus grupi se u osnovi poklapa s prethodno prikazanim teorijskim nalazima o preprekama sudjelovanju u obrazovanju odraslih (osobne, programske i institucionalne prepreke). Poseban naglasak bio je na krajnjim korisnicima, njihovu informiranju i motiviranju, njihovu odabiru programa, jačanju savjetodavne uloge provoditelja (koncept cjeloživotnog usmjeravanja) i programskoj prilagodbi. Istaknuta je važnost promoviranja društva znanja i vrijednosti ulaganja u obrazovanje. Pri tome se treba posebno usmjeriti na povećanje sudjelovanja i privlačenje skupina koje manje sudjeluju. Promocija i afirmiranje vrijednosti znanja se ne tiče samo obrazovanja odraslih. Analiza je pokazala važnu ulogu Agencije za strukovno obrazovanje i obrazovanje odraslih u stabilnosti sustava te ospozobljavanju i jačanju kapaciteta andragoga. Prijedlozi za ukidanje Agencije ili njezino pripajanje nekoj drugoj agenciji ne pomažu institucionalnom jačanju ili stabilnosti sustava obrazovanja odraslih. I u ovoj analizi su nejednakosti u obrazovanju odraslih vezane uz socioekonomska i dobna obilježja potencijalnih polaznika, njihovo prebivalište, tjelesno ili drugo oštećenje (invaliditet) ili druge elemente njihove isključenosti. Ta obilježja pojedinaca u kombinaciji s programskim nedostacima i neprilagođenosti te institucionalnim slabostima rezultiraju nejednakosti.

U raspravi u fokus-grupi predložene su sljedeće mjere za otklanjanje nejednakosti u obrazovanju odraslih (Žiljak, Matković, 2022):

- ubrzavanje zakonskih promjena i prilagodbe sustava novim potrebama
- unaprjeđenje suradnje i horizontalne koordinacije
- razvijanje programa koji su fleksibilni, modularno koncipirani
- osnaživanje povezanosti s promjenama u osnovnom i visokom obrazovanju
- jačanje fokusiranih finansijskih poticaja uz uvažavanje korisničke perspektive (vaučeri)
- uvažavanje interesa korisnika i jačanje korisničke perspektive
- osnaživanje pozitivnog utjecaja lokalnih proračuna
- jačanje informativnih i promotivnih aktivnosti
- jačanje savjetodavnih aktivnosti.

U tablici 9 je pregledni prikaz prikupljenih mišljenja o uzrocima nejednakog sudjelovanja, predloženim načinima rješavanja i instrumentima javnih politika koji bi se koristili u tim slučajevima.

Tablica 9 Percepcija sudionika fokus grupe o preprekama, rješenjima u instrumentima za rješavanje nejednakosti u obrazovanju odraslih

Problemi, prepreke / alternativna mišljenja (Alt.)	Predložena rješenja	Izabrani instrumenti obrazovne politike	
Osobne prepreke			
Niska razina obrazovanja osoba	Jačati vezu s osnovnim obrazovanjem i jačati temeljne vještine	Zakoni, pravilnici, strategije	
Slaba motivacija osoba	Jačati savjetodavne funkcije	Organizacijske promjene	
Strah osoba od nepoznatog i izbjegavanje stigmatizacije	Jačati informativne i promotivne aktivnosti	Informiranje i uvjeravanje	
Nedostatak vremena zbog obiteljskih obveza	Alt. Nedostatak vremena kao izgovor	Mijenjati strukturu lokalnih proračuna za obiteljske politike Jačati savjetodavne funkcije Razvijati fleksibilnije provođenje programa	Financijski instrumenti Organizacijske promjene
Socioekonomска situacija u kojoj se osoba nalazi i finansijske potpore	Alt. Besplatni programi se manje cijene	Jačati fokusirane financijske poticaje uz uvažavanje korisničke perspektive (vaučeri)	Financijski instrumenti
Programske prepreke			
Krutost i neprilagođenost programa odraslim polaznicima		Razvijati programe koji su fleksibilni, modularno koncipirani Razvijati sustav osiguranja kvalitete	Zakoni, pravilnici Organizacijske promjene
Neuvažavanje iskustva i prethodnih znanja		Ubrzati reguliranje priznavanja prethodnog učenja	Zakoni i pravilnici
Neuvažavanje interesa i očekivanja polaznika		U procedurama jačati korisničku perspektivu	Organizacijske promjene
Prometna nedostupnost mesta obrazovanja i nepristupačnost	Alt. Dovoljno dostupnih ustanova	Koristiti postojeću mrežu ustanova za obrazovanje odraslih	Informiranje Organizacijske promjene
Institucionalne prepreke			
Slabost cijelog sustava	Alt. Pretjerana kritičnost šteti sustavu	Koristiti gotove analize i primijeniti ih Povezati promjene u sustavu obrazovanja odraslih s promjenama u osnovnom i visokom obrazovanju	Zakoni, pravilnici strategije
Sporo reformiranje sustava		Ubrzati zakonske promjene i prilagodbu sustava novim potrebama	Zakoni, pravilnici, strategije
Nisko javno vrednovanje znanja i obrazovanja		Razvijati javne kampanje i snažniji utjecaj putem medija	Informiranje i uvjeravanje
Suradnja aktera		Postići konsenzus i jačanje sinergije u djelovanju ključnih aktera	Organizacijske promjene
Nedostatak obrazovanih andragoga		Sveučilišni programi i Kurikulum Globale	Financijski instrumenti Organizacijske promjene
Slaba informiranost polaznika		Jačati informativne i promotivne aktivnosti (Godina cjeloživotnog učenja, informativni portal s obrazovnim ponudama)	Informiranje i uvjeravanje
Nerazvijena savjetodavna funkcija		Jačati savjetodavne funkcije u ustanovama i HZZ	Informiranje i uvjeravanje Organizacijske promjene

Izvor: Žilić, T. i Matković T. (2022), str.72,73

6. Rezultati empirijskog istraživanja: Analiza promotivnih aktivnosti u obrazovanju odraslih, marketinškog kapaciteta te ostvarivanja suradnje i potpore ustanovama za obrazovanje odraslih

Iz sekundarnih podataka vidljivo je značajno smanjenje broja upisanih polaznika u programa obrazovanja odraslih od početka COVID-krize (2020. godina), a vrlo je vjerojatno da će i tekuća gospodarska kriza te povećanje inflacije i neizvjesnosti (od 2022. godine) negativno djelovati na spremnost, ali i konkretne mogućnosti pohađanja cjeloživotnog i obrazovanja odraslih. U navedenom kontekstu, ne zvuči ohrabrujuće niti da je, u periodu 2016-2022., većina upisanih odraslih polaznika (56%) pohađala programe ospozobljavanja, kao oblik „obrazovanja iz nužde“, u svrhu pristupa atraktivnijim segmentima tržišta rada i rješavanja egzistencijalnih pitanja.

Stoga se marketinške sposobnosti ustanova obrazovanja odraslih i njihovih voditelja/ica moraju dodatno unapređivati, kako bi se, barem s aspekta komuniciranja mogućnosti i prilika za različite oblike ospozobljavanja, usavršavanja i drugih oblika obrazovanja, doprinijelo barem djelomičnom ispunjavanju ciljeva nacionalne razvojne strategije do 2030. godine.

Kako bi se problematika razvoja marketinških sposobnosti sagledala i kroz preporuke o promociji cjeloživotnog učenja, iskazane u I. fazi predmetnog projekta Strateškog okvira promocije (ASOO, 2017), to je u periodu od kolovoza do listopada 2022. godine provedeno empirijsko istraživanje, usmjereni na voditelje/ice aktivnih ustanova obrazovanja odraslih. Anketni upitnik (priložen u dodatku I), sastojao se od segmenata, koji su analizirali:

- praksi promocije i komuniciranja ustanova i programa obrazovanja odraslih u periodu 2018-2022 godine,
- financiranje promocijskih i komunikacijskih aktivnosti u istom periodu,
- ciljne skupine promocijskih aktivnosti, provedenih u periodu 2018-2022,
- suradnju i podršku ustanovama obrazovanja odraslih – kako u donošenju obrazovnih politika te razvoju planova i programa obrazovanja odraslih, tako i u provedbi promocijskih i komunikacijskih aktivnosti,
- općenitu procjenu marketinških i komunikacijskih sposobnosti hrvatskih ustanova za obrazovanje odraslih.

Za mjerjenje percepcija voditelja/ica ustanova obrazovanja odraslih korištena je standardna Likertova ljestvica, s pet razina (ne)slaganja. Anketni je upitnik implementiran kroz on-line platformu za prikupljanje podataka QualtricsXM, kojoj su, za vrijeme prikupljanja podataka, pristupila 253 ispitanika/ice, od kojih je 155 upitnika bilo potpuno, a 205 upitnika djelomično popunjeno. Prilikom predstavljanja rezultata empirijskog istraživanja, koristiti će se ukupno raspoloživi broj odgovora na svako od pitanja anketnog upitnika te će se isti prikazati tablično i putem odgovarajućeg dijagrama.

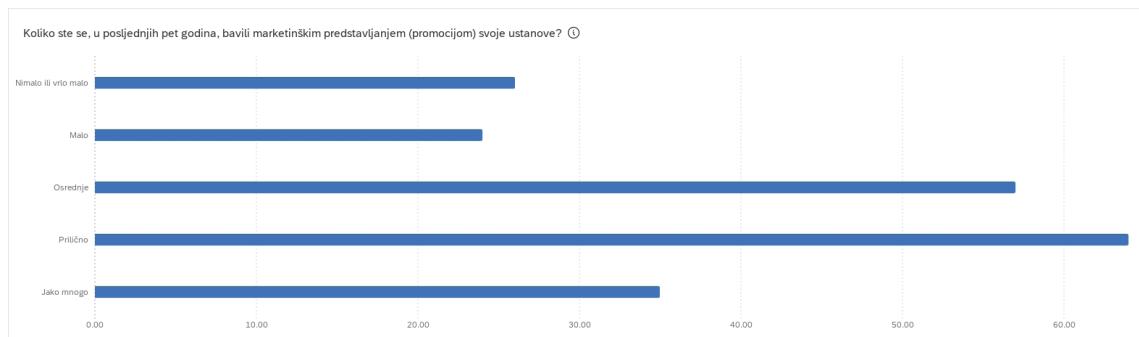
6.1. Promotivne aktivnosti ustanova i programa obrazovanja odraslih (2018-2022)

Kako je vidljivo iz Tablice 10, čak se 48% ustanova obrazovanja odraslih u velikoj, ili vrlo velikoj mjeri, pokušalo baviti institucionalnom promocijom, dok je samo 24,3% zanemarilo navedenu aktivnost, tj. nije je obavljalo uopće, ili tek u manjoj mjeri. Navedeni podaci su ohrabrujući, ali se trebaju sagledati i u kontekstu broja i vrste programa, na čije su promoviranje predmetne ustanove obratile najveću pozornost.

Tablica 10 Praksa institucionalne promocije ustanova obrazovanja odraslih

Koliko ste se, u posljednjih pet godina, bavili marketinškim predstavljanjem (promocijom) svoje ustanove?	Frekvencija	%	Kumulativno %
Nimalo ili vrlo malo	26	12,6	12,6
	24	11,7	24,3
	57	27,7	51,9
	64	31,1	83,0
	35	17,0	100,0
	Ukupno	206	100,0

Slika 3 Praksa institucionalne promocije ustanova obrazovanja odraslih (apsolutne frekvencije)



Podaci o praksi promocije programa obrazovanja odraslih također su ohrabrujući, jer se uvelike poklapaju s prosudbom institucionalne promocije pružatelja usluga obrazovanja odraslih (s obzirom da se 24,4% ustanova nije uopće ili tek malo bavila promocijom svojih programa, a 47,8% ih je navedenoj aktivnosti posvetila veliku ili vrlo veliku pozornost u promatranoj petogodišnjem razdoblju). No, treba upozoriti da ovako visoka razina podudaranja percepcija promocije ustanova i njihovih programa može ukazati i

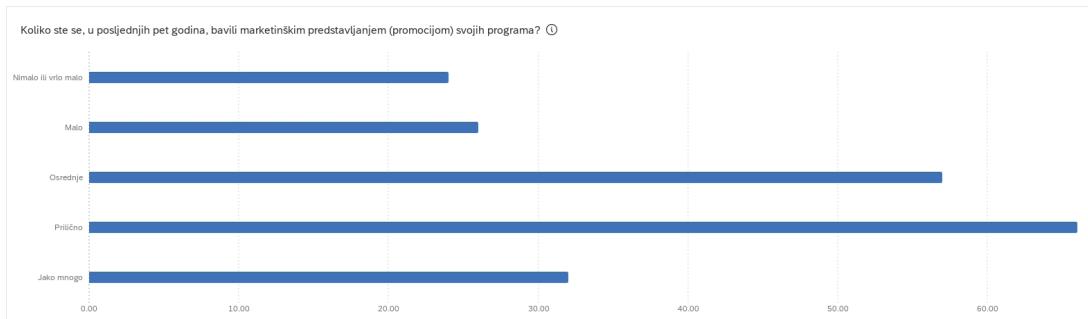
na nedovoljnu diferencijaciju, ili nerazumijevanje objekta promocije od strane voditelja/ica ustanova za obrazovanje odraslih, a što će biti potrebno istražiti kvalitativnim metodama u budućim istraživanjima.

Nadalje je važno ukazati i na strukturu promoviranih programa, odnosno usmjerenje ustanova na programe osposobljavanja, koji su tržišno atraktivni, nasuprot nekim drugim oblicima programa, koji bi u većoj mjeri doprinositi izgradnji kulture i prakse cjeloživotnog učenja.

Tablica 11 Praksa promocije programa obrazovanja odraslih

Koliko ste se, u posljednjih pet godina, bavili marketinškim predstavljanjem (promocijom) svojih programa?	Frekvencija	%	Kumulativno %
Nimalo ili vrlo malo	24	11,7	11,7
Malo	26	12,7	24,4
Osrednje	57	27,8	52,2
Prilično	66	32,2	84,4
Jako mnogo	32	15,6	100,0
Ukupno	205	100,0	

Slika 4 Praksa promocije programa obrazovanja odraslih (apsolutne frekvencije)



Ispitanicima je ponuđen izbor od jedne do tri mogućnosti fokusiranja na promociju sljedećih vrsta obrazovnih programa:

- Osnovna škola za odrasle (5 ustanova - 1,47% od ukupno zaprimljenih 340 odgovora)
- Srednja škola za odrasle (73 ustanove – 21,47%)
- Programi osposobljavanja (112 ustanova – 32,94%)
- Programi usavršavanja (62 ustanove – 18,24%)
- Programi za stjecanje mikro-kvalifikacija (22 ustanove – 6,47%)
- Programi stranih jezika (26 ustanova – 7,65%)
- Informatički programi (2 ustanove – 0,59%)
- Programi pripreme za polaganje majstorskih ispita (niti jedna ustanova)
- Neformalni programi - slikanje, sviranje i sl. (21 ustanova – 6,18%)
- Programi kulturnih aktivnosti - izložbe, koncerti i sl. (17 ustanova – 5%)

I u kontekstu strukture promoviranih programa, jasno je vidljivo da se preferiraju programi osposobljavanja i završavanja srednje škole za odrasle, koji se mogu opravdati kao ekonomski održivi, ali ne pretjerano jasno povezani s kulturom cjeloživotnog učenja. Programi stručnog osposobljavanja se, također, mogu smatrati dostatno promoviranim, dok je očita vrlo slaba orientacija na programe stjecanja mikro-kvalifikacija, iako je u javnosti prisutna informacija o mogućnosti njihovog sufinanciranja putem vaučera.

6.2. Ciljne skupine ustanova za obrazovanje odraslih

U dalnjem tijeku istraživanja se željelo utvrditi prema kojim se ciljnim skupinama usmjeravaju promotivne i komunikacijske aktivnosti ustanova za obrazovanje odraslih. Ispitanicima je ponuđen sljedeći spisak potencijalnih ciljnih skupina, kao i mogućnost vlastitog iskazivanja ključne ciljne skupine, među kojima su mogli birati do tri ciljne skupine, na koje se fokusiraju:

- Nezaposlene odrasle osobe (93 ustanove – 25,48% od ukupno zaprimljenih 365 odgovora)
- Zaposlene odrasle osobe (92 ustanove – 25,21%)
- Zaposlene manje obrazovane odrasle osobe - niže i nezavršeno obrazovanje (46 ustanova – 12,6%)
- Mladi izvan zaposlenja i obrazovanja (41 ustanova – 11,23%)
- Nezaposlene i dugotrajno nezaposlene odrasle osobe (33 ustanove – 9,04%)
- Žene (24 ustanove – 6,58%)
- Osobe starije od 50 godina (10 ustanova – 2,74%)
- Nitko od navedenih (8 ustanova – 2,19%)
- Osobe s invaliditetom (6 ustanova – 1,64%)
- Romska nacionalna manjina (6 ustanova – 1,64%)
- Neka druga skupina (svi koji žele učiti strane jezike; svi podjednako; treneri u sportskim klubovima; mladi – školski i predškolski uzrasti...) – 6 ustanova (1,64%)
- Migranti, tražitelji azila, osobe pod supsidijarnom zaštitom (niti jedna ustanova).

I iz odgovora na navedeno pitanje vidljivo je da se anketirane ustanove obrazovanja odraslih ponajviše usmjeravaju na strukovno ospozobljavanje i usavršavanje – podjednako nezaposlenih i zaposlenih osoba. Od skupina, koje se nalaze u nepovoljnem položaju za sudjelovanje u cjeloživotnom obrazovanju, vidljivo je da se određena pozornost obraća na mlade izvan zaposlenja i sustava obrazovanja (NEET), s 11,23% od ukupno zaprimljenih odgovora, kao i na zaposlene osobe bez završenog formalnog obrazovanja (12,6%) te nezaposlene i dugotrajno nezaposlene odrasle osobe (9,04%). No, kada se fokus pomakne s obrazovanja za tržište rada, bez obzira radi li se o tržišno atraktivnim programima ospozobljavanja i usavršavanja, ili od (uglavnom sufinanciranih) programima, namijenjenim aktiviranju i unapređenju mogućnosti za zaposlenje na tržištu rada, uočljiva je nepostojeća ili mala pozornost na unapređenje mogućnosti cjeloživotnog obrazovanja za skupine, koje uključuju žene (6,58% ukupno zaprimljenih odgovora), osobe s invaliditetom (1,64%), Rome (1,64%), migrante/tražitelje azila (0%). Također je vidljivo da mali broj ustanova još uvijek ne poznaje temelje marketinškog pristupa, u smislu segmentiranja i targetiranja ciljnih skupina, pa iskazuje svoje usmjerenost na „sve“ (ciljne skupine) ili „sve podjednako“.

Od institucionalnih partnera (kao svojevrsnog ekvivalenta marketinga na obrazovnom tržištu „poslovne potrošnje“), anketirane hrvatske ustanove za obrazovanje odraslih uglavnom su bile orijentirane na poslodavce (a koje navodi 105 anketiranih ustanova, što čini 30,7%, od ukupno zaprimljena 342 odgovora). Ostale institucionalne partnere u promatranom razdoblju, prema kojima su bile usmjerene promotivne aktivnosti ustanova za obrazovanje odraslih, predstavljali su:

- Medije (75 ustanova – 21,93%)
- Organizacije civilnog društva – neprofitne udruge, zaklade, itd. (43 ustanove – 12,57%)
- Donositelje odluka u obrazovnoj politici - relevantna ministarstva, obrazovne agencije - AOO, ASOO..., lokalnu (samo)upravu, itd. (42 ustanove – 12,28%)Srednjoškolske obrazovne ustanove (25 ustanova – 7,31%)
- Osnovnoškolske obrazovne ustanove (24 ustanove – 7,02%)
- Niti jednu od navedenih institucija (15 ustanova – 4,39%)
- Visokoškolske obrazovne ustanove (7 ustanova – 2,05%)
- Ustanove za rani i predškolski odgoj i obrazovanje (4 ustanove – 1,17%)
- Druge institucionalne partnere: Hrvatski zavod za zapošljavanje (HZZ) i međunarodne obrazovne institucije (2 ustanove – 0,58%).

