

OPPORTUNITIES FOR IMPROVING ADULT EDUCATION IN THE REPUBLIC OF SRPSKA

MOGUĆNOSTI ZA POBOLJŠANJE OBRAZOVANJA ODRASLIH U REPUBLICI SRPSKOJ

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Abstract: Continuing education of adults is becoming a condition for the survival and development of modern states. With development of science and technology, formal education, regardless of the level of the development achieved, becomes insufficient to follow modern social and technological trend. In this context, there is a need to acquire new knowledge that would involve all participants in civil life on the path to successful accomplishment of their life missions. Acquiring and use of knowledge in adulthood improves human relations, raises economic growth, encourages employment, raises the quality of the environment, protects and promotes health, raises personal self-confidence, etc. These are the basic reasons why modern democratic societies have agreed on the key goals and principles of adult education, as well as the role of education in individual and social development. Lifelong learning must be the guiding principle of education, as well as the foundation for the development of the individuals, social connections and employment. Adult education includes retraining, additional training, vocational training and other activities related to lifelong learning. Access to this education is not limited regardless of age. The realization of successful education requires the participation and responsibility of all partners: adults involved in education, parents, teachers, employers, unions, public institutions, charities and others. This work explores the goals and principles of the development of adult education, and the possibilities of its improvement in the Republic of Srpska as well as the limitations in the realization of the set educational goals. The work aims to point out the gap between offer and needs in labor market, on which future capacities in adult education should be based.

Keywords: adult education, improving adult education, principles, limitations and opportunities.

Sažetak: Stalno obrazovanje odraslih postaje uslov opstanka i razvoja modernih država. Sa razvojem nauke i tehnologije formalno obrazovanje, bez obzira na dostignuti stepen razvoja, postaje nedovoljno za praćenje savremenih društvenih i tehnoloških trendova. U tom kontekstu se stvaraju potrebe za sticanjem novih znanja u koje bi se uključili svi akteri građanskog života na putu uspješnog izvršavanja svojih životnih misija. Sticanje i korištenje znanja u odrasloj dobi unapređuje ljudske odnose, podiže ekonomski rast, potstiče zapošljavanje, podiže kvalitet životne sredine, štiti i unapređuje zdravlje, podiže samopouzdanje ličnosti, itd. To su i osnovni razlozi zbog kojih su savremena demokratska društva postigla saglasnost oko ključnih ciljeva i principa obrazovanja odraslih, kao i uloge obrazovanja u individualnom i društvenom razvoju. Celoživotno učenje mora biti vodeći princip obrazovanja, kao i temelj za razvoj pojedinaca, društvene povezanosti i zapošljavanja. Obrazovanje odraslih obuhvata prekvalifikacije, dokvalifikacije, profesionalnu obuku i ostale aktivnosti koje su vezane za doživotno učenje. Pristup ovom obrazovanju nije ograničen bez obzira na godine života.

Za realizaciju uspješnog doživotnog obrazovanja potrebno je učešće i odgovornost svih partnera: odraslih koji su uključeni u obrazovanje: roditelja, nastavnika, poslodavaca, sindikata, javnih institucija, dobrotvornih organizacija i dr.

Ovaj rad istražuje ciljeve i principe razvoja obrazovanja odraslih, te mogućnosti njegovog poboljšanja u Republici Srpskoj, kao i ograničenja u realizaciji postavljenih obrazovnih ciljeva. Radom se želi ukazati na raskorak između ponude i potreba na tržištu rada, na čemu bi se trebali temeljiti budući kapaciteti u obrazovanju odraslih.

Ključne reči: obrazovanje odraslih, poboljšanje obrazovanja odraslih, principi, ograničenja i mogućnosti.

INTRODUCTION

Today, adult education has become one of the priorities, of developed countries as well as those countries that strive for it. "Adult education, which is now a social and individual need, is considered one of the key factors of economic prosperity, technical progress of each country, but at the same time is the basis for the efficient functioning of civil society and the personal development of each individual" (Harmonization policy adult education in Bosnia and Herzegovina, 2018; str 7).

In the 1960s, an adult education system was developed on the territory of the former Yugoslavia through primary schools for adults, workers' universities, and evening secondary and higher schools. After education reform, during the 1970s, adult education was destroyed, and the education institutions, that implemented it, were pushed to the margins. Today, adult education is being realized through a network mostly modern institutions, but in the traditional way. Since knowledge becomes an important lever of country development, it is necessary to align the development of adult education with the world quality criteria.

Today, adult education operates within the education system of Republic of Srpska, with a focus on specialization, learning and training adults. Modern strategies in education are based on the principle of lifelong learning, since existing knowledge is obsolete and they are not adequate for the development of the individual and society. Strategies of the development of education in Republic of Srpska must be aligned with the national strategies, as well as EU strategies.

Adult education in Republic of Srpska has not been the subject of serious research, so the infrastructure was created according to possibilities. This paper should contribute to the realization of the possibilities of improving the existing system of adult education in the Republic of Srpska, based on the processing of publicly published data on employed persons and job seekers.

THEORETICAL CONSIDERATIONS OF ADULT EDUCATION

The term adult education has been treated different by individual authors. We will list some of the basic definitions, which are the most commonly cited. According to UNESCO, adult education means "a set of organized educational processes of all content, levels and methods (formal and other) whether adults continue or replace started education or apprenticeships, whether an adult develops his abilities, expands his knowledge, improves his technical or professional qualifications or redirects them,

Uvod

Danas je obrazovanje odraslih postalo jedan od prioriteta, i razvijenih zemalja, i zemalja koje teže ka tom putu. Obrazovanje odraslih, koje je danas društvena i individualna potreba, smatra se jednim od ključnih faktora ekonomskog prosperiteta, tehničkog napretka svake zemlje, ali u isto vrijeme predstavlja osnov za efikasno funkcionisanje građanskog društva i ličnog razvoja svakog pojedinca (Harminizacija politika obrazovanja odraslih u BiH, 2018; str 7).

Šezdesetih godina prošlog vijeka na prostorima tadašnje Jugoslavije bio je razvijen sistem obrazovanja odraslih putem osnovnih škola za odrasle, radničkih univerziteta, te večernjih srednjih i viših škola. Poslije izvršene reforme školstva, tokom 70-tih godina, uništeno je obrazovanje odraslih, a obrazovne institucije, koje su ga provodile, potisnute su na marginu. Danas se obrazovanje odraslih realizuje kroz mrežu, uglavnom savremenijih ustanova, ali na tradicionalnoj osnovi. S obzirom da znanje postaje važna poluga razvoja zemlje, neophodno je razvoj obrazovanja odraslih uskladiti sa svjetskim kriterijima kvaliteta.

Obrazovanje odraslih danas djeluje u okvirima obrazovnog sistema Republike Srpske, s fokusom na usavršavanje, učenje i osposobljavanje odraslih osoba. Savremene strategije u obrazovanju se baziraju na principu doživotnog učenja, s obzirom da postojeća znanja zastarijevaju i nisu adekvatna za razvoj pojedinca i društva. Strategije razvoja obrazovanja Srpske moraju biti usklađene sa nacionalnim strategijama, kao i strategijama EU.

Obrazovanje odraslih u Republici Srpskoj nije bilo predmet ozbiljnijih istraživanja, tako da je infrastruktura stvarana prema mogućnostima. Ovaj rad bi trebao dati doprinos spoznaji mogućnosti usavršavanja postojećeg sistema obrazovanja odraslih u Republici Srpskoj, na temelju obrade javno objavljenih podataka o zaposlenim licima i licima koja traže posao.

TEORIJSKA RAZMATRANJA OBRAZOVANJA ODRASLIH

Pojam obrazovanje odraslih različito je tretiran od pojedinih autora. Navešćemo neke od osnovnih definicija, koje su i najčešće citirane. Tako, prema UNESCO-u obrazovanje odraslih označava "skup organiziranih edukacijskih procesa svih sadržaja, razina i metoda (formalnih i drugih) bez obzira da li odrasli nastavljaju ili zamjenjuju započeto školovanje ili naukovanje, bez obzira razvija li odrasla osoba svoje sposobnosti, proširuje svoje znanje, poboljšava svoje tehničke ili stručne kvalifikacije ili ih preusmjerava te dovodi do promjene svojih stavova

and leads to a change in his attitudes or behaviors both in the perspective of full personal development and in the perspective of participation in balanced and independent social, economic and cultural development” (Pastuović, 200; str 88-89). A similar definition was given by Prof. Petričević, who defines adult education as a “scientifically based, lifelong, organized and flexible educational and educational activity which is aimed at meeting the personal educational needs of adults, as well as the educational needs of company’s, local communities, religious communities, political parties, trade unions and other factors. This understanding of the concept of adult education is actually a type of service that is the subject of business of adult education institutions, various companies, adult recreation centers, non-governmental organizations, etc. (Petričević, 2011).

