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Europska dimenzija u obrazovanju: pristupi i izazovi

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Filozofski fakultet u Rijeci
Rijeka, 2016.



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Uvodna
riječ autora

UVODNA RIJEČ AUTORA

Članstvo Hrvatske u Europskoj uniji građanima Hrvatske donijelo je brojne prilike, ali i izazove. Poznavanje mogućnosti koje nam donosi članstvo i informiranje o njima postaje izrazito važno, jednako kao i kompetencije kojima ćemo omogućiti ostvarivanje prednosti članstva. Od građana Europske unije očekuje se da se služe jezicima, da putuju i uspješno komuniciraju sa svojim društvenim okruženjem te da poštuju njegove različitosti. Očekuje se da kroz obrazovanje steknu kompetencije potrebne za uspješno snalaženje na promjenjivom tržištu rada te da tijekom života budu spremni za napredak, učenje i vlastiti razvoj. Članstvo otvara mogućnosti onima koji imaju znanja i sposobnosti, jednako kao što može predstavljati izazov onima koji se neće htjeti ili moći prilagoditi novim okolnostima.

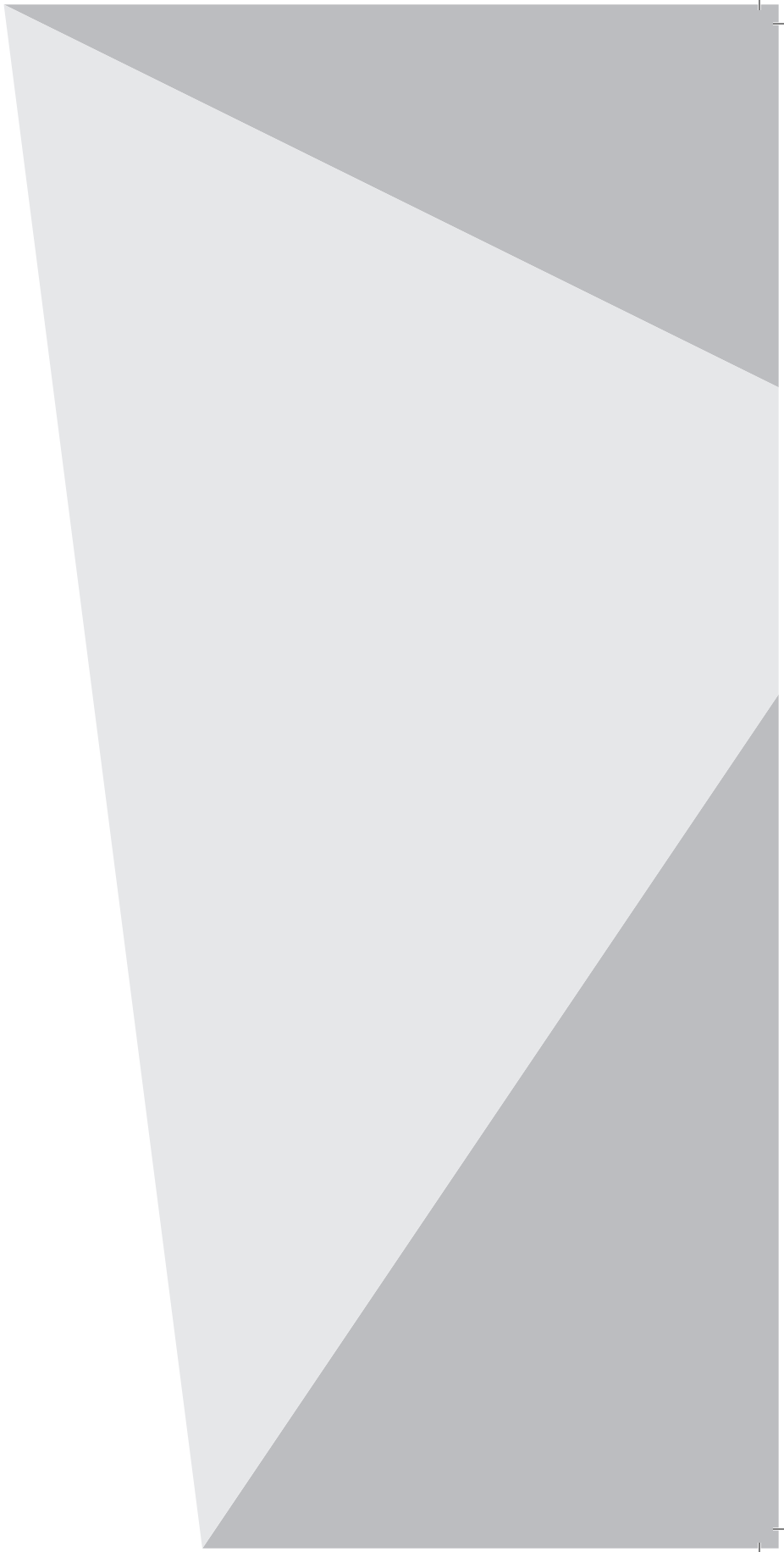
Zadaća je obrazovno-odgojnog sustava poduprijeti sve građane, a posebno mlade, u pripremi za život u europskom okruženju, budući da on za građane Hrvatske više nije samo potencijal nego željena stvarnost. Nažalost, čini se da u tom kontekstu obrazovno-odgojni sustav još nije u dovoljnoj mjeri preuzeo navedenu zadaću. To se može prepoznati i kroz činjenicu da je tema europske dimenzije u obrazovanju i dalje razmjerno rijetka u nacionalnom znanstvenom i stručnom diskursu.

Europska dimenzija u obrazovanju svoje utemeljenje pronalazi u ideji da obrazovanje treba doprinijeti osjećaju europskog zajedništva i znanja o Europskoj uniji i istovremeno poticati razvoj višejezičnosti, mobilnosti, aktivnog građanstva, europskog identiteta i vrijednosti. Što bi značilo, razvoj kompetencija i stavova koji će pomoći hrvatskim građanima da ostvare svoje potencijale u novoj zajednici. Svrha je ove monografije doprinijeti razumijevanju europske dimenzije u obrazovanju u nacionalnom kontekstu, u kojemu je ova tema i dalje razmjerno rijetka.

Raspravi o europskoj dimenziji u obrazovanju pristupa se iz dviju temeljnih perspektiva: teorijske, analizom literature i temeljnih dokumenata europske i nacionalne obrazovane politike te empirijske, prikazom istraživanja čiji je cilj bio ispitati i analizirati stavove o Europskoj uniji te stavove i informiranost o europskoj dimenziji u obrazovanju kod pedagoga zaposlenih u osnovnim i srednjim školama u Republici Hrvatskoj. Pedagoge, zbog njihovih uloga u školama, smatramo ključnim osobama koje mogu i trebaju doprinijeti (obrazovno-odgojnim) promjenama u školama.

Želja nam je doprinijeti jasnijem uvidu u pristupe i izazove uvođenja europske dimenzije u obrazovanju u nacionalne obrazovne politike, jasnijem uvidu u stanje škola kao i percepciji ključnih dionika obrazovno-odgojnog procesa spram njezine implementacije i provedbe.

Prof. dr. sc. Jasminka Ledić
Ivana Miočić, mag. paed.
Dr. sc. Marko Turk





Nastanak, institucije
i pristupanje Hrvatske
Europskoj uniji

1. NASTANAK, INSTITUCIJE I PRISTUPANJE HRVATSKE EUROPSKOJ UNIJI

1.1. Crtice iz europske povijesti, nastanak i valovi proširenja Europske unije

Postoje brojne krilatice kojima se nastoji opisati Europa, poput „kolijevka zapadne civilizacije“, „stvorena po mjeri čovjeka“, „stara dama“, „kraljica jezika“, ili pak „obitelj kultura“. Europa kakvu danas poznajemo ima bogato povijesno i kulturno naslijeđe stjecano stoljećima tijekom kojih je mnogo puta transformirala svoju političku i ekonomsku strukturu, počevši od formiranja prvih grčkih polisa i ekspanzije Rimskog carstva u antičko doba, zatim kroz tisućljetnu pripadnost dijelova Europe Bizantskom carstvu (do sredine 15. st.), Habsburškoj monarhiji (16. - 19. st.), a potom i Austro-Ugarskoj Monarhiji (19. i 20. st.). Velik trag u europskoj povijesti ostavilo je i prodorno doba Osmanskog Carstva (16. - 19. st.) obilježeno bitkama i osvajanjima. Razdoblje nakon završetka srednjeg vijeka obilježeno je europskom ekspanzijom. Osvajanja i istraživanje novog svijeta doprinijela su razvoju gospodarstva i povećanju europskog stanovništva. Od 18. stoljeća pa sve do početka Prvog svjetskog rata traje razdoblje u kojem je vidljiva dominacija Europe u odnosu na ostatak svijeta. Tu se prvenstveno misli na ukidanje feudalnog sustava i donošenje Deklaracije o pravima čovjeka i građanina (Francuska revolucija), prosvjetiteljske ideje, industrijsku revoluciju, otkrivanje novih izuma i sl.

Krajem 19. stoljeća nastaju prve važnije koalicije zemalja koje će bitno utjecati na daljnji tijek političkih zbivanja u Europi. Radi se o Trojnom sporazumu između Velike Britanije, Francuske i Rusije kojemu su se kasnije pridružile Belgija, Luksemburg, Srbija i Crna Gora (tzv. Sile antante) te sporazumu između Njemačke, Italije i Austro-Ugarske (tzv. Centralne sile). Time je Europa dobila dvije suprotstavljene strane što je kulminiralo atentatom na austrougarskog prijestolonasljednika Franju Ferdinanda, događajem koji se obilježava kao početak Prvog svjetskog rata (1914. - 1918.). Kraj rata osim milijuna žrtava i ogromnih materijalnih šteta, donosi novu političku i teritorijalnu strukturu Europe. Razdoblje prividnog mira trajalo je samo dva desetljeća, a već je 1939. godina obilježena početkom Drugog svjetskog rata koji i ovoga puta kulminira na europskom teritoriju. Sukobljene strane ovoga puta su „Sile osovine“ – Njemačka, Italija i Japan – i „Saveznici“ – Velika Britanija, Francuska, Sovjetski Savez, SAD i Kina te njihovi saveznici.

Drugi svjetski rat okončan je 1944. godine kada se ujedno počela javljati sveopća težnja za uspostavom trajnog mira. Cerovac (2010) navodi da su se tek nakon Drugog svjetskog rata stvorili objektivni uvjeti za ozbiljnije ideje postupnog europskog ujedinjavanja jer su se tek tada na političkoj sceni pojavile dovoljno snažne političke osobe koje su tu ideju iskoristile za postizanje trajnog mira i stabilnosti te je počele ostvarivati kroz izgradnju europskih institucija.

Početak 50-ih godina, francuski političar i ekonomist Jean Monnet razradio je ideju o osnivanju triju nadnacionalnih institucija za tri različita sektora: *ekonomski, vojni i politički*, kao osnovu za utemeljenje Ujedinjenih Država Europe, predlažući osnivanje Europske zajednice za ugljen i čelik, Europske obrambene zajednice i Europske političke zajednice (Mintas-Hodak, 2010a). Francuski ministar vanjskih poslova Robert Schuman preuzeo je Monnetovu ideju te je 1950. godine predložio uspostavu *Europske zajednice za ugljen i čelik*, koja je osnovana 1952. godine i obuhvaćala je 6 zemalja – Belgiju, Francusku, Italiju, Luksemburg, Nizozemsku i SR Njemačku. Nadalje, 1957. godine potpisani su, a 1958. godine postali važeći *Rimski ugovori* kojima države članice EZUČ-a, s namjerom uspostavljanja zajedničkog europskog tržišta, osnivaju *Europsku ekonomsku zajednicu* i *Europsku zajednicu za atomsku energiju*. U sljedećih nekoliko desetljeća Europske zajednice prihvaćaju nove članice, uspostavljaju carinsku uniju, razvijaju zajedničku agrarnu politiku i monetarni sustav, a ojačana je u uloga Europskog parlamenta.

Ključna je godina za europske integracije 1993. kada je na snagu stupio *Ugovor o osnivanju Europske unije* iz Maastrichta kojime je Europska unija službeno uspostavljena.¹ Struktura Unije prema Ugovoru iz Maastrichta temelji se na trima stupovima (asocijacija grčkog hrama): prvi stup čine europske zajednice, drugi je stup zajednička vanjska i sigurnosna politika, a treći pravosude i unutarnji poslovi (Puškarić, 2011). Zbog zahtjeva novih država za pristupanjem Uniji javila se potreba za revizijom Ugovora iz Maastrichta. Revizija spomenutog ugovora dogodila se kroz *Ugovor iz Amsterdama* (potpisan 1997., stupio na snagu 1999.) te *Ugovor iz Nice* (potpisan 2001., stupio na snagu 2002.). Ovdje također valja spomenuti i *Deklaraciju o budućnosti Europe* (Deklaracija iz Laekena) iz 2001. godine koja je potaknula razvoj prijedloga nacrtu Ustavnog ugovora Europske unije, a prvi *Ustav Europske unije* potpisan je 2004. godine u Rimu. Ustav ipak nije ratificiran zbog toga što ga na referendumu nisu prihvatile sve tadašnje članice EU-a. S obzirom na to da takav scenarij nije bio očekivan, Europsko vijeće proglasilo je tzv. „razdoblje promišljanja“² (Mintas-Hodak, 2010a:45), koje je doprinijelo oblikovanju novog (Reformskog), odnosno *Lisabonskog ugovora* (2009). Lisabonski ugovor često je kritiziran jer, iako se predstavlja kao novo, prihvatljivo rješenje kojim se mijenjaju dosadašnji osnivački odgovori EU-a, on zapravo predstavlja samo „kozmetičke promjene“ Ustavnog ugovora (Mintas-Hodak, 2010a). Puškarić (2011) navodi da je sadržaj tih dvaju dokumenata u devedeset posto teksta identičan, a razlika je vidljiva jedino u predstavljanju sadržaja koji je europskim

¹ Ugovor o osnivanju Europske unije donesen je u Maastrichtu u prosincu 1991. godine, potpisan je u veljači 1992. godine, a stupio je na snagu u studenom 1993. godine.

² Ovdje je tek načelno moguće problematizirati i postaviti pitanje je li ovakav scenarij bio tek uvod u buduća razmimoilaženja između zemalja članica Europske unije, koja su posebno bila izražena u vrijeme službenog početka turskih pregovora za članstvo, 2005. godine ili ponajviše u vrijeme velike migrantske krize koja je pogodila Europu 2015. godine, a tijekom koje je polarizacija zemalja članica dosegla najveći stupanj od osnutka EU-a.

građanima uglavnom nerazumljiv. Ovdje se otvara nova tematika, a to je kompleksnost Europske unije i nemogućnost „običnog“ građanina da prati i razumije njezinu politiku i funkcioniranje. Tu činjenicu treba imati na umu prilikom tumačenja brojnih istraživanja koja se bave poznavanjem osnovnih informacija o Europskoj uniji.

Pristupanje neke zemlje Europskoj uniji zahtjeva zadovoljavanje postavljenih uvjeta i prilagodavanje nacionalnog prava europskom. Taj je proces u pravilu vrlo složen, detaljan i dugotrajan. Prvo proširenje Europske unije (tada Europske zajednice) obilježilo je 1973. godinu kada su članicama postale Irska, Velika Britanija i Danska, dok je drugo proširenje obuhvatilo europski jug, točnije Grčku, 1981. godine. U trećem valu proširenja 1986. godine, Uniji su pristupile Španjolska i Portugal, a Austrija, Švedska i Finska učinile su to u četvrtom valu proširenja 1995. godine. Vrlo značajnim smatra se peto proširenje Europske unije, s obzirom na to da je tada (2004. godine) Uniji pristupilo čak 10 novih članica (Malta, Cipar, Latvija, Litva, Estonija, Poljska, Slovačka, Češka, Mađarska i Slovenija) čime je ujedinjen veći dio europskog kontinenta. Godine 2007. Rumunjska i Bugarska postaju punopravne članice Europske unije (6. proširenje), a 2013. članicom postaje i Hrvatska (7. proširenje). Danas Europska unija obuhvaća ukupno 28 država članica, a buduća proširenja Europske unije planirana su za zemlje jugoistočne Europe (Crna Gora, Srbija, Makedonija, Albanija – kao države kandidati te Bosna i Hercegovina i Kosovo kao države potencijalni kandidati), Tursku i Island.³

1.2. Institucije Europske unije

Institucionalni okvir Europske unije čini mreža brojnih institucija, agencija, nadležnih tijela i odbora koji predlažu, donose i revidiraju odluke. Lisabonski ugovor kao najvažnija tijela EU-a navodi Europsko vijeće, Vijeće Europske unije, Europski parlament, Europsku komisiju, Sud pravde, Revizorski sud i Europsku središnju banku (Mintas-Hodak, 2010b).

Europsko vijeće (eng. *European Council*) po svom sastavu najreprezentativnije je tijelo Europske unije (Mintas-Hodak, 2010b). Ono se bavi općim političkim usmjerenjem i prioritetima EU-a, a čine ga šefovi država ili vlada 28 država članica EU-a, predsjednik Europskog vijeća i predsjednik Europske komisije. Treba naglasiti da EV nema zakonodavnu funkciju, već se na sastancima, koji se obično održavaju četiri puta godišnje, raspravlja o aktualnim pitanjima Unije, ciljevima i političkim inicijativama.

Vijeće Europske unije (eng. *Council of the European Union*)⁴ poznatije je i kao Vijeće ministara. Glavni je zadatak Vijeća *usvajanje novih propisa* (direktiva, uredbi i pravila)

³ Više informacija - *Kratki vodič o Europskoj uniji: proširenje Unije*. Dostupno na: http://www.europarl.eu/atyourservice/hr/displayFtu.html?ftuid=FTU_6.5.1.html, preuzeto 15. lipnja 2015.

⁴ *Europsko vijeće* i *Vijeće Europske unije* treba razlikovati od *Vijeća Europe (Council of Europe)* jer se radi o tri različite institucije sličnog imena. Vijeće Europe, za razliku od Europskog vijeća i Vijeća EU-a, nije institucija Europske unije, već se radi o međunarodnoj organizaciji koja se bavi pitanjem demokracije, ljudskih prava i sloboda u široj europskoj regiji (obuhvaća 47 država).

koji se odnose na primjenu osnivačkih ugovora, ali i mjera koje se odnose na proračun EU-a te na međunarodne sporazume u koje je uključen EU (Kesner-Škreb, 2007). Treba napomenuti da Vijeće nema stalnih članova, odnosno članovi su nacionalni ministri iz svih država članica EU-a, ovisno o području politike o kojem se raspravlja. Ustroj Vijeća čini rotirajuće Predsjedništvo (sve države članice EU-a izmjenjuju se u obnašanju šestomjesečne dužnosti predsjedanja Vijećem EU-a), odbor stalnih predstavnika (svi šefovi delegacija država članica), radne skupine stručnjaka (široka mreža različitih stručnih skupina) te glavno tajništvo Vijeća (službenici, administrativna potpora i institucionalna memorija Vijeća (Mintas-Hodak, 2010b).