Najvažnije partnerne čine poslodavci, a što je i očekivano, s obzirom na prevladavajuću orijentaciju ustanova za obrazovanje odraslih prema tržišno utemeljenim programima. Nadalje, ustanove obrazovanja odraslih, u ograničenoj mjeri, surađuju s medijima i civilnim društвom te donositeljima odluka u obrazovnoj politici, dok s ustanovama drugih obrazovnih razina i sektora surađuju malo ili nimalo.

6.3. Oblici i alati promocije i komuniciranja s ciljnim skupinama (2018-2022)

Od korištenih oblika i alata promocije i komuniciranja s ciljnim skupinama, anketiranim učilištima je ponuđen sljedeći spisak marketinških alata i pristupa, od kojih su mogli birati od jednog, pa do tri najčešće korištena marketinška alata:

- Internetska prezentacija učilišta putem vlastite mrežne stranice (126 ustanova – 22,26%)
- Osobni kontakti, osobna prezentacija i komunikacija sa zainteresiranim stranama (117 ustanova – 20,67%)
- Izravna komunikacija s polaznicima - putem društvenih mreža, brošura, e-mail newslettera, telefona... (111 ustanova – 19,61%)
- Plaćeno oglašavanje u medijima: tisk, TV, radio, web, društveni mediji... (93 ustanove – 16,43% od ukupno zaprimljenih 566 odgovora)
- Poticaji polaznicima za upis u obrazovne programe: popusti i sniženja cijena, nastupi na sajmovima... (61 ustanova – 10,78%)
- Odnosi s javnoшću: izgradnja odnosa s medijima, publicitet, posebna događanja - eventi, sudjelovanje u specijaliziranim TV/radijskim emisijama... (52 ustanove – 9,19%)
- Ništa od navedenog (6 ustanova – 1,06%)

Ne čudi da se naglasak stavlja na jeftine i relativno lako pristupačno promoviranje učilišta i programa putem internetskih (Web) stranica i osobnog komuniciranja s dionicima i (potencijalnim) polaznicima učilišta, kao i da je klasično plaćeno oglašavanje manje zastupljeno, s obzirom na visoke cijene medijskog prostora i ograničene marketinške budžete ustanova za obrazovanje odraslih. Međutim, relativno slaba zastupljenost odnosa s javnoшću i poticanja prodaje ukazuje i na potrebu za dalnjim jačanjem marketinških sposobnosti učilišta za obrazovanje odraslih.

U prilog navedenom argumentu govori i činjenica da su se ispitanici, kada su im ponuđeni potencijalni razlozi (od kojih su mogli izabrati do tri relevantna odgovora) za korištenje izabranih marketinških alata i pristupa, u najvećoj mjeri izjasnili za jednostavnost korištenja provedbe marketinških aktivnosti (u 120 ustanova, odnosno 37,04%, od ukupno zaprimljena 324 odgovora). Daljnji razlozi za korištenje prethodno navedenih marketinških alata/pristupa odnosili su se na:

- Dobru dostupnost ciljnih skupina učilišta za obrazovanje odraslih (86 ustanova – 26,54%)
- Najmanji utrošak vremena zaposlenika ili marketinških stručnjaka – bilo vlastitih, ili vanjskih (61 ustanova – 18,83%)
- Niska cijena (53 ustanove – 16,36%)
- Nije specificiran razlog (3 ustanove – 0,93%).

Jedna ustanova (0,31%) je navela da ima zaposlenu osobu za marketing i promociju, bez navoђenja alata i pristupa, koje ista koristi u okviru svojih svakodnevnih aktivnosti.

Financiranje promotivnih i komunikacijskih aktivnosti temelji se, prvenstveno, na samo-financiranju od strane ustanova za obrazovanje odraslih (u 124 ustanove, odnosno 51,67% – od ukupno zaprimljenih 240 odgovora). Ostali oblici financiranja (pri čemu se ispitanici mogli izabrati od 1 do 3 primjenjiva odgovora), odnose se na:

- Korištenje EU i nacionalnih projektnih sredstava (40 ustanova – 16,67%)
- Suradnju s drugim institucijama i organizacijama (29 ustanova – 12,08%)
- Niti jedan od specificiranih oblika financiranja (24 ustanove – 10%)
- Potporu lokalne (samo)uprave – bilo finansijsku, ili u obliku medijskog prostora (21 ustanova – 8,75%)
- Potporu sponzora/donatora (2 ustanove – 0,83%).

Očito se, u promatranom petogodišnjem razdoblju, ne ostvaruje puna koordinacija između dionika nacionalnog sustava obrazovanja odraslih, s obzirom da se, i dalje, financiranje promocije učenja odraslih, uglavnom oslanja na vlastita finansijska sredstva ustanova za obrazovanje odraslih te projektna sredstva. Međuinstитucionalna suradnja i potpore od strane lokalnih (samo)uprava i sponzora (donatora) su nedostatne, a čak 10% anketiranih nema resursa ili sposobnosti za financiranje promocije svoje ustanove i programa.

6.4. Podrška i suradnja ustanovama za obrazovanje odraslih u RH (2018-2022)

6.4.1. Suradnja u području obrazovnih politika i podrška razvoju planova i programa obrazovanja odraslih

Anketirane su ustanove mogle dati do tri odgovora, vezano uz instituciju, s kojom su u najvećoj mjeri surađivale u području obrazovnih politika, planova i programa obrazovanja odraslih, ili specificirati instituciju, koja nije bila spomenuta u anketnom upitniku. Od ukupno 383 zaprimljena odgovora, ustanove za obrazovanje odraslih u RH su na sljedeći način vrednovale suradne institucije:

- Agencija za strukovno i obrazovanja odraslih – ASOO (137 ustanova – 35,77%)
- Ministarstvo znanosti i obrazovanja – MZO (85 ustanova – 22,19%)
- Hrvatski zavod za zapošljavanje – HZZ (41 ustanova – 10,7%)
- Partnerska učilišta za obrazovanje odraslih (34 ustanove – 8,88%)
- Lokalna (samo)uprava (17 ustanova – 4,44%)
- Niti jedna od specificiranih institucija (14 ustanova – 3,66%)
- Agencija za odgoj i obrazovanje (12 ustanova – 3,13%)
- Ministarstvo rada, mirovinskoga sustava, obitelji i socijalne politike (11 ustanova – 2,87%)
- Hrvatska gospodarska/obrtnička komora (11 ustanova – 2,87%)
- Strukovne udruge (10 ustanova – 2,61%)
- Druge institucije: nacionalni sportski savezi, lokalne tvrtke i poduzetnici – krajnji korisnici programa obrazovanja odraslih (u smislu zapošljavanja polaznika/ica), udruge iz područja obrazovanja, Ministarstvo turizma i sporta (6 ustanova – 1,57%)

- Lokalne razvojne agencija (4 ustanove – 1,04%)
- Nacionalni centar za vanjsko vrednovanje obrazovanja – NCVVO (1 ustanova – 0,26%).

Osim ASOO, kao centralne nacionalne institucije, fokusirane na podršku i suradnju s ustanovama za obrazovanje odraslih, značajno mjesto među suradnjim ustanovama zauzimaju i nadležno ministarstvo (MZO), nacionalni zavod za zapošljavanje (HZZ) te partnerske ustanove. U tom se smislu može govoriti o relativno malom broju dionika sustava obrazovanja odraslih te nedovoljnem uključivanju niza drugih potencijalnih dionika, navedenih u preporukama Strateškog okvira promocije cjeloživotnog učenja u Republici Hrvatskoj (2017– 2021).

6.4.2. Suradnja u području promocije cjeloživotnog učenja i komuniciranja ustanova za obrazovanje odraslih

Kada se promatraju promocija cjeloživotnog učenja i marketinška komunikacija, najveću podršku ustanovama za obrazovanje odraslih u RH pruža Agencija za strukovno i obrazovanja odraslih – ASOO (koju, u navedenom kontekstu, izdvaja 79 ustanova, što između 300 zaprimljenih odgovora čini 26,33% anketiranih). Vrlo je zabrinjavajuće što, na sljedećem mjestu, nije prepoznata niti jedna od predloženih (potencijalnih) suradnih institucija, s obzirom da čak 57 ustanova (19%) smatra da im nitko nije bio podrška u promociji cjeloživotnog učenja i komuniciranju s ciljnim skupinama. Treće mjesto zauzima Hrvatski zavod za zapošljavanje – HZZ (41 ustanova – 13,67%). Anketirane ustanove, koje su se mogle izdvojiti od jedne do tri suradne institucije u području promocije i komuniciranje, spomenute su, nadalje, i::

- Lokalnu (samo)upravu (29 ustanova – 9,67%)
- Partnerska učilišta za obrazovanje odraslih (18 ustanova – 6%)
- Ministarstvo znanosti i obrazovanja – MZO (18 ustanova – 6%)
- Hrvatsku gospodarsku/obrtničku komoru (14 ustanova – 4,67%)
- Strukovne udruge (11 ustanova – 3,67%)
- Lokalne razvojne agencije (10 ustanova – 3,33%)
- Agenciju za odgoj i obrazovanje – AOO (6 ustanova – 2%)
- Ministarstvo rada, mirovinskoga sustava, obitelji i socijalne politike (6 ustanova – 2%)
- Druge institucije - lokalne medije/poduzetnike (8 ustanova – 2,67%)
- Nacionalni centar za vanjsko vrednovanje obrazovanja – NCVVO (3 ustanove – 1%).

Navedeni rezultat istraživanje potvrđuje *ograničenja u raspoloživosti i fokusu dionika obrazovanja odraslih na promociju cjeloživotnog učenja i komuniciranje s ciljnim skupinama*. U tom se smislu mora ponoviti preporuka o što širem uključivanju (potencijalno) zainteresiranih strana za cjeloživotno učenje i obrazovanje odraslih u RH, s novim naglaskom na privatne poslodavce, koji sve teže pronalaze radnu snagu unutar RH i šire regije.

Oblici suradnje i podrške, od strane navedenih institucija, odnose se, u najvećoj mjeri (pri čemu su anketirane ustanove mogle birati između jednog, pa do tri najznačajnijeg oblika podrške), na sudjelovanje na stručnim skupovima. Pritom su 84 anketirane ustanove (odnosno 26,58% od ukupno zaprimljenih 316 odgovora) izdvojile od navedenih specijalizirane skupove za obrazovanje odraslih (npr. Međunarodni andragoški simpozij, Andragošku školu, itd.), kao i skupove nacionalnih agencija ili ministarstava (69 ustanova – 21,84%). Treći prepoznati oblik suradnje je Tjedan cjeloživotnog učenja, u organizaciji ASOO (60 ustanova, odnosno 18,99%), a nadalje se navode:

- Sudjelovanje na skupovima koje organiziraju strukovne udruge u obrazovanju (33 ustanove – 10,44%)
- Promotivni događaji za mikrokvalifikacije i obrazovne vaučere (28 ustanova – 8,86%)
- Niti jedan od navedenih oblika suradnje/podrške (27 ustanova – 8,54%)
- Sudjelovanje na skupovima koji su organizirani za druge sektore - npr. poljoprivredu, turizam, itd. (14 ustanova – 4,43%)
- Suradnju kroz organizaciju vlastitog stručnog skupa (1 ustanova – 0,32%).

Osim sudjelovanja i diseminacija informacija kroz stručne skupove iz obrazovnog sektora te Tjedna cjeloživotnog učenja, kao jedinog nacionalno relevantnog posebnog događanja iz područja cjeloživotnog učenja, ostali su se oblici suradnje pokazali relativno ograničenima. U tom se smislu može govoriti o tradicionalnom usmjerenu ustanova za obrazovanje odraslih na oblike suradnje, koji ne prelaze u projektnu suradnju, odnosno podršku za prijavu i provedbu obrazovnih projekata, s naglaskom na korištenje sredstava EU.

S obzirom na trenutno stanje promocije i poticanja cjeloživotnog učenja, uočljivo je centralno mjesto Tjedna cjeloživotnog učenja, kao posebnog događanja, s kojim je upoznato 145 anketiranih ustanova (odnosno 91,77% od ukupno 158 zaprimljenih odgovora), dok 83 ustanove (od ukupno 145, koje su na isto pitanje i odgovorile, a što čini 57,24%) na ovom događaju i aktivno sudjeluje. Od relevantnih dokumenata hrvatske obrazovne politike, 116 ustanova (odnosno 73,89% od zaprimljenih 157 odgovora) upoznato je s preporukama Strateškog okvira promocije cjeloživotnog učenja u RH, dok anketirani nisu prepoznali bilo kakvo drugo posebno događanje, ili dokument obrazovne politike, kao relevantan za svoj rad u području promocije cjeloživotnog učenja.

6.5. Marketinške sposobnosti hrvatskih ustanova za obrazovanje odraslih

Sljedeća tablica prikazuje samoprocjenu ukupnih marketinških sposobnosti anketiranih ustanova za obrazovanje odraslih. Iz rezultata istraživanja je vidljivo da ih samo 7,1% anketiranih procjenjuje kao izvrsne, dok ukupno 46,8% ima pozitivnu percepciju svojih marketinških sposobnosti. Nešto manji broj ustanova (46,2%) ocjenjuje se prosječnim u ovom području svog poslovanja/djelovanja.

Tablica 12 Samoprocjena marketinških sposobnosti ustanova za obrazovanje odraslih u RH

Kako biste ocijenili marketinške sposobnosti svog učilišta?	Frekvencija	%	Kumulativno %
Valid	Vrlo loše	5	3,2
	Loše	6	3,8
	Osrednje - ni dobre, ni loše	72	46,2
	Dobre	62	39,7
	Izvrsne	11	7,1
	Ukupno	156	100,0

Kako bi se navedena samoprocjena potkrijepila dodatnim pokazateljima, bilo je zanimljivo utvrditi koliko je zaposlenika ustanova za obrazovanje odraslih do sada pohađalo edukaciju iz područja marketinga i promocije cjeloživotnog učenja. Ukupno je 28 ustanova (17,95%) do sada osiguralo više, a 23 ustanove (14,74%) jednu marketinšku edukaciju, dok je 97 ustanova (62,18%) za ovakav oblik edukacije zainteresirano, kao jedan od oblika podrške razvoju svojih marketinških sposobnosti. Samo 8 ustanova (5,13%) ne smatra navedeni oblik edukacije relevantnim za svoje buduće poslovanje/djelovanje.

Ukupno se 15 učilišta za obrazovanje odraslih (odnosno 10,71% - od ukupno 140 zaprimljenih odgovora) izjasnilo da im je dosadašnje poslovanje/djelovanje zahtijevalo kontinuirano suradnju s vanjskim stručnjacima ili komercijalnim marketinškim agencijama. Dodatnih 30 učilišta (21,43%) takvu je suradnju uspostavljalo samo povremeno, kada internu nisu imali dovoljno kapaciteta i/ili vremena za posebne marketinške aktivnosti, dok 70 učilišta (50%) smatra da će im ovaj oblik suradnje biti potreban u budućnosti. Ukupno se 25 učilišta izjasnilo da nemaju potrebu za angažiranjem vanjskih suradnika/institucija iz područja marketinga, od čega je 14 (10%) procijenilo da imaju dovoljno vlastitih znanja i sposobnosti, a 11 (7,86%) da nemaju potrebe za specijaliziranim marketinškim aktivnostima.

Od ukupno 155 učilišta, koja su procjenjivala značaj buduće potpore iz područja marketinga i promocije cjeloživotnog učenja, 123 (79,35%) su istu ocijenila kao značajnu, dok su kao potencijalne teme izdvojili sljedeće:

- digitalni marketing, s posebnim naglaskom na promociju putem društvenih mreža, izradu i marketing internetskog sadržaja (content marketing), izradu/unapređenje web stranica i njihovu optimizaciju za internetske tražilice,
- medijsko oglašavanje i druge oblike komuniciranja s ciljnim skupinama, s naglaskom na grafički dizajn, izradu materijala za promociju te izbor komunikacijskih kanala,
- unapređenje odnosa s javnošću, u cilju stjecanja veće vidljivosti i osvješćivanja značaja cjeloživotnog obrazovanja u javnosti,
- izgradnju tržišne marke učilišta (brendiranje),
- bolje utvrđivanje i „targetiranje“ (tržišno ciljanje) ključnih ciljnih skupina,
- osmišljavanje jeftinih ili besplatnih programa mikro-kvalifikacija, koji bi mogli privući buduće polaznike obrazovnih programa te
- razvoj komunikacijskih i prezentacijskih vještina.

Od slobodno formuliranih odgovora, vezanih za percepciju najučinkovitijeg nositelja potpore učilištima za obrazovanje odraslih u području marketinga i promocije cjeloživotnog učenja, najčešće se spominju Agencija za strukovno i obrazovanje odraslih (ASOO) te Ministarstvo znanosti i obrazovanja (MZO), a u manjoj mjeri Hrvatski zavod za zapošljavanje (HZZ) i lokalna (samo)uprava, koja je i osnivač određenog broja učilišta. U nekoliko se slučajeva spominje suradnja s vanjskim ekspertima/marketinškim agencijama, dok je izrazito zanimljiv ograničen broj mišljenja, koja zastupaju stajalište o potrebi izgradnje vlastitog kadrovskog potencijala za marketinški usmjereno poslovanje/djelovanje učilišta, a koje bi bilo korisno financijski podupirati putem javnim institucija ili projektnih sredstava. Samo je jedna ustanova izrazila preferenciju potpune eksternalizacije marketinških aktivnosti, za čije obavljanje sama nema interesa.

7. Zaključak

Krize otvaraju niz izazova za obrazovanje odraslih. Prioritetna područja koja se odnose na zelenu i digitalnu transformaciju se dopunjaju novim socijalnim i zdravstvenim izazovima na koje obrazovanje odraslih treba dati odgovore. Na nacionalnoj razini ostvarivanje ovih ciljeva povezano je s povećanjem sudjelovanja odraslih u programima obrazovanja i procesima učenja, što je prepostavka za postizanje ostalih ciljeva. Sudjelovanje treba povećati u svim oblicima obrazovanja odraslih. To uključuje i strukovno i opće obrazovanje, obrazovanje za manje skupove učenja kojima se stječu mikrokvalifikacije ali i dugotrajnije osnovnoškolsko i srednjoškolsko obrazovanje. Uz formalne programe ne treba zanemariti neformalno obrazovanje koje uključuje značajan broj polaznike. Ključno je uključiti osobe koje manje sudjeluju i koje su podzastupljene u dosadašnjim procesima učenja. Neizvjesnost je važno obilježe okruženja u kojem će se provoditi obrazovanje odraslih i za koje se treba pripremiti. Treba djelovati dovoljno brzo da bi se postigli pravovremeni učinci i da bi se aktivnosti provele u ograničenim vremenskim okvirima.

Marketinške sposobnosti ustanova obrazovanja odraslih i osoba koje provode te aktivnosti se moraju dodatno unapređivati kako bi se ostvarili ključni ciljevi. Treba postići kako bi se barem s aspekta komuniciranja mogućnosti i prilika za različite oblike osposobljavanja, usavršavanja i drugih oblika obrazovanja, doprinijelo što boljem ispunjavanju ciljeva nacionalne razvojne strategije do 2030. godine.