Adult education is often associated with terms such as “continuing education, permanent education, permanent education, lifelong education, return education and lifelong education and lifelong learning” (Vekić, 2015; str 5), although essentially all terms speak of the need for further education after completing formal education.

Prof. Alibabić, adult education is considered as “an organized activity through which adults acquire and improve their knowledge, skills and abilities in different fields or areas, at different levels and through various forms and methods, contributing to their own development and development of society as a whole.” (Alibabić, 2002; str 80).

These definitions suggest that adult education is a lifelong process, which “covers a formal, non-formal and informal form of education and attempts to integrate and articulate all the structures and stages of education along the vertical and horizontal dimensions. It is also characterized by its flexibility in terms of time, space, content, way of learning and there fore requires self-governing learning, sharing one’s enlightenment with others and embracing different styles and strategies of learning” (Dave according to Pastuović, 2008; str 254).

The European Commission in its study “Adult Education and Training in Europe: Widening Access to Learning Opportunities,” pointed out that “there are a number of programmes that provide education in basic skills, but not in a clear way. In particular, there are ‘preparatory’ programs designed to improve students’ motivation for learning as well as provide education in the skills needed to be included in the formal qualification program, programs that take place in the workplace and those that fall within the framework of active labour market policies, programs held under liberal (or

ili ponašanja i u perspektivi potpunog osobnog razvitka i u perspektivi sudjelovanja u uravnoteženom i nezavisnom socijalnom, gospodarskom i kulturnom razvoju” (Pastuović, 2001; str 88 - 89). Sličnu definiciju je dao i prof. Petričević, koji obrazovanje odraslih definše i kao “znanstveno utemeljenu, doživotnu, organiziranu i fleksibilnu obrazovno - odgojnu djelatnost koja je usmjerena na zadovoljavanje osobnih obrazovnih potreba odraslih osoba, kao i obrazovnih potreba poduzeća, lokalne zajednice, vjerskih zajednica, političkih stranaka, sindikata i drugih čimbenika. Ovakvo shvaćanje pojma obrazovanja odraslih zapravo je vrsta usluge koja je predmet poslovanja ustanova za obrazovanje odraslih, raznih poduzeća, centara za rekreaciju odraslih, nevladinih udruga, itd. (Petričević, 2011).

Obrazovanje odraslih se često povezuje sa terminima poput: “kontinuirano obrazovanje, trajno obrazovanje, permanentno obrazovanje, doživotno obrazovanje, povratno obrazovanje te cjeloživotno obrazovanje i cjeloživotno učenje“ (Vekić, 2015; str 5), mada u suštini svi termini govore o potrebi daljnjeg obrazovanja poslije završenog formalnog obrazovanja.

Prof. Alibabić, obrazovanje odraslih smatra kao “organizovanu aktivnost putem koje odrasli stiču i usavršavaju svoja znanja, umjenja i osposobljenosti u različitim oblastima ili područjima, na različitim nivoima i putem raznovrsnih oblika i metoda, čime doprinose sopstvenom razvoju i razvoju društva u celini.” (Alibabić, 2002; str 80).

Navedene definicije upućuju da je obrazovanje odraslih cjeloživotni proces, koji “pokriva formalni, neformalni i informalni oblik obrazovanja i pokušava integrirati i artikulirati sve strukture i faze obrazovanja duž vertikalne i horizontalne dimenzije. Ono je također karakteristično po svojoj fleksibilnosti što se tiče vremena, prostora, sadržaja, načina učenja i stoga zahtijeva samoupravljivo učenje, dijeleći nečije prosvjetljenje s drugima i prihvaćajući različite stilove i strategije učenja” (Dave prema Pastuović, 2008; str 254).

Evropska komisija je u svojoj studiji “Obrazovanje i osposobljavanje odraslih u Europi: Proširenje pristupa mogućnostima učenja” istakla da “postoji čitav niz programa koji pružaju obrazovanje u osnovnim vještinama, ali ne na jasan način. Osobito, postoje ‘pripremni’ programi namijenjeni poboljšanju motivacije polaznika za učenje kao i pružanju obrazovanja iz vještina potrebnih za uključivanje u formalni program za stjecanje kvalifikacije, programi koji se odvijaju na radnom mjestu te oni koji spadaju u okvir aktivnih politika tržišta rada, programi koji se održavaju u okviru liberalnog (ili popularnog

popular) adult education and, finally, programs that are on the border between non-formal and informal learning, such as family literacy programmes. (Eurydice report, 2015).

Regardless of the different approach in defining the term, importance and programs for adult education, most authors will agree with its positive effects, which are primarily reflected in raising the quality of adult education, having a positive impact on society's economic and social development, better connecting the education system to the job market, creating new jobs at all levels, opportunities for inclusion in international projects, and the use of their resources, etc.

In addition to positive effects, adult education encounters certain disadvantages, such as quality of education, availability, content, openness of institutions and efficiency. When it comes to Bosnia and Herzegovina, and within it the, Republic of Srpska, the following shortcomings (weaknesses) in adult education stand out:

- "underdevelopment of non-formal and inflexibility of the formal adult education system,
- insufficient orientation of educational content on the development of key competences of the workforce,
- low educational level of unemployed persons,
- low level of management knowledge, skills and competences and their obsolescence among in-employees,
- insufficient connection and harmonization of institutions and individuals in the adult education system,
- lack of a network of specialised institutions for adult education,
- misfits of adult education to the demands of the job market and the economy as a whole,
- vaguely expressed needs of the economy for certain educational profiles,
- lack of special laws on adult education in Federation of Bosnia and Herzegovina and Brčko district Bosnia and Herzegovina,
- lack of standards for adult education,
- lack of adult education strategies,
- low level of technical equipment of adult education institutions,
- lack of textbooks for adult education,
- non-existence of a framework for recognition of prior learning
- insufficient qualification of professional staff for educational work with adults" (Strategic Platform, 2013; str 17-18).

The basic goals of adult education are intertwined and relate to four key areas: "personal fulfilment, active citizenship, social inclusion (cohesion) and employment

obrazovanja odraslih te, na kraju, programa koji se nalaze na granici između neformalnog i informalnog učenja, kao što su programi obiteljske pismenosti" (Izveštaje Eurydicea, 2015; str 9).

Bez obzira na različit pristup u definisanju pojma, značaja i programa za obrazovanja odraslih, većina autora će se složiti sa njegovim pozitivnim efektima koji se, prije svega, ogledaju u podizanju kvaliteta obrazovanja odraslih, pozitivnom uticaju na privredno-socijalni razvoj društva, kvalitetnijem povezivanju obrazovnog sistema sa tržištem rada, stvaranju novih radnih mjesta na svim nivoima, mogućnostima uključivanja u međunarodne projekte, kao i korištenje njihovih sredstava, itd.

Pored pozitivnih efekata, obrazovanje odraslih, se susreće sa određenim nedostacima, kao što su kvalitet obrazovanja, dostupnost, sadržaj, otvorenost institucija i učinkovitost. Kada je u pitanju Bosna i Hercegovina, a u njenom sklopu i Republika Srpska, ističu se sljedeći nedostaci (slabosti) u obrazovanju odraslih:

- "nerazvijenost neformalnog i nefleksibilnost formalnog sustava obrazovanja odraslih,
- nedovoljna orijentiranost obrazovnih sadržaja na razvoj ključnih kompetencija radne snage,
- niska obrazovna razina nezaposlenih osoba,
- nizak stupanj upravljačkih znanja, vještina i kompetencija i njihova zastarjelost kod zaposlenih,
- nedovoljna uvezanost i usuglašenost institucija i pojedinaca u sustavu obrazovanja odraslih,
- nedostatak mreže specijaliziranih institucija/ ustanova za obrazovanje odraslih,
- neprilagođenost obrazovanja odraslih zahtjevima tržišta rada i gospodarstva u cjelini,
- nejasno iskazane potrebe gospodarstva za određenim obrazovnim profilima,
- nedostatak posebnih zakona o obrazovanju odraslih u Federaciji Bosne i Hercegovina i Brčko distriktu Bosne i Hercegovine,
- nedostatak standarda za obrazovanje odraslih,
- nedostatak strategija obrazovanja odraslih,
- niska razina tehničke opremljenosti institucija / ustanova za obrazovanje odraslih,
- nedostatak udžbenika za obrazovanje odraslih,
- ne postojanje okvira za priznavanje prethodnog učenja
- nedovoljna osposobljenost stručnog kadra za obrazovni rad s odraslima (Strateška platforma, 2013).