Europski parlament (eng. *European Parliament*) predstavlja građane Europske unije, točnije članovi Parlamenta predstavnici su građana država članica koji su izabrani izravnim glasovanjem na parlamentarnim izborima. Broj zastupničkih mjesta koje svaka zemlja dobije u Parlamentu raspoređuje se na osnovi zajedničkog dogovora svih zemalja članica, ovisno o demografskim i geografskim obilježjima pojedine zemlje. U sazivu Europskoga parlamenta od 2014. do 2019. godine Hrvatska ima jedanaest zastupnika. Konkretno su ovlasti Parlamenta razmatranje prijedloga Europske komisije, sudjelovanje u donošenju propisa, imenovanje i razrješavanje članova Europske komisije, pravo upita u vezi s radom Europske komisije i Vijeća EU-a, podjela ovlasti u donošenju godišnjeg proračuna i nadzor (zajedno s Vijećem EU-a) njegove provedbe i sl. (Kesner-Škreb, 2007).

Europska komisija (eng. *European Commission*) smatra se „motorom integracije“ jer se u Komisiji osmišljavaju inicijative koje predstavljaju zajednički interes svih zemalja članica (Mintas-Hodak, 2010b). Samo ona ima pravo predlaganja novih zakona EU-a, a prijedloge šalje Vijeću i Parlamentu na raspravu i usvajanje (Fontaine, 2011). Članove komisije čini tim ili „kolegij“ povjerenika, s jednim povjerenikom iz svake države članice EU-a, a svaka vlada države članice izabire povjerenike prema vlastitim kriterijima (Mintas-Hodak, 2010b).

Europski sud pravde (eng. *European Court of Justice*) tijelo je koje je jedini ovlašten tumač osnivačkih ugovora, a nadležno je i za rješavanje sporova između država članica, između EU-a i država članica, između institucija EU-a, te između pojedinaca i EU-a (Kesner-Škreb, 2007). Sud je konstituiran tako da ga čine tri tijela: Sud pravde (članove čine po jedan sudac iz svake države članice EU-a i devet nezavisnih odvjetnika), Opći sud (po jedan sudac iz svake države članice EU-a) i Službenički sud (sedam sudaca).⁵

Revizorski sud (eng. *European Court of Auditors*) neovisno je tijelo EU-a koje se bavi računovodstvenim nadzorom, a čine ga po jedan član iz svake države članice (Mintas-Hodak, 2010b).

Europska središnja banka (eng. *European Central Bank*) samostalno je tijelo Europske unije čija je glavna funkcija nadzor nad monetarnom unijom, održavanje stabilnosti europske valute (eura) te nadzor nad protokom novca (Mintas-Hodak, 2010b).

⁵ Više informacija - *Sud Europske unije*. Dostupno na: http://europa.eu/about-eu/institutions-bodies/court-justice/index_hr.htm, preuzeto 15. lipnja 2015.

Poznavanje institucija Europske unije važno je zbog razumijevanja razina odlučivanja prilikom donošenja novih zakona, strategija, akcijskih planova i drugih važnih regulativa koje usmjeravaju tijek obrazovne politike u Europskoj uniji. Općenito govoreći, institucije EU-a predstavljaju kanale za komunikaciju između svih građana u Uniji. Informiranost i poznavanje institucionalnog okvira Europske unije moguće je smatrati jednim od preduvjeta aktivnog građanstva i političkog sudjelovanja u društvu. Unatoč tome, istraživanja upućuju na to da znanje građana Republike Hrvatske o institucijama Europske unije nije na zadovoljavajućoj razini. Primjerice, Burazin i Krešić (2012) navode da građani Republike Hrvatske svoju informiranost o institucijama i pravu EU-a doživljavaju ispodprosječnom. Da bi se takav trend smanjio, postoje brojne inicijative koje nastoje poboljšati razinu vidljivosti i razumijevanja informacija o institucijama i funkcioniranju Europske unije općenito. Vrlo je često aktivnost informiranja građana o EU-u predmet rada brojnih neprofitnih organizacija ili Vlade Republike Hrvatske (primjerice kroz Agenciju za mobilnost i programe Europske unije). Dakako, takve aktivnosti, posebno za obrazovno-odgojne⁶ institucije, ne bi trebale niti bi smjele ostati odgovornost njihovih vanjskih dionika. U tom bi kontekstu, škole i druge obrazovno-odgojne institucije u okviru redovitih djelatnosti svojih stručnih službi trebale posvetiti pažnju informiranju učenika i o europskim temama i sadržajima.

1.3. Pristupanje Hrvatske Europskoj uniji

Proces pristupanja Hrvatske Europskoj uniji započeo je 1999. godine kada je Europska komisija pokrenula *Proces stabilizacije i pridruživanja* za pet balkanskih zemalja – Albaniju, Bosnu i Hercegovinu, Makedoniju, tadašnju SR Jugoslaviju te Hrvatsku. Godine 2000. potpisan je, a 2001. ratificiran *Sporazum o stabilizaciji i pridruživanju* što označava službeni početak pregovora između Hrvatske i Europske unije. Od svih zemalja članica koje sudjeluju u procesu stabilizacije i pridruživanja Europskoj uniji, očekuje se ispunjavanje osnovnih preduvjeta (koji su jednaki za sve države) – osiguravanje demokratskog funkcioniranja institucija, vladavina prava, promicanje zaštite temeljnih ljudskih prava i sloboda, zaštita prava manjina, razvoj i unaprjeđenje gospodarskog sustava te intenzivna i kvalitetna regionalna suradnja (Ondelj, 2010). Godine 2003. Hrvatska je podnijela zahtjev za članstvo u EU-u, koji je prihvaćen 2004. godine čime je Hrvatska stekla status zemlje kandidatkinje. U narednih nekoliko godina, Hrvatska je svoje

⁶ U ovoj monografiji umjesto učestale složenice *odgojno-obrazovni* i njezinih izvedenica, upotrebljavat će se složenica *obrazovno-odgojni*. Naime, Pastuović (1999) ističe da su složenice *odgojno-obrazovno* ili *odgojno-obrazovni proces* česte u uporabi laičke i pedagoške javnosti kojom se izražava povezanost procesa odgoja (u užem značenju) i obrazovanja. Redoslijed pojmova u pravilu označava njihov rang prema pretpostavljenoj važnosti ili učestalosti. To znači da u organiziranom, formalnom, učenju, gledano u cjelini, obrazovanje prevladava nad odgojem što osobito dolazi do izražaja kad učitelj nastoji odgajati pomoću viših oblika učenja (učenjem pomoću uvida, a ne klasičnim i instrumentalnim uvjetovanjem). Valja istaknuti da „*odgojno-obrazovne* ustanove, osim predškolskih, više obrazuju nego što odgajaju pa su u stvarnosti zapravo puno više *obrazovno-odgojne*“ (Pastuović, 1999, 48), drugim riječima „škola mnogo uspješnije obrazuje nego što odgoja, zato je njezin odgojni potencijal manji od obrazovnog“ (Pastuović, 1999, 48). U skladu s navedenim te u kontekstu sadržaja ove monografije – koncepta europske dimenzije u obrazovanju – složenica *obrazovno-odgojni* smatra se prikladnijom za uporabu što će se pokazati i u nastavku ove monografije.

zakonodavstvo trebala prilagoditi pravnoj stečevini Unije, što je trajalo do 2011. godine kada su pregovori zaključeni i kada je potpisan *Ugovor o pristupanju Hrvatske Europskoj uniji*. U 2012. godini dužnost građana Republike Hrvatske bila je izaći na Referendum o pristupanju Hrvatske Europskoj uniji čiji je krajnji ishod bio pozitivan. Nakon desetljeća pregovaranja, Hrvatska je 1. srpnja 2013. godine stekla članstvo u Europskoj uniji i postala 28. punopravna članica EU-a.

Prije pristupanja Europskoj uniji, Hrvatska se obvezala da će svoje politike i zakonodavstvo o obrazovanju i kulturi te znanosti i istraživanju uskladiti s pravnom stečevinom Europske unije. Hrvatska se obvezala da će „u potpunosti uskladiti svoj zakonodavni okvir s direktivama Vijeća i načelima nediskriminacije u pristupu obrazovanju između hrvatskih državljana i državljana EU-a, osigurati potreban administrativni i financijski okvir za sudjelovanje u programima Zajednice te ojačati vlastite provedbene sposobnosti kroz suradnju s Europskom komisijom i drugim zemljama članicama“ (Vlada RH, 2006). S pristupanjem Hrvatske Europskoj uniji vidljiva je promjena zakonskih regulativa u području obrazovanja, gdje se osobita važnost stavlja na prava nacionalnih manjina i učenika koji se u Hrvatsku dolaze obrazovati iz drugih zemalja članica.

Međutim, mnogo veći izazovi pred kojima se hrvatski obrazovni sustav našao ne odnose se na strogu zakonsku regulativu, nego na šire videnje Europske unije. Primjerice, jesu li hrvatski nastavnici⁷ spremni i dovoljno kompetentni za poučavanje učenika koji dolaze iz drugih zemalja; kako hrvatske učenike obrazovati i pripremiti da postanu aktivni europski građani; kako kroz školski sadržaj promicati ideju europskog identiteta; na koji način motivirati učenike da koriste one što im članstvo u Uniji omogućuje (odlasci na studijska putovanja, razmjene i sl.). To su samo neka od aktualnih pitanja kojima se predstavnici obrazovne politike i prakse u Hrvatskoj trenutačno bave. Na navedene izazove s kojima se suočava hrvatski obrazovno-odgojni sustav na europskoj se razini pokušalo odgovoriti uvođenjem koncepta europske dimenzije u obrazovanju.

⁷ Termin "nastavnik" koji se koristi u ovoj monografiji odnosi se na nastavnike svih razina obrazovno-odgojne vertikale. Također, izrazi koji se upotrebljavaju u ovoj monografiji, a koji imaju rodno značenje, bez obzira na to jesu li korišteni u muškome ili ženskome rodu, neutralni su i jednako obuhvaćaju muški i ženski rod.





Europska dimenzija
u obrazovanju

2. EUROPSKA DIMENZIJA U OBRAZOVANJU

2.1. Povijesni pregled razvoja koncepta europske dimenzije u obrazovanju

Kronološkim prikazom razvoja europske dimenzije u obrazovanju unutar svojih radova bavili su se brojni autori (Bell 1991, Ryba 1992, Zidarić 1995, Field 1998, Hansen 1998, Barthélémy 1999, Theiler 1999, Ertl 2006, Ledić i Turk 2012, Resnik Planinc 2012). Povijesni pregled razvoja koncepta važan je zbog jasnijeg razumijevanja i pojmovnog određenja europske dimenzije, iako Ledić i Turk (2012) ističu da njegovo pozicioniranje u okviru vremenske i povijesne kronologije predstavlja svojevrsni izazov. U ovom poglavlju prikazat će se dokumenti (preporuke, priopćenja, deklaracije, rezolucije, akcijski programi) Vijeća Europe i Vijeća Europske unije koji su prepoznati kao važni za pojmovno određenje i razvoj ideje europske dimenzije u obrazovanju. Treba napomenuti da se uglavnom radi o dokumentima koji nisu pravno obvezujući, ali imaju svoju ulogu u oblikovanju obrazovne politike u Europskoj uniji.

Prve naznake europske dimenzije u obrazovanju možemo pronaći u *Europskoj kulturnoj konvenciji* (European Cultural Convention), koja je objavljena prije samog osnivanja Europskih zajednica, 1953. godine. Vijeće Europe u Konvenciji nalaže da će zemlje potpisnice poduzeti odgovarajuće mjere za očuvanje i razvitak svojega doprinosa zajedničkoj kulturnoj baštini Europe. Poticat će se na obostrano izučavanje jezika, povijesti i civilizacije svih zemalja potpisnica te će se one međusobno savjetovati o unaprjeđenju kulturnih aktivnosti od europskog interesa.⁸ Iako se ideja europske dimenzije u obrazovanju spominje tek 20-ak godina nakon objave Konvencije, već se tada mogu prepoznati pokazatelji europske dimenzije o kojima se danas raspravlja u europskim obrazovnim krugovima.

Važnom godinom u povijesti Europske unije smatra se 1957. kada su potpisani *Rimski ugovori* (The Treaty of Rome) kojima je stvorena Europska ekonomska zajednica (EEZ) i Europske zajednice za atomsku energiju (Euratom). Iako se Rimskim ugovorima ne spominje konkretna ideja europske dimenzije u obrazovanju, pitanje obrazovanja ipak nije u potpunosti izostavljeno. „Samo nekoliko pitanja o obrazovanju spominju u Ugovoru iz Rima: Odredbe za stručno osposobljavanje (čl 41, 118 i 128.) i za uzajamno priznavanje

⁸ Više informacija - Uredba o objavi *Europske kulturne konvencije*. Dostupno na: <http://narodne-novine.nn.hr/clanci/medunarodni/328210.html>, preuzeto 1. srpnja 2015.

svjedodžbi (čl. 57.)“ (Phillips, 1995. prema Diamantopoulou, 2006:132). Uočena je „težnja ka implementaciji zajedničke politike stručnog osposobljavanja koje istodobno doprinosi harmoničnom razvoju nacionalnog i zajedničkog tržišta“ (Ryba, 1992:11), što je važan početak za izgradnju zajedničkog europskog obrazovnog prostora. Nadalje, 1963. godine izdan je dokument Vijeća europske ekonomske zajednice (današnje Vijeće EU) pod nazivom *Načela za provedbu zajedničke politike strukovnog osposobljavanja*, također važan za strukovno obrazovanje. Sastavljeno je deset općih načela za uspostavljanje zajedničke politike strukovnog obrazovanja i osposobljavanja, a usmjerena su na ideju da se svim ljudima omogući stjecanje odgovarajućeg osposobljavanja kako bi mogli iskoristiti mogućnost slobodnog izbora zanimanja, radnog mjesta te dostići višu razinu zaposlenosti (Bečić i sur., 2009).

Ideja europske dimenzije u obrazovanju počinje se konkretizirati na sastanku Vijeća ministara obrazovanja Europske unije 1973. godine, za što je zaslužan belgijski ministar obrazovanja Henri Janne koji govori o koherentnoj strategiji čiji je cilj postepena harmonizacija obrazovnih politika zemalja članica Europske unije. Izvještaj Henrija Jannea *Za politiku Zajednice u obrazovanju* (Report „For Community Policy on Education“ by Henri Janne) dokument je Europske komisije u kojem je pojam europske dimenzije u obrazovanju prvi puta spomenut. U poglavlju „Značaj europske dimenzije unutar obrazovanja“ (A European dimension in the matter of education) između ostalog stoji kako „poučavanje treba imati europsku dimenziju gdje god je to moguće – u kontekstu geografije, povijesti, kulturnog, političkog i građanskog obrazovanja.“⁹ Ovaj dokument od posebne je važnosti za daljnji smjer definiranja europske dimenzije kao neizostavnog elementa europske obrazovne politike.

Nadalje, dva su važna prijedloga¹⁰ službenih dokumenata Vijeća Europske unije iz 1974. godine koji se bave temom obrazovanja u Europskoj zajednici. U njima je definiran smjer kretanja europske obrazovne politike i njezini ishodi:

- postignuta je suglasnost oko suradnje u području obrazovanja u okviru Europske zajednice;
- istaknuta je potreba za poboljšanjem mogućnosti mobilnosti unutar Zajednice za studente, nastavnike i istraživačko osoblje;
- na dnevni red dovedeno je pitanje obrazovanja djece radnika migranata;

⁹ U *Janneovu izvještaju iz 1973.* ističu se elementi (postupci implementacije) europske dimenzije u obrazovanju, a to su: 1) u nastavnu praksu uvrstiti prikladan omjer primjera i ilustracija (kao što je čitanje tekstova) kojima se nastoji povećati znanje o Europi i narodima koji su članovi Unije, 2) obnoviti/korigirati udžbenike povijesti na način da se nadopune ili pročiste nacionalistički pristrani odlomci i sve ono što bi moglo prouzrokovati neprijateljsko ozračje i pogrešne prosudbe; 3) povijest ne poučavati na način da ona predstavlja katalog događaja, već da proučava glavna strujanja u razvoju znanosti, tehnike, rada, pokreta prava i institucija, prehrani (i gladi), zdravlja i medicine (i epidemija), filozofije i religije, političkih ideja, kulture i umjetnosti; geografiju koristiti na način da prelazi nacionalne granice i da ukazuje na različitosti i sličnosti među skupinama ljudi, da pozitivno utječe na granična područja; 4) nastavu usmjeriti ka lingvistici na način da se posebice posveti zajedničkim strukturama europskih jezika; 5) razborito i postepeno poučavati o europskim građanskim pravima koja su utemeljena u praksama i institucijama Unije, u pluralizmu i demokraciji; 6) na razini Unije, ispitati mogućnost osnivanja agencija koje bi proizvodile ili promovirale proizvodnju didaktičke opreme (knjige, ilustracije, audio-vizualna oprema) s ciljem da se u obrazovnim ustanovama stvore povoljni uvjeti, da postoji visoka pedagoška kvaliteta u kreiranju pozitivnih i dobro informiranih stavova spram Europe (Janne, 1974:52).

¹⁰ Prvi je prijedlog *Draft resolution of the Council of the European Communities and of the conference of Ministers of Education meeting within the Council for cooperation in the field of education*. Drugi je prijedlog *Draft Decision of the Council of the European Communities relating to the setting-up of a European Committee for Educational Cooperation*.

- istaknuta je potreba za revizijom postojećih politika koje se odnose na učenje i nastavu stranih jezika u zemljama članicama;
- potvrđuje se važnost proučavanja Europe – povijesti, zemljopisa i kulture, a osobito suvremenog društva i političkog razvoja te se odobrava poticanje/stipendiranje stručnog usavršavanja nastavnika kao i razvojnih projekata i kurikula unutar država članica;
- istaknuta je namjera jačanja suradnje između visokoškolskih ustanova;
- iznesena je ideja o osnivanju Europskih škola;
- istaknuta je namjera objedinjavanja i razmjene dokumentacije i statističkih materijala o obrazovnim zbivanjima na razini Zajednice;
- dogovorena je financijska procjena obrazovnih aktivnosti.