Treba upozoriti na nedovoljnu diferencijaciju ili nerazumijevanje objekta promocije od strane ustanova za obrazovanje odraslih. Kako bi se dobio bolji uvid u ovu dimenziju problema potrebno je ovaj problem istražiti kvalitativnim metodama u budućim istraživanjima. Potrebno je, također, dodatno istražiti strukturu promoviranih programa, odnosno usmjerenje ustanova na programe osposobljavanja koji su tržišno atraktivni, nasuprot nekim drugim oblicima programa, koji bi u većoj mjeri mogli doprinositi izgradnji kulture i prakse cjeloživotnog učenja.

Problem je što mali broj ustanova još uvek ne poznaje temelje marketinškog pristupa, u smislu segmentiranja i targetiranja ciljnih skupina, pa iskazuje svoje usmjerenost na sve ciljne skupine podjednako. To pokazuje potrebu da se u andragoškom osposobljavanju posveti dodatna pažnja ovom pitanju. Slaba zastupljenost odnosa s javnošću i poticanja prodaje ukazuje i na potrebu za dalnjim jačanjem marketinških sposobnosti ustanova za obrazovanje odraslih. Tome bi pomogle buduće javne potpore za područje marketinga i promocije cjeloživotnog učenja.

Važno je upozoriti na slabu orientaciju na programe stjecanja mikro-kvalifikacija, iako je u javnosti prisutna informacija o mogućnosti njihovog sufinanciranja putem vaučera. Naime to je jedan od prioriteta obrazovnih politika koji za sada nije praćen odgovarajućim promotivnim aktivnostima.

U promatranom petogodišnjem razdoblju, nije se ostvarivala puna koordinacija između dionika nacionalnog sustava obrazovanja odraslih pa bi za to trebalo iskoristiti sve mogućnosti koje pruža Zakon o obrazovanju odraslih i nova nacionalna obrazovna strategija. Osim ASOO, koji nosi ključni teret, relativno mali broj dionika sustava obrazovanja odraslih je uključivan u promotivne aktivnosti. Osim sudjelovanja i diseminacija informacija kroz stručne skupove iz obrazovnog sektora te Tjedna

cjeloživotnog učenja, kao jedinog nacionalno relevantnog posebnog događanja iz područja cjeloživotnog učenja, ostali su se oblici suradnje pokazali relativno ograničenima. U preporukama Strateškog okvira promocije cjeloživotnog učenja u Republici Hrvatskoj (2017– 2021) krug potencijalnih dionika je puno širi. U tom se smislu može ponoviti preporuka o što širem uključivanju (potencijalno) zainteresiranih strana za cjeloživotno učenje i obrazovanje odraslih, s novim naglaskom na privatne poslodavce, koji sve teže pronalaze radnu snagu.

Literatura

- ASOO (2017). *Strateški okvir promocije cjeloživotnog učenja u Republici Hrvatskoj 2017. – 2021*. Agencija za strukovno obrazovanje i obrazovanje odraslih (ASOO). https://epale.ec.europa.eu/sites/default/files/strateski_okvir_hr_priprema_za_tisak.pdf
- ASOO (2022). *Andragoški zajednički upisnik podataka* (AZUP) <https://www.asoo.hr/obrazovanje/obrazovanje-odraslih/azup/>
- Bjursell, C. (2020). The COVID-19 pandemic as disjunction: Lifelong learning in a context of fear. *International Review of Education*, 66, 673–689.
- Bohlinger, S., Haake, U., Helms Jørgensen, C., Toivainen, H. & Wallo, A. (ur.). (2015). *Working and learning in times of uncertainty : challenges to adult, professional and vocational education*. Rotterdam: Sense Publishers.
- Boyadjieva, P. i Ilieva-Trichkova, P. (2021). *Adult learning as empowerment*:
- Re-imagining lifelong learning through the capability approach, recognition theory and common goods perspective*. Palgrave Studies in Adult Education and Lifelong Learning. Palgrave Macmillan, Cham: Palgrave MacMillan.
- Council of the European Union (2011). *Council Resolution on a renewed European agenda for adult learning* 32011G1220(01) Obnovljena europska strategija za učenje odraslih. Rezolucija Vijeća EU iz 2011. godine. Dostupno na: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32011G1220%2801%29>.
- Decuyper, M. i Vanden Broeck, P. (2020). Time and educational (re-)forms - Inquiring the temporal dimension of education. *Educational Philosophy and Theory*. DOI:10.1080/00131857.2020.1716449
- Degerman, D., Flinders, M. i Johnson, M. T. (2020). In defence of fear: COVID-19, crises and democracy. *Critical Review of International Social and Political Philosophy*. <https://doi.org/10.1080/13698230.2020.1834744>
- Desjardins, R. (2013). The economics of adult education: A critical assessment of the state of adult education (str.81-90). U Nesbit, T., & Welton, M. (ur.). *Adult Learning in a Precarious Age, New Directions for Adult and Continuing Education*, Summer 2013, Number 138.
- ELF (2021). *Future of adult education* 1/2021 <https://elmmagazine.eu/future-of-adult-education/tomorrows-learning-utopias-and-dystopias/>. Pristupljeno: 1.11.2022.
- Europska komisija (2016). *Novi program vještina za Europu. Suradnja na jačanju ljudskog kapitala, zapošljivosti i konkurentnosti*. {SWD(2016) 195 final}. Dostupno na: <https://eur-lex.europa.eu/legal-content/HR/TXT/PDF/?uri=CELEX:52016DC0381&from=EN>.
- Europska komisija (2020). *Program vještina za Europu za održivu konkurenčnost, socijalnu pravednost i otpornost*. {SWD(2020) 121 final} - {SWD(2020) 122 final}
- Europska komisija (2019). *Achievements under the renewed European agenda for adult learning (2011-2018): Report of the ET 2020 working Group on adult learning (2018 2020)*. Publications Office. Dostupno na: <https://data.europa.eu/doi/10.2767/583401>.
- Europska komisija (2021). *Akcijski plan za provedbu europskog stupa socijalnih prava*. Dostupno na:<https://eur-lex.europa.eu/legal-content/HR/TXT/?uri=COM%3A2021%3A102%3AFIN&qid=1614928358298>
- Europski parlament, Vijeće i Komisija (2017). *Europski stup socijalnih prava*. Dostupno na: https://ec.europa.eu/info/sites/default/files/social-summit-european-pillar-social-rights-booklet_hr.pdf
- Eurostat (2021). *Participation rate in education and training (last 4 weeks) by sex and labour status [trng_lfse_02]*. Dostupno na: https://ec.europa.eu/eurostat/databrowser/view/TRNG_LFSE_02/default/table?lang=en&category=sks.sks_dev.sks_devlf.trng_lfs_4w0.
- Eurostat (2022) *Adult learning statistics*. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics
- Eurydice. 2021. *Adult education and training in Europe: Building inclusive pathways to skills and qualifications*. Eurydice Report.

Luxembourg: Publications Office of the European Union.

Gouthro, P. A. i Holloway, S. M. (2019). Using a multiliteracies approach in adult education to foster inclusive lifelong learning. *CASAE: Canadian Association for the Study of Adult Education*, 38, 143-143.

Hrvatska obrtnička komora (2020). Majstorski ispiti. Dostupno na: <https://www.hok.hr/obrazovanje/majstorski-ispit>.

James, N. i Thériault, V. (2020) Adult education in times of the COVID-19 pandemic: Inequalities, changes, and resilience. *Studies in the Education of Adults*, 52(2), 129-133.

Kastner, M. i Motschilnig, R. (2022). Interconnectedness of Adult Basic Education, Community-Based Participatory Research, and Transformative Learning. *Adult Education Quarterly*, 72(3), 223–241.

Matković, T. i Jaklin, K. (2022). Podaci o obrazovanju odraslih, *Andragoški glasnik* (u tisku)

Milana, M., Hodge, S., Holford, J., Waller, R. i Webb, S. (2021). A year of COVID-19 pandemic: exposing the fragility of education and digital in/equalities. *International Journal of Lifelong Education*, 40(2), 111-114.

Ministarstvo gospodarstva i održivog razvoja (2022). *Program Cjeloživotno obrazovanje za obrtništvo*. Dostupno na: <https://mingor.gov.hr/javni-pozivi-i-natjecaji-7371/javni-pozivi-ministarstva-7389/otvoreni-javni-pozivi/8-4-2022-otvoreni-javni-poziv-za-program-cjeloživotno-obrazovanje-za-obrtnistvo-za-2022-godinu/8737>.

Ministarstvo regionalnoga razvoja i fondova Europske unije (2021). *Nacionalna razvojna strategija Republike Hrvatske do 2030. godine*. Dostupno na: <https://hrvatska2030.hr/dokumenti/>

Ministarstvo znanosti, obrazovanja i sporta (2014.). *Strategija znanosti, obrazovanja i tehnologije*. Zagreb: MZOS.

Ministarstvo znanosti, obrazovanja i sporta (2014). *Programi za učenje hrvatskog jezika, povijesti i kulture za azilante i strance pod supsidijarnom zaštitom radi uključivanja u hrvatsko društvo*. Narodne novine 154/2014.

Ministarstva znanosti i obrazovanja (2022). *Obrazovanje odraslih*. Dostupno na: <https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/obrazovanje-odraslih/131>.

Ministarstva znanosti i obrazovanja (2022). *Implementacija Europske agende za obrazovanje odraslih*. Dostupno na: <https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/obrazovanje-odraslih/projekti-582/implementacija-europske-agende-za-obrazovanje-odraslih/583>

OECD (2021). *Adult Learning and COVID-19: How much informal and non-formal learning are workers missing?* Dostupno na: https://read.oecd-ilibrary.org/view/?ref=1069_1069729-q3oh9e4dsm&title=Adult-Learning-and-COVID-19-How-much-informal-and-non-formal-learning-are-workers-missing.

Panitsides, E.A. i Papastamitis, A.J. (2013). Promoting active ageing through lifelong learning. *The International Journal of Adult, Community and Professional Learning*, 19(2), 59-66.

Pastuović, N. i Žiljak, T. (ur.) (2018). *Obrazovanje odraslih: teorijske osnove i praksa*. Zagreb: Učiteljski fakultet i Pučko otvoreno učilište Zagreb.

Patterson, M.B. (2018). The Forgotten 90%: Adult nonparticipation in education, *Adult Education Quarterly: A Journal of Research and Theory*, 68(1), 41-62.

Rubenson, K. i Desjardins, R. (2009). The Impact of Welfare State Regimes on Barriers to Participation in Adult Education. A Bounded Agency Model. *Adult Education Quarterly*, 59(3), 187–207.

Rüter, F. i Martin, A. (2022). How Do the Timing and Duration of Courses Affect Participation in Adult Learning and Education? A Panel Analysis. *Adult Education Quarterly*, 72(1), 42–64.

Schmidt-Hertha, B., Formosa, M. i Fragoso, A. (2019), Active ageing, social inclusion and wellbeing Benefits of learning in later life. *European Journal for Research on the Education and Learning of Adults*, 10(3), 207-213.

Strugar, V., Žiljak, T., Rajić, V., Lapat, G. i Kušić, K. (2017). *Smjernice za unapređenje osnovnog obrazovanja odraslih u Republici Hrvatskoj*. Zagreb: MZO.

UNESCO (2019). *4th global report on adult learning and education: leave no one behind: participation, equity and inclusion*. Paris, UNESCO

UNESCO Institute for Lifelong Learning (2020). *Embracing a culture of lifelong learning*. Contribution to the Futures of Education initiative. Initiative;report;a transdisciplinary expert consultation. Paris: UNESCO Institute for Lifelong Learning. Dostupno na: <https://unesdoc.unesco.org/ark:/48223/pf0000374112>

UNESCO Institute for Lifelong Learning (2022). *CONFINTEA VII Marrakech Framework for Action: harnessing the transformational power of adult learning and education*. Dostupno na: <https://unesdoc.unesco.org/ark:/48223/pf0000382306>

Vijeće EU (2011). Council Resolution on a renewed European agenda for adult learning

32011G1220(01). *Obnovljena europska strategija za učenje odraslih te Rezolucija Vijeća EU* Dostupno: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32011G1220%2801%29>

Vijeće EU (2021). Rezolucija Vijeća o strateškom okviru za europsku suradnju u području obrazovanja i osposobljavanja u smjeru europskog prostora obrazovanja i šire (2021.-2030.). (2021/C 66/01). Dostupno na: [https://eur-lex.europa.eu/legal-content/HR/TXT/HTML/?uri=CELEX:32021G0226\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/HR/TXT/HTML/?uri=CELEX:32021G0226(01)&from=EN)

Vijeće EU (2021). Rezolucija Vijeća o novom europskom programu za obrazovanje odraslih za razdoblje 2021. – 2030 (2021/C 504/02). Službeni list Europske unije C 504/9. Dostupno na: [https://eur-lex.europa.eu/legal-content/HR/TXT/PDF/?uri=CELEX:32021G1214\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/HR/TXT/PDF/?uri=CELEX:32021G1214(01)&from=EN)

Vučić, M., Alfirević, N. i Pavičić, J. (ur. (2017). *Strateški okvir promocije cjeloživotnog učenja u Republici Hrvatskoj 2017. – 2021.* Zagreb: ASOO.

Vučić, M., Piljek Žiljak, O. i Vučić, N. (2017). *Obrazovanje odraslih u Hrvatskoj 2017. - Rezultati istraživanja.* Agencija za strukovno obrazovanje i obrazovanje odraslih. Zagreb: ASOO

Waller, R., Hodge, S., Holford, J., Milana, M., i Webb, S. (2020). Lifelong education, social inequality and the COVID-19 health pandemic. *International Journal of Lifelong Education*, 39(3), 243–246.

Zakon o Agenciji za odgoj i obrazovanje (2006). Narodne novine 85/2006

Zakon o Agenciji za strukovno obrazovanje i obrazovanje odraslih (2010). Narodne novine 24/2010.

Zakon o izmjenama i dopuni Zakona o hrvatskom kvalifikacijskom okviru (2021). Narodne novine 20/2021

Zakonu o obrazovanju odraslih (2007). Narodne novine 17/2007

Zakon o obrazovanju odraslih (2021). Narodne novine 144/2021

Žiljak, T. (2022). Ciljevi europskih politika obrazovanja odraslih u vrijeme pandemije COVID-19. *Obrazovanje odraslih Časopis za obrazovanje odraslih i kulturu Adult Education Journal for Adult Education and Culture*, 21(2), 79-98.

Žiljak, T., Alfirević, N., Pavičić, J., i Vučić, M. (2018). The promotion of vocational and adult learning in Croatia: Results of a policy initiative and generic implications for policy and education practice in South-East Europe. *Andragoske Studije*, 1, 79–103.

Žiljak, T., Lapat, G., Rajić, V., Pavić, D. i Černja, I. (2019). *Kurikulum za razvoj temeljnih digitalnih, matematičkih i čitalačkih vještina odraslih: Temeljne vještine funkcionalne pismenosti.* Zagreb: MZO. Dostupno na: https://mzo.gov.hr/UserDocs/Images/dokumenti/Obrazovanje/ObrazovanjeOdraslih/Publikacije/kurikulum_temeljne_vjestine_funkcionalne_pismenosti.pdf

Živčić, M., Vučić, M., Vučić, N., Režek Cvetko, M. Novak, N. i Topić, A. (2022). *15 godina Tjedna cjeloživotnog učenja u Hrvatskoj.* Zagreb, ASOO

DODATAK:

**ANKETNI UPITNIK ZA USTANOVE
OBRAZOVANJA ODRASLIH**

Marketinško predstavljanje (promocija) ustanove

1. Koliko ste se, u posljednjih pet godina, bavili **marketinškim predstavljanjem (promocijom) svoje ustanove?**

- Nimalo ili vrlo malo (1)
- Malo (2)
- Osrednje (3)
- Prilično (4)
- Mnogo (5)

2. Koliko ste se, u posljednjih pet godina, bavili **marketinškim predstavljanjem (promocijom) svojih programa?**

- Nimalo ili vrlo malo (1)
- Malo (2)
- Osrednje (3)
- Prilično (4)
- Mnogo (5)

3. Ako ste u posljednjih pet godina promovirali svoje programe, **koji su to bili programi?**
(Izaberite od jedne do tri mogućnosti)

- Osnovna škola za odrasle (1)
- Srednja škola za odrasle (2)
- Programi osposobljavanja (3)
- Programi usavršavanja (4)
- Programi za stjecanje mikro-kvalifikacija (5)
- Programi stranih jezika (6)
- Informatički programi (7)
- Programi pripreme za polaganje majstorskih ispita (8)
- Neformalni programi (slikanje, sviranje i sl.) (9)
- Programi kulturnih aktivnosti (izložbe, koncerti i sl.) (10)

4. Koje su vam od sljedećih institucija, u posljednjih pet godina, bile od najveće koristi za marketinško predstavljanje (promociju) vaše institucije i programa? **(Izaberite od jedne do tri mogućnosti)**

- Agencija za odgoj i obrazovanje (AOO) (1)
- Agencija za strukovno i obrazovanje odraslih (ASOO) (2)
- Ministarstvo znanosti i obrazovanja (MZO) (3)
- Ministarstvo rada, mirovinskoga sustava, obitelji i socijalne politike (4)
- Hrvatski zavod za zapošljavanje (HZZ) (5)
- Nacionalni centar za vanjsko vrednovanje obrazovanja (NCVVO) (6)
- Strukovne udruge (7)
- Lokalna uprava i samouprava (8)
- Razvojne agencije (9)
- Druga (partnerska) učilišta za obrazovanje odraslih (10)
- Gospodarska ili obrtnička komora (11)
- Nitko od navedenih (12)
- Neka druga institucija (koja?) (13) _____

5. S kojima od sljedećih institucija ste, u posljednjih pet godina, **bili u kontaktu i/ili suradivali, u izradi planova, programa i politika obrazovanja odraslih?** (Izaberite od jedne do tri mogućnosti)

- Agencija za odgoj i obrazovanje (AOO) (1)
- Agencija za strukovno i obrazovanje odraslih (ASOO) (2)
- Ministarstvo znanosti i obrazovanja (MZO) (3)
- Ministarstvo rada, mirovinskoga sustava, obitelji i socijalne politike (4)
- Hrvatski zavod za zapošljavanje (HZZ) (5)
- Nacionalni centar za vanjsko vrednovanje obrazovanja (NCVVO) (6)
- Strukovne udruge (7)
- Lokalna uprava i samouprava (8)
- Razvojne agencije (9)
- Druga (partnerska) učilišta za obrazovanje odraslih (10)
- Gospodarska ili obrtnička komora (11)
- Nitko od navedenih (12)
- Neka druga institucija (koja?) (13) _____

Ciljne skupine ustanove

6. Prema kojoj od navedenih **skupina (potencijalnih) polaznika** je bila usmjerena **većina promotivnih aktivnosti** vaše ustanove u proteklih pet godina? (Izaberite od jedne do tri mogućnosti)

- Nezaposlene odrasle osobe (1)
- Osobe starije od 50 godina (2)
- Zaposlene manje obrazovane odrasle osobe (niže i nezavršeno obrazovanje) (3)
- Zaposlene odrasle osobe (4)
- Nezaposlene i dugotrajno nezaposlene odrasle osobe (5)
- Žene (6)
- Mladi izvan zaposlenja i obrazovanja (7)
- Osobe s invaliditetom (8)
- Romska nacionalna manjina (9)
- Migranti, tražitelji azila, osobe pod supsidijarnom zaštitom (10)
- Nitko od navedenih (11)
- Neka druga skupina (koja?) (12) _____