Osnovni ciljevi obrazovanja odraslih se međusobno prožimaju, a odnose se na četiri ključna područja: "osobno ispunjenje, aktivno građanstvo, socijalna uključenost (kohezija) i sposobnost zapošljavanja (prilagodljivost)"

capacity (adaptability)” (Strategic Platform, 2013; str 4). Lifelong learning is key to training the workforce to the requirements and needs of the job market. It is also an important prerequisite for reducing inequality, especially for marginalized individuals groups.

METHODOLOGICAL FRAMEWORK

This paper discusses the regulatory framework in the field of adult education, the situation and trends in the field of adult education in Republic of Srpska, as well as the possibilities and limitations in the realization of the set educational goals. The paper aims to point out the essence and dynamics of changes in the structure of employed persons and persons seeking employment in Republic of Srpska, by age and by the degree of professional qualification, in a ten-year period, and on that basis on that to determinate conclusions and give recommendations for improving adult education in Republic of Srpska. In addition to theretical part, which deals with defining the concept of adult education, current models of education, and the advantages and disadvantages of this type of education, the analytical part deals with the research of the capacity, condition and need for adult education in Republic of Srpska, based on secondary data published by the Republic Bureau of Statistics as part of the Statistical Yearbook, and the Institute for Adult Education of Republic of Srpska. That is also the goal of this research, since that studies on this issue are quite rare. The basic hypothesis of this work: Recognize opportunities for improving adult education in Republic of Srpska.

The final part of this paper is dedicated to the interpretation of the obtained results, with the aim of determining measures that would contribute to improving the quality and efficiency of the adult education in Republic of Srpska.

REGULATORY FRAMEWORK FOR ADULT LEARNING

The strategy for the development of adult education in the EU was initially defined by the European Commission in the document “Building a European area of Lifelong Learning” and all other documents are linked to this source.

Learning and education of adults in Bosnia and Herzegovina is regulated by *The Framework Law on Primary and Secondary Education* (2003), *The Framework Law on Secondary Vocational Education and Training* (2008), and *The Framework Law on Higher Education* (2007). Adult education was also treated in the document - *The Strategy for Development of Vocational Education and Training in Bosnia and Herzegovina for the period 2007. - 2013.* In 2013.

(Strateška platforma, 2013; str 4). Cjeloživotno učenje je ključno za osposobljavanje radne snage prema zahtjevima i potrebama tržišta radne snage. Ono je ujedno i bitan preuslov za smanjenje nejednakosti, posebno kod marginalizovanih pojedinaca ili grupa.

METODOLOŠKI OKVIR

Ovaj rad razmatra regulatorni okvir u oblasti obrazovanja odraslih, stanje i trendove u oblasti obrazovanja odraslih u Republici Srpskoj, kao i mogućnosti i ograničenja u realizaciji postavljenih obrazovnih ciljeva. Radom se želi ukazati na suštinu i dinamiku promjena u strukturi zaposlenih lica i lica koja traže zaposlenje u Republici Srpskoj, kako po starosnoj dobi, tako i po stepenu stručne sprema, u desetogodišnjem periodu, te na osnovu toga utvrditi zaključke i dati preporuke za poboljšanje obrazovanja odraslih u Republici Srpskoj. Pored teorijskog dijela, koji se bavi definisanjem pojma obrazovanja odraslih, aktuelnim modelima obrazovanja, te prednostima i nedostacima ovog vida obrazovanja, analitički dio se bavi istraživanjem kapaciteta, stanja i potrebe za obrazovanjem odraslih u Republici Srpskoj, na osnovu sekundarnih podataka koji je objavio Republički zavod za statistiku u sklopu Statističkog godišnjaka, te Zavod za obrazovanje odraslih Republike Srpske. To je ujedno i cilj ovog istraživanja, s obzirom da su dosta rijetke studije o ovoj problematici. Osnovna hipoteza ovog rada glasi: Spoznati mogućnosti za poboljšanje obrazovanja odraslih u Republici Srpskoj.

Završni dio rada je posvećen interpretaciji dobijenih rezultata, s ciljem utvrđivanja mjera koje bi doprinjele poboljšanju kvaliteta i učinkovitosti sistema obrazovanja odraslih u Republici Srpskoj.

REGULATORNI OKVIR ZA OBRAZOVANJE ODRASLIH

Strategija razvoja obrazovanja odraslih u EU- i je početno definisana od strane Evropske komisije u dokumentu „Izgradnja evropskog prostora doživotnog učenja“, a svi drugi dokumenti se vezuju za ovaj izvor.

Učenje i obrazovanje odraslih u Bosni i Hercegovini je regulisano *Okvirnim zakonom o osnovnom i srednjem obrazovanju* (2003), *Okvirnim zakonom o srednjem strukovnom obrazovanju i obuci* (2008), te *Okvirnim zakonom o visokom obrazovanju* (2007). Obrazovanje odraslih je tretirano i u dokumentu- *Strategije razvoja stručnog obrazovanja i obuke u Bosni i Hercegovini za period 2007. - 2013. god.*

Od strane Vijeća Ministara Bosne i Hercegovine usvojena je, 2014. godine, *Strateška platforma ra-*

In 2004, the Council of Ministers of Bosnia and Herzegovina adopted *the Strategic Platform for the Development of Adult Education in the context of lifelong learning in Bosnia and Herzegovina for the period 2014-2020*, according to which adult education will be realized within the adopted framework laws in the field of education, which, among other things, regulate adult education, and the Law on the Agency for Preschool, Primary and Secondary Education.

Adult education in RS is regulated by the Law on Adult Education (from 2009.), and bylaws that are in line with a Principles and standards in the field of adult education at the level of Bosnia and Herzegovina, as well as current laws in Bosnia and Herzegovina. Umbrella institutions have also formed, such as the Institute of Education and The Educational Pedagogical Institute. At the same time, the importance of interdepartmental activities of the competent ministries, and above all, the Ministry of Family, Youth and Sports, the Ministry for Scientific and Technological Development, Higher Education and Information Society and other ministries headed by the Ministry of Education and Culture was emphasized. This Minstitute, together with the Educational and Pedagogical Institute, is responsible for deciding on budgets, programs, textbooks, teaching materials, control of standards and number of teachers, in order to implement a centralized curriculum.

The Law on Adult Education Republic of Srpska defines the structure, organization and manner of managing the adult education system. The most important provisions of the Law are:

- "adults are persons over the age of 15 who have not completed primary education, i.e. persons over the age of 18 who have completed primary education in regular education and other persons who are being educated without having the status of a pupil or student"(Article 5, paragraph 1, period a.),
- adult education can take place in a formal, non-formal and informal way. Formal education is provided in institutionalized and publicly verified forms of education.

Through non-formal education, adults are trained for work, personal development and a social activities.

Informal education refers to continuous self-education, acquisition of skills and knowledge and training other with out institutions.

- Adult education can be performed within primary, secondary and higher schools, universities, special institutions and organizations for adult education (e.g. public universities, driving schools, foreign language schools, etc.).
- the right to establish adult education institutions

zvoja obrazovanja odraslih u kontekstu cjeloživotnog učenja u BiH za razdoblje (2014.-2020.), po kojem će se obrazovanje odraslih realizovati u sklopu usvojenih okvirnih zakona iz oblasti obrazovanja, koji između ostalog regulišu i obrazovanju odraslih, i Zakona o Agenciji za predškolsko, osnovno i srednje obrazovanje.

Obrazovanje odraslih u Republici Srpskoj je uređeno Zakonom o obrazovanju odraslih (iz 2009. godine), i podzakonskim aktima koji su usklađeni sa Principima i standardima u oblasti obrazovanja odraslih na nivou Bosne i Hercegovine, kao i važećim zakonima u Bosni i Hercegovini. Formirane su i krovne institucije, poput Zavoda za obrazovanje odraslih i Prosvjetno pedagoškog zavoda. Istovremeno, naglašen je značaj međuresornog djelovanja nadležnih ministarstava, a prije svega, Ministarstva porodice, omladine i sporta, Ministarstvo za naučnotehnoški razvoj, visoko obrazovanje i informaciono društvo i drugih ministarstava na čelu sa Ministarstvom prosvjete i kulture. Ovo Ministarstvo je, zajedno sa Prosvjetno - pedagoškim zavodom, nadležno za odlučivanje o budžetu, programima, udžbenicima, nastavnom materijalu, kontroli standarda i broja nastavnika, a u cilju implementacije centraliziranog kurikulumuma.