Iz navedenog se može uočiti da Europska komisija i Vijeće EU nastoje proširiti ideje europske dimenzije u obrazovanju ne samo na praksu unutar škola (promjena sadržaja udžbenika i sadržaja poučavanja), kako se navodi u *Janneovu izvještaju iz 1973.*, već se počinje naglašavati i pojam mobilnosti, međusobne suradnje i mjerenja ishoda obrazovanja što podrazumijeva uvođenje promjena na svim razinama obrazovanja i osposobljavanja.

U *Rezoluciji Ministara obrazovanja* (Resolution of the Ministers of Education, meeting within the Council) iz 1976. godine predstavljen je „Akcijski program obrazovanja“ koji se referira na ranije iznesene prijedloge. Na vrlo sličan način kao i u prethodnim prijedlozima, programom su postavljeni sljedeći opći ciljevi obrazovanja u Europskoj zajednici:

- poboljšanje sadržaja obrazovanja i osposobljavanja državljana i djece državljana drugih članica Zajednice te zemalja nečlanica;
- promicanje bliske suradnje između obrazovnih sustava u Europi;
- izrada dokumentacije i statistike o obrazovanju;
- poticanje suradnje u području visokog obrazovanja; promicanje učenja stranih jezika; te
- osiguravanje jednakih mogućnosti za slobodan pristup svim oblicima obrazovanja.

Još jednom valja istaknuti cilj promicanja bliske suradnje među obrazovnim sustavima u Europi jer se ondje konkretno navode aktivnosti europske dimenzije u obrazovanju. Navodi se kako će Zajednica promicati „europsku dimenziju“ kod učenika i nastavnika u osnovnim i srednjim školama, što obuhvaća promicanje i organiziranje kratkih studijskih posjeta i razmjena učitelja (posebice onih koji poučavaju jezike), zatim razvijanje servisa na nacionalnoj razini koji će pružati savjete i informacije potrebne za promicanje mobilnosti učenika i nastavnika, bavit će se pitanjem osposobljavanja nastavnika te promicati obrazovne aktivnosti s europskim sadržajem.

Zidarić (1996) ističe da je za početak osamdesetih godina važno istaknuti *Preporuke Odbora ministara Vijeća Europe država članica o promoviranju svijesti o Europi u*

srednjim školama (1983) (Recommendation of the Committee of Ministers to Member States Concerning the Promotion of an Awareness of Europe in Secondary Schools) u kojima se „najavljuje europska dimenzija u obrazovanju“ (str. 163.). Jedna je od glavnih preporuka vladama zemalja članica da se među učenicima i nastavnicima srednjih škola u što većoj mjeri promiče svijest o Europi. Navodi se da programi za promicanje svijesti o Europi u srednjim školama mogu imati različite sadržaje koji će odgovarati potrebama i interesima pojedinih zemalja, regija i škola, ali njihov cilj mora biti isti – potaknuti mlade Europljane da poštuju druge narode i kulture i pokazuju solidarnost prema istima te potaknuti mlade da sebe vide kao građane Europe i svijeta, a ne samo kao građane svojih regija/zemalja. Istaknuto je kako bi se mladim Europljanima trebalo pomoći da budu spremni i sposobni za očuvanje i promicanje demokracije, ljudskih prava i temeljnih sloboda; da steknu znanja i vještine potrebne za život u meduovisnom svijetu; da imaju razumijevanje za kulturnu baštinu te da razumiju vlastiti doprinos i obvezu prema drugim civilizacijama; da razviju svijest o institucijama i organizacijama koje promiču europsku suradnju te da budu spremni podržati njihove ideje i aktivnosti.

Theiler (1999) značajnim u razvoju ideje europske dimenzije smatra dokument Ad hoc odbora *Europa građana* (A People's Europe) iz 1985. godine, poznat i kao *Adonino izvješće* (The Adonnino Report) nazvanom prema autoru, predstavniku talijanske vlade Pietru Adonninu. Pojedini odlomci drugog dijela spomenutog dokumenta odnose se na uvođenje europske dimenzije u školski kurikulum. U poglavlju naslovljenom „Mladi, obrazovanje, razmjene i sport“ ističe se da je osobito važno uključiti mlade u budući razvoj Europe te se navode prijedlozi usmjereni na mlade i promicanje europske dimenzije. Nekoliko je pokazatelja europske dimenzije koje treba istaknuti u ovom izvješću:

- poznavanje jezika – barem dvaju jezika uz materinji jezik, od kojih je jedan jezik zemlje članice;
- omogućavanje budućim učiteljima jezika boravak u zemlji čiji jezik poučavaju;
- omogućavanje što većem broju učenika da posjete zemlju članicu u kojoj se govori drukčijim jezikom;
- razmjene među školama (poticanje razmjena i susreta među školama; u zemljama u kojima ne postoji, osnivanje ureda koji će biti savjetodavno tijelo za informiranje o razmjenama);
- europska slika u obrazovanju (priprema udžbenika i nastavnih materijala, obilježavanje Dana Europe);
- suradnja među sveučilištima;
- razmjene mladih i razmjene zaposlenika (Adonnino, 1985.).

Pretpostavka je da je *Adonino izvješće* imalo velik utjecaj na *Jedinstveni europski akt* (Single European Act) koji je usvojen 1986., a stupio je na snagu 1987. godine. Jedinstveni europski akt nije posebno važan za definiranje europske dimenzije u obrazovanju, ali još jednom ističe doprinos napretku europskom jedinstvu kao cilju

Europskih zajednica. Događaj od veće važnosti tu godinu, svakako je osnivanje programa Erasmus koji će se u svojim kasnijim fazama pokazati izrazito uspješnim programom za ostvarivanje mobilnosti.

Godine 1988. Vijeće Ministara obrazovanja objavljuje *Rezoluciju o jačanju europske dimenzije u obrazovanju* (Resolution on the European dimension in education) koja europsku dimenziju ponovo dovodi u prvi plan europske obrazovne politike. Predlažu se brojne mjere za implementaciju europske dimenzije u obrazovanju, kao što su uključivanje europske dimenzije u obrazovne sustave tako da se pripremi potrebna dokumentacija i potiču značajne inicijative za uvođenje europske dimenzije na svim razinama obrazovanja. Ističe se važnost školskog kurikulumu i nastavnih materijala, posebno za nastavu književnosti, jezika, povijesti, zemljopisa, društvenih znanosti, ekonomije i umjetnosti kao glavnih područja za uvođenje europske dimenzije, te se ističe važnost stručnog usavršavanja nastavnika kao nositelja implementacije. Nadalje, govori se o poticanju mjera za ostvarivanje kontakata između nastavnika i učenika iz različitih zemalja te dopunskim mjerama kao što su izvannastavne aktivnosti ili otvaranje europskih klubova).

Sljedeće godine (1989.) ove ideje objedinjene su dokumentom *Izvješće o europskoj dimenziji u obrazovanju* (Report on the European Dimension of Education). „U Izvješću su iznesena dva temeljna aspekta europske dimenzije u obrazovanju: (I) da europska dimenzija ne može biti zamjena za neki nastavni predmet i da je težište formiranja svijesti o Europi kod učenika, u nastavi književnosti, povijesti i zemljopisa; te (II) da je učenje stranih jezika *sine qua non* njezina razvoja“ (Ledić i Turk, 2012:262). Treba spomenuti i da 1996. godine, potaknut preporukama navedenih dokumenata, EURYDICE (The Information Network on Education in Europe) objavljuje tematsku bibliografiju pod nazivom *Europska dimenzija u obrazovanju* koja kategorizira i klasificira dokumente koji se bave ovom tematikom zaključno s 1990. godinom.

U Beču je 1991. održano zasjedanje Odbora ministara Vijeća Europe na kojem je donesena nova *Rezolucija o europskoj dimenziji u obrazovanju* (Resolution on the European dimension of education: teaming and curriculum content). Pozivajući se na postojeće dokumente i političke odluke, ovom rezolucijom nastoje se postaviti sveobuhvatni obrazovni ciljevi koji će doprinijeti promicanju i provedbi ideje europskog zajedništva. U rezoluciji su opisana nastojanja koja Europska unija želi doseći kako bi provela europsku dimenziju u obrazovanju, stoga su izdvojeni samo pojedini ciljevi. Primjerice, kroz obrazovanje se treba promicati svijest o europskom zajedništvu i europskom identitetu, a mlade treba poticati da zauzmu aktivnu ulogu u oblikovanju europske budućnosti. Obrazovni sustavi trebaju pokazati spremnost za postizanje razumijevanja, prevladavanja predrasuda, afirmaciju europske raznolikosti uz istodobno očuvanje nacionalnih posebnosti, očuvanje ekološke ravnoteže, slobode, demokracije, ljudskih prava, ekonomske sigurnosti i mira. Škole trebaju poticati svijest o zemljopisnim razlikama europskih regija i njihovih prirodnih, društvenih, ekonomskih, političkih struktura te svijest o povijesnim silama koje su oblikovale Europu; poticati prepoznavanje karakterističnih obilježja europske kulture te njezinog jedinstva i različitosti; promicati europsku višejezičnost, upozoravati na važnost poznavanja europskih institucija, pozivati na zajednički europski dijalog u vezi s ekonomskim, ekološkim, socijalnim i političkim

izazovima u Europi. Iz ovako postavljenih ciljeva može se zaključiti da europske institucije svoju viziju Europe ujedinjene u različitosti nastoje ostvariti kroz obrazovanje. Škole stoga imaju važnu ulogu u ispunjavanju obrazovnih i odgojnih ciljeva koji će doprinijeti implementaciji europske dimenzije u obrazovanju.

Značajnom godinom u povijesti Europske unije smatra se 1992. kada je u Maastrichtu potpisan *Ugovor o Europskoj uniji* (Treaty of Maastricht on European Union). Ugovor iz Maastrichta izmijenio je prethodne europske ugovore i stvorio Europsku uniju koja se temelji na tri stupa: europskim zajednicama, zajedničkoj vanjskoj i sigurnosnoj politici te suradnji u području pravosuđa i unutarnjih poslova. U 3. poglavlju Ugovora „Obrazovanje, osposobljavanje i mladi“ navodi se, između ostalog, šest ciljeva kojima Europska unija teži u obrazovanju: 1) razvoj europske dimenzije u obrazovanju posebice kroz poučavanje i širenje jezika zemalja članica; 2) poticanje mobilnosti studenata i nastavnika, između ostalog poticanjem akademskog priznavanja diploma i razdoblja studiranja; 3) promicanje suradnje između obrazovnih ustanova; 4) razmjena informacija i iskustava o pitanjima koja su zajednička obrazovnim sustavima država članica; 5) poticanje razvoja razmjene mladih i razmjene nastavnika/predavača u području obrazovanja; 6) poticanje razvoja obrazovanja na daljinu (čl. 126.).

U kronološkom prikazu razvoja europske dimenzije u obrazovanju neizostavno je spomenuti Zelenu knjigu o europskoj dimenziji u obrazovanju (Green Paper on the European Dimension of Education) Europske komisije iz 1993. u kojoj se navode opći ciljevi škola (npr. omogućiti učeniku da samostalno prosuduje, kritički promišlja i prilagodi se inovacijama, da ostvari svoj puni potencijal i bude potaknut na cjeloživotno učenje, pružiti mu kvalifikacije koje će olakšati njegov ulazak u svijet rada itd.), i specifični ciljevi u kojima je europska dimenzija definirana kao „dodana vrijednost“. U specifičnim ciljevima istaknuto je kako se dodana vrijednost očituje kroz doprinos europskom građanstvu (koji podrazumijeva poštovanje različitih identiteta, suzbijanje šovinizma i ksenofobije, obrazovanje za demokraciju, borbu protiv nejednakosti, toleranciju i poštovanje različitosti, učenje jezika, međunarodne razmjene), zatim kroz mogućnosti za podizanje kvalitete obrazovanja (što obuhvaća poticanje inovacija, mobilnost, razmjenu iskustva, integriranje europske dimenzije u kurikulum) te kroz pripremu mladih za njihovu integraciju u društvo i lakši ulazak na tržište rada (pri čemu će pomoći poznavanje jezika te partnerstva i suradnja između škola i tržišta, ali i između lokalnih vlasti i nevladinog sektora). U tom kontekstu nastavnici i učenici trebaju biti osposobljeni za razvijanje europske perspektive, prevladavanje jezičnih i kulturnih prepreka te upoznavanje zajedničke europske baštine (Ledić i Turk, 2012).

Objavom *Bijele knjige o obrazovanju i osposobljavanju* (White Paper on Education and Training - Teaching and Learning - Towards the Learning Society) iz 1995. velik se naglasak stavlja na cjeloživotno učenje, pa su tako i sljedeću, 1996. godinu Europsko vijeće i Europski parlament proglasili Europskom godinom cjeloživotnog učenja. U dokumentu između ostalog stoji kako je glavni cilj obrazovanja i osposobljavanja uvijek bio osobni razvoj i uspješna integracija Europljana u društvo. Prepoznavanje kvalifikacija, mobilnost, suradnja između škola i poslovnog sektora, borba protiv socijalne isključenosti kroz otvaranje škola za „drugu šansu“, stvaranje europske volonterske mreže, zahtijevanje

poznavanja minimalno dva strana jezika, praćenje ulaganja u obrazovanje i sl., samo su neka od pitanja kojima se ovaj dokument bavi. Uvođenje europske dimenzije spominje se prvenstveno kao zahtjev u kontekstu internacionalizacije obrazovanja i gospodarstva.

Za tijek razvoja događaja na političkoj sceni Europe, važno je spomenuti i *Ugovor iz Amsterdama* (The Treaty of Amsterdam) iz 1997. godine koji je važan zbog izmjena i dopuna Ugovora iz Maastrichta, iako nije ključan za poimanje europske dimenzije. U tom Ugovoru stoji da je cilj Unije promicati skladan, uravnotežen i održiv razvoj gospodarskih aktivnosti, visoku razinu zaposlenosti i socijalne zaštite, jednakost između muškaraca i žena, održiv i neinflatorni rast, visok stupanj konkurentnosti i međusobnog približavanja gospodarskih rezultata, visoku razinu zaštite i poboljšanja kvalitete okoliša, poboljšanje životnog standarda i kvalitete života te ekonomsku i socijalnu koheziju i solidarnost među državama članicama. Još jedan značajan segment ovog Ugovora uspostavljanje je europskog građanstva, što znači da je svaki građanin neke zemlje članice ujedno i građanin Unije. To na neki način označava početak novog diskursa u istraživanju europskog identiteta koji određuje pripadnost Europskoj uniji, a europsko građanstvo postaje bitna odrednica europske dimenzije u obrazovanju.

Velik zaokret u ciljevima i funkcioniranju obrazovanja, prvenstveno visokoškolskog, dogodio se 1999. godine potpisivanjem *Bolonjske deklaracije* (Joint declaration of the European Ministers of Education convened in Bologna on 19 June 1999) koju tada potpisuje 29 zemalja čija je namjera bila harmonizirati i objediniti prostor visokog školstva na razini Europe, a već 2000. godine u *Lisabonskoj strategiji* postavljen je vrlo ambiciozan cilj prema kojem bi Europa u idućih deset godina treba postati najdinamičniji i najkonkurentniji gospodarski prostor na svijetu utemeljen na znanju, sposoban za održiv ekonomski razvoj s najvećom stopom zaposlenosti i s jakom socijalnom kohezijom. Nažalost, izvješće o Lisabonskoj strategiji iz 2005. godine pokazuje razočaravajuće rezultate koji su posljedica preširoko definiranih ciljeva, preopsežnog programa, nedovoljne koordinacije i proturječnih prioriteta, a uz sve to podjela odgovornosti između europske i nacionalne razine nije bila dovoljno jasna (Kesner-Škreb, 2008).

Tijekom idućih nekoliko godina donesena su brojna očitovanja Europske unije o pitanjima obrazovanja, iako se ni jedno od njih eksplicitno ne bavi pojmom europske dimenzije kao što je to bio slučaj 70-ih godina. Neovisno o tome, europska dimenzija jest, na manje ili više jasan način, integrirana u tim dokumentima. Primjerice, u *Kopenhaškoj deklaraciji* iz 2002. godine, koja se u prvom planu bavi strukovnim obrazovanjem i osposobljavanjem, naznačeno je „jačanje europske dimenzije u strukovnom obrazovanju i osposobljavanju s ciljem poboljšavanja uže suradnje za promicanje mobilnosti i razvoja suradnje unutar ustanova, partnerstava i drugih transnacionalnih inicijativa, sve u svrhu podizanja kvalitete europskog obrazovanja i osposobljavanja u međunarodnom kontekstu kako bi se Europa prepoznala kao svjetska referenca za učenike“ (str. 2.).

Osvrt na *Kopenhašku deklaraciju* iznesen je u novoj, *Maastriškoj izjavi* (2004) o budućim prioritetima unapređivanja europske suradnje u strukovnom obrazovanju i osposobljavanju. Nadalje, 2006. godine potpisana je *Izjava iz Helsinkija*, a 2008. *Izjava iz Bordeauxa*, obje s istim ciljem – unaprijediti suradnju u strukovnom obrazovanju. Svi dokumenti,

od Kopenhaške deklaracije do Izjava iz Maastrichta, Helsinkija i Bordeauxa, područje strukovnog obrazovanja u Europi temelje na transparentnosti i uzajamnom povjerenju.

Godine 2009. donesen je novi strateški okvir europske suradnje u području obrazovanja i osposobljavanja poznat kao *Education and Training 2020*, u kojemu su postavljeni ciljevi čija su ostvarenja planirana od 2020. godine. Četiri su strateška cilja u kojima se može prepoznati europska dimenzija: 1) ostvariti cjeloživotno učenje i mobilnost; 2) poboljšati kvalitetu i učinkovitost obrazovanja i osposobljavanja; 3) promicati pravednost, socijalnu koheziju i aktivno građanstvo te 4) poticati kreativnost i inovacije, uključujući poduzetništvo, na svim razinama obrazovanja i osposobljavanja. Godinu dana poslije, obrazovanje se spominje kao jedan od glavnih strateških ciljeva *Europske strategije za pametan, održiv i uključiv rast* (Europa 2020). U kontekstu obrazovanja, a posebice mobilnosti, treba istaknuti i *Europski kvalifikacijski okvir* (European Qualifications Framework) kojemu je cilj povezati nacionalne sustave kvalifikacija i omogućiti njihovo prepoznavanje i priznavanje na europskom prostoru. Osim bolje prohodnosti na tržištu rada, EKO podupire veću mobilnost kako radnika tako i učenika te olakšan pristup i sudjelovanje u cjeloživotnom učenju što, gledajući iz šire perspektive, doprinosi zbližavanju europskih kultura i naroda.