7. Kojima ste **od navedenih pravnih osoba ili institucija**, u posljednjih pet godina, pokušali **predstaviti svoju ustanovu i/ili njezine programe, da biste ostvarili suradnju ili unaprijedili svoje poslovanje?** (Izaberite od jedne do tri mogućnosti)

- Ustanove za rani i predškolski odgoj i obrazovanje (djecji vrtići i slično) (1)
- Osnovnoškolske obrazovne ustanove (2)
- Srednjoškolske obrazovne ustanove (3)
- Visokoškolske obrazovne ustanove (4)
- Poslodavci (5)
- Donositelji odluka u obrazovnoj politici (ministarstva - MZO, MRMS..., agencije - AOO, ASOO, lokalna uprava i samouprava...) (6)
- Organizacije civilnoga društva (neprofitne udruge, zaklade i slično) (7)
- Medijima (8)
- Nikome od navedenih (9)
- Nekom drugom (kome?) (10) _____

Komunikacijski i promotivni kanali i alati

8. Koje ste **oblike marketinškoga predstavljanja (promocije) i komunikacije** s ciljnim skupinama i zainteresiranim za vaše učilište koristili u posljednjih pet godina? (**Izaberite od jedne do šest mogućnosti**)

- Plaćeno oglašavanje u medijima (tisak, TV, radio, *web*, društveni mediji...) (1)
- Internetska prezentacija učilišta putem vlastite mrežne stranice (2)
- Osobni kontakti, osobna prezentacija i komunikacija sa zainteresiranim za vaše učilište (3)
- Odnosi s javnošću (izgradnja odnosa s medijima, publicitet, posebna događanja - eventi, sudjelovanje u specijaliziranim TV/radijskim emisijama...) (4)
- Poticaji *polaznicima* za upis u obrazovne programe (popusti i sniženja cijena, nastupi na sajmovima...) (5)
- Izravna komunikacija s polaznicima (putem društvenih mreža, brošura, *e-mail newslettera*, telefona...) (6)
- Ništa od navedenoga (7)

9. Molimo vas, navedite **razloge za korištenje prethodno izabranih alata marketinškoga predstavljanja (promocije) i komunikacije** u posljednjih pet godina? (**Izaberite od jedne do tri mogućnosti**)

- Jednostavnost korištenja (provedbe marketinških aktivnosti) (1)
- Niska cijena (2)
- Najmanji utrošak vremena zaposlenika, vlastitih ili vanjskih marketinških stručnjaka (3)
- Dobra dostupnost ciljnih skupina vašeg učilišta (4)
- Ništa od navedenoga (5)
- Nešto drugo (što?) (6) _____

10. Koje ste od sljedećih **mogućnosti suradnje i podrške od strane institucija** najviše koristili za osmišljavanje i provedbu promotivnih i komunikacijskih aktivnosti u posljednjih pet godina (**Izaberite od jedne do tri mogućnosti**)

- Sudjelovanje na stručnim skupovima koje organiziraju nacionalne agencije ili ministarstva (1)
- Sudjelovanje na skupovima koje organiziraju strukovne udruge u obrazovanju (2)
- Sudjelovanje na specijaliziranim skupovima za obrazovanje odraslih (npr. Međunarodni andragoški simpozij, Andragoška škola i slično) (3)
- Sudjelovanje na skupovima koji su organizirani za druge sektore (npr. poljoprivredu, turizam i sl.) (4)
- Tjedan cjeloživotnog učenja* (5)
- Promotivni događaji za mikrokvalifikacije i obrazovne vaučere (6)
- Ništa od navedenoga (7)
- Neku drugu mogućnost (koju?) (8)

11. Kako je, u posljednjih pet godina, vaše učilište **financiralo svoje aktivnosti marketinškoga predstavljanja (promocije) i komunikacije?** (Izaberite od jedne do tri mogućnosti)

- Planiranjem i izdvajanjem vlastitih sredstava za marketinške svrhe (1)
- Potporom sponzora ili donatora (2)
- Potporom lokalne uprave i samouprave (dodijeljenim finansijskim sredstvima ili medijskim prostorom) (3)
- Korištenjem sredstava europskih i nacionalnih projekata (4)
- Suradnjom s drugim organizacijama i institucijama (stručni skupovi, sajmovi, kampanje i posebna događanja...) (5)
- Nismo koristili nijedan od navedenih izvora financiranja (6)
- Neki drugi izvor (koji?) (7) _____

Upoznatost s dokumentima i posebnim događanjima promocije cjeloživotnog učenja

12. Jeste li upoznati s postojanjem **Strateškog okvira promocije cjeloživotnog učenja u RH?**

- DA (1)
- NE (2)

13. Jeste li upoznati s održavanjem - **Tjedna cjeloživotnog učenja?**

- DA (1)
- NE (2)

14. Ako ste na prethodno pitanje odgovorili potvrđno, sudjelujete li redovito u aktivnostima i događanjima **Tjedna cjeloživotnog učenja?**

- DA (1)
- NE (2)

15. Konzultirate li redovito neki dokument ili sudjelujete u posebnom događanju promocije cjeloživotnog učenja, a koje nije spomenuto u ovim pitanjima?

Marketinške sposobnosti i suradnja s vanjskim marketinškim stručnjacima

16. Kako biste ocijenili marketinške sposobnosti svoga učilišta?

- Vrlo loše (1)
- Loše (2)
- Osrednje - ni dobre, ni loše (3)
- Dobre (4)
- Izvrsne (5)

17. Jesu li vaši zaposlenici do sada pohađali edukaciju iz područja marketinga i promocije cjeloživotnog učenja?

- DA, više edukacija (1)
- DA, jednu edukaciju (2)
- NE, ali su zainteresirani za edukaciju iz navedenoga područja (3)
- NE, i nisu zainteresirani za edukaciju iz navedenoga područja (4)

18. Je li vašem učilištu potrebna dodatna potpora iz područja marketinga i promocije cjeloživotnog učenja?

- DA (1)
- NE (2)

19. Iz kojih područja marketinga i promocije cjeloživotnog učenja je potrebna potpora vašem učilištu?

20. Tko bi, po vašem mišljenju, trebao biti nositelj potpore vašem učilištu u području marketinga i promocije cjeloživotnog učenja?

21. Je li vaše učilište do sada surađivalo s marketinškom agencijom (agencijom za istraživanje tržišta, agencijom za medijsko oglašavanje, organizaciju posebnih događanja...) ili vanjskim stručnjacima iz područja marketinga?

- DA, redovito surađujemo s vanjskim agencijama/stručnjacima za marketing (1)
- DA, ali navedena je suradnja povremena - kada sami nemamo vremena ili znanja za posebne marketinške aktivnosti (2)
- NE, ali namjeravamo uspostaviti takvu suradnju (3)
- NE, i nemamo namjeru uspostaviti takvu suradnju - sami imamo dovoljno marketinških znanja i sposobnosti (4)
- NE, i nemamo namjeru uspostaviti takvu suradnju - nemamo potrebe za marketinškim aktivnostima (5)

Obavijest o rezultatima anketnog istraživanja

22. Poštovani/a, anketa je anonimna. Ako želite da vas obavijestimo o rezultatima anketnog istraživanja, možete napisati ime svog učilišta i podatke o osobi za kontakt.









22. Dear Sir or Madam, the survey is anonymous. If you want us to inform you about the survey results, you can write the name of your educational institution and contact information.

Notification of survey results

21. Has your educational institution cooperated with a marketing agency (market research agency, media advertising agency, organization of special events...) or external experts in the field of marketing so far?
- YES, we regularly cooperate with external marketing agencies/experts (1)
 - NO, but the specified cooperation is occasional - when we do not have time or knowledge for special marketing activities (2)
 - NO, but we intend to establish such cooperation (3)
 - NO, and we have no intention of establishing such cooperation - we have enough marketing knowledge and abilities (4)
 - NO, and we have no intention of establishing such cooperation - we do not need marketing activities (5)
22. Dear Sir or Madam, the survey is anonymous. If you want us to inform you about the survey results,

20. Who, in your opinion, should support your educational institution in marketing and promoting lifelong learning?

19. From which areas of marketing and promotion of lifelong learning does your educational institution need support?

- YES (1) NO (2)

18. Does your educational institution need additional support in marketing and promoting lifelong learning?

- YES, several educations (1) YES, one education (2)
 NO, but are interested in education in the mentioned field (3) NO, and are not interested in education in the mentioned field (4)

17. Have your employees attended training in the field of marketing and promotion of lifelong learning?

- Very poor (1) Poor (2) Fair - neither good nor poor (3) Good (4) Excellent (5)

16. How would you rate the marketing capabilities of your educational institutions?

Marketing skills and cooperation with external marketing experts

15. Do you regularly consult a document or participate in a special event promoting lifelong learning, which is not mentioned in these questions?

- YES (1) NO (2)

14. If you answered yes to the previous question, do you regularly participate in **Lifelong Learning Week** activities and events?

- YES (1) NO (2)

13. Are you familiar with the maintenance of the **Lifelong Learning Week**?

- YES (1) NO (2)

12. Are you familiar with the existence of the **Strategic Framework for the Promotion of Lifelong Learning in the Republic of Croatia**?

Familiarity with documents and special events promoting lifelong learning

Some other source (which?) (7)
 We did not use any of the mentioned sources of financing (6)

By cooperation with other institutions and organizations (expert gatherings, fairs, campaigns and special events...) (5)
 By using funds from European and national projects (4)

or media space) (3)
 With the support of local administration and self-government (allocated financial resources)
 With the support of sponsors or donors (2)
 By planning and allocating own funds for marketing purposes (1)

communication activities in the last five years? (Select one to three options)
11. How did your educational institution finance its marketing representation (promotion) and

Some other possibility (which?) (8)
 None of the above (7)

Promotional events for micro-qualifications and educational vouchers (6)

Lifelong Learning Week (5)
 Participation in gatherings organized for other sectors (e.g., agriculture, tourism, etc.) (4)
 Symposium, Andragogy School, etc.) (3)
 Participation in specialized gatherings for adult education (e.g., International Andragogy
 Symposium organized by professional associations (2)

Participation in expert gatherings organized by national agencies or ministers (1)

years? (Select one to three options)
10. Which of the following opportunities for cooperation and support from institutions did you use
 the most for designing and implementing promotional and communication activities in the last five

To someone else (whom?) (6)
 None of the above (5)

Good availability of your educational institutions target groups (4)
 Lowest time expenditure of employees, own or external marketing experts (3)

Low price (2)
 Ease of use (marketing activities implementation) (1)

(promotion) and communication in the last five years? (Select one to three options)
9. Please state the reasons for using the previously chosen tools of marketing representation

None of the above (7)
 Telephone...) (6)
 Direct communication with participants (via social networks, brochures, e-mail newsletters,
 appearances at fairs...) (5)
 Incentives for students to enrol in educational programs (discounts and price reductions,
 in specialized TV/radio shows...) (4)
 Public relations (building relations with the media, publicity, special events, participation
 personal contacts, personal presentation and communication with interested parties (3)
 Internet presentation of the educational institution through its website (2)
 Paid advertising in the media (press, TV, radio, web, social media...) (1)

those interested in your university have you used in the last five years? (Select one to six options)
8. What forms of marketing presentation (promotion) and communication with target groups and

Communication and promotional channels and tools

5. With which of the following institutions, in the last five years, were you in contact and/or collaborated in developing adult education plans, programs and policies? (Select one to three options)

6. To which of the mentioned groups of (potential) participants were most of the promotional activities of your institution directed in the past five years? (Select one to three options)

Institution's target groups

7. To which of the listed legal entities or institutions, in the last five years, have you tried to present your institution and/or its programs to achieve cooperation or improve your business? (Select one to three options)

<input type="checkbox"/> None of the above (9)	Civil society organizations (non-profit associations, foundations, etc.) (7)
<input type="checkbox"/> Media (8)	Local administration and self-government... (6)
<input type="checkbox"/> Decision-makers in education policy (ministers - MZO, MRS...), agencies - AOO, ASOO,	Decisions-makers in education policy (ministers - MZO, MRS...), agencies - AOO, ASOO,
<input type="checkbox"/> Employers (5)	Employers (5)
<input type="checkbox"/> Higher education institutions (4)	Higher education institutions (4)
<input type="checkbox"/> Secondary education institutions (3)	Secondary education institutions (3)
<input type="checkbox"/> Elementary education institutions (2)	Elementary education institutions (2)
<input type="checkbox"/> Institutions for early and preschool education (kindergartens and the like) (1)	Institutions for early and preschool education (kindergartens and the like) (1)

Institution's marketing presentation (promotion)	
1. In the last five years, how much were you involved in your institution's marketing presentation (promotion)?	
<input type="checkbox"/>	Never or almost never (1)
<input type="checkbox"/>	Little (2)
<input type="checkbox"/>	Somewhat (3)
<input type="checkbox"/>	Much (4)
<input type="checkbox"/>	A great deal (5)
2. In the last five years, how much were you involved in your programs' marketing presentation (promotion)?	
<input type="checkbox"/>	Never or almost never (1)
<input type="checkbox"/>	Little (2)
<input type="checkbox"/>	Somewhat (3)
<input type="checkbox"/>	Much (4)
<input type="checkbox"/>	A great deal (5)
3. If you did promote your programs in the last five years, what programs were those? (Select one to three options)	
<input type="checkbox"/>	Elementary school for adults (1)
<input type="checkbox"/>	Secondary school for adults (2)
<input type="checkbox"/>	Training programs (3)
<input type="checkbox"/>	Specialization programs (4)
<input type="checkbox"/>	Programs for micro-qualifications acquiring (5)
<input type="checkbox"/>	Foreign language programs (6)
<input type="checkbox"/>	IT programs (7)
<input type="checkbox"/>	Preparation programs for masters exams (8)
<input type="checkbox"/>	Non-formal programs (painting, music, etc.) (9)
<input type="checkbox"/>	Cultural activities programs (exhibitions, concerts, etc.) (10)
4. Which of the following institutions were the most useful for marketing presentation (promotion) of your institution and programs in the last five years? (Select one to three options)	
<input type="checkbox"/>	Agency for Vocational Education and Training and Adult Education (ASOO) (2)
<input type="checkbox"/>	Ministry of Science and Education (MZO) (3)
<input type="checkbox"/>	Ministry of Labour, Pension System, Family and Social Policy (4)
<input type="checkbox"/>	Croatian Employment Service (HZZ) (5)
<input type="checkbox"/>	National Centre for External Evaluation of Education (NCVVO) (6)
<input type="checkbox"/>	Vocational associations (7)
<input type="checkbox"/>	Local administration and self-administration (8)
<input type="checkbox"/>	Development agencies (9)
<input type="checkbox"/>	Other (particular) adult education institutions (10)
<input type="checkbox"/>	Chamber of Economy or Chamber of Trades and Crafts (11)
<input type="checkbox"/>	None of the above (12)
<input type="checkbox"/>	Some other institution (which one?) (13)

APPENDIX

SURVEY QUESTIONNAIRE FOR ADULT EDUCATION INSTITUTIONS

- UNESCO Institute for Lifelong Learning (2022). CONFINTEA VII Marrakech Framework for Action: harnessing the transforming the transnational power of adult learning and education. Available at: <https://unesdoc.unesco.org/ark:/48223/p000382306>
- Council of the EU (2011). Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030). (2021/C 66/01). Available at: [https://eur-lex.europa.eu/legal-content/HR/TXT/PDF/?uri=CELEX:32021G1220\(01\)&format=EN](https://eur-lex.europa.eu/legal-content/HR/TXT/PDF/?uri=CELEX:32021G1220(01)&format=EN)
- Council of the EU (2021). Council Resolution on a new European agenda for adult learning 2021- 2030 (2021/C 504/02). Official Journal of the European Union C 504/9. Available at: [https://eur-lex.europa.eu/legal-content/HR/TXT/PDF/?uri=CELEX:32021G1226\(01\)&format=EN](https://eur-lex.europa.eu/legal-content/HR/TXT/PDF/?uri=CELEX:32021G1226(01)&format=EN)
- Vučić, M., Alfrević, N. and Pavlić, J. (ed. 2017). Strategicoki okvir promocije cjelozivotnog učenja u Republici Hrvatskoj 2017. - 2021. Zagreb: ASOO.
- Vučić, M., Alfrević, N. and Vučić, N. (2017). Obravanzanje odraslih u Hrvatskoj 2017. - Rezultati istraživanja. Agenčija za stiskovane obrazovanje i obrazovanje odraslih. Zagreb: ASOO
- Waller, R., Hodges, S., Hollands, J., Milana, M., and Webb, S. (2020). Lifelong education, social inequality and the COVID-19 health pandemic. International Journal of Lifelong Education, 39(3), 243-246.
- Act on the Agency for Vocational Education and Training and Adult Education (2010). Official Gazette 24/2010.
- Act on Amendments to the Croatian Qualifications Framework Act (2007). Official Gazette 17/2007
- Adult Education Act (2007). Official Gazette 20/2007
- Adult Education Act (2021). Official Gazette 144/2021
- Zilić, T., Alfrević, N., Pavlić, J. and Vučić, M. (2018). The promotion of vocational and adult learning in Croatia. Results of a policy initiative and generic implications for policy and education practice in South-East Europe. Andragoske Studije, 1, 79-103.
- Zilić, T., Alfrević, N., Pavlić, J. and Vučić, M. (2022). Cijevni europski politika obrazovanja odraslih u vrijeme pandemije COVID-19. Obravanzanje odraslih Casopis za obrazovanje odraslih i kulturu Adult Education Journal for Adult Education and Culture, 21(2), 79-98.
- Zilić, T., Alfrević, N., Pavlić, J. and Vučić, M. (2019). Kurikulum za razvoj temeljnih digitalnih, matematičkih i znanstvenih perspektive dionika sustava obrazovanja (p. 60-74). Zagreb: Institut za razvoj obrazovanja.
- Zilić, T., and Matković T. (2022). Obravanzanje odraslih. U Franel, T. (ur.). Obravanzne neželjeneakosti u Hrvatskoj: izazovi i potrebe iz perspektive dionika sustava obrazovanja (p. 60-74).
- Zivičić, M., Vučić, M., Vučić, N., Rezek Cvjetko, M., Novak, N. and Topic, A. (2022). 15 godina Tjedna cjelozivotnog učenja u Hrvatskoj. Zagreb, ASOO