Sa *Zakonom o obrazovanju odraslih Republike Srpske* (<http://www.mpoo.org>) je definisana struktura, organizacija i način upravljanja sistemom obrazovanja odraslih. Najvažnije odredbe Zakona su:

- "odrasli su lica starija od 15 godina koja nisu završila osnovno obrazovanje, odnosno lica starija od 18 godina koja su završila osnovno obrazovanje u redovnom školovanju i druga lica koja se obrazuju, a da pri tom nemaju status učenika ili studenta" (član 5, stav 1, tačka a.),
- obrazovanje odraslih osoba se može odvijati na formalan, neformalan i informalan način. Formalno obrazovane se vrši u institucionalizovanim i javno verifikovanim oblicima obrazovanja.

Kroz neformalno obrazovanje se vrši osposobljavanje odraslih za rad, lični razvoj i aktivnosti socijalne prirode.

Informalno obrazovanje se odnosi na kontinirano samobrazovanje, sticanje vještina i znanja i usavršavanje mimo institucija.

- obrazovanje odraslih se može izvoditi u okviru osnovnih, srednjih i visokih škola, univerziteta, specijalovanih ustanova i organizacija za obrazovanje odraslih (npr. narodni univerziteti, auto-škole, škole stranih jezika i sl.).
- pravo za osnivanje ustanova za obrazovanje

have the Republic, local self-government units, as well as other legal and physical persons.

Universities and colleges must be involved in the life-long learning program through the offer of current programs that will attract experts with experience. The practice is increasingly looking for highly educate adults, who want to advance in the profession, change their profession or train personality. Certain professions are “dying out” in the job market, and at the same time new ones are appearing. Accordingly, instead of occupations, certain knowledge and skills are increasingly required, and employees are constantly required to inovate their knowledge. In recent years, the licensing of new knowledge and skills has been updated, which is becoming a condition for permanent employment.

ANALYSIS OF CAPACITY AND NEEDS FOR ADULT EDUCATION IN REPUBLIC OF SRPSKA

There are currently 76 adult education organisers in Republic of Srpska (Table 1st).

Table 1. State of Adult Education Organisers in Republic of Srpska, in 2020

Serial number / Red. br.	Town / Grad	Number of adult education organizations / Broj organizatora obraz.odraslih	Serial number / Red. br.	Town / Grad	Number of adult education organizations / Broj organizatora obraz.odraslih
1	Banjaluka	18	14	Čelinac,	1
2	Bileća	1	15	Derventa	3
3	Bijeljina	10	16	Doboj	7
4	Bratunac	1	17	Zvornik	2
5	Brod	1	18	East Sarajevo	3
6	Vojkovići	1	19	Kozarska Dubica	1
7	Vukosavlje	1	20	Kotor Varoš	1
8	Gacko	1	21	Laktaši	1
9	Gradiška	4	22	Milići,	2
10	Pond	1	23	Mrkonjić Grad	1
11	Teslić	3	24	Novi Gard	1
12	Trebinje	3	25	Pale	1
13	Foča	2	26	Prijedor	5

Source: Official Website “Institute for Adult Education Republic of Srpska” http://www.mpoo.org/?page_id=268

It is important to point out that the mentioned organisers accredited a larger number of programmes, so that 14 organisers from Banja Luka accredited 109 programmes. In the area of Bijeljina, the number of accredited programs is 71, Prijedor 54, Doboj 21, Trebinja 12, etc.

odraslih ima Republika, jedinica lokalne samouprave, kao i druga pravna i fizička lica.

U program doživotnog učenja se moraju uključiti, i univerziteti, i visoke škole, kroz ponudu aktuelnih programa koji će privući stručnjake iz prakse. Praksa sve više traži visokoobrazovane odrasle osobe, koji žele napredovati u struci, promjeniti struku ili lično se osposobiti. Određene struke „odumiru“ na tržištu rada, a istovremeno se pojavljuju nove. Shodno tome, umjesto zanimanja sve više se traže određena znanja i vještine, a od zaposlenih se traži stalno inoviranje znanja. Zadnjih godina je aktuelizirano licenciranje novih znanja i vještina, koje postaje uslov za trajno zaposlenje.

ANALIZA KAPACITETA I POTREBA ZA OBRAZOVANJE ODRASLIH U REPUBLICI SRPSKOJ

U Republici Srpskoj trenutno djeluje 76 organizatora za obrazovanje odraslih (Tabela 1.).

Tabela 1. Stanje organizatora za obrazovanje odraslih u Republici Srpskoj, u 2020. godini

Izvor: Zvanična internet stranica JU “Zavod za obrazovanje odraslih Republike Srpske” http://www.mpoo.org/?page_id=268

Bitno je istaći da su navedeni organizatori akreditovali veći broj programa, tako da su 14 organizatora iz Banjaluke akreditovali 109 programa. Na području Bijeljine broj akreditovanih programa iznosi 71, Prijedora 54, Doboja 21, Trebinja 12, itd.

In order to determine the guidelines for the development of adult education in Republic of Srpska, it is necessary to analyze the age structure of employees and unemployed persons.

The following table shows employment quotas in Republic of Srpska from 2009. to 2018, based on the working population aged 24 to 65 and older.

Table 2. RS employees, from 2009 to 2018, according to age groups, the annual average

Age groups / Starosne grupe	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total / Ukupno	207781	202483	200076	201297	201890	204714	207709	213844	219899	225342
of the / do 24	11800	10307	9723	9112	8513	8536	9025	10011	10767	11994
25–29	27020	26013	25587	24780	24227	23487	23304	23365	23460	23118
30–34	29307	29188	29221	30048	30759	31177	31936	32309	32927	32613
35–39	28233	28266	28505	29376	30257	30851	31535	32700	34024	35253
40–44	28720	27059	26009	25918	26042	27110	27835	29640	30463	31911
45–49	31944	30459	28816	27979	26795	26641	25787	25754	26337	27235
50–54	27242	26937	27345	28042	28027	27936	27553	27056	26691	26105
55–59	17328	17526	17635	18469	19178	20343	21620	22952	24027	24475
60–64	5756	6347	6780	7101	7620	8083	8492	9357	10405	11717
65+	431	381	455	472	472	550	622	700	798	921

Source: Republic of Srpska Statistical Office, Statistical Yearbook, Banjaluka, 2019. https://www.rzs.rs.ba/front/article/4014/?left_mi=287&up_mi=&add=287

The analysis shows that the employment of people under the age of 24 is increasing, especially in recent years. A slight increase in employment is also evident in populations aged 40-44; 45–49; 60-64 and over 65 years. At the same time, there is a slight decrease of employees aged 50 to 54, while in other age groups there is mostly stagnation in the number of employees.

Unemployment quotas according to different age groups, from 2009. to 2018., in Republic of Srpska are as follows (Table 3):

Table 3. Persons seeking employment in Republic of Srpska, from 2009 to 2018, according to the age groups, the annual average

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total / Ukupno	145396	145620	153535	153458	149284	142675	135585	125906	114364	96005
15–19	5281	5213	4812	5485	6011	5652	5324	4432	3471	2948
20–23	13776	13673	14439	14008	13116	13048	12231	11171	10319	8005
24–26	12084	12192	13756	13499	13471	12455	11424	9627	8153	6774
27–29	11749	11907	13151	13099	13236	12225	11338	9907	8723	7296

Da bi se utvrdile smjernice razvoja obrazovanja odraslih u Republici Srpskoj potrebno je analizirati starosnu strukturu zaposlenih i nezaposlenih osoba.

U narednoj tabeli prikazane su kvote zaposlenosti u Republici Srpskoj, u periodu od 2009. do 2018. godine, na osnovu radne populacije od 24 do 65 i više godina.