Kroz povijesni pregled razvoja europske dimenzije u obrazovanju, vidljivo je da je ključno razdoblje definiranja europske dimenzije u obrazovanju trajalo tijekom 70-ih i 80-ih godina. Tada je jedan od glavnih ciljeva obrazovanja bio promijeniti sadržaj poučavanja tako da on bude orijentiran na Europu i pripadnost Europi. Nakon osamdesetih, u odredbama na razini Unije, neovisno o tome kojim segmentom obrazovanja se bave (npr. strukovnim, visokoškolskim i sl.) uočava se težnja za sve većom mobilnosti i višejezičnosti te podizanjem razine suradnje između zemalja članica.¹¹ Kroz posljednjih 10-ak godina, promicanje europske dimenzije u obrazovanju, u većoj ili manjoj mjeri, postaje sastavni dio svake direktive Europske unije koja se bavi pitanjem obrazovanja. To je i očekivano s obzirom na to da je težnja Europske unije stvaranje jedinstvenog europskog obrazovnog prostora.

2.2. Izazovi pojmovnog određenja europske dimenzije u obrazovanju

Počevši od 1973. godine kada je objavljen *Janneov izvještaj* u kojem se europska dimenzija u obrazovanju prvi puta jasno spominje, brojni su se autori kroz svoje znanstvene i stručne radove bavili ovom tematikom i nastojali definirati koncept. Europska dimenzija u obrazovanju može se promatrati iz različitih perspektiva. Ritchie (1997) naglašava da je „europska dimenzija“ konfuzan pojam, odnosno pojam koji je u obrazovnoj politici Vijeća Europe i Europske komisije definiran tako da ga je moguće široko tumačiti. Barthélémy

¹¹ Analizom i prikazom razvoja koncepta europske dimenzije u obrazovanju u okviru Europske unije i Vijeća Europe bavio se Diestro Fernández (2014) koji upravo razdoblje 90-ih godina prošlog stoljeća smatra najznačajnijim za razvoj ideje europske dimenzije kroz dokumente europskih institucija. Vidjeti više u Diestro Fernández (2014), str. 5.

(1999) navodi kako svatko tko traži podrijetlo izraza „europska dimenzija“ i njegovog semantičkog značaja, treba istražiti sintagmu, koja katkad ima mnogo različitih značenja i konotacija i teško ju je razumjeti. Zatim ističe kako je izraz „europska dimenzija“ ključan pojam u definiranju novog epistemološkog okvira koji donosi uvjete za izgradnju mira i moderne Europe te predstavlja promjenu perspektive u obrazovanju (Barthélémy, 1999). Ledić i Turk (2012) navode da je „jednoznačno definiranje koncepta europske dimenzije u obrazovanju u praktičnom (obrazovnom) aspektu, izrazito složen zadatak“ (str. 264.). Unatoč izazovima pojmovnog određenja, kroz sljedeće poglavlje prikazane su različite definicije i određenja pojma u radovima autora koji se bave ovom tematikom.

Početak 90-ih godina prošlog stoljeća, značajan doprinos razvoju ideje europske dimenzije i općenito obrazovanja u Europskoj uniji daju radovi Raymonda Rybe (1992) koji navodi da bi uvođenje europske dimenzije u obrazovanju mogla biti jedna od najvažnijih mjera u pripremi „srca i umova“ sljedećih generacija Europljana za izazove i mogućnosti koje im članstvo u Europskoj uniji donosi (Ryba, 1992). Nadalje, on ističe da europska dimenzija istovremeno obuhvaća dva suprotna pojma – „jedinstvo“ i „različitosti“ – koji su izraženi u jednom motu. S jedne strane ovaj moto označava rastuće zajedništvo europskih zemalja kako unutar Europske unije tako i unutar šire obitelji zemalja obuhvaćenih Vijećem Europe, čime se nameće potreba za uvođenjem zajedničke „europske dimenzije“ u sadržaj kurikuluma. S druge strane, pitanje obrazovanja područje je u kojem su nacionalne vlade najviše ustrajne da zadrže svoja prava i tu je vidljiva raznolikost (Ryba, 1995).

Zidarić (1996) daje kronološki prikaz razvoja koncepta europske dimenzije u aktivnostima Vijeća Europe i Europske zajednice/unije. Temeljem toga opisuje europsku dimenziju kao optimističan i vremenski neograničen projekt koji treba pomoći ubrzanju, jačanju i sadržajnom bogaćenju europskog integracijskog procesa i istodobno pripremiti mladež za preuzimanje odgovornosti u sutrašnjem svijetu, u kojem će europska i svjetska dimenzija, zahvaljujući općem napretku, biti odrednica življenja. Osim toga, on ističe da je njezina zadaća unapređivanje međunarodne suradnje, međusobnog razumijevanja i stvaranje uvjeta za olakšanu radnu i ostalu pokretljivost na sveukupnom europskom prostoru (Zidarić, 1996).

Nadalje, Treverton (1992, prema Diamantopoulou, 2006) ističe da je uloga europske dimenzije u obrazovanju da u okruženju koje je ekonomski, socijalno i kulturološki raznoliko, doprinese učinkovitoj obrazovnoj politici kojoj je cilj integracija zajedničkog tržišta rada i konkurentnosti Europske unije na međunarodnoj razini.

Brojnim istraživanjima prakse i implementacije europske dimenzije bavi se Stavroula Philippou, i to prvenstveno u grčko-ciparskom nacionalnom kontekstu. Značajan je njezin članak iz 2005. u kojem ističe kako „unatoč rastućem broju izvora literature koja se bavi europskom dimenzijom u obrazovanju, postoji relativno malo istraživanja njezinog značenja u nastavi i njezine praktične primjene“ (Philippou, 2005:334). Jedna je od glavnih ideja europske dimenzije da se kroz obrazovanje njeguju znanja, vještine i stavovi „u Europi, o Europi i za Europu“ (Philippou, 2005:347). Nadalje, ona definira dva temeljna pristupa u proučavanju europske dimenzije, a to su *preskriptivan pristup* u kojem se

proučavaju propisi koje su tijekom povijesti donijeli Europska unija i Vijeće Europe te *istraživački pristup* koji se bavi pitanjem kako istraživačka i akademska zajednica definira ciljeve, načela i sadržaj europske dimenzije u obrazovanju. Unutar navedene podjele, ona uočava tri skupine ili kategorije pristupa istraživanju europske dimenzije. U prvu skupinu spadaju autori koji pozdravljaju europsko ujedinjenje i europsku dimenziju u obrazovanju, ali bez osvrta ili uz vrlo mali osvrt na svojevrsne opasnosti ili propitivanja o implementaciji europske dimenzije. Drugu skupinu karakterizira skeptičan pristup proučavanju europske dimenzije i odbacivanje koncepta zbog mogućih loših učinaka kao što su eurocentrizam i prijetnja kulturnoj raznolikosti, dok treću skupinu čine mišljenja koja uzimaju u obzir i prednosti i potencijalne opasnosti europske dimenzije (Philippou, 2005).

Convery i Kerr (2005) europsku dimenziju u obrazovanju definiraju kao koncept koji obuhvaća tri temeljne odrednice, a to su *identitet, suradnja i integracija*. Naglašavaju važnost razvoja europskog identiteta (što istodobno ne podrazumijeva i narušavanje nacionalnog i lokalnog identiteta), aktivnosti suradnje (volonterske, filantropske) kojima je cilj povećati osjećaj zajedničkog identiteta te integracije u kontekstu političko-pravne i ekonomske dimenzije Europske unije koja građanima Unije daje status Europljana i prava na nadnacionalnoj razini.

Obilježjima europske dimenzije u obrazovanju u okviru rada triju „europskih škola“ (u Ujedinjenom Kraljevstvu, Belgiji i Španjolskoj) bavi se Savvides (2008). Na temelju odrednica europskih škola Savvides postavlja temeljne okvire za definiranje i implementaciju europske dimenzije u obrazovanju. Prema Savvides (2008) elementi europske dimenzije očituju se kroz: 1) boravak učenika raznolikoj europskoj, nacionalnoj, kulturnoj i jezičnoj sredini; 2) nastavni plan i program te pristup nastavnika koji su usmjereni na promicanje europske dimenzije; 3) učenje jezika; 4) učenje o Europi kroz povijest, zemljopis i ekonomiju; 5) izvannastavne aktivnosti (npr. Europarty, Eurosport); 6) učeničke ekskurzije; 7) obilježavanje nacionalnih i europskih praznika (npr. Dan Europe) te 8) prakticiranje modela Europskog parlamenta i Vijeća gdje učenici stječu iskustvo u ulozi europskih ministara ili povjerenika. Na temelju intervjua s učenicima, Savvides (2008) ističe tri najučinkovitija načina koji doprinose implementaciji europske dimenzije u škole, a to su: omogućavanje kontakata među učenicima iz različitih europskih sredina, učenje jezika te uvrštavanje izučavanja Europe u nastavne planove i programe predmeta, uvažavajući pritom različite nacionalne perspektive. Uzimajući u obzir da se brojni autori bave teorijskim raspravama o europskoj dimenziji, vrijednost prikaza ovog istraživanja u tome je što daje jasan uvid u praktičnu implementaciju europske dimenzije u obrazovanju.

Wahlström (2010) definira pokazatelj europske dimenzije u obrazovanju u kontekstu rasprave o europskom obrazovnom prostoru i aktivnom (europskom) građanstvu. Navodi četiri različite dimenzije koje se zajedno odnose na europsku dimenziju, ali i europsko aktivno građanstvo: 1) *znanje* – znanja o ljudskim pravima i pogled na njihov razvoj u Europi, znanja o europskoj povijesti, europskim aktualnostima, europskoj kulturnoj baštini, europskim pravnim pitanjima, europskim institucijama, pitanje kako utjecati na europsku zajednicu/društvo i politiku; 2) *vještine i kompetencije* – razrješavanje sukoba i interkulturalne kompetencije u vezi s europskim pitanjima, s naglaskom na migracije i rasizam; 3) *stavovi* – stavovi spram učenja stranog (europskog) jezika, povjerenje

u europske institucije, zanimanje za Europu, vjera u političku učinkovitost Europe, poštovanje kako europske tako i neeuropske kulturne baštine, otvorenost za promjenu mišljenja diljem Europe te 4) *identitet* – osjećaj europskog identiteta i regionalnog identiteta unutar Europe (Wahlström, 2010).

Pitanjem europske dimenzije u obrazovnoj politici Rumunjske bavi se Enache (2011) i pritom definira europsku dimenziju kao usmjerenje koje omogućuje olakšano stvaranje kulturnog i moralnog identiteta pojedinca, odnosno europskih građana koji su obrazovani u duhu europskih vrijednosti (ljudskih prava, zakona, slobode, demokracije, odgovornosti, uključenosti i sudjelovanja) i posjeduju europsku kulturu, svijest i identitet. Nadalje, Enache (2011) navodi kako europska dimenzija predstavlja zajednički projekt obrazovnih sustava u Europi i da se kao takva treba se temeljiti na zajedničkim elementima (vrijednostima, iskustvima i problemima), a ne na različitostima (strukтури, kurikulumu, pravnom okviru i sl.). Europska dimenzija kulturni je projekt u kojem kulturna raznolikost doprinosi koheziji i uravnoteženosti naroda, a Europska unija nadnacionalni projekt koji objedinjuje četiri europske vrijednosti „germansku slobodu, rimski poredak, kršćansku vjeru i grčku misao“ (Enache, 2011:110).

Alfonso Diestro Fernández još je jedan autor koji je u međunarodnom okruženju dao značajan doprinos znanstveno-istraživačkom razvoju koncepta europske dimenzije u obrazovanju. Diestro Fernández (2011), u širem kontekstu poimanja, europsku dimenziju u obrazovanju promatra kao pedagošku/obrazovnu paradigmu europskog naslijeđa i kulture. Isti autor ističe da je koncept europske dimenzije u obrazovanju ključan aspekt europske nadnacionalne politike obrazovanja, iako ga smatra jednim od koncepata koji izaziva najviše polemika u području europske obrazovne politike.

Resnik Planinc (2012) daje osvrt na europsku dimenziju kao skupinu *odnosa, vještina i iskustva* kojima se može utjecati na razumijevanje drugih kultura i naroda u Europi. Cilj je europske dimenzije postići da se pojedinac unutar Europske unije osjeća dijelom obitelji širih zajednica i naroda, odnosno da se u stranim zemljama ne osjeća kao stranac, već da zna da u njima može živjeti, raditi i obrazovati se.

Doprinos pojmovnom određenju europske dimenzije daju Ledić i Turk (2012) koji na temelju analize dokumenata te znanstvenih i stručnih radova izvode zaključak da europska dimenzija obuhvaća: 1) *doprinos razvoju (europskog) društva znanja* kroz: razvoj lingvističkih kompetencija (znanja stranih jezika), poticanje mobilnosti i međunarodne suradnje, poticanje jednakosti obrazovnih šansi te poticanje i razvoja cjeloživotnog učenja; 2) *(europske) vrijednosti*: interkulturalizam, multikulutralizam, demokracija, ljudska prava, tolerancija, socijalna pravda, poštovanje različitosti, pacifizam i prevencija rata te borba protiv kriminala; 3) *različite dimenzije identiteta*: europski, nacionalni i lokalni identitet te 4) *(suvremene) pristupe učenju*: e-učenje i učenje društvenoj odgovornosti (Ledić i Turk, 2012:267).¹²

¹² Ovdje valja istaknuti da u nacionalnim okvirima postoje i autori koji su se u prvim godinama novoga stoljeća (Ilišin i Mendeš, 2005, Lukšić i Bahor, 2007, Domović i sur., 2011), bavili širom temom europskog obrazovanja te na taj način dali dijelom doprinos u istraživanju koncepta europske dimenzije u obrazovanju.

Na sličan način kao Wahlström (2010) te Ledić i Turk (2012), Schmeinck (2013) oblikuje ciljeve implementacije europske dimenzije za kurikulare osnovnih škola. Prema Schmeinck (2013) četiri su cilja europske dimenzije: 1) *znanje* – učenici trebaju posjedovati temeljna, ali fleksibilna znanja o Europi. Ta znanja trebaju biti interdisciplinarna i uzimati u obzir različite kulturne, zemljopisne, povijesne i političke aspekte (npr. razvoj Europske unije, zemlje članice Unije, klima i priroda, jezici i povijest); 2) *razumijevanje* – učenici trebaju razviti osjećaj za razumijevanje međuzavisnosti, veza i odnosa unutar Europe i Europe u odnosu na svijet. S druge strane, trebaju postati svjesni i sposobni razumjeti posljedice vlastitih postupaka i angažmana koji se odnose na buduću razvoj Europske unije, njihov osobni život i život Europljana općenito (npr. razumijevanje Schengenskog sporazuma, europskog prava, tokova robe i prijevoza u Europi, jedinstvene valute), 3) *stavovi* – učinkovito sudjelovanje europskih građana može se izgraditi samo na jasnim, pozitivnim, konstruktivnim, ali i kritičkim stavovima spram europskih ideja. Obrazovanju je cilj unaprijediti stavove prema europskim idejama, ponuditi mogućnosti istraživanja i vrednovanja različitih perspektiva i ideja, stavova, percepcija i pogleda te 4) *vještine* – praktične vještine cjeloživotnog učenja kao što su jezici, komunikacija, društvene i zemljopisne vještine.

Takoder valja istaknuti da Diestro Fernández i Valle López (2015) ističu tri bitna elementa europske dimenzije – europski identitet kao euroglobalni i otvoren prema svijetu; kulturna interakcija – interkulturalizam među ljudima i europskim regijama te europsko građanstvo u političkom i pravnom kontekstu te kontekstu aktivne demokracije, europeizacije i održivog razvoja. U suštini svakog nastojanja definiranja europske dimenzije leži ideja obrazovanja o Europi koja podrazumijeva „teorijski“, ali i onaj „vrijednosni“ okvir kojim se promiče europski način života.

2.3. Prikaz pokazatelja europske dimenzije u obrazovanju

Na temelju povijesnog pregleda razvoja koncepta europske dimenzije u obrazovanju u obrazovnim politikama Europske unije i temeljem uvida u literaturu koja se bavi ovom tematikom, u ovom su poglavlju izdvojeni temeljni sadržaji koje obuhvaća europska dimenzija u obrazovanju te mehanizmi i procesi implementacije tih sadržaja. Zbog različitih tumačenja i videnja ovog pojma koje se mijenja ovisno o političkim zbivanjima u Europi, javlja se potreba objedinjavanja postojećih interpretacija europske dimenzije u cjelinu koja daje osnovu za daljnja istraživanja. Stoga su u sljedećoj tablici prikazani i strukturirani elementi, odnosno *specifični pokazatelji europske dimenzije u obrazovanju* koji se najčešće pojavljuju u dokumentima Europske unije i literaturi gdje se različito nazivaju (npr. ciljevi, načela, elementi, odrednice europske dimenzije).

Iako postoji težnja da se pokazatelji europske dimenzije u obrazovanju precizno definiraju radi lakšeg i jasnijeg poimanja koncepta, treba naglasiti da je europska dimenzija, kako navode Ledić i Turk (2012) „evoluirajući koncept“ što znači da je navedeni prikaz otvoren za nadopune i promjene, ovisno o daljnjim istraživanjima i smjeru razvoja Europske unije i europske obrazovne politike.

Tablica 1. Prikaz pokazatelja europske dimenzije u obrazovanju

| TEMELJNI SADRŽAJI EUROPSKE DIMENZIJE U OBRAZOVANJU (što?) | MEHANIZMI/ PROCESI IMPLEMENTACIJE (kako?) |
|---|--|
| Europske vrijednosti | <ul style="list-style-type: none"> • promicanje (europskih) vrijednosti¹³ u obrazovanju: tolerancija, pluralizam, demokracija, ravnopravnost, pacifizam, solidarnost, sloboda i ljudska prava |
| Europsko građanstvo | <ul style="list-style-type: none"> • podizanje svijesti o ulozima, pravima, odgovornostima i mogućnostima europskih građana • promicanje koncepta aktivnog građanstva |
| Europski identitet | <ul style="list-style-type: none"> • podizanje svijesti o lokalnom, nacionalnom i europskom identitetu i njihovoj povezanosti • poštovanje različitih kulturnih i etničkih identiteta (interkulturalno razumijevanje) • razvoj osjećaja političke, socijalne i kulturne pripadnosti Europi |
| Višejezičnost i mobilnost | <ul style="list-style-type: none"> • učenje (europskih) jezika u kontekstu razvoja lingvističkih kompetencija i u kontekstu razvoja interkulturalnih kompetencija i razumijevanja • razvoj sposobnosti učenja i rada u multinacionalnom okruženju • poticanje mobilnosti učenika, studenata i nastavnika • pružanje mogućnosti za međunarodnu interakciju |
| Razvoj znanja, vještina i stavova "o Europi, u Europi i za Europu" | <ul style="list-style-type: none"> • osnaživanje nastave povijesti, zemljopisa, stranih jezika („wherever is possible“) • promicanje znanja o Europi u zemljopisnom, povijesnom i socijalnom kontekstu (karakteristike zemalja, sličnosti i razlike među zemljama) • promicanje znanja i razumijevanja politike Europske unije i odnosa s ostatkom svijeta • stvaranje javne svijesti o Europi (o njezinoj prošlosti, tijeku razvoja političkih i kulturoloških uvjerenja, ekonomskih sistema, različitosti i ulozima pojedinca) |

Kategorije prikazane u tablici 1. neodvojive su jedna od druge te stoga treba napomenuti da se mehanizmi i procesi implementacije europske dimenzije u praksi međusobno nadopunjavaju. Primjerice, učenje stranih jezika u školi može istodobno doprinijeti razvoju općeg znanja o Europi, ali i interkulturalnom razumijevanju, a sve su to vrlo važne kompetencije koje olakšavaju suživot u multikulturalnom europskom prostoru.