- Eurydice. 2021. *Adult education and training in Europe: Building inclusive pathways to skills and qualifications*. Luxembourg: Publications Office of the European Union.
- Gauthier, P. A. and Holloway, S. M. (2019). Using a multi-approach in adult education to foster inclusive lifelong learning.
- Croatian Chamber of Trades and Crafts (2020). Masters exams. Available at: <https://www.hok.hr/obrazovanje/majstorische-i-spiti/>.
- Jamies, N. and Thebaud, V. (2020) Adult education in times of the COVID-19 pandemic: Inequalities, changes, and resilience.
- Milanović, M., Hodge, S., Hollard, J., Waller, R. and Webb, S. (2021). A year of COVID-19 pandemic: exposing the fragility of education and digital inequality. *International Journal of Lifelong Education*, 40(2), 111-114.
- Ministry of Economy and Sustainable Development (2022). Program Cijelovitno obrazovanje za odrasle. Available at: <https://za-program-cijelovitomo-obrazovanje-za-2022-godinu/7373/>.
- Ministry of Science and Education (2022). Available at: <https://hrvatska2030.dokumenti.hr/>.
- Ministry of Regional Development and EU Funds (2021). National Development Strategy of the Republic of Croatia until 2030. Available at: <https://hrvatska2030.dokumenti.hr/dokumenti/>.
- Ministry of Science and Sport (2014). *Strategy of Science, Education and Technology*. Zagreb: MZOS.
- Ministry of Science and Education (2022). Available at: [https://mzo.gov.hr/istaknutie-teme/odgoji-i-obrazovanju/obrazovanje-i-razvoj/projekti-582/implementacija-europske-agende-za-obrazovanje-i-istaknutie-teme/odgoji-i-obrazovanju/131/](https://mzo.gov.hr/istaknutie-teme/odgoji-i-obrazovanju/obrazovanje-i-razvoj/projekti-582/implementacija-europske-agende-za-obrazovanje-i-istaknutie-teme/odgoji-i-obrazovanju/).
- OECD (2021). *Adult Learning and COVID-19: How much informal and non-formal learning are workers missing?* Available at: <https://doi.org/10.4069/j.issn.1069-7294-30949edsm&title=Adult-Learning-and-COVID-19-How-much-information-is-available-to-workers-about-formal-learning-across-workers-missing/>.
- Panitsides, E. A. and Papastamatis, A. J. (2013). Promoting active ageing through lifelong learning. *The International Journal of Adult and Continuing Education*, 19(2), 59-66.
- Paterson, M. B. (2018). The Forgotten 90%: Adult nonparticipation in education. *Adult Education Quarterly: A Journal of Research and Theory*, 68(1), 41-62.
- Rubensson, K. and Desai, D. (2009). The Impact of Welfare State Regimes on Barriers to Participation in Adult Education. *A Panel Analysis: Adult Education Quarterly*, 72(1), 42-64.
- Ritter, F. and Martin, A. (2022). How Do the Timing and Duration of Courses Affect Participation in Adult Learning and Education? *Bundled Agency Model. Adult Education Quarterly*, 59(3), 187-207.
- Schmidt-Hertha, B., Fornera, M. and Fregeiros, A. (2019). Active ageing, social inclusion and well-being: Benefits of learning in later life. *European Journal for Research on Education*, 10(3), 207-213.
- Strelaković, V., Žilić, T., Rađić, V., Lapčić, G. i Kušić, K. (2017). Smjernice za naprednije osnovno obrazovanja u Republici Hrvatskoj. Zagreb: MZO.
- UNESCO (2019). *4th Global Report on Adult Learning and Education: Leave No One Behind: Participation, Equity and Inclusion*. Paris, UNESCO.
- UNESCO Institute for Lifelong Learning (2020). *Embedding a culture of lifelong learning*. Paris: UNESCO Institute for Lifelong Learning. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000374112>

ASOQ (2022). *Andragogika zasídliaci upisatík podátku (AZUP)*. <https://www.wesoohr/orazovanie/orazovanie-odraslav/>

Bohlingsé, S., Háake, U., Helmst Jørgensen, C., Töiviainen, H., & Wallø, A. (ed.). (2015). *Working and Learning in Times of Uncertainty:* Business, C. (2020). The COVID-19 pandemic as disjuncture: Lifelong learning in a context of fear. *International Review of Education*, 66, 673–689.

Borjaševá, P., and Ilieva-Tříchová, P. (2021). *Adult Education as Empowerment. Re-imaging Lifelong Learning through Learning Capabilities: Approaches, Recognition Theory and Common Goods Perspective*. Prague Studies in Adult Education and Lifelong Learning. Praha: Palgrave Macmillan, Cham: Palgrave Macmillan.

Council of the European Union (2011). *Council Resolution on a renewed European agenda for adult learning 32011G1220(01).* Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32011G1220%2801%29>.

Denyerperle, M., and Vandenh Broeck, P. (2020). Time and educational (re-)forms - Inquiring the temporal dimension of education. *Educational Philosophy and Theory*, DOI:10.1080/00131857.2020.1716449

Degermán, D., Finnders, M., and Johnson, M. T. (2020). In defence of fear: COVID-19, crises and democracy. *Critical Review of International Social Philosophy*, <https://doi.org/10.1080/13698230.2020.1834744>

Desai, R., & Melton, M. (ur.). *Adult Learning in a Precarious Age: New Directions for Adult and Continuing Education*, Summer 2013, Number 138.

ELF (2021). *Future of adult education 1/2021* <https://elmagazine.eu/future-of-adult-education/tomorrows-learning-utopias-and-dystopias/>. Accessed: 1.1.2022

European Commission (2016). *New Skills Agenda for Europe: Working together to strengthen human capital employability and competitiveness*. Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A2016DC0381&format=EN>.

European Commission (2020). *European Skills Agenda for sustainable competitiveness, social fairness and resilience*. [SWD(2020) 122 final] - [SWD(2020) 122 final]

European Commission (2019). *Achievements under the renewed European agenda for adult learning (2011-2018): Report of the ET 2020 working Group on adult learning (2018-2020)*. Publications Office of the European Union Plan. Available at: <https://doi/10.2767/583401>.

European Commission (2021). *The European Pillar of Social Rights Action Plan*. Available at: <https://eur-lex.europa.eu/legal-content/HR/TXT/?uri=COM%3A2021%3A102%2801%29>

Literature:

In the observed five-year period, full coordination between the stakeholders of the national adult education system was not achieved, so all opportunities provided by the Adult Education Act and the new National Education Strategy should be used for this. Apart from ASOO, which bears the key burden, a relatively small number of stakeholders in the adult education system are involved in promotional activities. Apart from the participation and dissemination of information through expert meetings from the education sector and the Lifelong Learning Week, as the only nationally relevant event of lifelong learning, other forms of cooperation proved relatively limited. In the recommendations of the Strategic Framework for the Promotion of Lifelong Learning in the Republic of Croatia (2017-2021), the circle of potential stakeholders is much broader. In this sense, the recommendation on the most comprehensive possible involvement of (potentially) interested parties in lifelong learning and adult education can be repeated, with a new emphasis on private employers, who find it increasingly difficult to find a workforce.

It is important to warn about the weak orientation towards micro-qualifications acquisitions among the public. However, the public was informed about the possibility of their co-financing through vouchers. Namely, it is one of the educational policies' priorities, which needs to be followed by appropriate promotional activities.

The problem is that a few institutions still need to learn the basics of the marketing approach in terms of segmenting and targeting of target groups. Hence, they show their focus on all target groups equally. It shows the need to pay additional attention to this issue in andragogic training. The weak representation of public relations and sales promotion also indicates the need to strengthen further adult education institutions' marketing capabilities. It would be helped by future public subsidies for marketing and promotion of lifelong learning.

It should be warned about insufficient differentiation or misunderstanding of the promotional objectives by adult education institutions. To get a better insight into this dimension of the problem, it is necessary to investigate it using qualitative methods in future research. It is also required to investigate the structure of promoted programs further, that is, the focus of institutions on training programs that are market-attractive, as opposed to some other forms of programs, which could contribute to a greater extent to building the culture and practice of lifelong learning.

Marketing capabilities of adult education institutions and persons carrying out these activities must be further improved to achieve the critical objectives. It should be achieved that, from the aspect of communication possibilities and opportunities for different forms of training, improvement and other forms of education, it would contribute to the best possible fulfillment of the objectives of the National Development Strategy 2030.

Crises open up a series of challenges for adult education. The priority areas related to green and digital transformation are complicated by new social and health challenges to which adult education should provide answers. At the national level, the achievement of these objectives is linked to an increase in the adult participation in education programs and learning processes, which is a prerequisite for achieving other purposes. Participation should be increased in all forms of adult education. It includes vocational and general education, education for smaller groups of learners acquiring micro-qualification, and longer-term primary and secondary school education. In addition to formal programs, non-formal education should not be neglected, which includes a significant number of participants. Including people who participate less and are underrepresented in the learning processes is crucial. Uncertainty is an essential feature of the environment in which adult education will be conducted and for which it is necessary to prepare. It should act quickly enough to achieve timely effects and to implement activities within limited time frames.

7. Conclusion

In order to substantiate the self-assessment mentioned above with additional indicators, it was interesting to determine how many adult education institutions employees have so far attended education in marketing and promoting lifelong learning. In total, 28 institutions (17.95%) have so far provided more, and 23 institutions (14.74%) have one marketing education. In comparison, 97 institutions (62.18%) are interested in this form of education as a form of support to develop their marketing abilities. Only eight institutions (5.13%) do not consider the mentioned form of education relevant for their future business/activities.

A total of 15 adult education institutions (10.71% out of 140 responses received) stated that their previous business/activity required continuous cooperation with external experts or commercial marketing activities. Additionally, 30 educational institutions (21.43%) established such cooperation only occasionally agencies. When they did not have enough capacity internally and/or at time for special marketing activities. At the same time, 70 educational institutions (50%) believe they will need this form of cooperation. A total of 25 educational institutions declared that they did not need to engage external collaborators/institutions in marketing of content (content marketing), creation/ improvement of websites and their optimization for Internet search engines.

Out of a total of 155 higher education institutions, which assessed the significance of future support in the field of marketing and promotion of lifelong learning, 123 (79.35%) assessed it as significant, while they singled out the following as potential topics:

- digital marketing, with special emphasis on promotion through social networks, creation and graphic design, creation of promotional materials and choice of communication channels,
- media advertising and other forms of communication with target groups, with an emphasis on lifelong education importance,
- building the educational institutions brand (branding), better identification and "targeting" (market targeting) of key target groups,
- designing cheap or free micro-quality programs that could attract future participants in the Ministry of Science and Education (MZO), and to a lesser extent the Croatian Employment Service (ASOO) and the Agency for Vocational Education and Training and Adult Education (ASOO) and mentioned are the most frequently used providers of lifelong learning, the most frequently education institutions in the field of marketing and promotion of lifelong learning,
- Of the freely formulated answers related to the perception of the most effective support provider for adult preferred complete outsourcing of marketing activities, which it has no interest in doing.

- development of communication and presentation skills,
- educational programs and
- designing cheap or free micro-quality programs that could attract future participants in better identification and "targeting" (market targeting) of key target groups,
- building the educational institutions brand (branding),
- lifelong education importance,
- improvement of relations with the public, to gain greater visibility and the public's awareness of the graphic design, creation of promotional materials and choice of communication channels,
- media advertising and other forms of communication with target groups, with an emphasis on building the educational institutions brand (branding),
- better identification and "targeting" (market targeting) of key target groups,
- designing cheap or free micro-quality programs that could attract future participants in the Ministry of Science and Education (MZO), and to a lesser extent the Croatian Employment Service (ASOO) and mentioned are the most frequently used providers of lifelong learning, the most frequently education institutions in the field of marketing and promotion of lifelong learning, the most frequently

Total	156	100.0		Valid
Excellent	11	7.1	100.0	
Above average	62	39.7	92.9	
Average	72	46.2	53.2	
Below average	6	3.8	7.1	
Very poor	5	3.2	3.2	
Marketing capabilities?	Frequency	%	Cumulatively %	

Table 12 Self-assessment of marketing capabilities of adult education institutions in Croatia

The following table shows the self-assessment of the overall marketing capabilities of the adult population in institutions surveyed. From the research results, it is evident that only 7.1% of the respondents evaluate them as excellent, while a total of 46.8% have a positive perception of their marketing abilities. A slightly smaller number of institutions (46.2%) are rated as average in this area of their work.

6.5. Marketing capabilities of Croatian adult education institutions

Concerning the current state of promotion and encouragement of lifelong learning, the central place of the Lifelong Learning Week as a special event is noticeable, with which 145 surveyed institutions (or 91.77% of the total of 158 responses received) were informed, while 83 institutions (of the total of 145, who answered the same question, which is 57.24%) actively participate in this event. Of the relevant Croatian educational policy documents, 116 institutions (or 73.89% of the 157 responses received) were familiar with the recommendations of the Strategic Framework for the Promotion of Lifelong Learning in the Republic of Croatia. At the same time, the respondents did not recognize any other special event or educational policy document as relevant to their work in the field of promoting lifelong learning.

the use of EU funds.

Apart from the participation and dissemination of information through expert gatherings from the education sector and the Lifelong Learning Week, as the only nationally relevant special event of lifelong learning, other forms of cooperation proved to be relatively limited. In this sense, we can talk about the traditional focus of adult education institutions on forms of cooperation that do not turn into project cooperation, i.e., support for the application and implementation of educational projects, emphasizing cooperation, i.e., support for the application and implementation of educational projects, emphasizing

— Coooperation through the organization of their expert gathering (Institution - 0.32%).

Participation in gatherings organized for other sectors – e.g., agriculture tourism, etc. (14 institutions –

— None of the mentioned forms of cooperation/support (27 institutions - 8.54%)

Promotional events for micro-quality initiatives and educational vouchers (28 institutions - 8.86%)

— In addition to purchases organized by processional categories (see illustrations —

Participation in gatherings organized by professional education associations (33 institutions) –

organized by ASQO (60 institutions, i.e., 18.99%), and further:

Adaptive Services Framework. Single out whom the above-mentioned services (e.g., intermediate responses) received during education at school (e.g., as well as mothers of patients).

most significant forms of support). In doing so, 84 surveyed institutions (that is, 26.58% of the total) fit 316

Digitized by srujanika@gmail.com

Forms of cooperation and support by the mentioned institutions refer to the greatest extent to participation in expert gatherings (whereby the surveyed institutions could choose between one and up to three of the wider regions).

The result of the research mentioned above confirms the limitations in the availability and focus of adult education stakeholders on promoting lifelong learning and communication with target groups. In this sense, the recommendation on the broadest possible involvement of (potentially) interested parties for lifelong learning and adult education in the Republic of Croatia must be repeated, with a new emphasis on private employers, who find it increasingly difficult to find labour within the Republic of Croatia and on private employers, who find it increasingly difficult to find labour within the Republic of Croatia and

- | | | | | | | | | | |
|---|---|--|---|---|--|--|--|---|---|
| Local (self) administration (29 institutions - 9.67%) | Partner adult education institutions (18 institutions - 6%) | Ministry of Science and Education (18 institutions - 6%) | Croatian Chamber of Economy/Trades and Crafts (14 institutions - 4.67%) | Professional associations (11 institutions - 3.67%) | Local development agencies (10 institutions - 3.33%) | Agency for Education - AOO (6 institutions - 2%) | Ministry of Labour, Pension System, Family and Social Policy (6 institutions - 2%) | Other institutions - local media/entrepreneurs (8 institutions - 2.67%) | National Centre for Extramural Evaluation of Education - NCVVO (3 institutions - 1%). |
|---|---|--|---|---|--|--|--|---|---|

also mentioned:

When looking at the promotion of lifelong learning and marketing communication, the most significant support for adult education institutions in the Republic of Croatia is provided by the Agency for Vocational Education and Training and Adult Education - ASOO (which is, in the mentioned context, singled out by 79 institutions, which among the 300 responses received makes up 26.33% of those surveyed). It is very worrying that, in the next place, in the surveying learning and communicating institutions was recognized, consisting that as many as 57 institutions (19%) believe that no one was supportive of promoting lifelong learning and communicating with target groups. The third place is taken by the Croatian Employment Service - HZZ (41 institutions - 13.67%). The surveyed institutions, which could be singled out from one to three cooperating institutions in the field of promotion and communication,

6.4.2. Cooperation in the field of lifelong learning promotion and adult education institutions' communication

- Ministry of Labour, Penitison System, Family and Social Policy (11 institutions - 2.87%)
 - Croatian Chamber of Economy/Trades and Crafts (11 institutions - 2.61%)
 - Vocational associations (10 institutions - 2.61%)
 - Other institutions: national sports federations, local companies and entrepreneurs - end users of adult education programs (in terms of employment of participants), education associations
 - Ministry of Tourism and Sports (6 institutions - 1.57%)
 - Local development agencies (4 institutions - 1.04%)
 - National Centre for External Evaluation of Education - NCVVO (1 institution - 0.26%).

In addition to ASOO, as the central national institution focused on support and cooperation with adult education institutions, a significant place among cooperating institutions is also occupied by the relevant ministry (MZO), the National Employment Service (HZZ) and partner institutions. In this sense, we can talk about the relatively small number of stakeholders listed in the adult educational system and the insufficient involvement of several other potential stakeholders listed in the recommendations of the Strategic Framework for the Promotion of Lifelong Learning in the Republic of Croatia (2017-2021).

- | | |
|---|---|
| — | Agency for Vocational Education and Training and Adult Education - ASOO (137 institutions - 35,77%) |
| — | Ministry of Science and Education - Ministry of Education and Culture (85 institutions - 22,19%) |
| — | Croatian Employment Service - HZZ (41 institutions - 10,7%) |
| — | Parmer adult education institutions (34 institutions - 8,88%) |
| — | Local (self) administration (17 institutions - 4,44%) |
| — | None of the specified institutions (14 institutions - 3,66%) |
| — | Educational Agency (12 institutions - 3,13%) |

follows:

The surveyed institutions could give up to three answers related to the institution with which they cooperated to the greatest extent in the area educational policies, plans and programs of adult education or specifically an institution that was not mentioned in the survey questionnaire. Out of a total of 383 responses received, adult education institutions in the Republic of Croatia evaluating cooperation institutions as

6.4.1. Cooperation in the field of educational policies and support for the development of adult education plans and programs

6.4. Support and cooperation with adult education institutions in Croatia (2018-2022)

Obviously, in the observed five-year period, full coordination between the stakeholders of the national adult educational system was not achieved, considering that the financing of adult learning promotion is still mainly based on the own financial resources of adult education institutions and project funds. Inter-institutional cooperation and support from local (self)administrations and sponsors (donors) are insufficient, and even 10% of respondents do not have the resources or ability to finance the promotion of their institution and program.

- | | | | | |
|--|--|--|--|--|
| Use of EU and national project funds (40 institutions - 16.6%) | Cooperation with other institutions and organizations (29 institutions - 12.08%) | None of the specified forms of financing (24 institutions - 10%) | Support from local (self)administration - either financial or in the form of media space (21 institutions - 8.75%) | Support from sponsors/donors (2 institutions - 0.83%). |
|--|--|--|--|--|

Financing of promotional and communication activities is primarily based on self-financing by adult education institutions (in 124 institutions, or 51.67% – out of 240 responses received). Other forms of financing (in which respondents could choose from 1 to 3 applicable answers) refer to:

- Good availability of target groups of adult education institutions (86 institutions - 26.54%)
 - The lowest employee or marketing experts time expenditure - either their own or external (61 institutions - 18.83%)
 - The lowest employee or marketing experts time expenditure - either their own or external (61 institutions - 16.36%)
 - No reason specified (3 institutions - 0.93%).
 - One institution (0.31%) stated that it has a person employed for marketing and promotion without specifying the tools and approaches it uses in its daily activities.

This argument is supported by the fact that when the respondents were offered potential reasons (from which they could choose up to three relevant answers) for using the chosen marketing tools and approaches, they mostly declared for ease of use implementation marketing activities (in 120 institutions, or 37.04%, out of a total of 324 responses received). Further reasons for using the marketing tools/ approaches mentioned above were related to the following:

It is not surprising that the emphasis is placed on the cheap and relatively easily accessible promotion of educational institutions and programs through Internet (Web) pages and personal communication with stakeholders and participants of the educational institution, as well as that classical paid advertising is less common, considering the high prices of media space and limited marketing budgets of adult education institutions. However, the relatively weak representation of public relations and sales promotion also indicates the need to further strengthen the marketing capabilities of adult education institutions.