Tabela 2. Zaposleni u Republici Srpskoj, u periodu od 2009. do 2018. god., prema starosnim grupama, godišnji prosjek

Izvor: Republički zavod za statistiku Republike Srpske, Statistički godišnjak, Banjaluka, 2019. https://www.rzs.rs.ba/front/article/4014/?left_mi=287&up_mi=&add=287

Analiza pokazuje da se zaposlenost lica starosti do 24 godina povećava, posebno zadnjih godina. Blagi rast zaposlenosti je vidljiv i kod populacija starosne dobi 40 – 44; 45 – 49; 60 - 64 i preko 65. godina. Istovremeno se primjećuje blago smanjuje broj zaposlenih starosti od 50 do 54 godine, dok je kod ostalih starosnih grupa uglavnom prisutna stagnacija u broju zaposlenih.

Kvota nezaposlenosti prema različitim starosnim grupama, u periodu od 2009. do 2018. god., u Republici Srpskoj su sljedeće (Tabela 3):

Tabela 3. Lica koja traže zaposlenje u Republici Srpskoj, u periodu od 2009. do 2018. god., prema starosnim grupama, godišnji prosjek

30–34	18604	18783	19471	19600	19262	18205	16910	15469	13663	11341
35–39	18055	18344	19167	18951	18550	17267	16025	14438	12938	10904
40–44	19370	18438	18610	18462	17457	16353	15623	14634	13192	10992
45–49	19080	19093	19677	19518	18288	17004	15348	14483	13127	10758
50–54	15997	16068	16894	17159	16060	15716	15434	14937	13598	11518
55–59	9430	9659	10895	10541	10477	10756	11271	11537	11561	10079
60+	1970	2250	2663	3136	3356	3994	4657	5271	5619	5390

Source: Republic of Srpska Statistical Office, Statistical Yearbook, Banjaluka, 2019.

Izvor: Republički zavod za statistiku Republike Srpske, Statistički godišnjak, Banjaluka, 2019.

If we look at the age structure of the unemployed, it can be seen that there is a large representation of adults in all age groups, especially in the age group of 30-59. In all individual groups of the stated age, there was a decrease in unemployment during 2018 with decline starting in 2012. began as further as 2012. In 2013. The share of this group in total unemployment is 68.32%.

Ukoliko posmatramo starosnu strukturu nezaposlenih, može se uočiti da je velika zastupljenost odraslih u svim starosnim grupama, a posebno u starosti od 30 - 59 godina. U svim pojedinačnim grupama navedene starosti došlo je do smanjenja nezaposlenosti tokom 2018. godine, s tim da je pad otpočeo još 2012. godine. Učešće ove grupe u ukupnoj nezaposlenosti je 68,32%.

Table 4. shows the percentage share of persons seeking employment in the RS in the total age structure of employees from 2009 to 2018.

U Tabeli 4. prikazano je procentualno učešće lica koja traže zaposlenje u Republici Srpskoj u ukupnoj starosnoj strukturi zaposlenih, u periodu od 2009. do 2018. god.

Table 4. Participation of persons seeking employment in Republic of Srpska in the total age structure of employees, from 2009 to 2018. (in %)

Tabela 4. Učešće lica koja traže zaposlenje u Republici Srpskoj u ukupnoj starosnoj strukturi zaposlenih, u periodu od 2009. do 2018. god. (u %)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
-29	110.5	118.4	130.7	136.0	140.0	135.5	124.7	105.3	89.6	71.3
30–34	63.5	64.4	66.6	65.2	62.6	58.4	52.9	47.9	41.5	34.8
35–39	63.9	64.9	67.2	64.5	61.3	56.0	50.8	44.2	38.0	30.9
40–44	67.4	68.1	71.6	71.2	67.0	60.3	56.1	49.4	43.3	34.4
45–49	59.7	62.7	68.3	69.8	68.3	63.8	59.5	56.2	49.8	39.5
50–54	58.7	59.7	61.8	61.2	57.3	56.3	56.0	55.2	50.9	44.1
55–59	54.4	55.1	61.8	57.1	54.6	52.9	52.1	50.3	48.1	41.2
60+	31.8	33.4	36.8	41.4	41.5	46.3	51.1	52.4	50.2	42.6

Source: Republic of Srpska Statistical Office, Statistical Yearbook, Banjaluka, 2019.

Izvor: Republički zavod za statistiku Republike Srpske, Statistički godišnjak, Banjaluka, 2019.

It is a worrying fact that the share of persons seeking employment in Republic of Srpska in the total age structure of employees from 2009 to 2018 is significant for all age groups and ranges from 31.8% to 140.0%. If we look at the last reporting year, 2018, we see that the largest share is in the age group up to 29 years, supported by the age group 50-54 years (44.1%); over 60 years (42.60%); 55-59 years (42.2%), while in other groups the share ranges from 30.9% to 39.5%. a higher number of job seekers in relation to the number of employees by age group up to 29 in the period from 2009 to 2016. year,

Zabrinjavajuća je činjenica, da je udio lica koja traže zaposlenje u Republici Srpskoj u ukupnoj starosnoj strukturi zaposlenih, u periodu od 2009. do 2018. god značajan po svim starosnim grupama i kreće se u rasponu od 31,8% do 140,0%. Ako posmatramo zadnju izvještajnu godinu, 2018., vidimo da je najveće učešće kod starosne dobi do 29 godina, potpom starosne dobi 50 - 54 godine (44.1%); preko 60 godina (42,60%); 55 - 59 godina (42,2%), dok se kod ostalih grupacija učešće kreće u rasponu 30,9% do 39,5%. Veći broj lica koja traže posao u odnosu na broj zaposlenih po starosnim gru-

retrospective 4070; 6665;10848; 12199; 13094; 11357; 7988 and 1761.

In order to determine the gap between employees according to the level of education and job seekers, in the following tables we will give an overview of this situation and trends in the period from 2009 to 2018.

Table 5. Employees according to the level of vocational education in Republic of Srpska from 2009 to 2018.

Degree of vocational education / Stepen stručnog obrazovanja	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total / Ukupno	207781	202483	200076	201297	201890	204714	207709	213844	219899	225342
Doctors of The H.A. / Doktori nauka	846	857	910	973	1059	1079	1174	1281	1398	1366
Master degree / Magistri	1076	1224	1368	1575	1859	1985	2250	2373	2477	2541
Higher education / Visoka str. sprema (VS)	30867	33215	36245	39735	42419	44319	46674	48915	50878	53255
Higher professional qualifications / Viša stručna sprema (VSS)	14259	13183	12412	11579	10986	10220	9843	9375	9457	9367
Secondary qualifications / Srednja stručna sprema (SSS)	88168	87284	85657	86515	86838	89085	90595	95880	99977	103868
Lower professional qualifications / Niža stručna sprema (NSS)	4646	4238	4365	3797	3895	3836	3885	4321	4383	3934
Highly qualified / Visokokvalifikovani (VKV)	9257	8710	8250	8158	7777	7325	7121	6752	6767	6420
Qualified / Kvalifikovani (KV)	38027	34972	33571	32630	31890	32010	31724	31095	30833	30813
Half qualified / Polukvalifikovani (PK)	4881	4306	4000	3667	3320	3222	2899	2902	3134	2944
Unqualified / Nekvalifikovani (NK)	15754	14494	13298	12668	11847	11633	11544	10950	10595	10834

Source: Republic of Srpska Statistical Office, Statistical Yearbook, Banjaluka, 2019.

In the structure of employees, the highest of secondary education in all analyzed years. In the final year, 2018. In addition to 46.1% of employees in a high school education, there were 23.6% with VS, 13.7% KV, 4.8% NK, 4.2% VSS, 2.8 % VK, 1.7% NSS, 1.3% PK, 1.1% master's degree and 0.6% of doctors.

For job seekers, the largest number is with VKV, SSS, NKV and VS, which can be seen in Table 6.

pama je bio evidentan u starosnoj dobi do 29 godina, u periodu od 2009. do 2016. godine, retrospektivno 4070; 6665;10848; 12199; 13094; 11357; 7988 i 1761.

Da bi utvrdili raskorak između zaposlenih prema stepenu obrazovanja i lica koja traže zaposlenje, u narednim tabelama ćemo dati pregled tog stanja i kretanja u periodu od 2009. do 2018. godine.

Tabela 5. Zaposleni prema stepenu stručnog obrazovanja u Republici Srpskoj u periodu od 2009. do 2018. god.

Izvor: Republički zavod za statistiku Republike Srpske, Statistički godišnjak, Banjaluka, 2019.