¹³ Predznak „europske“ vrijednosti ovdje stoji zato što su navedene vrijednosti proizašle iz osnivačkih dokumenata Europske unije, odnosno smatraju se vrijednostima koje svaka zemlja članica treba njegovati. Borchardt (2010) se bavi analizom temeljnih vrijednosti u pravu Europske unije te ističe kako su osiguravanje trajnog mira, jedinstvo, jednakost, sloboda, solidarnost, sigurnost, demokracija i zaštita ljudskih prava zajedničke vrijednosti svih zemalja članica Unije i onih koje u budućnosti žele ući u Uniju. Nepoštovanje temeljnih vrijednosti znači kaznene sankcije za države članice, odnosno nemogućnost priključivanja Uniji za zemlje kandidatkinje.

2.4. Najnovija istraživanja europske dimenzije u obrazovanju

Iako se u literaturi često ističe da je europska dimenzija u obrazovanju i dalje razmjerno neistražen koncept, ipak je potrebno naglasiti da se posljednjih godina razvija sve veći interes za istraživanje ove teme u međunarodnom, ali i u nacionalnom okruženju.

Pitanje koje se često postavlja u znanstveno-istraživačkim radovima prisutnost je i/ili odsutnost europske dimenzije u obrazovanju u kurikulumima različitih zemalja. Theiler (1999) na temelju analize nacionalnih kurikuluma u Nizozemskoj, Danskoj, Irskoj, Španjolskoj, Francuskoj, Velikoj Britaniji, Danskoj, Njemačkoj i Grčkoj dolazi do zaključka da je položaj europske dimenzije unutar tih kurikuluma razmjerno marginalan. Ovu tezu djelomično potvrđuje i Puzić (2007) koji, uzimajući u obzir rezultate komparativne analize kurikuluma 11 europskih zemalja¹⁴, zaključuje da ne postoji zajednički europski model interkulturalnog obrazovanja te da je ono prvenstveno u funkciji pojedinih nacionalnih obrazovnih politika. Tragom stvaranja jednog takvog „zajedničkog modela“ ide Philippou (2005) koja razrađuje načela kurikuluma europske dimenzije u obrazovanju vodeći se temeljnim pitanjem – kako uvođenje europske dimenzije u postojeće nacionalne kurikulume može ublažiti njihovo etnocentrično usmjerenje? Tri su temeljna načela kojima se ona bavi – načelo položaja kurikuluma (npr. treba li se europska dimenzija poučavati kao međupredmetna tema), načelo sadržaja kurikuluma i pedagoška načela kurikuluma. U kontekstu potonjih načela, Philippou (2005) ističe tri temeljna: 1) *Načela položaja tj. pozicioniranja europske dimenzije u kurikulum* (eng. *curriculum location principles*) kojima objašnjava načine putem kojih se tema europske dimenzije može uvrstiti u kurikulum. Ona predlaže tri moguća modela implementacije europske dimenzije u kurikulum. Prvi je mogući model da se europska dimenzija transverzalno i interdisciplinarno prožima kroz cijeli kurikulum kao međupredmetna tema. Drugi je model kurikularni koji u ovom kontekstu predlaže da se europska dimenzija u određenoj formi implementira unutar svakog nastavnog predmeta, što bi omogućilo dublji pristup ovoj temi i istraživanje iste. Treći model predlaže razvoj kurikuluma europske dimenzije uzimajući u obzir kontekst pojedine zemlje. Budući da se nacionalni kurikulumi i sustavi obrazovanja razlikuju od zemlje do zemlje, implementacija europske dimenzije ne može se uvoditi monolitno, već zahtijeva prilagodbu posebnim uvjetima nekog obrazovnog sustava i kurikuluma. 2) *Načela sadržaja* (eng. *content principles*) odnose se na posljedice koje europska dimenzija može imati na sadržaj kurikuluma, a autorica pritom prvenstveno misli na sadržaje predmeta zemljopisa i povijesti. Tri su načela koja spadaju u ovu kategoriju: prvo načelo odnosi se na razvoj svijesti o nastanku i razvoju Europe u povijesnom i zemljopisnom smislu, drugo podrazumijeva istraživanje europskog i nacionalnog identiteta, a treće načelo odnosi se na razvoj svijesti o europskim kulturnim i društvenim temeljima, ali i kritičkog mišljenja o kontraverznim i konfliktnim situacijama iz europske povijesti. 3) *Pedagoška načela* (eng. *pedagogic principles*) uključuju pristupe

¹⁴ Švedska, Finska, Norveška, Škotska, Irska, Engleska, Nizozemska, Njemačka, Austrija, Mađarska i Slovenija.

poučavanju europske dimenzije. Također su navedena tri temeljna pedagoška načela – prvi je kritički pristup znanju tj. razvoj kritičkog mišljenja o kurikulumu europske dimenzije; drugi se odnosi na razvoj koncepata i organizacije informacija, što podrazumijeva učenje novog vokabulara (primjerice, apstraktnih pojmova kao što je demokracija), društvenih procesa i koncepata, dok se treći odnosi na aktivno učenje kroz suradnju. U ovom kontekstu posebno je zanimljivo istaknuti sadržaj kurikuluma europske dimenzije koji autorica predlaže i koji bi trebao obuhvaćati: 1) razvijanje svijesti o zemljopisnom i povijesnom oblikovanju Europe, 2) istraživanje europskog i nacionalnih identiteta te 3) razvijanje svijesti o socijalnim i kulturnim temeljima, ali i sukobima (Philippou, 2005).

Hinderliter-Ortloff (2006) u studiji *Becoming European*, koja se bavila pozicijom europske dimenzije u obrazovanju u obrazovnim kurikulumima, analizira nekoliko različitih obrazovnih kurikuluma europskih zemlja, polazeći od sljedećih istraživačkih pitanja - *Je li slika europskog građanina odvojena od identiteta nacionalnog građanina, ili su oni isprepleteni?* te *Je li kurikularni cilj prvenstveno usvojiti znanja, tj. znanja o Europi, ili je cilj biti Europljanin?* Istraživanje je provedeno na namjerno odabranom uzorku obrazovnih kurikuluma Austrije, Danske i Njemačke, a s obzirom na njihovu konceptijsku sličnost i mogućnost usporedivosti. U ovoj se studiji pretpostavilo da obrazovanje o građanskim pravima i europskoj dimenziji u obrazovanju može otkriti važne razlike u tome kako zemlje održavaju ravnotežu između europskog identiteta i nacionalnog identiteta kroz obrazovanje. Austrijski kurikulum, deklarativno, predstavlja ideal ako govorimo o načinima implementacije europskog konteksta kojemu daju prednost teoretičari koji se bave obrazovanjem. Ipak, nisu utvrđeni empirijski dokazi da je ovaj model onaj koji stvarno doprinosi stvaranju integrativnog europskog identiteta. Istraživanjem je utvrđeno da nema jedinstvenog pristupa europskom građanskom obrazovanju, niti su pretpostavke razvoja kurikuluma usporedive. U istraživanju se tako zaključuje da svaka nacionalna obrazovna politika i dalje postavlja različite prioritete po pitanju izgradnje nacionalnog, europskog i globalnog identiteta te se s obzirom na odabrane prioritete pretpostavlja uspjeh tih pristupa. Dakako, pritom se ne zaboravlja nužnost kontekstualizacije nižih razina identiteta (lokalnog ili nacionalnog) u okviru šire, nadnacionalne društvene zajednice, kao što je Europska unija ili Europa ili svijet u cjelini.

Diestro Fernández (2014) u raspravi o europskoj dimenziji u obrazovanju kao konceptu budućeg europskog obrazovanja ističe četiri ključna aspekta o kojima bi pritom valjalo voditi računa te zalagati se za njihov razvoj i osnaživanje. U svojoj raspravi posebno ističe: a) nastavni plan i nastavne materijale; b) stvaranje mreže škola i poticanje izvannastavnih aktivnosti; c) početno i cjeloživotno obrazovanje nastavnika; te d) stilove upravljanja, vodenja i administracije u obrazovnim centrima.

Jedno od područja istraživanja koje je vrlo blisko kurikulumima predstavljaju školski udžbenici i njihova osjetljivost na europska pitanja. Primjerice, Schmeinck (2013) navodi kako se u nekim školskim sustavima tema Europe uopće ne razmatra, dok se drugi sustavi usredotočuju na formalne aspekte povezane s Europom, kao što su činjenice, imena i brojke. U nacionalnom kontekstu, Ledić i Turk (2012) navode da je upravo analiza udžbeničke grade važan zadatak nacionalnog obrazovnog sustava za promicanje europske dimenzije. U susjednoj Sloveniji, autorica Resnik Planinc (2012) bavi se analizom europske

dimenzije u kurikulumu nastave geografije te na temelju dobivenih rezultata ističe kako je upravo geografija najvažniji predmet koji učenicima pruža znanja o Europi, a slijede ga povijest, društvene znanosti, engleski jezik i sociologija. Banjac i Pušnik (2014) analiziraju zastupljenost europskih simbola u udžbenicima građanskog odgoja i etike, također u Sloveniji. Europski simboli (poput europske zastave i himne) doprinose oblikovanju ponašanja i identiteta te se koriste za izgradnju javne potpore europskim integracijama, osjećaju europejstva i stvaranju europske kulture, prostora i identitete. Analiza pokazuje da su u slovenskom nacionalnom kontekstu teme i simbolika Europske unije postupno uvedeni u udžbenike i to vrlo uspješno (Banjac i Pušnik, 2014). Pitanjem „gdje Europa završava“ bave se Malatesta i Squarcina (2011). Njihov je istraživački cilj istražiti kako su Europa i Turska (kao primjer „kontroverzne“ zemlje kandidatkinje) predstavljene u talijanskim udžbenicima za osnovnu školu, odnosno preciznije, na koji je način Europa vizualno prikazana (kroz mape, slike, crteže) u udžbenicima geografije kao heterogen, multikulturalan i multinacionalan prostor. Jedan je od važnih zaključaka istraživanja da udžbenici prostore izvan Europske unije često stavljaju u kategorije zemalja bez imena, siromašnih zemalja, podijeljenih ili stranih (opasnih) zemalja i tako potiču stvaranje razlike između „nas“ (Europske unije) i „drugih“ (primjer Turske) što dovodi u pitanje videnje europskog identiteta.

Odnosom Europske unije s ostatkom svijeta (tzv. „othering process“) bave se Philippou i Theodorou (2014) koji nastoje istražiti problem iz perspektive grčko-ciparskih učenika, s obzirom na to da je Cipar, slično kao i Turska u prethodnom primjeru, zemljopisno marginalna zemlja Europe (točnije Europske unije) koja se suočava s brojnim izazovima, kao što su migracije i diskriminacija. Autori kroz prikaz studije iz 2000./01. i 2006./07. godine upućuju na to da učenici imaju razmjerno čvrsta uvjerenja o „drugima“ te da članstvo Cipra u Uniji nije utjecalo na promjenu stava kod učenika. Učenici ne percipiraju sve zemlje Europske unije jednako „europskima“, odnosno onima koje su razvijene, napredne i civilizirane. U tom smislu, učenici više preferiraju zemlje zapadne Europe, dok zemlje istočne Europe (i ljude koji dolaze na Cipar iz tih zemalja) manje preferiraju i smatraju ih prijetnjom. To se posebno odnosi na Tursku, s time da među učenicima postoje razmišljanja kako upravo Europska unija predstavlja podlogu za razvoj „neciviliziranih drugih“ kao što je Turska. Pritom europska dimenzija u obrazovanju predstavlja potencijal za razvoj ideje jednakosti, odnosno odbacivanja nacionalističkih tenzija i percipiranja „drugih“ (Philippou i Theodorou, 2014).

U istraživanjima europske dimenzije u obrazovanju, ali i Europske unije općenito, gotovo je nezaobilazno pitanje europskog identiteta. Sam pojam identiteta može se proučavati iz različitih perspektiva – psihološke, kulturološke, politološke, sociološke – stoga ne iznenađuje brojnost radova koji se bave ovom tematikom. U kontekstu europske dimenzije u obrazovanju, najčešće se raspravlja o europskom identitetu te njegovom odnosu i povezanošću s nacionalnim, regionalnim i lokalnim.

Adaškevičiene i Janiunaite (2004) istražuju problem europskog identiteta u kontekstu šireg koncepta europske dimenzije u obrazovanju. Autori europski identitet percipiraju kao sastavni dio koncepta europske dimenzije u obrazovanju i važan istraživački problem. Adaškevičiene i Janiunaite (2004) ističu kako u istraživanju europskog

identiteta problem predstavlja nedovoljno razvijena metodologija kao i nepostojanje pokazatelja implementacije europskog identiteta, kao i europske dimenzije u obrazovanju, u školske sadržaje. Istraživački doprinos njihovog rada posebno se očituje u dijelu prijedloga implementacije europskog identiteta u obrazovno-odgojne institucije i sadržaje. Pritom autori ističu kako postoje dva moguća načina implementacije – izravna i neizravna. Izravna implementacija koncepta europskog identiteta povezana je s učenicima i nastavnicima te njihovim uključivanjem u programe mobilnosti, razmjena i različite projektne aktivnosti na međunarodnoj razini. Neizravna se pak implementacija ostvaruje kroz uključivanje ovog koncepta u obrazovni sadržaj (udžbenike) obaveznih i izbornih predmeta. Prijedlozi za implementaciju europskog identiteta i europske dimenzije u obrazovanju proizašli iz ovoga istraživanja otvaraju mogućnosti pokretanja novih istraživanja, posebno u dijelu izravne implementacije povezane s nastavnicima, njihovim stavovima i promišljanjima ovoga koncepta, kao i neizravne implementacije povezane sa sadržajima školskih udžbenika.

Sršen (2013) objašnjava da europski identitet nije jedinstven, odnosno nije utemeljen u jedinstvenoj europskoj povijesti jer ona kao takva ne postoji, nego se sastoji od pojedinih nacionalnih povijesti. To ga čini različitim u odnosu na nacionalni identitet koji svoju osnovu gradi na zajedničkom povijesnom iskustvu i sjećanjima, zajedničkoj kulturi i osjećaju kontinuiteta što, kako navodi Sršen (2013), Europskoj uniji kao jedinstvenoj nadnacionalnoj cjelini nedostaje. Ipak, Vrcan (2005) tvrdi da u traganju za europskim identitetom treba imati na umu da on nije ni jedinstven ni homogen niti ima jasno određene granice ni povijesne, ni kulturne, ni geografske, ni sudbinske. Upravo je promocija različitosti unutar jednog identiteta bitna odrednica europske dimenzije u obrazovanju. Bjelajac i Pilić (2004) istraživali su kako studentska populacija vidi identitet i otkrili da se ispitanici najčešće poistovjećuju s mjestom u kojem žive, što upućuje na to da europski identitet kod nas još nije zaživio. Upravo je cilj europske dimenzije u obrazovanju isticati takve poveznice između nacionalnog i europskog te graditi zajedničku budućnost koja će se temeljiti na viziji Europe kao ujedinjenja u različitosti.

Slično kao i kod identiteta, nebrojeni su znanstveni radovi i istraživanja koji se bave temom mobilnosti, koja predstavlja još jednu važnu odrednicu europske dimenzije. Iako postoje različiti oblici mobilnosti, kada je riječ o obrazovanju, najčešće se govori o organiziranom obliku mobilnosti učenika, studenata i nastavnog osoblja kojima sudjelovanje u programima mobilnosti donosi brojne dobrobiti. Mobilnost danas predstavlja gotovo nezaobilazan proces u akademskom životu studenata, ali je manje zastupljena u ranijim fazama obrazovanja u kojima se nastoji potaknuti. Prema Nacionalnom izvješću istraživanja Eurostudent za Hrvatsku (2011), mobilnost pridonosi osobnom razvoju, povećava jezične kompetencije i interkulturalno razumijevanje te time može doprinijeti i većoj zapošljivosti na međunarodnom tržištu rada.¹⁵

Iako u manjem broju, u posljednjih nekoliko godina europska dimenzija u obrazovanju istražuju se i u nacionalnom okruženju (Ledić, Staničić i Turk, 2013, Turk i Ledić, 2013,

¹⁵ Izvor: *Socijalna i ekonomska slika studentskog života u Hrvatskoj - Nacionalno izvješće istraživanja EUROSTUDENT za Hrvatsku*. Dostupno na: <http://www.iro.hr/hr/publikacije/eurostudent-2011/>, preuzeto 18. srpnja 2015.

Turk i Ledić, 2015, Turk i sur., 2015). Primjerice, u istraživanju kompetencija potrebnih za rad školskog pedagoga (Ledić, Staničić i Turk, 2013), analiza je pokazala da školski pedagozi kompetencije europske dimenzije u obrazovanju¹⁶ smatraju najmanje važnima za svoj svakodnevni rad. U skladu s rezultatima, kao jedna od preporuka istraživanja istaknuta je važnost posvećivanja pažnje temama Europske unije i europske dimenzije u obrazovanju u inicijalnom obrazovanju i stalnom stručnom usavršavanju školskih pedagoga (Ledić, Staničić i Turk, 2013). Slični rezultati dobiveni su i u istraživanju o kompetencijama europske dimenzije u obrazovanju među populacijom studenata pedagogije u Republici Hrvatskoj (Turk i Ledić, 2013). Rezultati su pokazali da studenti, budući (školski) pedagozi, kompetencije europske dimenzije u obrazovanju ne smatraju važnima za svoju buduću profesiju¹⁷. S druge strane, smatraju da visoko obrazovanje ipak djelomično doprinosi razvoju tih kompetencija. U tom kontekstu čini se da studijski programi temeljem kojih se obrazuju budući pedagozi dijelom odgovaraju na aktualne društvene i obrazovne promjene. Međutim, Turk i Ledić (2013) ističu da bi ipak bilo nužno pristupiti temeljitoj reviziji studijskih programa studija Pedagogije u Hrvatskoj i uskladiti ih s aktualnim međunarodnim promjenama i zahtjevima koji se postavljaju pred obrazovno-odgojne institucije i njihove djelatnike.