- From the used forms and tools of promotion and communication with target groups, the survey revealed educational institutions were offered the following list of marketing tools and approaches, from which they could choose one to three as the most commonly used marketing tools:

 - Internet presentation of the educational institution through its website (126 institutions - 22.26%)
 - Personal contacts, personal presentation and communication with interested parties (117 institutions - 20.67%)
 - Direct communication with participants - via social networks, brochures, e-mail newsletters, telephone... (111 institutions - 19.61%)
 - Paid advertising in the media: print, TV, radio, web, social media... (93 institutions - 16.43% of the total of 566 responses received)
 - Incentives for students to enrol in educational programs: discounts and price reductions, appearances at fairs... (61 institutions - 10.78%)
 - Public relations: building relations with the media, publicity, special events, participation in specialized TV/radio shows... (52 institutions - 9.19%)
 - None of the above (6 institutions - 1.06%)

6.3. Forms and tools of promotion and communication with target groups (2018-2022)

The most important partners are employees, which is to be expected, given the prevailing orientation of adult education institutions towards market-based programs. Furthermore, adult education institutions, to a limited extent, cooperate with the media and civil society, and decision-makers in educational policy.

In contrast, they cooperate little or not at all with institutions of other educational levels and sectors.

- | | | | | | | | | | |
|-----------------------------------|---|--|---|--|---|---|--|---|--|
| Medici (75 institutions - 21,93%) | Civil society organizations – non-profit associations, foundations, etc. (43 institutions - 12,57%) | Deciision makers in education policy – relevant ministries, educational agencies - AOO, ASOO...) | Local (self)administration, etc. (42 institutions - 12,28%) | Secondary education institutions (25 institutions - 7,31%) | Elementary education institutions (24 institutions - 7,02%) | None of the listed institutions (15 institutions - 4,39%) | Higher education institutions (7 institutions - 2,05%) | Institutions for early and preschool education (4 institutions - 1,17%) | Other institutional partners: Croatian Employment Service (CES) and international educational institutions (2 institutions - 0,58%). |
|-----------------------------------|---|--|---|--|---|---|--|---|--|

Of the institutional partners (as a kind of the marketing equivalent on the educational market of „business consumption”), the surveyed Croatian adult education institutions were primarily oriented to employees (which is mentioned by 105 surveyors, forming 30.7%, out of a total of 342 responses which is mentioned by 105 surveyors, forming 30.7%, out of a total of 342 responses received). Other institutional partners in the observed period, to which the promotional activities of adult education institutions were directed, were represented:

focuses on „all“ (target groups) or „all equally“;

basis of the marketing approach in terms of target groups segmentation and targeting so they express their and migrants/asylum seekers (0%). It is also evident that a small number of institutions still does not know the that include women (6.58% of the total responses received), people with disabilities (1.64%), Roma (1.64%) non-existent or little attention is noticeable on the improvement of life-long education opportunities for groups co-financed) or programs intended to activate and improve employment opportunities on the labour market, to the labour market, regardless of whether it is market-attractive training and development programs (mostly and unemployed and long-term unemployed adults (9.04%). However, when the focus shifts from education total responses received, as well as to employed persons without having completed formal education (12.6%) attention is paid to young people outside the employment and educational system (NEET), with 11.23% of the groups that are in a disadvantaged position for participation in lifelong education, it is evident that particular mainly focused on vocational training and improvement - equally for unemployed and employed people. Of the It is evident also from the answers to the mentioned question, that the surveyed adult education institutions are

Migrants, asylum seekers and persons under subsidiary protection (not a single institution).
Some other group (everyone who wants to learn foreign languages; everyone equally; trainees in sports clubs; young people - school and preschool age...) - 6 institutions (1.64%)
People with disabilities (6 institutions - 1.64%)
None of the above (8 institutions - 2.19%)
People over 50 (10 institutions - 2.74%)
Women (24 institutions - 6.58%)
Young people out of employment and education (41 institutions - 11.23%)
Employed less educated adults - lower and incomplete education (46 institutions - 12.6%)
Employed adults (92 institutions - 25.21%)
Unemployed and long-term unemployed adults (33 institutions - 9.04%)
People with disabilities (6 institutions - 1.64%)
Roma national minority (6 institutions - 1.64%)
Sports clubs; everyone who wants to learn foreign languages; everyone equally; trainees in
Migrants, asylum seekers and persons under subsidiary protection (not a single institution).

In the further course of the research, we wanted to determine which target groups adult education offered the following list of potential target groups, as well as the possibility to express the key target institutions' promotional and communication activities are directed towards. The respondents were not overly linked to the culture of lifelong learning. Vocational training programs can also be considered sufficiently promoted. In contrast, a very weak orientation towards Programs for micro-qualifications acquiring is evident, although the public was informed about the possibility to be co-financed through vouchers.

It can also be noted in the context of the promoted programs, structure that training and secondary school graduation programs for adults are preferred, which can be justified as economically viable, but not overtly clearly linked to the culture of lifelong learning. Vocational training programs can also be considered sufficiently promoted. In contrast, a very weak orientation towards Programs for micro-qualifications acquiring is evident, although the public was informed about the possibility to be co-financed through vouchers.

6.2. Target groups of adult education institutions

Respondents were offered a choice of one to three options to focus on the promotion of the following types of educational programs:

- Elementary school for adults (5 institutions - 1.47% of the total of 340 responses received)
- Secondary school for adults (73 institutions - 21.47%)
- Training programs (112 institutions - 32.94%)
- Specialization programs (62 institutions - 18.24%)
- Programs for micro-qualifications acquiring (22 institutions - 6.47%)
- Foreign language programs (26 institutions - 7.65%)
- IT programs (2 institutions - 0.59%)
- Preparation programs for masters exams (no institution)
- Non-formal programs - painting, music, etc. (21 institutions - 6.18%)
- Cultural activities programs - exhibitions, concerts, etc. (17 institutions - 5%)

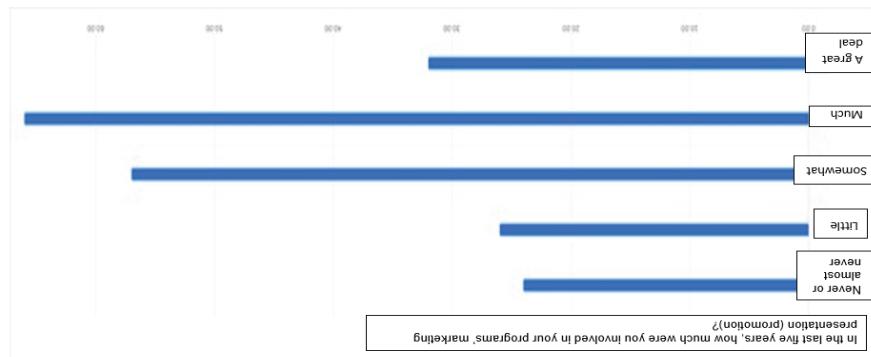


Figure 4 Promotion practices of adult education programs (absolute frequency)

In the last five years, how much were you involved in your programs marketing?	Frequency	%	Cumulatively %
A great deal	32	15.6	100.0
Much	66	32.2	
Somewhat	57	27.8	
Little	26	12.7	
Never or almost never	24	11.7	
Total	205	100.0	

Table 11 Promotion practices of adult education programs

Furthermore, it is essential to point out the structure of the promoted programs, i.e., the institutions focus on training programs, which are attractive on the market, as opposed to some other forms of programs, which would contribute to a greater extent to the construction of the lifelong learning culture and practice.

Education institutions managers, which will need to be investigated using qualitative methods in future research, warn that such a high level of matching the perceptions of institutions and their programs may also indicate insufficient differentiation or a misunderstanding of the promotional object by the adult population institutions managers, which will need to be investigated using qualitative methods in future research.

Data on the practice of promoting adult education programs are also encouraging, as they largely coincide with the judgment of institutional promotion of adult education service providers (considering

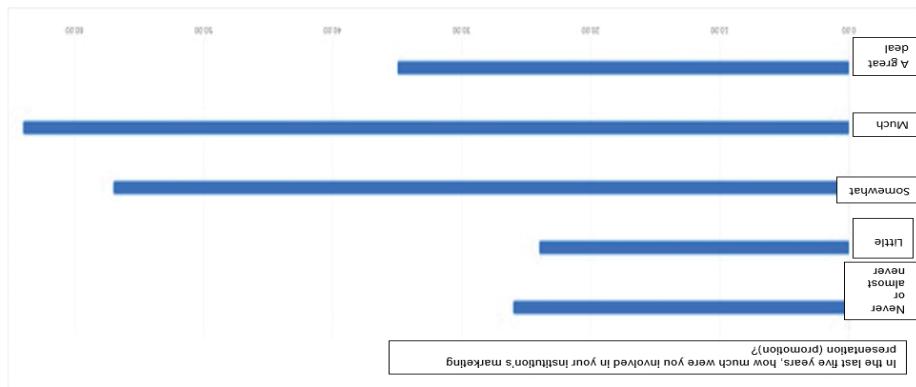


Figure 3 Institutional promotion practices of adult education institutions (absolute frequency)

	Total	206	100.0
A great deal	35	170	100.0
Much	64	31.1	83.0
Somewhat	57	27.7	51.9
Little	24	11.7	24.3
Never or almost never	26	12.6	12.6

In the last five years, how much were you involved in your institution's marketing (promotion)?

Table 10 Institutional promotion practices of adult education institutions

As can be seen in Table 10, as many as 48% of adult education institutions tried to deal with institutional promotion to a large or very large extent, while only 24.3% neglected the mentioned activity, i.e., did not perform it at all or only to a lesser extent. The above data are encouraging, but they should also be seen in the context of the number and type of programs, the promotion of which the institutions in question paid most attention to.

A standard Likert scale with five levels of (dis)agreement was used to measure the perceptions of the adult education institutions managers. The survey questionnaire was implemented through the QualtricsXM online data collection platform, which 253 respondents accessed during the data collection, of which 155 questionnaires were completely filled out, and 205 questionnaires were filled out partially. When presenting the results of the empirical research, the total available number of answers to each of the questions of the survey questionnaire will be used, and the same will be presented in a table and an appropriate diagram.

6.1. Promotional activities of adult education institutions and programs (2018-2022)

6.1.1. Promotional activities of adult education institutions

The secondary data shows a significant decrease in the number of students enrolled in adult education and the increase in the number of students in adult education institutions. This increase is due to the beginning of the COVID crisis (2020). It is very likely that the ongoing economic crisis and the increase in inflation and uncertainty (2022 onwards) will have a negative effect on readiness, but also concrete opportunities to attend lifelong and adult education. In the above context, it does not sound training programs as a form of "education out of necessity" to access more attractive segments of the labour market and solve existential issues.

Therefore, the marketing capabilities of adult education institutions and their managers must be further improved, so that, at least from the aspect of communication the possibilities and opportunities for various forms of training, further training and other forms of education, they contribute to at least partially meet the objectives of the National Development Strategy 2030.

To look at the issue of developing marketing skills through the recommendations on the lifelong learning promotion, expressed in the first phase of the subject project of the Strategic Promotion Framework (ASOO, 2017), an empirical study was conducted in the period from August to October 2022, aimed at managers of active adult education institutions. The survey questionnaire (attached in Appendix I) consisted of the following analytical segments:

- practice of promoting and communicating adult education institutions and programs in the period 2018-2022,
- financing promotional and communication activities in the same period,
- target groups of promotional activities carried out in the period 2018-2022,
- cooperation and support to adult education institutions - both in the adoption of educational policies and the development of adult education plans and programs, as well as in the implementation of adult education promotional and communication activities,
- general assessment of the marketing and communication capabilities of Croatian adult education institutions.

6. Results of empirical research:

Analyses of promotional activities in adult education, marketing capacity, and cooperation and support for adult education institutions

Table 9 provides an overview of the collected opinions on the causes of unequal participation, proposed solutions and public policy instruments that would be used in these cases.

- acceleration of legal changes and adaptation of the system to new needs
 - improvement of cooperation and horizontal coordination
 - development of programs that are flexible, modularly designed
 - strengthening connection with changes in primary and higher education
 - strengthening focused financial incentives while respecting the user's perspective (vouchers)
 - respecting the interests of users and strengthening the user's perspective
 - strengthening positive impact of local budgets
 - strengthening information and promotional activities
 - strengthening advisory activities.

During the discussion in the focus group, the following measures were proposed to eliminate inequality in adult education (Ziljak, Matković, 2022):

The perception of the participants in the focus group basically coincides with the previously presented theoretical findings about the barriers to adult education participation (personal, programmatic and institutional barriers). Special emphasis was put on the end users, their information and motivation, their selection of the program, strengthening of the implementer's advisory role (concept of lifelong guidance) and program adaptation. The importance of promoting the knowledge society and the value of investing in education was emphasized. In doing so, special attention should be paid to increasing participation and attracting groups that participate less. Promotion and affirmation of the value of knowledge does not concern only adult education. The analysis showed the important role of the Agency for Vocational Education and Adult Education in the stability of the system and in the training and strengthening of the andragogues' capacity. Proposals for the abolition of the Agency or its merger with another agency do not help the institutional strengthening or stability of the adult educational system. This analysis also relates inequalities in adult education to socioeconomic and age characteristics of potential participants, their place of residence, physical or other impairment (disability) or other elements of their exclusion. These characteristics of individuals combined with the program deficiencies and maladjustment and institutions result in inequality.

- older people
 - women aged 35 to 50
 - people with disabilities
 - people living in rural areas
 - Roma
 - people with lower educational attainment
 - persons from a worse socioeconomic position

Following groups have been identified that are less often and more challenging to get involved in education: Inequality is analysed multidimensionally with an emphasis on ensuring equal opportunities. The

As a part of the project the Thematic Network "Life-long Education Available to All" in 2021 a discussion was held in a focus group on adult education (Ziljaka and Maklaković, 2022). Representatives of key regulatory bodies, representatives of implementation centres, users and the scientific community participated. The discussion was aimed at verifying previous research findings and strategic orientations of international organizations on barriers to adult education participation. The discussion also dealt with new specific (neglected) causes that lead to inequality and searching for solutions that could improve the situation.

These findings are in line with the findings of the ASOO study from 2017, which also concludes that people under the age of 40 make up the majority of adult education participants and that highly educated people, employed people and people from cities predominate (Vučić, Piljević Zilić, Vučić, 2017, 23). Furthermore, the ASOO study establishes that people with higher personal incomes are more present in adult education, which is particularly evident in participation in non-formal education. In the information that is missing from the LFS, therefore, we can conclude that in the adult education in Croatia, the so-called effect of St. Mađeja, i.e., that groups that have a greater need for participation in adult education are in a better position at the start (younger, highly educated, employed, with higher incomes) and an increase in the disparity between the groups.

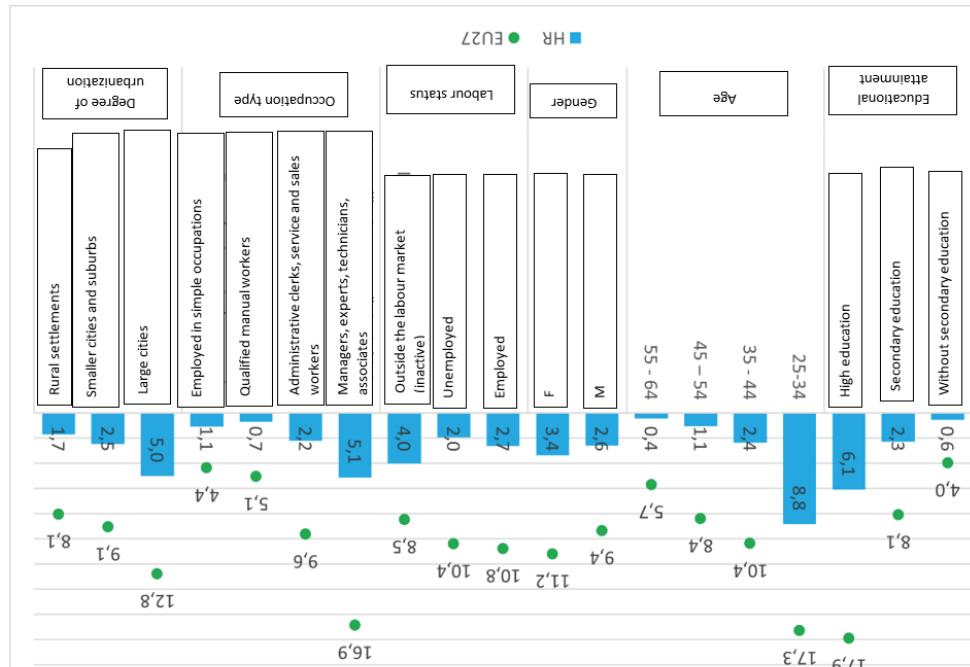
The analysis of participation concerning the best position type shows that in the groups where the participation shares are the best positioned (management personnel), Croatia lags the least behind the European average. The difference is more pronounced for workers in simple jobs and manual workers. According to the Labour Force Survey, skilled workers in manual occupations have the lowest participation rate. The reason for this could be the exclusion of practical training at the workplace from the lifelong learning definition in the Labour Force Survey, which is potentially more present among this group of workers. In addition, we see a lag in the participation in adult education from rural settlements compared to those from smaller cities and suburbs, especially behind those from large cities.

The data from Figure 2 show that people outside the labour market lead in adult learning participation. The above is the result of the questionnaire inclusion of non-formal education in the Labour Force Survey and the fact that inactive persons also include students. In addition, these data are inconsistent with data on the most common providers of education and training services (Matkovic and Jaklin, 2022) or data from AZUP. However, this clearly shows that when looking at adult education, non-formal education should be taken into account.

Age differences are more pronounced. As the age of the participants increases, their participation rate decreases. The younger groups are much closer to the European average than the older ones. The participation of young people is almost eight times higher than the participation of older people. The above can be explained to some extent by the methodology of the Labour Force Survey in Croatia, which includes participation in formal tertiary education after the age of 25, which is relatively frequent for the youngest age group in Croatia and happens during the studies. This bias of the Labour Force Survey can explain more significant differences compared to the EU average (Makrović and Žalikin, 2022). Participation in adult education is also strongly determined by the educational attainment. The highly educated are involved in education much more often than the less educated.

Gender differences between male and female participants in adult education are not significantly expressed. According to the Labour Force Survey, the difference is more pronounced at the EU-27 level, while in Croatia the difference obtained by that source is slightly lower - 0.8%. The direction of the difference is different, women participate somewhat more often, and in order to understand the differences, analysis should be carried out referring to the type of adult education, since the Labour Force Survey covers less the participation in non-formal education.

Source: LFS - Eurostat (2021a), [img_lfs_04]; Eurostat (2021n), [img_lfs_04]; Eurostat (2021o), [img_lfs_14]. Consolidated by T. Matković and J. Jaklin (2021m), [img_lfs_01]; Eurostat (2021k), [img_lfs_01]; Eurostat (2021l), [img_lfs_03]; Eurostat (2021m).
Figure 2 Participation rate in adult education and degree of urbanization level



Data from the Labour Force Survey (2017-2020 average) are presented. Education and labour status, occupation type and degree of urbanization of participants, participate less often in adult education. Figure 2 shows the participation of adults concerning gender; age, data on barriers to inclusion in adult education within the same project. Eurostat data show which groups results of a qualitative research (focus group) that was conducted in 2021 as a part of the project Thematic Network Lifelong Education Accessible to All. Teo Matković and Katarina Jaklin consolidated Eurostat

The data relating to barriers to the inclusion of adults after 2017 are statistical data from Eurostat and the

5.2. Challenges of (non)inclusion: barriers, fewer participating groups

Year	Number of events	Data source: ASOO
2022	550	
2021	426	
2020	242	
2019	747	
2018	747	
2017	722	
2016	660	
2015	540	
2014	569	
2013	500	
2012	462	
		Table 8 Number of events during the Lifelong Learning Week from 2012 to 2022

It is important to note that these events are spread throughout Croatia with the great effort put by the regional coordinators. In this way, concentrating activities in only one centre or only in large urban centres is avoided.