U strukturi zaposlenih najveća je zastupljenost srednje stručne spreme u svim analiziranim godinama. U završnoj, 2018. godini, pored 46,1% zaposlenih sa SSS, bilo je 23,6% sa VS, 13,7% KV, 4,8% NKV, 4,2% VSS, 2,8 % VKV, 1,7% NSS, 1,3% PK, 1,1 % magistara i 0,6% doktora.

Kod lica koja traže zaposlenje najveći broj je sa VKV, SSS, NKV i VS, a što se može vidjeti u Tabeli 6.

Table 6. Persons seeking employment in Republic of Srpska according to the level of vocational education from 2009 to 2018.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Higher education (VS) / Visoka str. sprema (VS)	5249	6265	10311	10996	13264	13847	14471	13488	12785	11387
Higher education short cycle (VSS) / Viša str. sprema (VSS)	2623	2447	2430	2238	2171	1941	1784	1595	1409	1203
Secondary education (SSS) / Srednja str. sprema (SSS)	35951	37397	39896	41316	41830	41278	39781	37574	34739	30139
Highly qualified (VKV) / Visokokvalifikovani (VKV)	56289	55995	57307	57049	54875	51946	48365	44240	39272	32223
Qualified and lower-secondary education-KV I NSS / Kvalifikovani i niža str.sprema (KV I NSS)	4207	3910	3804	3612	3155	2895	2686	2399	2162	1737
Unqualified (NKV) / Nekvalifikovani (NKV)	41077	39606	39787	38247	33989	30768	28498	26610	23997	19316

Source: Republic of Srpska Statistical Office, Statistical Yearbook, Banjaluka, 2019.

In 2018, the share of VKV in the total structure of unemployed was 33.6%, SSS 31.4%; NKV 20.1%; VS 11.9%, KV and NSS 1.8% and VSS 1.3%.

The share of job seekers according to the level of vocational education in the total structure of employed person in the RS in the period from 2009 to 2018 can be seen from Table 7.

Table 7. Participation of persons seeking employment according to the level of vocational education in the total structure of employed persons in Republic of Srpska in the period from 2009 to 2018. Year (in %)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
VS	16.0	17.7	26.8	26.0	29.3	29.2	28.9	25.7	23.4	19.9
VSS	18.4	18.6	19.6	19.3	19.8	19.0	18.1	17.0	14.9	12.8
SSS	40.8	42.8	46.6	47.8	48.2	46.3	43.9	39.2	34.7	29.0
VKV	608.1	642.9	694.6	699.3	705.6	709.2	679.2	655.2	580.3	501.9
KV I NSS	8.8	9.0	9.1	9.0	8.1	7.4	7.0	6.3	5.6	4.6
NKV	260.7	273.3	299.2	301.9	286.9	264.5	246.9	243.0	226.5	178.3

Source: Republic of Srpska Statistical Office, Statistical Yearbook, Banjaluka, 2019.

The data from Table 7. show that the supply of highly qualified (VKV) and unqualified (NKV) workers is oversized, so that in 2018 the offer reaches 5.0 times higher in number than the number of employees with highly qualified (VKV), as well as 1.8 times more with unqualified (NKV). The supply of job seekers with other qualifications is also large, but still smaller than employees with the same qualifications.

Tabela 6. Lica koja traže zaposlenje u Republici Srpskoj prema stepenu stručnog obrazovanja u periodu od 2009. do 2018. god.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Higher education (VS) / Visoka str. sprema (VS)	5249	6265	10311	10996	13264	13847	14471	13488	12785	11387
Higher education short cycle (VSS) / Viša str. sprema (VSS)	2623	2447	2430	2238	2171	1941	1784	1595	1409	1203
Secondary education (SSS) / Srednja str. sprema (SSS)	35951	37397	39896	41316	41830	41278	39781	37574	34739	30139
Highly qualified (VKV) / Visokokvalifikovani (VKV)	56289	55995	57307	57049	54875	51946	48365	44240	39272	32223
Qualified and lower-secondary education-KV I NSS / Kvalifikovani i niža str.sprema (KV I NSS)	4207	3910	3804	3612	3155	2895	2686	2399	2162	1737
Unqualified (NKV) / Nekvalifikovani (NKV)	41077	39606	39787	38247	33989	30768	28498	26610	23997	19316

Izvor: Republički zavod za statistiku Republike Srpske, Statistički godišnjak, Banjaluka, 2019.

U 2018. godini učešće VKV lica u ukupnoj strukturi nezaposlenih je iznosilo 33,6%, SSS 31,4%; NKV 20,1%; VS 11,9%, KV i NSS 1,8%, a VSS 1,3%.

Koliko je učešće lica koja traže zaposlenje prema stepenu stručnog obrazovanja u ukupnoj strukturi zaposlenih lica u RS, u periodu od 2009. do 2018. godine, može se vidjeti iz Tabele 7.

Tabela 7. Učešće lica koja traže zaposlenje prema stepenu stručnog obrazovanja u ukupnoj strukturi zaposlenih lica u Republici Srpskoj u periodu od 2009. do 2018. godine (u %)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
VS	16.0	17.7	26.8	26.0	29.3	29.2	28.9	25.7	23.4	19.9
VSS	18.4	18.6	19.6	19.3	19.8	19.0	18.1	17.0	14.9	12.8
SSS	40.8	42.8	46.6	47.8	48.2	46.3	43.9	39.2	34.7	29.0
VKV	608.1	642.9	694.6	699.3	705.6	709.2	679.2	655.2	580.3	501.9
KV I NSS	8.8	9.0	9.1	9.0	8.1	7.4	7.0	6.3	5.6	4.6
NKV	260.7	273.3	299.2	301.9	286.9	264.5	246.9	243.0	226.5	178.3

Izvor: Republički zavod za statistiku Republike Srpske, Statistički godišnjak, Banjaluka, 2019.

Podaci iz Tabele 7 govore da je predimenzionirana ponuda VKV i NKV radnika, tako da u 2018 godini ponuda dostiže 5,0 puta veće brojno stanje u odnosu na broj zaposlenih sa VKV, kao i 1,8 puta više kod NKV. Ponuda lica koja traže posao sa ostalim kvalifikacijama je takođe velika, ali još uvijek manja od zaposlenih sa istim kvalifikacijama.

DISCUSSION

Analysis of capacities and needs for education of adults in Republic of Srpska has shown that there are certain disproportions, and even illogicalities in their condition and trends, of which it is necessary to point out the following:

- low growth of employees (in the observed 10-year period was 8.4%),
- low representation of employees up to 24 years (in 2018 it amounted to only 5.3% in the total structure of employers) and age 60-64 years (5.2%),
- significant share of persons seeking employment in the RS in the total age structure of employees: at the age of up to 29 years (71.0%), aged 50-54 (44.1%); over 60 years (42.60%); 55-59 years (42.2%), while in other groups participation ranges from 30.9% to 39.5%.
- representation of high school diploma among employed persons in all analyzed years. In 2018, in addition to 46.1% of employees with high school diploma, it was 23.6% with VS; 13.7% KV; 4.8% NK; 4.2% VSS; 2.8% VK; 1.7% NSS; 1.3% PK; 1.1% of master's and 0.6% of doctors.
- representation of VKV persons in the total structure of the unemployed. In 2018, there were 33.6% of unemployed VKV persons; SSS 31.4%; NKV 20.1%; VS 11.9%; KV; NSS 1.8% and VSS 1.3%.

Although there are certain laws and documents that regulate adult learning and education, in Bosnia and Herzegovina, even in Republic of Srpska, that education does not occupy an important and strategic place in economic and social development. Education is increasingly becoming a personal interest, and less and less chance of tackling unemployment.

Professional schools in Republic of Srpska provide training for adults according to the same methodology and used in regular education. So, education exists, but it's not entirely institutionalized.

In practice, there are several projects intended for adults and educational programs, which are often unrelated to common principles and standards. Adult education is financed mainly by the students or the participants or the Employment Service, and less often by the companies themselves.