Istraživanje kojim se ispituje *informiranost, razumijevanje i stavovi* studenata o europskoj dimenziji u obrazovanju¹⁸ pokazalo je da studenti iskazuju pozitivne stavove spram važnosti koncepta europske dimenzije u obrazovanju, ali i da uglavnom nisu odgovarajuće informirani o samome konceptu. Iako nisu ispitivani razlozi slabe informiranosti studenata, u prijedlozima se kao jedan od važnih sljedećih koraka ističe promicanje tema o Europi kroz nastavne sadržaje (Turk i sur., 2015).

Uvid u istraživanja europske dimenzije u obrazovanju donosi širok spektar obrazovnih tema koje se osim s obrazovnog, mogu proučavati i s brojnih drugih aspekata. Nacionalni školski kurikulum i sadržaji udžbenika, međunarodni odnosi, identitet i mobilnost, samo su neke od tema koje spadaju u okvire europske dimenzije u obrazovanju, ali istodobno se istražuju i u kontekstu brojnih drugih znanstvenih grana. Izazovi prepoznati u prikazima navedenih istraživanja (primjerice, percepcija Europske unije i europskog identiteta, povećanje mobilnosti stanovništva i sl.), upućuju na potrebu daljnjeg kontinuiranog istraživanja ovih fenomena koji se mijenjaju i oblikuju pod utjecajem zbivanja na političkoj i gospodarskoj sceni Europe. Ključna je uloga europske dimenzije u tom procesu da putem obrazovanja pripremi učenike i sve ostale dionike obrazovno-odgojnog procesa na suživot u dinamičnom i promjenjivom europskom prostoru.

¹⁶ Autori kao kompetencije europske dimenzije u obrazovanju ističu: poznavanje postupka prijave na programe Europske unije; poznavanje strukture i načina funkcioniranja ključnih tijela Europske unije (Vijeće Europe, Vijeće ministara, Europski parlament itd.); poznavanje europskih trendova u obrazovanju; poznavanje minimalno jednog stranog jezika; poznavanje područja demokratskog građanstva i ljudskih prava; osposobljenost za rad u interkulturalnom i multikulturalnom okruženju; osposobljenost za usmjeravanje učenika i nastavnika društvenoj odgovornosti.

¹⁷ Ovdje, primjerice, valja istaknuti da kompetenciju *Poznavanje strukture i načina funkcioniranja ključnih tijela Europske unije* studenti pedagogije procjenjuju najmanje važnom u odnosu na ostale kompetencije – njih ukupno 41.

¹⁸ Istraživanje je provedeno na prigodnom i nereprezentativnom uzorku hrvatskih studenata Filozofskog i Učiteljskog fakulteta Sveučilišta u Rijeci.

2.5. Europska suradnja i europska dimenzija u obrazovanju

Pojmovi *suradnja zemalja članica Europske unije u području obrazovanja* i *europska dimenzija u obrazovanju* u literaturi se vrlo često isprepliću i (pogrešno) upotrebljavaju kao istoznačnice. Iako je riječ o bliskim/srodnim pojmovima koji se međusobno nadopunjavaju, razlika u poimanju ipak postoji. Cilj je ovog poglavlja prikazati odnos europske suradnje i europske dimenzije u obrazovanju radi jasnije percepcije njihova poimanja.

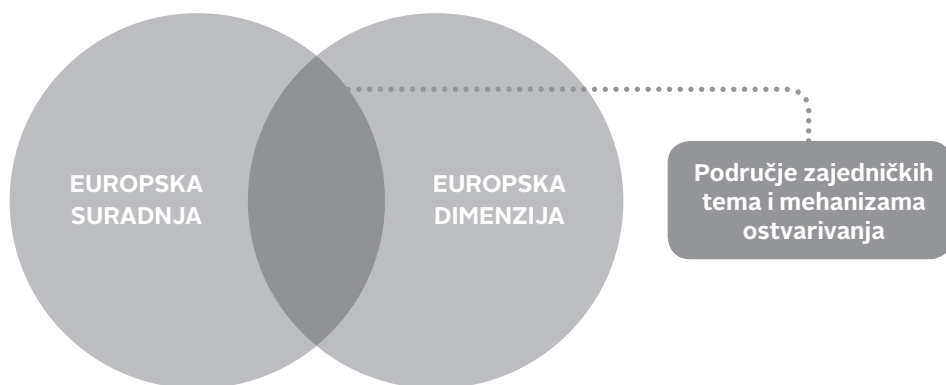
Suradnja zemalja Europske unije u području obrazovanja široko je i razgranato područje djelatnosti usmjerenih na zajedničko rješavanje otvorenih obrazovnih pitanja. Jedno je od glavnih obilježja suradnje zemalja članica EU-a u području obrazovanja tzv. **europsko strateško planiranje** u kojem se za postizanje kratkoročnih i dugoročnih rezultata postavljaju konkretni i mjerljivi ciljevi. Primjere strateškog planiranja na razini Unije čine Bolonjski proces (1999-...), Lisabonska strategija (2000), Kopenhaški proces (2002-2010), Strateški okviri za europsku suradnju u obrazovanju i osposobljavanju – Obrazovanje i osposobljavanje 2010. i 2020. i slični procesi.

Europska unija teži stvaranju europskog prostora visokog obrazovanja i europskog istraživačkog prostora te su u tu svrhu izrađeni brojni instrumenti kojima se nastoje uskladiti pitanja obrazovne politike unutar Unije (npr. europski kvalifikacijski okvir (EQF), europski sustav prijenosa bodova (ECTS), europski kreditni sustav za strukovno obrazovanje i osposobljavanje (ECVET)). Osmišljena je i Metoda otvorene koordinacije koja se zasniva na suradnji među državama članicama čije se nacionalne politike time usmjeravaju prema zajedničkim ciljevima. Države članice teže zajedničkom utvrđivanju ciljeva, zajedničkom odabiru pokazatelja te usporedbi ciljeva ostvarenih u državama članicama i razmjeni informacija o primijenjenim rješenjima. Ova metoda temelji se na zajedničkom identificiranju i definiranju ciljeva koje treba postići, uspostavljanju zajedničkih mjernih instrumenata, kao što su statistika, pokazatelji, smjernice, te usporedbi izvedbi i primjeni najboljih praksi zemalja članica.

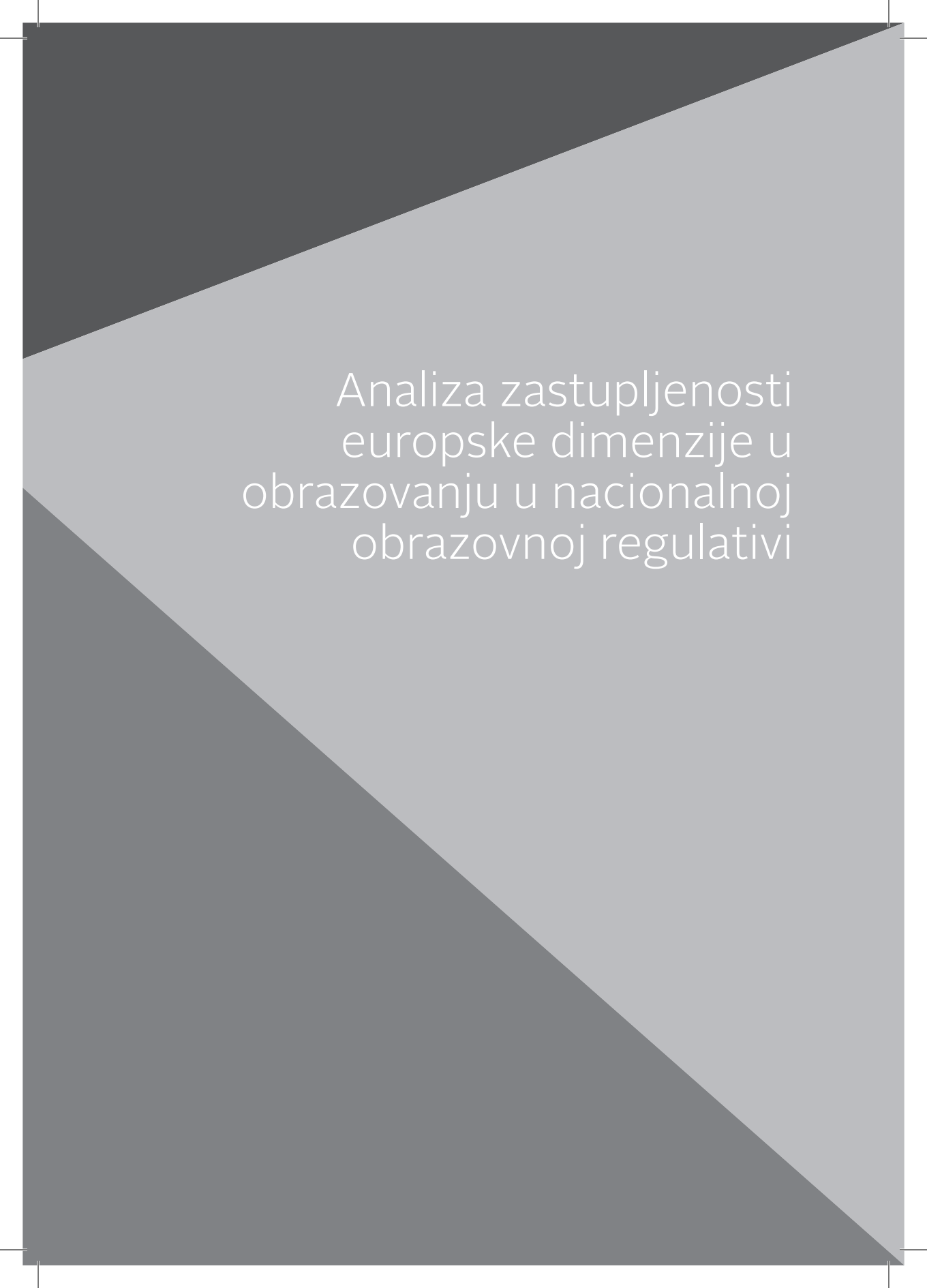
Vrlo jasni primjeri europske suradnje programi su mobilnosti od kojih je najznačajniji Erasmus +, novi integrirani program EU-a za obrazovanje, osposobljavanje, mlade i sport za razdoblje 2014. – 2020. Program pruža potporu u osiguravanju partnerstva među ustanovama i organizacijama u području obrazovanja, osposobljavanja i mladih kako bi se potaknula suradnja i povezala područja obrazovanja i rada. Aktivnostima unaprjeđivanja međusobne suradnje i pokretljivosti bave se razni projekti EU fondova za obrazovanje te institucije i organizacije Europske unije (npr. EACEA – Education, Audiovisual and Culture Executive Agency, CEDEFOP – European Centre for the Development of Vocational Training; OECD – The Organisation for Economic Co-operation and Development; EURASHE – European association of Higher Education Institutions (HEIs), EAEA – European Association for the Education of Adults; ENQA – European Association for Quality Assurance in Higher Education; EFEE – European Federation of Education Employers itd.).

Suradnja zemalja članica Europske unije u području obrazovanja u načelu je vrlo složena, ali istovremeno i standardizirana, te ima svoje strategije, mjerljive ciljeve, instrumente, aktivnosti i institucionalnu podršku. S druge strane, europska dimenzija u obrazovanju predstavlja **specifična znanja i vještine** koje obrazovanje treba pružiti učenicima kako bi osvijestili i prihvatili prednosti i izazove života u Europskoj uniji. U grafičkom prikazu koji slijedi, radi jasnijeg razgraničenja pojmova, prikazan je odnos europske dimenzije i europske suradnje. Grafičkim prikazom želi se istaknuti da je riječ o dvije različite teme obrazovnih politika Europske unije čiji se sadržaji u određenoj mjeri podudaraju. Primjerice, poticanje mobilnosti može se prepoznati kao jedan od strateških ciljeva koji Europska unija nastoji promicati kroz različite projekte razmjene učenika i studenata. S druge strane, sudjelovanje u programima mobilnosti omogućuje stjecanje međunarodnog iskustva, što doprinosi razvoju osjećaja europskog zajedništva, i usvajanje specifičnih znanja i kompetencija potrebnih za uspješno snalaženje na europskom obrazovnom i radnom prostoru. Mobilnost stoga možemo uzeti kao primjer jedne od tema u kojima se suradnja i europska dimenzija u obrazovanju poklapaju.

Slika 1. Grafički prikaz odnosa pojmova „suradnje zemalja članica EU u području obrazovanja“ i „europske dimenzije u obrazovanju“







Analiza zastupljenosti
europske dimenzije u
obrazovanju u nacionalnoj
obrazovnoj regulativi

3. ANALIZA ZASTUPLJENOSTI EUROPSKE DIMENZIJE U OBRAZOVANJU U NACIONALNOJ OBRAZOVNOJ REGULATIVI

U ovom poglavlju cilj je utvrditi zastupljenost pokazatelja europske dimenzije u obrazovanju u ciljevima i načelima obvezujućih dokumenata nacionalne obrazovne politike (zakonske regulative) te u strateškim dokumentima za osnovno, srednje i visoko obrazovanje u Republici Hrvatskoj. U analizi su istaknuti prepoznati pokazatelji europske dimenzije u obrazovanju, iako se u pojedinim dokumentima oni ne navode eksplicitno, već se o obilježjima europske dimenzije zaključuje temeljem poznavanja cjelokupnog konteksta dokumenta. Analizirano je ukupno dvanaest dokumenata¹⁹ koji su trenutačno na snazi, a propisala su ih nadležna tijela Republike Hrvatske.

3.1. Analiza obvezujućih dokumenata

Zakonom o odgoju i obrazovanju u osnovnoj i srednjoj školi iz 2014. godine regulira se djelatnost odgoja i obrazovanja mladih u osnovnim i srednjim školama, učeničkim domovima i drugim javnim ustanovama. U članku 4. Zakona između ostalog stoji da je „cilj odgoja i obrazovanja razvoj svijest o nacionalnoj pripadnosti, očuvanju povijesno-kulturne baštine i nacionalnog identiteta kod učenika, njegovanje općih kulturnih i civilizacijskih vrijednosti, ljudskih prava, multikulturalnosti, poštivanje različitosti, tolerancija te aktivno i odgovorno sudjelovanje u demokratskom razvoju društva“. Nadalje, Zakonom se djeci iz država članica Europske unije osigurava pravo na obrazovanje pod istim uvjetima kao i hrvatskim državljanima, što podrazumijeva i pravo na nastavu materinjeg jezika i kulture (čl. 44). Zakonski je određeno da su škole dužne djeci državljana Republike Hrvatske

¹⁹ Navedenih dvanaest dokumenata čine: Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi (2014); Zakon o strukovnom obrazovanju (2009); Zakon o umjetničkom obrazovanju (2011); Zakon o udžbenicima za osnovnu i srednju školu (2010); Zakon o znanstvenoj djelatnosti i visokom obrazovanju (2003); Državni pedagoški standard osnovnoškolskog sustava odgoja i obrazovanja (2008); Državni pedagoški standard srednjoškolskog sustava odgoja i obrazovanja (2008); Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje (2011); Kurikulum hrvatske nastave u inozemstvu (2003); Strategija obrazovanja, znanosti i tehnologije (2014); Akcijski plan za internacionalizaciju obrazovanja za razdoblje od 2015. do 2016. godine; Strateški plan MZOS-a za razdoblje 2015. - 2017.

koji se vraćaju iz inozemstva i započinju ili nastavljaju obrazovanje u Republici Hrvatskoj, pružiti pomoć u slučaju nedostatnog poznavanja hrvatskog jezika (čl. 45). Isto vrijedi i za učenike koji imaju prijavljen boravak na području Republike Hrvatske, a članovi su obitelji radnika koji su državljani države članice Europske unije zaposleni na području Republike Hrvatske (čl. 43). Analizirajući temu višejezičnosti, može se zaključiti da je ona zastupljena u zakonskoj regulativi, u kontekstu poštovanja prava učenika državljana Europske unije koji su u sustavu obveznog obrazovanja u Republici Hrvatskoj, ali uz to Zakon omogućuje (čl. 8) da se nastava, osim na hrvatskom, izvodi na nekom od svjetskih jezika. Ako uzmemo u obzir definirane pokazatelje europske dimenzije u obrazovanju, može se uočiti da Zakon u svojim ciljevima i načelima u većoj mjeri (implicitno) jest utemeljen na europskoj dimenziji jer se njime nastoje promovirati različite (europske) vrijednosti i uvažavati različitost identiteta kod hrvatskih učenika i onih učenika koji dolaze iz država članica EU-a.

Zakon o strukovnom obrazovanju iz 2009. godine uređuje srednje strukovno obrazovanje, osposobljavanje i usavršavanje čime se stječu kompetencije potrebne za dobivanje strukovnih kvalifikacija. Ciljevi ovog Zakona odnose se na „stjecanje temeljnih i strukovnih kompetencija za dobivanje kvalifikacija potrebnih za tržište rada, daljnje obrazovanje te cjeloživotno učenje, a u funkciji osobnog razvoja, gospodarskog i općeg razvoja društva“ (čl. 4). Kao i u Zakonu o odgoju i obrazovanju u osnovnoj i srednjoj školi, ovim se Zakonom također štite prava državljana država članica Europske unije koji imaju pravo na strukovno obrazovanje u Republici Hrvatskoj pod istim uvjetima kao i hrvatski državljani (čl. 2). Zakon je usredotočen na regulaciju strukovnih kvalifikacija, osiguravanje kvalitete u strukovnom obrazovanju, ustrojstvo, organizaciju i provedbu odgojno-obrazovnog rada, definiranje polaznika, nastavnika, pedagoške dokumentacije i kaznenih odredbi među kojima nije jasno vidljiva poveznica s pokazateljima europske dimenzije u obrazovanju. Ako uzmemo u obzir upozorenja koja upućuju na slabu razvijenost strukovnog obrazovanja u Republici Hrvatskoj (Mrnjauš i Fabac, 2014) kao i lošu povezanost s europskim obrazovnim politikama strukovnog obrazovanja (Lui, 2009), čini se da ovaj obrazovni sektor u Republici Hrvatskoj i dalje ostaje na margini razvoja obrazovnih politika, kao i istraživanja koji se bave obrazovnim pitanjima na nacionalnoj razini. Razvidno je stoga da područje strukovnog obrazovanja za domaće istraživače ostaje svojevrsna *terra incognita*, a da u tom kontekstu tema europske dimenzije u obrazovanju zauzima značajno mjesto. Smjer(ovi) razvoja nacionalnog strukovnog obrazovanja u europskom kontekstu, kurikulumi strukovnih škola i europska dimenzija u obrazovanju, informiranost i stavovi strukovnih nastavnika o Europskoj uniji, kao i poznavanje koncepta europske dimenzije u obrazovanju, samo su neke od otvorenih tema koje čekaju buduće istraživače ovog područja.