The number of events during the Lifelong Learning Week was constantly growing until the COVID-19 pandemic. Table 8 shows that after a break in 2020, it is growing rapidly again in 2021 and 2022.

“The Lifelong Learning Week is a national educational campaign the objective of which is to raise

work.” (p. 10)

institutions that organize open days and other similar activities aimed at introducing the public to their life - from preschool age to old age. Lifelong Learning week is also an opportunity to promote educational form of learning... Learning is not limited to any age, but is important and useful in all periods of immediate, often informal... The objective of the above activities is to motivate citizens to get involved in which the message about the importance of education and learning is conveyed to citizens campaign in which the message about the importance of learning and learning Week is designed as a awareness of the importance of learning and education... The Lifelong Learning Week is organized as a campaign in which the message about the importance of education and learning Week is designed as a

“The Lifelong Learning Week is a national educational campaign the objective of which is to raise method of implementing this promotional activity:

On the occasion of the 15th anniversary of Lifelong Learning Week, the Agency for Vocational Education and Training and Adult Education issued an appropriate publication (2022) stating the objectives and

method of implementing this promotional activity:

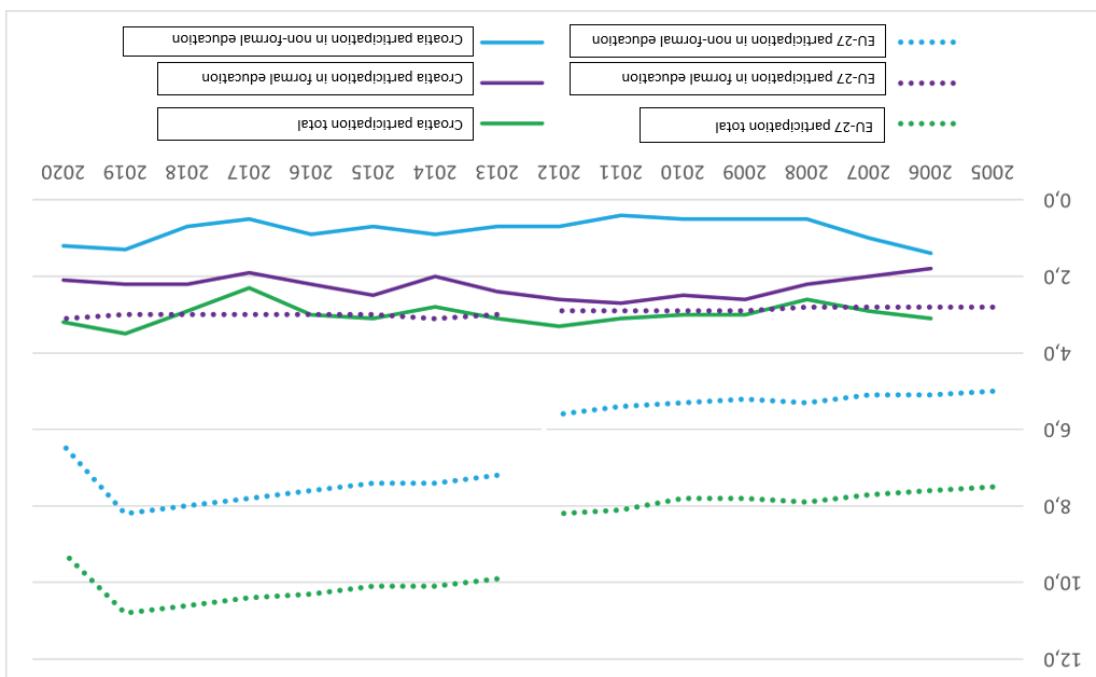
For an overview of promotional activities, the number of events in the Lifelong Learning Week, the main promotional activity carried out by the Agency for Vocational Education and Training and Adult

2) and it was almost exclusively in the sphere of non-formal education, it is still far from the set objective.

It can be concluded that although participation in Croatia slightly increased in the ten-year period (Figure

Note: lines are not connected in the years where a break in the series is indicated
Source: LFS - Eurostat (2021b), [img_lfs_09]. Consolidated by T. Matković and K. Jaklin (2022).

Figure 1 Participation rate of adults (25-64) in lifelong learning by program type, HR and EU-27 averages



- 2 The data is collected by the Labor Force Survey (LFS). The data on the adults participation cover the ages from 25 to 64. All persons except those who are housed in institutions are included. The participation in education and training includes participation in formal and non-formal education and training. Until 2020, the only reference period for participation in education and training was the four weeks before the interview also collected every two years in even years (2022, 2024, etc.). Information was collected every quarter. However, from 2021 onwards, data on participation in education and training in the last 12 months is also collected every year.

According to Eurostat data, the number of adults participating in education increased significantly in 2021. Eurostat (2022) assumes that this is a consequence of the re-engagement of adults in education after restrictions due to the COVID-19 pandemic and incentive instruments for education. The impact of the new Act could not yet be seen in that year.

Eurostat, 2022. (source: tmg_fse_01)

	2017	2018	2019	2020	2021	EU	Croatia
Participation rate in adult education and training (last 4 weeks) ²							
2017	10.4	10.6	10.8	9.1	10.8	EU	Croatia
2021	2018	2019	2020	2021	2017	EU	Croatia

Table 7. Participation rate in adult education and training (last 4 weeks)

The greater participation of the employed than the unemployed can be related to the overall relative decline of unemployed persons in Croatia in the recent years and the need for trained workers in certain sectors (especially in construction).

Source: AZUP

Education sector	Number	%
Construction and geodesy	3,373	24%
Geology, mining, oil and chemical technology	82	0%
Electrical engineering and computing	1,026	7%
Economics, commerce and business administration	1,161	8%
No sector	1,495	10%
Economic, security and other services	939	7%
Agriculture, food and veterinary medicine	1,536	11%
Mechanical engineering, shipbuilding and metallurgy	1,464	10%
Forestry, processing and wood processing	447	3%
Textiles and leather	142	1%
Tourism and hospitality	1,261	9%
Art	37	0%
Health and social care	375	3%

Table 6. Educational sectors for which adult education was implemented in 2022

Source: AZUP

Laborour status	Number of participants	%
Unemployed	126,420	29%
Student	6,092	1%
Retired	3,853	1%
Employed	305,621	69%

Table 5. Labour status of adult education program participants in 2022

The displayed data refers to the number of active institutions registered in the AZUP 2016 to 2022. Active institutions are those institutions that enter data on programs, workers and participants into AZUP. The number of institutions is constantly growing, but, interestingly, the number of institutions grew even in years when the number of students stagnated or remained the same. The trend of increasing the number of institutions and the total number of students coincides only in 2021.

Data source: ASOO. Annual report on the work of the Agency for 2016-2021. Recorded active institutions in AZUP 2022

Year	Number of institutions
2016	584
2017	601
2018	613
2019	632
2020	638
2021	671
2022	681

Table 4. Number of adult education institutions from 2016 to 2022

The largest number (more than half) of participants participate in training programs. It is similar to the previous years' participation (Patačović, Žilić, 2018). This is influenced by the shorter duration of the formal programs, and the ability to react more quickly to educational needs. The fewest adults participate in primary adult education. This is an expected situation, because the number of adults without primary school is falling drastically. The aforementioned people are getting older (a significant part of them are no longer of working age). The lack of adaptation of the duration and content of the educational program also repel those people who would like to participate in these programs (Žilić, Lapat, Radić, Pavic and Cerfija, 2019).

Source: AZUP, 2022

Type of program	Number of programs	%
Foreign language learning program	1,385	10%
Primary adult education	124	1%
Secondary educational program	110	1%
Training program	7,829	56%
Requalification program / acquisition of secondary vocational education program	1,685	12%
Secondary vocational education acquisition program	1,478	11%
Secondary school education acquisition program	156	1%
Specialization program	1,177	8%

Table 3. Number of programs by type of education in 2022

be more updated and completely entered, especially when it comes to participants. They themselves are solely responsible for the completeness and accuracy of all entered data. In some cases, this data needed to be more updated and completely entered, especially when it comes to participants.

Institutions, and they themselves are solely responsible for the completeness and accuracy of all entered data. In some cases, this data needed to be more updated and completely entered, especially when it comes to participants.

The Agency notes that the data is only partially reliable. Namely, the data in AZUP is filled in by the Training and Adult Education under the provisions of the Adult Education Act and the Ordinance on Adult Education Records (Official Gazette no. 129/08). The Agency notes that the data is only partially reliable. Namely, the data in AZUP is filled in by the Training and Adult Education under the provisions of the Adult Education Act and the Ordinance on Adult Education

¹ The source of the data is the Andragogic Joint Data Register (AZUP), that is, the database managed by the Agency for Vocational Education and Training and Adult Education under the provisions of the Adult Education Act and the Ordinance on Adult Education and Training and Adult Education under the provisions of the Adult Education Act and the Ordinance on Adult Education

The number of registered participants dropped significantly in 2020 and 2021, which can be explained by the consequences of the COVID-19 pandemic and restrictions introduced to prevent the spread of the disease.

Data source: ASOO, AZUP, 2022

Year	Number of participants
2021	27,489
2020	33,784
2019	43,059
2018	40,435
2017	41,344
2016	48,621

Table 2. Number of students enrolled in adult education from 2016 to 2021

The situation in adult education can be monitored by analysing data from Eurostat or the Andragogic Joint Data Register (hereinafter: AZUP). The presented data of AZUP refer to the number of enrolled students and adult education programs with the positive implementation decision from the Ministry of Science and Education. They refer to the period from 2016.

5.1 Basic information on participation and types of programs

5. Changes in adult education participation in Croatia

What can be concluded from all this is that no radically new ideas in adult education have emerged from current crises. New layers appear on already existing objectives and instruments and some of the operational objectives are reformulated or positioned at the centre of policies. Lifelong learning in the knowledge society is still the same dominant discourse, which is now "seasoned" with more present green and digital skills and clear inclusive expectations. The efforts for stronger inclusivity have shown how interconnected the work on different types of adult literacy is (Goutto and Hollaway, 2019). The constant reminder should be added that excluded or neglected groups are empowered through education (Boydzieva and Ilieva-Trichkova, 2021). Since the crisis is ongoing, and new challenges are emerging (security, energy, etc.), it is not easy to estimate how long this twenty-year continuity will last.

In the analysis of implementing adult education policies and the entire adult education system, the time dimension is essential (Decuyper and Vandendriessche, 2020; Ruitier and Martin, 2022). The current crises and the challenges they bring have shown that it is necessary to act quickly and hit the right moment when responding to a certain problem. If some measures are not timely or take too long, the real effects will not be achieved.

It is important to note that it is also shown here that these barriers are interconnected and influence each other. Structural conditions such as political structures, rules and norms regulated by state authorities affect the equality of participation opportunities and initiate processes of inclusion or exclusion from adult education and learning. People living in poverty or otherwise disadvantaged can hardly even think of participating in adult learning and education. According to this, institutional barriers influence the belief that disabled people have nothing to gain from learning. A significant part of the population in some countries faces institutional barriers such as difficult access to education or high costs. This cost is often a substantial barrier to participation in education. Institutional adjustments make it easier to overcome dispositional barriers. Adequate financial support to vulnerable groups plays a vital role to reduce dispositional and situational barriers. The possibility of gaining work experience can affect all three categories of barriers. Developing a more reasonable offer (implementation) can help reduce situational and dispositional barriers. Dominant surveys and statistical data are constructed in a way that does not allow a closer analysis of the role of dispositional barriers. It has severe implications for their utility for evidence-based program development.

That UNESCO analysis lists women, rural population, migrants, refugees, older adults, adults with disabilities and adults with low educational attainment as excluded groups (p. 123-125). Although it is a global organization that includes countries with very different national laboratories. Based on the conducted analyses and research, the already described barriers for greater participation of adults are repeated:

- 1) situational barriers (those arising from one's situation in life)
- 2) institutional barriers (practices and procedures that hinder participation)
- 3) dispositional barriers (attitudes and dispositions towards learning) (p. 153-158)

- adult education into three key areas:
 - literacy and basic skills
 - continuous vocational education and training that is carried out at the workplace and in school and post-school education
 - liberal, popular and community education that includes active citizenship skills and political education, health education, culture, personal development (p. 95).

The professional and scientific community has been dealing with adult education participation since the very beginning of adult education research (Pastorevic and Žilićak, 2018). One of the reasons is the effort to provide a new educational opportunity to the excluded, the poor, the uneducated and the neglected. In the search for equal educational opportunities, the most common approach seeks to eliminate barriers that lead to unequal participation in education (Patterson, 2018). These are situations that arise from ones like situation, institutional barriers (practices and procedures hindering participation) and dispositional barriers (personal barriers that include negative attitudes and lack of motivation to involve individuals in learning).

Uncertainties and fears present in times of crisis can be an incentive to solve some social problems (Degermán, Flindlers, and Johnson 2020). However, crises can also block adults and make certain changes, adaptations or inclusion in adult education difficult (Bjurzell, 2020). The crisis caused by the COVID-19 pandemic has stimulated research that can also be used for subsequent crises. The problem in education research in times of crisis is that it is a process that is still ongoing and in which education, disadvantaged families had or had limited access to equipment or connectivity and could not take advantage of online and digital learning. Adults were suddenly faced with unemployment and had to put immediate earnings ahead of learning and training by working longer hours and taking on additional jobs to provide the necessary household income. This depiction of adult education in uncertain times is not reduced to people with disabilities, ethnic, national and religious minorities due to these barriers. These are people with disabilities, asylum seekers, people under subsidiary protection, older people, less educated people and people who are not employed and do not participate in educational programs.

Based on previous research, groups were identified that have difficulty accessing adult education future of adult education as a utopia or in the context of a dystopia (ELF, 2021)?

Natalia James and Virginie Thérault (2020) analyzed the impact of current crises on inequalities in adult education. Disadvantaged families had or had limited access to equipment or connectivity and could not take advantage of online and digital learning. Adults were suddenly faced with unemployment and had to put immediate earnings ahead of learning and training by working longer hours and taking on additional jobs to provide the necessary household income. This depiction of adult education in uncertain times is not reduced to people with disabilities, ethnic, national and religious minorities due to these barriers. These are people with disabilities, asylum seekers, people under subsidiary protection, older people, less educated people and people who are not employed and do not participate in educational programs.

4. Analyses of priority changes in adult education during the crisis

Measure 4.5 is particularly important for the promotion of lifelong learning, which is intended to raise awareness of the importance of lifelong learning. It would include the promotion of various lifelong learning opportunities.

All these global European and national priorities point to several essential starting points of the current European policies in adult education.

The crises of the last few years have opened up a change in priorities in adult education or a change in the ranking of priorities.

Uncertainty is an important feature of the environment in which adult education will be carried out and for which it is necessary to prepare.

but this list is not definitive because it is interwoven with objectives that should respond to social promotional activities have clearly defined priority areas related to green and digital transformation, at the national level, the achievement of these objectives is associated with an increase in the participation of adults in education programs and learning processes, which is the assumption to achieve other objectives

— participation of adults in education programs and learning processes, which is the assumption to achieve other objectives

— extensive programs, from formal programs to all forms of non-formal education

— education, from education for smaller groups of learning that acquire micro-qualification to more extensive education - from vocational to general participation should be increased in all forms of adult education -

— it is crucial to include people that participate less and that are underrepresented in the learning processes so far

— national objectives are linked to the European objectives, European success criteria, European funds and European including common European objectives, European processes and adult education internationalization,

— experiences (mobility through the Erasmus program).

Four measures are planned to achieve these objectives:	“Measure 4.1.	Develop adult education programs and develop and implement evaluation programs of non-formally and informally acquired learning outcomes to improve the skills and competencies of adults...”	Measure 4.2.	Continue the development of the quality assurance system in adult education...”	Measure 4.3.	Strengthen the capacities of andragogic workers in the adult educational system....”	Implement tools for self-assessment and assessment of skills and activities of professional guidance of adults...”	Measure 4.4.	Promote lifelong learning and a series of activities aimed at the general population to raise awareness of the importance of lifelong learning....”	Measure 4.5.	Provide financial incentives to beneficiaries for inclusion in priority training and development programs in acquiring basic skills....”	Measure 4.6.	Increase the level of internationalization of adult education...”	P. 47-49).
--	---------------	---	--------------	---	--------------	--	--	--------------	---	--------------	--	--------------	---	------------

SOURCE: Draft National Plan for the Education System Development until 2027. Special objective no. 4 Outcome Indicators, p. 47

Outcome indicators	Initial value 2020	Target value 2027	Participation rate in education and training (last four weeks) by gender, age and educational attainment
O1.02.2.67 Percentage of the population aged 16 to 74 who have at least basic digital skills	73%	53%	O1.02.2.35 Participation in education and training by gender and age (last 12 months) (age group 25-64 years)
	Initial value 2016		
			O1.02.2.35 Participation in education and training by gender (last 12 months) (age group 25-64 years)

Table 1 Outcome indicators in adult education

The new document that defines the adult education objectives is the National Plan for the Development of the Education system until 2027, which will be available in the draft form in November 2022. This National Plan is intended to contribute to implementing the National Development Strategy of the Republic of Croatia 2030, strategic objective number 2 - Educated and employed people; and the objectives of the UN Agenda 2030 and green transition and digital transformation. In addition to the share of the adult population in lifelong learning processes, refers to adult education. In addition to the increase itself, improving the quality and relevance of adult education programs is important.

Crises are an important stimulus for further directions of development. A series of crises has shown the unpredictability of social, economic, and security circumstances, so additional activities will be carried out in an uncertain future in events that we cannot accurately predict. Accordingly, the Development Strategy of Croatia 2030 refers to lifelong learning to facilitate the adaptation to unpredictable future and rapid changes due to various crises and unexpected situations.

Increasing adult participation is an essential objective of the National Recovery and Resilience Program 2021-2027. It is stated that a significant challenge is the low rate of participation in adult education 2021-2027. This is due to the fact that a significant challenge is the low rate of participation in adult education programs, which is why it is necessary to continue improving their quality and relevance, as well as to recognize non-formally and informally acquired knowledge and skills. Various training and development forms are listed in different parts of this extensive document. They are intended for groups that participate less (for example, people with disabilities), but also for experts who are expected to have new skills needed in future development cycles or better meeting social needs (for example, a new approach to social services).

In the National Development Strategy of Croatia 2030, an important objective is to improve the quality of the work of vocational educational institutions and further develop regional centres of competence. It includes the openness of educational institutions to employed and unemployed adults. One of the key objectives is to increase the share of the adult population that participates in lifelong learning processes to increase the productivity and quality of the workforce and the ability to adapt to rapid changes. The objective is to reach the EU average in adults participation. Such an ambitious plan should double the objective is to reach the EU average in adults participation. Such an ambitious plan should double the adults participation. It is assumed that support for achieving these objectives will be strengthened with particular emphasis on people who have difficulty accessing education with a focus on entrepreneurial and digital skills. Young people, who are not employed and are not even in the education or training process, are particularly highlighted.

- ensure the right to basic adult education
- ensure quality by applying the QFE
- enable the acquisition of a public document to access the labour market or continuing education
- enable evaluation of previous learning
- increase the involvement of people in adult education.
- The objective of formal adult education to acquire the competencies necessary for work is to harmonize supply and demand on the labour market and contribute to the development of the economy”

Vital strategic documents and acts lay down the objectives of adult education in Croatia. The objectives of adult education are stipulated by the new 2021 Adult Education Act (Article 3):

This European strategic document outlines how adult education should develop in Europe 2020. There are five priority areas:

- Governance of adult learning – with a strong focus on national whole-of-government strategies and developing partnerships with key stakeholders
- Supply and take-up of lifelong learning opportunities with sustainable financing
- Accessibility and flexibility – adapting to the needs of an adult
- Quality, equality, inclusion and success in adult learning – emphasising the professionalisation of adult educators, adult learners and educators, mobility, quality assurance, and active support for disadvantaged groups
- Green and digital transitions with the strengthening of the necessary skills for these transitions.