The training of teaching staff is important for quality adult education. The number and structure of teachers in adult education in the Republic of Srpska is difficult to determine. Adult education can also be performed by professionals from other fields, who do not have specific

DISKUSIJA

Analiza kapaciteta i potreba za obrazovanjem odraslih u Republici Srpskoj je pokazala da postoje određene disproporcije, pa čak i nelogičnosti u njihovom stanju i trendovima, od kojih je neophodno istaći sljedeće:

- mali rast zaposlenih (u posmatranom 10-ogodišnjem periodu je iznosio 8,4%),
- mala zastupljenost zaposlenih do 24 godine (u 2018. godini je iznosila svega 5,3% u ukupnoj strukturi zaposlenih) i starosne dobi 60 - 64 godine (5,2%),
- značajan udio lica koja traže zaposlenje u Republici Srpskoj u ukupnoj starosnoj strukturi zaposlenih: kod starosne dobi do 29 godina (71,0%), starosne dobi 50 - 54 godine (44,1%); preko 60 godina (42,60%); 55 - 59 godina (42,2%), dok se kod ostalih grupacija učešće kreće u rasponu 30,9% do 39,5%.
- zastupljenost srednje stručne spreme kod zaposlenih lica u svim analiziranim godinama. U 2018. godini, pored 46,1% zaposlenih sa SSS, bilo je 23,6% sa VS; 13,7% KV; 4,8% NK; 4,2% VSS; 2,8% VK; 1,7% NSS; 1,3% PK; 1,1 % magistara i 0,6% doktora
- zastupljenost VKV lica u ukupnoj strukturi nezaposlenih. U 2018. god. je bilo 33,6% nezaposlenih VKV lica; SSS 31,4%; NKV 20,1%; VS 11,9%; KV i NSS 1,8%, a VSS 1,3%.

Iako postoje određeni zakoni i dokumenti sa kojima se reguliše učenje i obrazovanje odraslih, u Bosni i Hercegovini, pa i u Republici Srpskoj, to obrazovanje ne zauzima važno i strateško mjesto u ekonomskom i društvenom razvoju. Obrazovanje sve više postaje lični interes, a sve manj šansa za rješavanje nezaposlenosti.

Stručne škole u Republici Srpskoj vrše obuku za odrasle po istoj metodologiji i nastavnom koji se koristi u redovnom školovanju. Znači, obrazovanje postoji, ali nije u cjelosti institucionalizovano.

U praksi djeluje i više projekata namijenjenih odraslim osobama i obrazovnih programa, koji su često međusobno nepovezani zajedničkim principima i standardima. Obrazovanje odraslih financiraju uglavnom polaznici ili Zavod za zapošljavanje, a rjeđe i same kompanije.

Za kvalitetno obrazovanje odraslih bitna je osposobljenost nastavnog kadra. Broj i strukturu nastavnika u obrazovanju odraslih na području Republike Srpske je teško utvrditi. Odrasli su specifična ciljna grupa s obzirom na različita prethodno stečena znanja i iskustva, koja

teaching knowledge. Such experts in formal education programs should possess the additional pedagogical-psychological education necessary for the teaching process. By-laws should regulate new methods in adult education, including distance learning, mentoring work, etc. Adults are a specific target group with regard to various previously acquired knowledge and experience, which are often greater than the knowledge of teachers. Precisely because of that, an adult must be an active participant in the education process, and the process of education must be in the function of realizing his needs.

In the former Yugoslavia, adult education was conducted mainly through workers', people's and open universities. Due to reduced budget funding, most of these institutions have stopped working or privatised. Privatization was followed by a change in activities and a turn towards commercial programmes, most often unrelated to education.

Most of the workers', people's and open universities, which continued their work, specialized in certain programs, such as IT education, foreign language courses, etc.

Adult education has been reduced to classical forms, which is not in line with the adopted concept of lifelong learning. Also, the resources of potential participants in the field of education, such as NGO, cultural institutions, companies, professional associations, etc. are insufficiently used. Activities in the field of adult education in Republic of Srpska are non-synchronized, partial and often marginalized, out of the interest of society. The main reasons for this condition are mainly the lack of sources of funding, lack of coordination, and generally poor use of their resources in order to achieve important social goals.

In the interest of enriching the knowledge market, it is necessary to create conditions for the development of institutions and organisations for all types of education (formally, non-formally and informal).

The most important limitations for the preservation and development of adult education systems are:

- unregulated status of non-formal education institutions in the conditions of privatisation,
- inadequate sources of funding,
- rigid tax policies towards non-formal education institutions, including NGOs engaged in adult education,
- inadequate information technology in educational institutions (the need to affirm of multimedia adult education),
- insufficient support for the development of education projects and programmes,
- lack of new forms of informal education (centres for independent learning).

su nerijetko veća od znanja nastavnika. Upravo zbog toga, odrasla osoba mora biti aktivni učesnik u procesu obrazovanja, a proces obrazovanja mora biti u funkciji ostvarivanja njegovih potreba.

U bivšoj Jugoslaviji obrazovanje odraslih je vršeno pretežno preko radničkih, narodnih i otvorenih univerziteta. Zbog smanjenog budžetskog financiranja najveći dio ovih institucija je prestao sa radom ili privatizovan. Sa privatizacijom je uslijedila i promjena djelatnosti i okretanja ka komercijalnim programima, najčešće nezanim za obrazovanje.

Većina radničkih, narodnih i otvorenih univerziteta, koji su nastavili sa radom, se specijalizovala za određene programe, poput informatičkog obrazovanja, kurseva stranih jezika i sl.

Obrazovanje odraslih je svedeno na klasične oblike, a što nije u skladu sa usvojenom koncepcijom doživotnog učenja. Takođe, nedovoljno se koriste resursi potencijalnih učesnika u oblasti obrazovanja, kao što su nevladine organizacije, kulturne institucije, kompanije, stručne asocijacije, itd. Aktivnosti na polju obrazovanja odraslih u Republici Srpskoj su nesinhronizovane, parcijalne i često marginalizovane, van interesovanja društva. Osnovni razlozi takvog stanja su, uglavnom, nedostatak izvora financiranja, nedostatak koordinacije, i uopšte slabo korištenje njihovih resursa u svrhu ostvarivanja važnih društvenih ciljeva.

U interesu obogaćivanja tržišta znanja potrebno je stvoriti uslove za razvoj institucija i organizacija za sve vrste obrazovanja (formalno, neformalno i informalno).

Najvažnija ograničenja za očuvanje i razvoj sistema obrazovanja odraslih su:

- neregulisan status institucija za neformalno obrazovanje u uslovima privatizacije,
- neadekvatni izvori financiranja,
- kruta poreska politike prema institucijama koje provode neformalne vidove obrazovanja, uključujući i nevladine organizacije koje vrše djelatnost obrazovanja odraslih,
- neadekvatna informatička tehnologija u obrazovnim institucijama (potreba afirmacije multimedijanskog obrazovanja odraslih),
- nedovoljna podrška za izradu projekata i programa obrazovanja,
- nepostojanje novih oblika neformalnog obrazovanja (centara za samostalno učenje).

Naveda ograničenja ujedno upućuju na mjere koje je potrebno preduzeti u podsystemu neformalnog obrazovanja odraslih, a time i na mogućnosti za poboljšanje obrazovnog procesa odraslih, a što je bila svrha postav-

These limitations also indicate the measures that need to be taken in the subsystem of non-formal adult education, and thus the possibilities for improving the adult education process, which was the purpose of the hypothesis: to know the possibilities for improving adult education in Republic of Srpska.

Innovations or good examples from practice are not offered in the system of adult education in Republic of Srpska. A positive shift has been made by NGOs that have been activated to raise the awareness of adults about the importance of their education and lifelong learning. At the level of Republic, there is no strategic document with established priorities in the field of adult education. And the priorities should be:

- establishment of institutional forms of participation of potential partners in adult education,
- establishing a system for support and management of adult education,
- development of institutions and programs for better and more efficient adult education,
- establishment and development of quality systems in adult education (Herić & Grgić, 2008).

Partners in education can be different interest groups, such as government, unions, employers, research organisations, etc.

The system for management and support of adult education should focus on creating new models of management in adult education, as well as finding opportunities for better financing of adult education. In addition, it is necessary to form special organizational units and an Andragogical Centre for Adult Education.

The development of programs and institutions for adult education can be done through:

- higher rate of adult participation in education and training programmes,
- use of EU funds through the country's integration into European trends,
- greater mobility and flexibility of the workforce,
- higher employment of individuals and specific groups, etc.

Adult education must meet a certain quality standards. It is necessary to develop quality system in adult education through the establishment of institutions for education and program development. Teachers should be trained to work with adult persons, which can be ensured through the development of a quality licensing system.

Unemployment is high among people over the age of 45. Special attention, from the aspect of education, should be paid to older unemployed people who generally have a lower level of education, lack of confidence

ljene hipoteze: Spoznati mogućnosti za poboljšanje obrazovanja odraslih u Republici Srpskoj.