Zakon o umjetničkom obrazovanju (2011.) za razliku od Zakona o strukovnom obrazovanju, daje drukčiji, više „humanistički“ usmjeren pristup definiranju načela i ciljeva odgoja i obrazovanja u umjetničkim (plesnim, glazbenim, likovnim) osnovnim i srednjim školama. U članku 3. Zakona ističe se da je „umjetničko obrazovanje dostupno svakome pod jednakim uvjetima bez obzira na rasu, boju kože, spol, jezik, vjeru, političko ili drugo uvjerenje, nacionalno ili socijalno podrijetlo, imovinu, rođenje, društveni položaj, invalidnost, seksualnu orijentaciju

i dob, prema njegovim sposobnostima“. U ciljevima i načelima Zakona o umjetničkom obrazovanju, pitanje obrazovanja nacionalnih manjina te mogućnost održavanja nastave na jednom od svjetskih jezika, jednako je propisano kao i u Zakonu o odgoju i obrazovanju u osnovnoj i srednjoj školi. Posebnost koju valja istaknuti, koja je povezana s konceptom europske dimenzije u obrazovanju, ciljevi su umjetničkog obrazovanja koji se odnose na: mogućnost razvoja kulturnog izražaja s obzirom na tradiciju i kulturnu autohtonost, nacionalno i civilizacijsko kulturno i umjetničko okruženje; mogućnost razvoja sposobnosti doživljavanja i razumijevanja likovnih, glazbenih, dramskih i drugih djela nacionalne, europske i svjetske kulture te mogućnost razvoja sposobnosti povezivanja umjetničkih djela s društvenom sredinom i povijesnim okolnostima (čl. 4). Analizom predmetnog Zakona može se uočiti da se, za razliku od strukovnih škola (zaključujući isključivo na temelju zakonske regulative), u umjetničkim školama pridaje velik značaj razvoju identiteta učenika te razvoju znanja, vještina i stavova „o Europi, u Europi i za Europu“. Može se stoga pretpostaviti da su umjetničke škole plodno tlo za implementaciju sadržaja europske dimenzije u obrazovanju iako bi za ovakav zaključak valjalo dodatno istražiti kurikulume, školsku klimu, kao i stavove nastavnika umjetničkih škola. Na taj bi se način dobila stvarna slika ne samo mogućnosti implementacije sadržaja europske dimenzije u obrazovanju nego i usklađenosti misija i aktivnosti umjetničkih škola sa zakonskom regulativom.

Zakon o udžbenicima za osnovnu i srednju školu (2010.) uređuje pitanje udžbenika i dopunskih nastavnih sredstava u školama u Republici Hrvatskoj. U Zakonu stoji da „udžbenici, dopunska i pomoćna nastavna sredstva svojim sadržajem ne smiju biti protivni Ustavu Republike Hrvatske i proklamiranim načelima demokratskog poretka koja se posebice odnose na zaštitu ljudskih i manjinskih prava, temeljnih sloboda i prava čovjeka i građanina te ravnopravnost spolova.“ Članak 6. Zakona propisuje načine upotrebe udžbenika i dopunskih nastavnih sredstava na jeziku i pismu nacionalne manjine čiji je sadržaj povezan s posebnosću nacionalne manjine. Dopušta se i upotreba udžbenika i dopunskih nastavnih sredstava uvezenih iz države matičnog naroda, u slučaju kada ne postoji primjeren udžbenik. U skladu s navedenim, u ovom Zakonu prepoznati su elementi europskih vrijednosti (demokracije, ljudskih prava i sloboda) kao pokazatelji europske dimenzije. Međutim, takav podatak ne govori mnogo o specifičnom sadržaju hrvatskih udžbenika i povezanosti tih sadržaja s europskom dimenzijom u obrazovanju. U tom kontekstu, a na tragu preporuka ranijih istraživanja europske dimenzije u obrazovanju (Ledić i Turk, 2012, Turk i Ledić, 2015) valjalo bi posegnuti za dosad neistraženim materijalom hrvatskih udžbenika, posebno predmeta koji se smatraju ključnima za razvoj znanja, vještina i stavova „o Europi, za Europu i u Europi“, poput književnosti, povijesti i zemljopisa.

U načelima *Zakona o znanstvenoj djelatnosti i visokom obrazovanju* vrlo se jasno mogu uočiti pokazatelji europske dimenzije u obrazovanju pa se ovaj Zakon može smatrati najviše „europski orijentiranim“. Zakonom se uređuje sustav znanstvene djelatnosti i visokog obrazovanja, a u načelima koja se navode u članku 2. između ostalog stoji da se „visoko obrazovanje temelji na europskoj humanističkoj i demokratskoj tradiciji; usklađivanju s europskim sustavom visokog obrazovanja; poštivanju i afirmaciji ljudskih prava te društvene odgovornosti studenata i drugih članova akademske i znanstvene zajednice“. U kontekstu analize zastupljenosti pokazatelja europske dimenzije u obrazovanju, posebno

je važan članak 53. koji uključuje osnovne odredbe o sveučilištima. Ondje se navodi da je zadatak sveučilišta sudjelovanje u ostvarenju društvenih interesa studenata, promicanje međunarodne, posebno europske suradnje u visokom obrazovanju, znanstvenoj i umjetničkoj djelatnosti te osiguravanje unutarnje i vanjske mobilnosti studenata i nastavnika. U članku 69. definirano je da se stručni i sveučilišni studij usklađuju s onima u europskom obrazovnom prostoru uz uvažavanje pozitivnih iskustava drugih visokoškolskih ustanova, a definiran je i europski sustav stjecanja i prijenosa bodova (ECTS). Iz svega navedenog, vidljivo je da Zakon, u svojim pojedinim elementima (posebno u načelima), odgovara ideji europske dimenzije u obrazovanju te je lako moguće izdvojiti dijelove zakonske regulative koji su konkretno povezani s definicijom europske dimenzije u obrazovanju. Ipak, usklađivanje sveučilišnih studija i prijenos bodova upućuju na značajan doprinos ovog Zakona europskoj suradnji u području obrazovanja. Ovakve zaključke potvrđuju i rezultati istraživanja o povećanom stupnju studentske mobilnosti nakon uključivanja Hrvatske u Bolonjski proces (Dragun i Relja, 2006), kao i nacionalna izvješća istraživanja Eurostudent koja upućuju na trend stalnog rasta studentske mobilnosti u posljednjih nekoliko godina. Ovdje također valja istaknuti i izvješća pojedinih sveučilišta²⁰ koja kao posljedicu tzv. trenda mobilnosti prikazuju brojke koje upućuju na sve veću mobilnost akademskog osoblja. U prvom redu to se prvenstveno odnosi na nastavno, ali se u posljednje vrijeme i nenastavno (administrativno) osoblje sve više odlučuje se na sudjelovanje u mobilnosti radi stručnog usavršavanja na stranim sveučilištima.

Državni pedagoški standard osnovnoškolskog sustava odgoja i obrazovanja (2008.) i Državni pedagoški standard srednjoškolskog sustava odgoja i obrazovanja (2008.) dokumenti su kojima se propisuju uvjeti (materijalni, financijski, kadrovski i drugi) nužni za kvalitetan odgojno-obrazovni rad. Iz ovih dokumenata važno je izdvojiti poglavlja o posebnim odgojno-obrazovnim potrebama u osnovnom, odnosno srednjem školstvu u kojem se spominje pitanje nacionalnih manjina. Državni pedagoški standard usklađen je s Ustavnim zakonom o pravima nacionalnih manjina (*Narodne novine*, br. 155/02.) i Zakonom o odgoju i obrazovanju na jeziku i pismu nacionalnih manjina (*Narodne novine*, br. 51/00.), a njime su propisana tri modela organiziranja i provođenja nastave: *model A* – cjelokupna nastava izvodi se na jeziku i pismu nacionalne manjine uz obvezno učenje hrvatskog jezika u istom broju sati koliko se uči jezik manjine; *model B* – nastava se izvodi dvojezično tako da se prirodna grupa predmeta uči na hrvatskom jeziku, a društvena grupa predmeta na jeziku nacionalne manjine; i *model C* – nastava se izvodi na hrvatskom nastavnom jeziku uz dodatnih pet školskih sati namijenjenih njegovanju jezika i kulture nacionalne manjine kroz učenje jezika i književnosti nacionalne manjine te zemljopisa, povijesti, glazbene i likovne kulture.²¹ Iako između teorijskog određenja pojmova

²⁰ Vidjeti primjerice izvješće Sveučilišta u Rijeci o provedbi Strategije Sveučilišta u Rijeci 2016-2020.

²¹ Prema podacima Ministarstva znanosti obrazovanja i sporta iz školske godine 2011./2012., u Republici Hrvatskoj postoji 13 različitih vrsta škola koje nude A-B-C model provođenja nastave za učenike nacionalnih manjina. To su škole s nastavom na češkom, mađarskom, srpskom, talijanskom, albanskom, njemačkom, makedonskom, rusinskom, ukrajinskom, ruskom, slovačkom i slovenskom jeziku. Od toga je najzastupljeniji model C (provode ga 102 osnovne škole i 8 srednjih škola), zatim model A (provode ga 36 osnovnih škola i 12 srednjih škola), dok najmanji broj škola provodi B model nastave (3 osnovne i 1 srednja škola). Kada uzmemo u obzir sva 3 modela organizacije i provođenja nastave, u Hrvatskoj postoji najveći broj škola (55) koje nude programe na srpskom jeziku i ćirilicom pismu, zatim na mađarskom jeziku (26 škola) te češkom jeziku (16 škola) (Izvor: <http://public.mzos.hr/Default.aspx?sec=3154>, pristupljeno 6. lipnja 2015).

„europske dimenzije u obrazovanju“ i „obrazovanja pripadnika nacionalnih manjina“ ne treba stavljati znak jednakosti, u praksi rasprave o nacionalnim manjinama gotovo uvijek obuhvaćaju teme o toleranciji, ravnopravnosti, solidarnosti, ljudskim pravima i slobodama, identitetu i interkulturalnom razumijevanju, što jesu pokazatelji europske dimenzije. Ovaj dokument stoga jest relevantan, iako se pokazatelji europske dimenzije u njemu zapravo ne spominju izravno nego isključivo u kontekstu odgoja i obrazovanja manjina.

Na temelju provedene analize zakonske obrazovne regulative, imajući pritom u vidu preporuke i zaključke *Janneova izvještaja* o potrebnoj „sveprisutnosti“ europske dimenzije u obrazovanju, može se zaključiti da u zakonskim odredbama za osnovno, srednje i visoko obrazovanje taj preduvjet nije u potpunosti zadovoljen. Ovdje ipak valja izdvojiti *Zakon o znanstvenoj djelatnosti i visokom obrazovanju* u kojemu ideja europske dimenzije u obrazovanju pronalazi jasno i nedvosmisleno utemeljenje. S druge pak strane, *Zakon o strukovnom obrazovanju* može se smatrati najslabije utemeljenim na idejama i sadržajima koncepta europske dimenzije u obrazovanju te ga je stoga moguće smatrati najmanje „europski orijentiranim“ zakonom. U drugim analiziranim zakonima, europska dimenzija uočava se samo u pojedinim segmentima te najčešće nema definiran predznak „europskog“. Može se stoga zaključiti da pokazatelji europske dimenzije u obrazovanju pronalaze svoje mjesto u hrvatskom zakonodavnom okviru, ali kontekstualno se ne podudaraju s izvornom idejom europske dimenzije u obrazovanju. Drugim riječima, vrlo često se pokazatelji europske dimenzije u obrazovanju daju iščitati iz dijelova zakona koji se bave pitanjem prava nacionalnih manjina, što mijenja kontekst poimanja europske dimenzije. Također treba naglasiti da je Hrvatska pristupila Europskoj uniji 2013. godine, dok je većina zakonske regulative donesena mnogo ranije, stoga ne čudi što u načelima i ciljevima zakona, ideja, a još manje pojam europske dimenzije u obrazovanju, nisu uvijek eksplicitno naglašeni.

3.2. Analiza strateških i razvojnih dokumenata

Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje – NOK (2011.) jedan je od temeljnih dokumenata kojim se definiraju vrijednosti, ciljevi, načela, sadržaj i opći ciljevi odgojno-obrazovnih područja, vrednovanje učeničkih postignuća te vrednovanje i samovrednovanje ostvarivanja nacionalnoga kurikuluma na sve tri razine obrazovanja u Republici Hrvatskoj – predškolskoj, osnovnoškolskoj i srednjoškolskoj. Ukratko, njime se određuje što učenici trebaju naučiti i za što biti osposobljeni po završetku određenog stupnja obrazovanja. Za koncept europske dimenzije u obrazovanju, NOK je posebno važan dokument jer se u njemu konkretno spominje sintagma „europska dimenzija u obrazovanju – osposobljavanje za suživot u europskomu kontekstu“ (str. 16) kao jedno od načela, odnosno vrijednosnih uporišta za izradu i ostvarenje nacionalnog kurikuluma. Nacionalni okvirni kurikulum služi kao okvir za izradu školskih kurikuluma koji se izrađuju za svaku pojedinu školu, što znači da nastavnici i stručni suradnici u školama, u određenoj mjeri,

jesu upoznati sa sadržajem Nacionalnog okvirnog kurikulumu. Ta činjenica doprinosi plasmanu i vidljivosti pojma europske dimenzije u obrazovanju. Sablić (2014). ističe da se Hrvatska uvođenjem Nacionalnog okvirnog kurikulumu pridružila težnjama zemalja članica Unije u promicanju središnjih vrijednosti europskoga obrazovanja kao aktivnog, interdisciplinarnog i suradničkoga procesa u čijem su središtu vrijednosti kao što su ljudska prava, demokracija, nenasilje, poštovanja drugih, solidarnost, očuvanje ekoloških sustava i ujednačenog razvoja, jednake mogućnosti i osobna odgovornost. Poglavlje 2. Nacionalnog okvirnog kurikulumu „Odgojno-obrazovne vrijednosti i opći odgojno-obrazovni ciljevi“ tematski odgovara konceptu europske dimenzije u obrazovanju, odnosno njezinim pokazateljima. Obuhvaća vrijednosti na kojima se treba temeljiti odgojno-obrazovni sustav u Republici Hrvatskoj, a to su „dostojanstvo ljudske osobe, sloboda, pravednost, domoljublje, društvena jednakost, solidarnost, dijalog i tolerancija, rad, poštenje, mir, zdravlje, očuvanje prirode i čovjekova okoliša te ostale demokratske vrijednosti“ (str. 22). Posebno su istaknuti *znanje* (obrazovanje, cjeloživotno učenje, kritičko mišljenje), *solidarnost* (osjetljivost za druge, za obitelj, za slabe, siromašne i obespravljene, za međugeneracijsku skrb, za svoju okolinu i za cjelokupno životno okruženje), *identitet* (izgradnja osobnoga, kulturnog i nacionalnog identiteta pojedinca; čovjek treba postati građaninom svijeta i pritom sačuvati svoj nacionalni identitet, kulturu, društvenu, moralnu i duhovnu baštinu; čuvati i razvijati hrvatski jezik; razvijati osobni identitet koji pretpostavlja poštovanje različitosti) i *odgovornost* (aktivno sudjelovanje u društvenom životu, odgovornost prema općemu društvenomu dobru, prirodi i radu te prema sebi samima i drugima, osobna sloboda i odgovornost). Iz opisa vrijednosti vidljivo je da je u prvom planu predznak „nacionalno“ (domoljublje, nacionalni identitet, hrvatski jezik), dok se veza s „europskim“ (npr. identitetom, višejezičnošću i sl.) ne ističe jednoznačno.²²

Kurikulum hrvatske nastave u inozemstvu (2003.) bavi se smjernicama za organizaciju nastave hrvatskog jezika i kulture za učenike, hrvatske državljane i djecu hrvatskog podrijetla, koji privremeno ili stalno žive u drugim zemljama.²³ Iz ovog kurikulumu vrlo se jasno može vidjeti na koji način obrazovna politika u Hrvatskoj doprinosi oblikovanju nacionalnog identiteta i poštovanju različitosti. Brojni su elementi ovog kurikulumu koje valja istaknuti, o kojima se može raspravljati u kontekstu europske dimenzije u obrazovanju. Za početak treba istaknuti da su specifičnosti ovog Kurikulumu višejezičnost i multikulturalnost (vrlo specifični pokazatelji europske dimenzije) te integrativnost što znači da nastava u cjelini obuhvaća hrvatski jezik i književnost, kulturnu, povijesnu

²² Trenutačno je na snazi Nacionalni okvirni kurikulum iz 2011. godine, ali se priprema kurikularna reforma o kojoj se detaljnije raspravlja u Strategiji znanosti, obrazovanja i tehnologije (2014) gdje se navodi da kurikularna reforma teži 1) razvoju temeljnih kompetencija za cjeloživotno učenje; 2) jasno definiranim odgojno-obrazovnim ishodima koji nisu isključivo kognitivne prirode (znanja), nego su u skladu s određenjem temeljnih kompetencija za cjeloživotno učenje te uključuju i razvoj vještina, stavova, kreativnosti, inovativnosti, kritičkog mišljenja, inicijativnosti, poduzetnosti, estetskog vrednovanja, odgovornosti, odnosa prema sebi, drugima i okolini, vladanja i drugog; 3) otvorenim didaktičko-metodičkim sustavima koji omogućuju odgojiteljima, učiteljima, nastavnicima, djeci i učenicima slobodu u izboru sadržaja, metoda i oblika rada; 4) jasno određenim standardima/kriterijima razvijenosti i usvojenosti odgojno-obrazovnih ishoda, čime će se osigurati osnova za objektivniju, valjaniju i pouzdaniju procjenu različitim oblicima i vrstama unutarnjeg i vanjskog vrednovanja.