The focus on green and digital skills was already clearly present in the EU Council Recommendations on Upskilling: New Opportunities for Adults (December 2016). Finally, green and digital skills were given an almost central place in the 2020 European Skills Agenda.

The June 2022 EU Council Recommendation on Individual Learning Accounts (2022/C 243/03) shows high expectations for this tool, which should encourage greater participation of adults in education. In this sense, education is understood as an important individual right, the possibility for the individual to make decisions and bear the burden of responsibility. It represents a significant departure from decision-making in which the institution looks for an individual – now, the individual chooses the implementer.

9) Important promotional activities are also related to this:

An important educational, economic and social objective is to create better opportunities for the inclusion of individuals in lifelong learning. In the period after 2020, this includes two crucial tools: individual learning accounts and the introduction of micro-quality accounts. Individual learning accounts and the introduction of micro-quality accounts, individual learning accounts are mentioned as a priority in several European documents. These include the 2020 Skills Agenda for Europe for Sustainable Competitiveness, Social Fairness and Resilience, the 2021 Action Plan for the implementation of the European Pillar of Social Rights, and the 2021 Commission Proposal for a Council Recommendation on individual learning accounts. Another vital tool is micro-quality accounts. The Resolution on a New European Agenda for Adult Learning adopted by the Council of the European Union in 2021 is crucial for adult education. This program emphasizes the need to significantly increase the adults participation in formal, non-formal and informal learning. In this European program for the development of adult education, the importance of acquiring work-related skills and skills that go beyond business needs is emphasized.

Since the adoption of the Strategic Framework in 2017, significant changes have taken place. First of all, the COVID-19 pandemic significantly impacted the forms of adult education implementation. It is related to the economic consequences of the pandemic and the effort to ensure recovery. In addition to the health, social and economic consequences of the Pandemic, there were also significant changes in the education implementation, teaching methods, and the involvement of students. The space and time of education are changing significantly (Ziliak, 2022). It was followed by the crisis caused by the war in Ukraine and the security, energy, and financial challenges that it brought. The central part of Croatia also faced the consequences of two earthquakes in 2020.

The European platform extensively analysed the changes in adult education policies in the European Union (2021). A significant study was also conducted by the OECD (2021), and it focuses on skill gaps among workers during the COVID-19 pandemic and the associated crisis. New priorities in adult education are analysed, especially the role of micro-quality issues. Articles in all prominent journals dealing with adult education are devoted to this topic: Studies in the Adult Education, Adult Education Quarterly, European Journal for Research on the Education and Learning of Adults – REJA and Journal CONFINTEA VII (2022) are essential for this. The recommendations refer to changes in adult education and training that advocate the creation of a culture of lifelong learning adapted to each member state. Therefore, these are not only changes in administrative arrangements, but also the impact on the entire value system. The changes include new forms of public governance and redesigning the adult educational system, which would define it as a public and common good within enhanced public education. It emphasizes the importance of quality teachers and the engagement of all platforms and places for adult learning and the creation of flexible learning paths. It reiterates the importance of evaluation and public recognition and the creation of non-formal learning. It insists on ensuring the quality of learning, increasing public funding and preventing the regression of existing budget allocations.

At the EU level, the European Pillar of Social Rights is the key document for positioning lifelong learning. The 2017 European Pillar of Social Rights, as the basis of current social and economic policies, already in its first sentence, indicates the importance of lifelong learning. In line with the main objective of the European Pillar of Social Rights Action Plan, 60% of all adults should participate in training every year by 2030. In addition to vocational skills, the 2020 European Skills Agenda emphasizes the importance of life skills. The introduction of individual learning accounts (which includes vouchers) and micro-qualifications for lifelong learning and employability are two essential activities in the European Skills programme. Adult learning is identified as the main topic of the European Education Area for the period 2021-2030.

The 2017 European Pillar of Social Rights, as the basis of current social and economic policies, already in its first sentence, indicates the importance of lifelong learning. In line with the main objective of the European Pillar of Social Rights Action Plan, 60% of all adults should participate in training every year by 2030. In addition to vocational skills, the 2020 European Skills Agenda emphasizes the importance of life skills. The introduction of individual learning accounts (which includes vouchers) and micro-qualifications for lifelong learning and employability are two essential activities in the European Skills programme. Adult learning is identified as the main topic of the European Education Area for the period 2021-2030.

3. Priorities in adult education

Policies after 2017

Society as the oldest professional-scientific association with many years of experience, and institutions associations, Association for the Development of Human Resources and Adult Education at the Croatian Chamber of Economy, Association of Adult Education Institutions and Association of Institutions at the Croatian Employers Association. The horizontal coordination of all key actors involved in education is ensured by the National Council for Development of Human Potential as an advisory body of Croatian Government. The members of this body are representatives of the Ministry, the Agency, the Ministry of Labour, the Ministry responsible for the economy, entrepreneurship, the Croatian Crafts Chamber of Trades and Crafts, the Croatian Chamber of Economy, the Croatian Chamber of Commerce, the Croatian Employment Service, the Ministry of Education and Science, the Ministry of Health, the Ministry of Social Affairs, the Ministry of Justice, the Ministry of Internal Affairs, the Ministry of Foreign Affairs, the Ministry of Regional Development and the Ministry of Transport and Infrastructure.

The Agency for Vocational Education and Training and Adult Education, which is a public institution, plays a key role in adult education. It was founded in 2010 by merging two agencies - the Agency for Vocational Education and the Agency for Adult Education. The Adult Education Act (Official Gazette 144/21) defines the vital role of the Agency for Vocational Education and Training and Adult Education in strengthening the capacity of stakeholders in the adult educational system. It is responsible for adult education institutions carried out by the Agency, and it supports the process of self-evaluation by adult education institutions. It also emphasizes the importance of the adult participation in the education system. It also emphasizes the importance of the most critical dimensions of this system - data on the low adults' participation in education, is one of the most critical dimensions of this system - promoting lifelong learning to increase adults' participation in the education system, which, given the development of the Agency for Vocational Education and Training and Adult Education, it also defines the importance of the Agency for Vocational Education and Training and Adult Education for all monitoring and development activities of the adult education system, where the Agency, along with the Ministry of Science and Education, is the crucial institution for this area. The Agency is vital in implementing EU projects as both the beneficiary and control body. It performs financing, procurement, contracting, payment and supervision of the implementation of projects co-financed by the European Union. It is responsible for developing the methodology of adult education and evaluation programs and providing expert opinions on programs proposed by adult education institutions, which is the basis for issuing approval for programs implemented by the Ministry of Science and Education and monitoring projects of adult education institutions within the framework of the Agency for Mobility and EU Programs is also an important stakeholder, of which is the basis for issuing approval for programs implemented by the Ministry of Science and Education and monitoring projects of adult education institutions.

opportunities. The final document of UNESCO's Seventh International Conference on Adult Education, the Marrakesh Framework for Action, which puts the creation of lifelong learning culture at the centre of future development activities while strengthening institutional capacities for the promotion of lifelong learning, is listed as one of the concrete ways to achieve it.

All these documents and activities have their foundations in key European and international documents, the Resolution of the Council of the European Union on the new European Agenda for Adult Learning 2011-2030, which calls on member states to carry out activities to further develop quality assurance mechanisms in the field of learning and adult education and emphasizes the key role of lifelong learning as a means of participation in lifelong learning. Furthermore, strengthening awareness of the importance and benefits of participation in lifelong learning, as well as learning about learning for adults stresses the importance of quality in adult education, emphasizing that a quality learning offer should be one of the foundations of adults training, as well as letting them know about learning for Adults.

The Program of the Croatian Government for its mandate 2020-2024, which deals with the continuation of adult education system innovation and development, serves as a further elaboration and basis for achieving the set objectives. The importance of lifelong learning, and thus the necessity of its improvement and promotion, and the Implementation Program of the Ministry of Science and Education 2021-2024 achieves the set objectives. The importance of lifelong learning, and thus the necessity of its improvement and promotion, and the Implementation Program of the Ministry of Science and Education 2021-2024 points out the need to invest additional efforts in the direction of developing the quality assurance system in adult education. As part of the measures, it emphasizes the external evaluation of adult education institutions as one of the key activities "necessary to continuously promote lifelong learning and various other measures to encourage adults to participate in education". One of these necessary measures is financing the adult education program for citizens, which has already been addressed through the National Recovery and Resilience Plan 2021-2026 in chapter C3.1. The reform of the education system states that one of the objectives is to "reverse the trend of low participation in lifelong adult education."

The new foundation for the development of adult education system, as well as the entire system of education and lifelong learning, is set in the key national document, the National Development Strategy of the Republic of Croatia until 2030, which is stated in the second strategic objective „Educated and employed people”, which mainly emphasizes work on quality in adult education, as well as activities aimed at increasing participation in lifelong learning processes, starting that in the upcoming period, they will continue to „raise the quality of adult education programs and increase the share of the adult population participating in lifelong learning processes to increase the productivity and quality of the workforce and abilities adaptation to rapid changes.”

They were the quality source to finance and develop programs from the European Union funds, especially the European Social Fund and Erasmus programs, and were implemented as holders or partners by ministries, competent professional institutions such as the Agency for Vocational Education and Training and Adult Education, adult education institutions, associations, vocational associations, employers and organizations and of local and regional administration and self-government units.

In the last seven years, the 2014 Strategy for Education, Science and Technology Development was the critical basis for developing the adult education system. In the Strategy, the entire educational system is based on the concept of lifelong learning, in which adult education has a significant place. The Strategy clearly defines the instruments used to improve the adult educational system, increase citizens' participation and ensure the quality of education. For this reason, it envisages measures to develop a system of lifelong professional development and pedagogic workers licensing. It includes the development of qualification standards for adult education workers. It is planned to implement a program of vocational education and training of adult education workers. The entire education system for adult education is closely linked to the implementation of the Croatian Quality Education Framework, which impacts its understanding. It is crucial that the learning outcomes correspond to the labour market's needs, and experts will decide this in the councils formed by business sectors.

Finally, in 2021, a new Adult Education Act was adopted. According to this Act (Article 1), adult education takes place as formal, non-formal and informal learning. This Act regulates the formal adult education in Croatia, which includes education programs "that are carried out in accordance with this Act and other regulations under the jurisdiction of other state administration bodies regulating compulsory education to access the labour market for a specific profession."

The new Adult Education Act introduced a whole series of novelties into the adult educational system, especially in program development and implementation. For the first time, a quality assurance system was introduced, based on self-evaluation in the first phase and on external evaluation of adult education institutions in the second phase.

Furthermore, various forms of non-formal and non-vocational education for personal development and creativity in the community are also implemented within the Croatian adult education system (programs of creative workshops, socio-cultural animations and strengthening of social skills), and they are most often implemented by adult education institutions and various non-profit sector organizations.

Within the formal adult education system in Croatia, primary education and all forms of secondary adult education are carried out, as well as various training, advanced and specialist training programs that can be acquired as complete, partial or micro-qualifications according to the new Adult Education Act.

In 2021, a new Adult Education Act was adopted. According to this Act (Article 1), adult education takes place as formal, non-formal and informal learning. This Act regulates the formal adult education in the Republic of Croatia, which includes education programs "that are carried out in accordance with this Act and other regulations under the jurisdiction of other state administrative bodies regulating compulsory education to access the labour market for a specific profession."

2. Institutional framework in which promotional activities are carried out from 2017 to 2022

Based on all the groundwork above and in the context of the objectives of the Strategic Framework, this document analyses the changes in the Croatian adult education system that occurred after 2017, i.e., the adoption of the Strategic Framework for the Promotion of Lifelong Learning. Although this Strategic Framework is wider than adult education (given that it includes communication plans for the school level and higher education), the implementation measures relate primarily to target groups of adults, employers, implementers of adult education and decision-makers in education policy. Lifelong learning cannot be narrowed down to adult education, but this analysis focuses on the key parts of the Strategic Framework, namely adult education and learning. The emphasis is on the results achieved in the analysed period in that sector and indicate the purpose of the learning promotion. It is crucial to analyse the institutional and social changes that took place in that period, how certain crises affected the priorities in adult education, and what the final results are in adult education. In the first place, attention is paid to participation in adult education, barriers to their participation, and activities carried out to make participation in adult education, barriers to their participation, and activities carried out to make participation greater, fairer and more effective.

Priority 4. Increase awareness of the importance of non-formal and informal forms of learning and the recognition and evaluation of knowledge and skills thus acquired

Priority 3. Increase awareness of the benefits of lifelong learning to adapt to changes in the labour market and the specific needs of participants, career advancement and greater employability

Priority 2. Increase awareness of the need for lifelong learning for personal and social development

Priority 1. Increase awareness of the need for lifelong learning

Four priorities are specified in the Strategic Framework based on the following points of departure:

life, on changes in the community and help overall social development.

lead to new competencies and a more significant impact of adult education on the participants' personal education and changes in adult education policy. Greater participation and elimination of barriers should be reflected in the increase of adult participation in the key results of this Strategic Framework shoulders to participate in lifelong learning. Some Namely, they are expected to eliminate institutional barriers to participation in lifelong learning. Some users and motivators the wider population, promotional activities also aim to influence implementation-makers, achieved through the learning process are highlighted. In addition to influencing individual cooperation, and the satisfaction of its civic role, respect in society, intergenerational cooperation, and the strengthening of the labour market, all forms of learning enabling the free development of the individual, learning for the labour market, where participants live. In addition to the dominant benefits and the benefits for the communities where the participants live. In addition to the dominant groups. Promotional activities were intended, above all, to point out the personal, social and economic challenges workplaces with a higher proportion of manual labour, and members of certain vulnerable people, the long-term unemployed, people living in rural areas, older people, workers working on more lifelong vocational education is also included in adult education. The key target group are less educated emphasis is placed on adult education after regular education. In the case of Croatian Education Policy, emphasizes the need to raise awareness of the lifelong learning's social role a positive value. Particular learning, The horizontal dimension refers to the inclusion of all forms of education and learning. It age learning. It assumes a vertical dimension of lifelong learning, from early education to third and informal learning. It encompasses all forms of professional and non-formal formal and non-formal education a form encompassing all forms of professional and non-professional formal education and non-formal education lifelong learning. The recommendations are based on an integral understanding of lifelong learning as lifelong learning. The recommendations are based on an integral understanding of lifelong learning

The 2017 Strategic Framework includes lifelong learning objectives and recommendations for promoting

it primarily focusing basic skills and basic adult education.

Renewed European Strategy (Implementation of the European Agenda for Adult Education). In Croatia, Strategy from 2014. It was connected with several cycles of the national implementation of the 2011

Council Resolution and the 2016 European Commission's New Skills Agenda for Europe. created following the implementation of the Renewed European Agenda for Adult Learning, the 2011 EU lifelong learning. In this document, special emphasis was placed on adult education. The document was scientists, experts, representatives of key institutions dealing with the regulation and implementation of the Strategic Framework. This document was the result of a work of 2017 to 2021 (hereinafter Strategic Framework). This document was the result of the work of the period the Strategic Framework for Promotion of Lifelong Learning in the Republic of Croatia for the period 2017, the Agency for Vocational Education and Training and Adult Education adopted and published

1. Introduction

List of tables and figures

Tables

Table 1	Outcome indicators in adult education	14
Table 2	Number of students enrolled in adult education from 2016 to 2021	21
Table 3	Number of programs by type of education in 2022	22
Table 4	Number of adult education institutions from 2016 to 2022	22
Table 5	Labour status of adult education program participants in 2022	22
Table 6	Educational sectors for which adult education was implemented in 2022	23
Table 7	Participation rate in education and training (last 4 weeks)	23
Table 8	Number of events at the Lifelong Learning Week from 2012 to 2022	23
Table 9	Perception of focus group participants about barriers, solutions in instruments for solving inequality in adult education	25
Table 10	Institutional promotion practices of adult education institutions	28
Table 11	Promotion practices of adult education programs	30
Table 12	Self-assessment of marketing capabilities of adult education institutions in Croatia	30

Figure 1	Participation rates of adults (25-64) in lifelong learning by program type, HR and EU-27 averages	24
Figure 2	Participation rates in adult education in Croatia and the EU-27 average by educational attainment, age, gender, labour status, occupation type and degree of urbanization level	24
Figure 3	Institutional promotion practices of adult education institutions (absolute frequency)	30
Figure 4	Promotion practices of adult education programs (absolute frequency)	31

Figures

Content

1. Introduction	5
2. Institutional framework in which promotional activities are carried out from 2017 to 2022	7
3. Priorities in adult education policies after 2017	11
4. Analyses of priority changes in adult education during the crisis	17
5. Changes in adult education participation in Croatia	21
5.1 Basic information on participation and types of programs	21
5.2. Challenges of (non)inclusion: barriers, fewer participating groups	25
6. Results of empirical research: Analysis of promotional activities in adult education, marketing capacity, and support for adult education institutions	29
6.1. Promotional activities of adult education institutions and programs (2018-2022)	30
6.2. Target groups of adult education institutions	32
6.3. Forms and tools of promotion and communication with target groups (2018-2022)	33
6.4. Support and cooperation with adult education institutions in Croatia (2018-2022)	34
6.5. Marketing capabilities of Croatian adult education institutions	36
7. Conclusion	39
Appendix: Survey questionnaire for adult education institutions	43

Strategic Framework for Promotion of Lifelong Learning in the Republic of Croatia
2017-2021 and the improvement of the promotion of lifelong learning

ISBN: 978-953-8065-40-8
under no 001168559.

Zagreb, April 2023
800
Print runs:

Official Gazette d.d.
Printed by:

Studio Kuća
Typeset:

Translational agency ABS d.o.o.
English translation:

VICTORIA d.o.o., business for translation and other services, owner Vjekoslav Čulo
Copy-editing:

Nives Novak
Mario Vučić
Mile Živčić
Tihomir Žijjak
Jurica Pažičić
Niksa Afričević
Authors:

Mario Vučić, Nives Novak, Marina Režek Cvetočić i Nives Vučić
Editors:

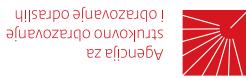
Mile Živčić, Director
For the publisher:

www.asoo.hr
ured@asoo.hr
+385 1 6274666
Garičgradska Ulica 18, 10000 Zagreb, Croatia
Agency for Vocational Education and Training and Adult Education
Publisher:

Publication on the results of monitoring the implementation of the
Strategic Framework for Promotion of Lifelong Learning in the Republic of Croatia
2017-2021 and the improvement of the promotion of lifelong learning

The publication was co-financed from the ESF project Promotion of Lifelong Learning Phase II
The content of the publication is the sole responsibility of the Agency for Education and Training and Adult Education
For more information on EU funds, visit the website of the Ministry of Regional Development and EU funds www.strukturmifondovi.hr

The publication's creation was co-financed from the ESF project Promotion of Lifelong Learning Phase II



Strategic Framework for Promotion of Lifelong Learning in the Republic of Croatia 2017-2021 and the Improvement of the Promotion of Lifelong Learning in the Republic of Croatia 2017-2021 and the Implementation of the Strategic Framework for Promotion of Lifelong Learning in the Republic of Croatia 2017-2021 and the Results of Monitoring on the Results of Monitoring the Implementation of the Strategic Framework for Promotion of Lifelong Learning in the Republic of Croatia 2017-2021 and the Results of Monitoring the Results of Monitoring