U sistemu obrazovanja odraslih u Republici Srpskoj nisu ponuđene inovacije ili dobri primjeri iz prakse. Pozitivni pomak je dat od strane nevladinih organizacija koje su aktivirane na dizanju svijesti odraslih o značaju njihovog obrazovanja i doživotnog učenja. Na nivou Republike ne postoji starteški dokument sa utvrđenim prioritetima na području obrazovanja odraslih. A prioriteti bi trebali biti:

- uspostavljanje institucionalnih oblika participacije potencijalnih partnera u obrazovanju odraslih,
- uspostavljanje sistema za podršku i upravljanje obrazovanjem odraslih,
- razvoj institucija i programa za kvalitetnije i učinkovitije obrazovanja odraslih,
- uspostavljanje i razvoj sistema kvaliteta u obrazovanju odraslih (Herić i Grgić, 2008).

Partneri u obrazovanju mogu biti različite interesne grupe, poput vlade, sindikata, poslodavaca, naučno-istraživačkih organizacija, itd.

Sistem za upravljanje i podršku obrazovanju odraslih bi se trebao fokusirati na kreiranje novih modela upravljanja u obrazovanju odraslih, kao i iznalaženje mogućnosti kvalitetnijeg financiranja obrazovanja odraslih. Uz to je potrebno formirati posebne organizacione jedinice i andragoški centar za obrazovanje odraslih.

Razvoj programa i institucija za obrazovanje odraslih se može vršiti kroz:

- veću stopu participacije odraslih u programima obrazovanja i obuke,
- korištenje fondova EU-e kroz integraciju zemlje u evropske tokove,
- veću mobilnost i fleksibilnost radne snage,
- veću zaposlenost pojedinaca i specifičnih grupa i sl.

Obrazovanje odraslih mora biti zadovoljiti određene standarde kvaliteta. U tu svrhu je potrebno razviti sistem kvaliteta u obrazovanju odraslih kroz osnivanje institucija za obrazovanje i razvoj programa. Predavači bi morali biti obučeni za rad sa odraslim osobama, a što se može osigurati kroz razvoj kvalitetnog sistema licenciranja.

Nezaposlenost je velika kod osoba koje su iznad 45 godina starosti. Posebnu pažnju, sa aspekta obrazovanja, treba posvetiti starijim nezaposlenim osobama koje uglavnom imaju niži stepen obrazovanja, nedostatak povjerenja u svoje mogućnosti, kao i nemotiviranost za obrazovanje. Ova kategorija prva ostaje bez posla u slučaju stečaja ili većih reorganizacija u preduzećima.

in their abilities, as well as lack of motivation for education. This category is the first to lose its job in case of bankruptcy or major reorganizations in companies. The education system must adapt educational methods to this population and thus enable them to become useful members of society. There is no active employment policies in the Republic of Srpska. Employment promotion is mainly done through the Employment Institute or through NGOs.

CONCLUSION

In recent years, employment growth has been slow in the Republic of Srpska. Rapid technical and technological progress requires continuous improvement and innovation of knowledge, it is necessary for the Republic of Srpska to recognize the importance of adult education as soon as possible. If the Republic of Srpska does not offer institution and adequate adult education programs, especially for specific professions, mostly, employers will have to send their employees abroad for further training.

The competent institutions of the Republic should work on raising awareness of adults about the necessity of lifelong education, as well as the responsibility of teachers engaged in education. Perspectives of learning and education in Republic of Srpska must be based on the following priorities:

- a systemic approach to the development of adult education,
- development of institutions dealing with adult education,
- encouraging international cooperation of educational institutions,
- development of programmes, methods and modules that are acceptable to adults,
- harmonization of the education system with the needs of the working and economic environment,
- providing access to education for all adults,
- development of teaching staff of the need for adult education,
- identify sources of funding for adults,
- develop mechanisms for quality control of adult education institutions.

Opportunities for improving adult education are great, which is proven in the work through an oversized supply of labor with qualifications for which there is no need in the job market. In addition, a large share of workers with lower qualifications in the structure of employees indicate that there is a need for additional education and training in this area as well. The larger number of organizers of adult education in a small area is not a sign of sufficiency and adequacy, given the requirements for

Sistem obrazovanja mora prilagoditi obrazovne metode ovoj populaciji i tako im omogućiti da postanu korisni članovi društva. U Republici Srpskoj nije osmišljena aktivna politika u zapošljavanju. Podsticanje zapošljavanja se uglavnom vrši preko Zavoda za zapošljavanje ili preko nevladinih organizacija.

ZAKLJUČAK

U Republici Srpskoj je zadnjih godina izražen spor rast zaposlenosti. S obzirom da brz tehnički i tehnološki napredak zahtijeva kontinuirano usavršavanje i inoviranje znanja, potrebno je da Repunlika što prije prepozna značaj obrazovanja odraslih. Ukoliko Repunlika Srpska ne ponudi institucije i adekvatne programe za obrazovanje odraslih, posebno za specifične profesije, većina poslodavaca će morati svoje zaposlene slati u inostranstvo na dalju obuku.

Nadležne institucije Repunlike trebaju raditi na podizanju svijesti odraslih o neophodnosti doživotne edukacije, kao i odgovornosti nastavnika koji se bave obrazovanjem odraslih. Perspektive učenja i obrazovanja u Republici Srpskoj se moraju bazirati na sljedećim prioritetima:

- sistemski pristup razvoja obrazovanja odraslih,
- razvoj institucija koje se bave obrazovanjem odraslih,
- podsticanje međunarodne saradnje obrazovnih institucija,
- razvoj programa, metoda i modula koji su prihvatljivi odraslim osobama,
- usklađivanje obrazovnog sistema sa potrebama radnog i ekonomskog okruženja,
- omogućavanje pristupa obrazovanja svim odraslim osobama,
- razvoj nastavnog kadra potrebe za obrazovanje odraslih,
- utvrditi izvore financiranja odraslih,
- razviti mehanizme za kontrolu kvaliteta institucija za obrazovanje odraslih.

Mogućnosti za poboljšanje obrazovanja odraslih su velike, a što je u radu dokazano kroz predimenzioniranu ponudu radne snage sa kvalifikacijama za koje ne postoji potreba na tržištu rada. Osim toga, veliki udio radnika sa nižim kvalifikacijama u strukturi zaposlenih upućuje da i u tom dijelu postoji potreba za dodatnim obrazovanjem i usavršavanjem. Veći broj organizatora obrazovanja odraslih na malom prostoru nije znak dovoljnosti i adekvatnosti, s obzirom na zahtjeve za novim profesijama i potrebu usavršavanja vještina kroz kontinuirani proces sertifikacije i licenciranja.

Obrazovanje odraslih u Republici Srpskoj se mora shvatiti kao strateška djelatnost, pri čemu politika ob-

and the need to improve skills through a continuous process of certification and licensing.

Adult education in Republic of Srpska must be understood as a strategic activity, with education policy being aligned with development projections and labour market needs. To this end, strong promotion of the importance of lifelong learning is needed by state administration, employment offices, local communities, associations, business entities, state institutions and other organizations. Open participation of adults in discussions should become the basis for acquiring knowledge. Active education motivates adult to learn, acquire skills, think critically, and learn and use knowledge correctly. Therefore, as part of measures for adult education, is necessary to define measures for continuous teachers training.

razovanja mora biti usklađena sa razvojnim projekcijama i potrebama tržišta rada. U tu svrhu potrebna je jaka promocija važnosti doživotnog obrazovanja od strane organa državne uprave, zavoda za zapošljavanje, lokalne zajednice, udruženja, privrednih subjekata, državnih institucija i drugih organizacija.

Obrazovanje odraslih mogu izvoditi i stručnjaci iz drugih područja, koji nemaju određena nastavnička znanja. Takvi stručnjaci u programima formalnog obrazovanja bi trebali posjedovati dodatno pedagoško-psihološko obrazovanje potrebno za nastavni proces. Podzakonskim aktima bi trebalo urediti nove metode u obrazovanju odraslih, uključujući i učenje na daljinu, rad putem mentorstva, i sl.

Otvoreno učešće odraslih u diskusijama bi trebalo postati osnov za sticanje znanja. Aktivno obrazovanje motivira odrasle osobe za učenje, sticanje vještina, kritičko mišljanje, te ispravan načina učenja i korištenja znanja. Zato je u sklopu mjera za obrazovanje odraslih potrebno definisati i mjere za trajno usavršavanje nastavnika.

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