²³ Ministarstvo znanosti, obrazovanja i sporta organizira i financira hrvatsku nastavu potpuno ili djelomično u 20 država svijeta (Argentina, Austrija, Belgija, Crna Gora, Čile, Francuska, Italija, Irska, Makedonija, Nizozemska, Norveška, Njemačka, Poljska, Rumunjska, Rusija, Slovačka, Slovenija, Srbija, Švicarska, Velika Britanija). Sustavom hrvatske nastave u nadležnosti Ministarstva obuhvaćeno je oko 6 300 učenika s kojima na 310 nastavnih mjesta radi 95 učitelja (izvor: <http://public.mzos.hr/Default.aspx?sec=2116>, pristupljeno 6. lipnja 2015).

i prirodnu baštinu Hrvatske. Načela kurikuluma (uravnoteženost, koherentnost i kontinuitet, otvorenost, fleksibilnost, interkulturalnost, inkluzivnost, učeniku usmjeren pristup) opet vrlo jasno ističu (europske) vrijednosti. Primjerice, navodi se kako kurikulum poštuje „multikulturalnu strukturu hrvatskog društva i strukturu društva u kojoj učenici žive, odnosno bikulturalnost kao način života učenika. Treba omogućiti učenicima usvajanje jezika, kulture i općenito načina života različitih društvenih grupa (religijskih, etničkih, mladih, supkultura i dr.) u Hrvatskoj i u zemlji u kojoj žive, što je jedna od osnovnih pretpostavki boljeg razumijevanja i poštovanja drugih, ali i osvještavanja vlastitog načina života i identiteta u suvremenom društvenom kontekstu“ (str. 5-6). Ovakva vizija kurikuluma zapravo je vrlo suvremena i primjenjiva u različitim kontekstima, a tematske cjeline²⁴ koje kurikulum predlaže, također su vrlo ciljano osmišljene tako da istovremeno njeguju nacionalne običaje, pritom ne zanemarujući stranu zemlju u kojoj učenik živi (npr. zavičaj i Hrvatska na zemljovidu i usporedba sa zemljom boravka; život u višekulturalnoj/višejezičnoj sredini zemlje boravka u usporedbi s Hrvatskom i sl.). Kurikulum hrvatske nastave u inozemstvu temelj je za provođenje nastave u različitim zemljama, od kojih neke nisu na europskom teritoriju, dok neke nisu članice Europske unije. Neovisno o tome, pokazatelji europske dimenzije u obrazovanju vrlo se lako daju iščitati iz smjernica ovog dokumenta, s time da katkad nemaju predznak „europski“ (npr. europske vrijednosti, građanstvo, identitet, višejezičnost i mobilnost) već se stavljaju u kontekst države boravka. Pitanje razvoja znanja, vještina i stavova „o Europi, u Europi i za Europu“ također nije zanemareno, već se proučava iz perspektive Hrvatske (npr. Hrvatska u svjetskim i europskim organizacijama).

Hrvatski je Sabor 2014. godine donio *Strategiju obrazovanja, znanosti i tehnologije* u kojoj obrazovanje i znanost predstavljaju razvojne prioritete koji jedini mogu donijeti dugoročnu društvenu stabilnost, ekonomski napredak i osiguranje kulturnog identiteta. Ova Strategija uskladena je sa strategijama Europske unije, a kao rok za ostvarenje zadanih ciljeva određena je 2025. godina. Već u uvodnim poglavljima, gdje se ističu temeljna obrazovna načela, navodi se poštovanje interkulturalizma i europske dimenzije u obrazovanju, što predstavlja vrlo značajan iskorak u implementaciji europske dimenzije u okviru nacionalne obrazovne politike. Nadalje, pojam europske dimenzije u obrazovanju u Strategiji se spominje i u kontekstu rasprave o provedbi cjelovite kurikularne reforme tj. revizije Nacionalnog okvirnog kurikuluma. Strategija obuhvaća smjernice i ciljeve za razvoj procesa cjeloživotnog učenja, ranog i predškolskog, osnovnoškolskog i srednjoškolskog odgoja i obrazovanja, visokog obrazovanja, obrazovanja odraslih te znanosti i tehnologije. Primjerice, u kontekstu (europskih) vrijednosti, u Strategiji se navodi kako sustav odgoja i obrazovanja treba biti cjelovit i fleksibilan te povezivati sve „razine i vrste obrazovanja i istraživanja u harmoničnu i transparentnu cjelinu temeljenu na zajedničkim pozitivnim vrijednostima, ciljevima i načelima.“ Spominju se „temeljne etičke vrijednosti“, „demokratske vrijednosti“, „opće kulturne i civilizacijske vrijednosti“, „socijalne i ljudske vrijednosti“, „profesionalne vrijednosti“, „akademske vrijednosti“, „znanstvene, društvene,

²⁴ Naslovi tematskih cjelina: To sam ja – osobni identitet; Učenje – rad – slobodno vrijeme; Ljudi u prostoru i vremenu; Vrijeme – promjene – kontinuitet; Kultura i društvo; Suvremeno društvo; Jedan svijet za sve – globalna povezanost i međuovisnost.

kulturne i gospodarske vrijednosti.“ Također, na svim razinama obrazovanja među zadanim ciljevima spominje se „aktivno građanstvo“, „socijalna i građanska kompetencija“ te „građanski aktivizam“. Pojam identiteta u Strategiji uglavnom se povezuje s „kulturnim identitetom“ te „njegovanjem kulturne svijesti i nacionalnog identiteta“, dok pokazatelje višjezičnosti i mobilnosti prepoznajemo u ciljevima kao to su „osposobljenost za komunikaciju u multikulturnoj i mnogojezičnoj zajednici“, „poticanje uvođenja nastave na stranim jezicima“, „povećanje dolazne i odlazne mobilnosti studenata i nastavnika“ i sl. Imajući na umu da Strategija predstavlja opći plan za postizanje dugoročnih ciljeva, teže je uočiti konkretna znanja, vještine i stavove „o Europi, u Europi i za Europu“ koji predstavljaju pokazatelj europske dimenzije u obrazovanju. Međutim, s obzirom na to da Strategija pretpostavlja provedbu kurikularna reforme²⁵ kao operativne aktivnosti usmjerene na implementaciju i provedbu načela Strategije, koja nudi nov pristup učenju i poučavanju, za pretpostaviti je da će ova tematika u znatnoj mjeri biti zastupljena u predmetnim i međupredmetnim kurikularnim temama.

Akcijski plan za internacionalizaciju obrazovanja za razdoblje od 2015. do 2016. godine dokument je kojime se nastoji potaknuti suradnja „s fokusom na visoko obrazovanje, na razini Europske unije, Europskoga prostora visokog obrazovanja te na nacionalnoj razini“ (str. 4). U Strategiji obrazovanja, znanosti i tehnologije zadan je cilj internacionalizacije visokog obrazovanja i njene integracije u europski i svjetski visokoobrazovni prostor, stoga ovaj Akcijski plan donosi konkretne mjere za ostvarenje tog cilja. Njime se nastoji potaknuti prvenstveno mobilnost studenata i nastavnika u visokom obrazovanju, ali uz to se navode i mjere za poticanje mobilnosti učenika u predtercijarnom obrazovanju. Iako je u središtu plana povećanje mobilnosti (kako odlazne tako i dolazne) nije zanemareno ni poznavanje stranih jezika pa tako u planu stoji da je jedan od ciljeva „povećavanje nastave na stranim jezicima na visokim učilištima u Hrvatskoj“ (str. 12). U ovom dokumentu ne spominju se pitanja identiteta, aktivnog građanstva ili znanja o Europi, ali je ipak izrazito važan jer se bavi konkretnim smjernicama za poticanje višjezičnosti i mobilnosti koji spadaju u značajne pokazatelje europske dimenzije u obrazovanju.²⁶


²⁵ Tijekom prve polovice 2016. godine u Hrvatskoj je društvenoj, političkoj i obrazovnoj javnosti osobito aktualna rasprava o budućnosti započete kurikularne reforme. Previranja koja se događaju zasigurno će ostaviti trag na funkcioniranje i budući smjer razvoja obrazovanja u Hrvatskoj koje, nažalost, nisu zaobišla dnevno-politička i ideološka previranja različitih dionika na aktualnoj političkoj sceni. Budući da je Cjelovita kurikularna reforma kao dio provedbe Strategije obrazovanja, znanosti i tehnologije usvojena u Hrvatskom Saboru, trebala bi biti nacionalno strateški važan dugoročan posao koji se odvija neovisno o političkim promjenama u društvu.

²⁶ Na službenim mrežnim stranicama Ministarstva znanosti, obrazovanja i sporta vidljiv je podatak da je „Zakonom o proračunu (*Narodne novine*, br. 87/08) koji je stupio na snagu 1. siječnja 2009. uvedena obveza izrade strateških planova za ministarstva i druga državna tijela na razini razdjela organizacijske klasifikacije i obveza izrade strategije Vladinih programa za trogodišnje razdoblje“. Na temelju toga, dostupno je 6 dokumenta u kojima se periodično planira smjer obrazovanja na nacionalnoj razini, a to su: 1) Misija, vizija i ciljevi Ministarstva znanosti obrazovanja i sporta; 2) Strateški plan za razdoblje 2012. - 2014.; 3) Strategija Vladinih programa za razdoblje 2012. - 2014.; 4) Strateški plan za razdoblje 2013. - 2015.; 5) Strateški plan za razdoblje 2014. - 2016. i 6) Strateški plan za razdoblje 2015. - 2017. Svakako treba izdvojiti viziju Ministarstva znanosti obrazovanja i sporta, koja je objavljena u siječnju 2015. i koja odgojno-obrazovni sustav Republike Hrvatske vidi kao „globalno konkurentan, kvalitetan, dostupan, inkluzivan i održiv (...) temeljen na izvrsnosti te gospodarskim i društvenim potrebama“ (str. 1). Iako vizija MZOS-a ne obuhvaća prepoznatljive pokazatelje europske dimenzije u obrazovanju, oni se indirektno mogu iščitati iz pojedinih ciljeva, a odnose se ponajviše na višjezičnost i mobilnost. Primjerice cilj je MZOS-a „internationalizacija sustava obrazovanja RH i razvoj učinkovite mreže lektora hrvatskog jezika i književnosti na stranim visokim učilištima, osnaživanje ljudskih potencijala u znanosti (...) te veća međunarodna suradnja.“

U aktualnom *Strateškom plan za razdoblje 2015. - 2017.* Ministarstva znanosti obrazovanja i sporta, odnesenom u lipnju 2014., definirana su 3 strateška cilja obrazovanja za zadano razdoblje: 1) osiguranje i unapređenje kvalitete i povećanje dostupnosti, učinkovitosti i relevantnosti sustava odgoja i obrazovanja na svim razinama, 2) razvijanje znanosti kao pokretača dugoročnoga gospodarskoga i društvenoga razvoja te 3) osiguranje kvalitete sustava sporta. Unutar ta tri opća cilja, navedeni su podciljevi, od kojih se neki podudaraju s ciljevima/idejom europske dimenzije u obrazovanju. Primjerice, navedeno je kako će se revidirati osnovnoškolski i srednjoškolski odgojno-obrazovni programi koji će uključivati sadržaje važne za identitet nacionalnih manjina u Hrvatskoj i za ukupni identitet Hrvatske. Nadalje, s obzirom na to da je hrvatski jezik 24. službeni jezik Europske unije, u planu je uspostavljanje učinkovite i održive mreže lektorata hrvatskog jezika i književnosti jer je to jedan od jamaca opstojnosti hrvatske kulture i identiteta u europskom i globalnom kontekstu. Poticat će se korištenje programa EU-a i ostalih međunarodnih programa za unaprjeđenje obrazovnog sustava i mobilnost hrvatskih učenika, studenata i građana.

Analizirani strateški dokumenti novijeg su datuma što može biti jedan od razloga koji ovu skupinu dokumenata čini više osjetljivom na europska pitanja. Od posebne je važnosti Nacionalni okvirni kurikulum (2011) te Strategija obrazovanja, znanosti i tehnologije (2014) koji nedvosmisleno ističu definiciju europske dimenzije u obrazovanju, što predstavlja važan iskorak za njezino poimanje i praktičnu primjenu. Strategija definira daljnji smjer razvoja nacionalne obrazovne politike, što doprinosi implementaciji ideje europske dimenzije u obrazovanju u daljnjim fazama ostvarivanja ciljeva strategije (primjerice, Akcijski plan za internacionalizaciju obrazovanja, kurikularna reforma). Primjer Kurikuluma hrvatske nastave u inozemstvu, iako starijeg datuma, vrlo dobro ističe teme koje obilježavaju europsku dimenziju u obrazovanju, međutim, moguće je postaviti pitanje uspješnosti njegove praktične primjene, a posljedično i rezultata koje bi učenici trebali postići. Također, kao pozitivan primjer treba istaknuti misiju i viziju MZOŠ-a te Strateški plan obrazovanja za razdoblje 2015. – 2017. čiji ciljevi dijelom doprinose promicanju ideje europske dimenzije u obrazovanju, posebno pitanjima identiteta i mobilnosti. Međutim, tematika ovih dvaju dokumenata bolje opisuje tematsko područje suradnje zemalja članica Europske unije u području obrazovanja, nego specifično područje europske dimenzije u obrazovanju.

Na temelju prikazane analize razvidno je da zakonska regulativa i strateški dokumenti u obrazovanju donose šarolik dijapazon različitih pravila i smjernica. Ono što otvara prostor mogućem optimizmu noviji su dokumenti koji upućuju na promišljen i europski orijentiran smjer razvoja hrvatskoga obrazovanja. U tom se kontekstu može pretpostaviti da je nacionalna obrazovna politika prepoznala potreban smjer u kojem želi voditi obrazovni sustav. Svrha je obrazovne politike da vodi, daje smjernice, upućuje i regulira. Glavne karike obrazovnog sustava nalaze se na njegovim nižim razinama, prvenstveno razini obrazovno-odgojne prakse. Stoga je za odgovarajuću implementaciju i provedbu (novih) obrazovnih sadržaja od neizmjerne važnosti da praktičari budu pojedinci koji su odgovarajuće informirani, proaktivni i spremni na promjene.



Europska dimenzija u
obrazovanju iz perspektive
školskih pedagoga: rezultati
empirijskog istraživanja

4. EUROPSKA DIMENZIJA U OBRAZOVANJU IZ PERSPEKTIVE ŠKOLSKIH PEDAGOGA: REZULTATI EMPIRIJSKOG ISTRAŽIVANJA

4.1. Predmet istraživanja

U sustavu (osnovnog i srednjeg obrazovanja) u Republici Hrvatskoj školski pedagog smatra se najšire profiliranim stručnim suradnikom u interdisciplinarnom timu koji u školi ostvaruje razvojnu pedagošku djelatnost. Školski pedagog sudjeluje u svim fazama odvijanja obrazovno-odgojnog procesa: planiranju, programiranju, ostvarenju, vrednovanju i unapređivanju. Istražuje i predlaže mjere za unapređivanje nastave, organizira uvođenje inovacija, prati njihovo ostvarivanje te vodi računa o stručnom usavršavanju odgajatelja, učitelja i nastavnika (Ledić, Staničić i Turk, 2013). Područje razvojne djelatnosti pedagoga izrazito je važno: u tom aspektu svojeg rada školski pedagog utvrđuje odgojno-obrazovne potrebe okruženja i povezuje ih s vizijom razvoja ustanove.

Imajući u vidu prethodna razmatranja o izazovima uvođenja europske dimenzije u obrazovanju te ulogu školskog pedagoga u školama, može se pretpostaviti da je školski pedagog, uz ravnatelja, ključna osoba od koje se očekuje praćenje, otvorenost spram promjena i njihovo uvođenje. Međutim, u ovom kontekstu ne treba zanemariti izazove pri uvođenju promjena koji mogu biti uvjetovani osobnim stavovima o sadržaju promjene koju je potrebno uvesti. Upravo je iz toga razloga istraživanje stavova školskih pedagoga u Hrvatskoj o Europskoj uniji i europskoj dimenziji u obrazovanju od osobite važnosti. U tom je kontekstu postavljeno istraživačko pitanje - zašto je mišljenje školskih pedagoga o Europskoj uniji važno?

Prije svega, očekuje se da stručni tim škole bude upoznat s aktualnim društvenim i političkim promjenama. Osim toga, da bi škola bila otvorena za inovacije koje promovira Europska unija, važan je afinitet djelatnika škole prema takvim idejama. Ipak, nerijetko se o stavovima o Europskoj uniji govori u kontekstu euroskepticizma kao pojave koju označava nepovjerenje u EU ili euroravnodušnosti kao stanja koje se temelji na ravnodušnosti spram EU i njezinim institucijama, predstavnicima i politikama kao i prema njezinom opstanku ili raspadu (Jović, 2013). Najčešći negativno orijentirani stavovi o EU-u odnose se na dostupnost informacija (npr. govore li nam političke elite istinu o EU-u?), suverenitet, identitet i jezik (može li Hrvatska izgubiti svoju samostalnost i nacionalni identitet?, hoće li drugi odlučivati umjesto nas?), rasprodaju nacionalnog bogatstva (hoće li Hrvatsku naseliti

i „kupiti“ stranci?), a nameće se još i čitav niz dvojbi u vezi sa stanjem u gospodarstvu, konkurentnošću, zapošljavanjem, cijenama i sl.²⁷ U kontekstu spomenutih izazova, cilj je prvoga dijela istraživanja utvrditi opću sliku ispitanika o EU-u te stavove o članstvu u Uniji.

Budući da koncept europske dimenzije u obrazovanju nije u dovoljnoj mjeri aktualiziran u nacionalnoj obrazovnoj politici, u drugom dijelu istraživanja ispituju se i analiziraju stavovi školskih pedagoga o europskoj dimenziji u obrazovanju. Valja istaknuti da u znanstvenoj i stručnoj literaturi u Hrvatskoj dominantno su zastupljene teme kao što su građanski odgoj i obrazovanje, obrazovne vrijednosti, učenje stranih jezika te mobilnost učenika, studenata i nastavnika, koje se u širem kontekstu mogu povezati s europskom dimenzijom u obrazovanju. Međutim, europskom dimenzijom u obrazovanju bave se tek rijetki autori (Zidarić, 1996, Ledić i Turk, 2013, Turk i Ledić, 2014, Turk i sur., 2015) pritom naglašavajući važnost njezina kontinuiranog i sveobuhvatnog istraživanja. Koncept europske dimenzije i njezini pokazatelji jasno se i nedvosmisleno navode tek u pojedinim odredbama i strateškim dokumentima u Hrvatskoj (npr. *Nacionalni okvirni kurikulum* (2011) i *Strategija obrazovanja, znanosti i tehnologije* (2014)).

4.2. Ciljevi i zadaci istraživanja

Cilj je ovog istraživanja ispitati i analizirati stavove o Europskoj uniji te stavove i informiranost o europskoj dimenziji u obrazovanju kod pedagoga zaposlenih u osnovnim i srednjim školama u Republici Hrvatskoj.

Prvi specifični cilj istraživanja bio je *ispitati i analizirati stavove pedagoga o Europskoj uniji*. U tu svrhu, postavljeni su sljedeći zadaci:

- ispitati i analizirati stavove ispitanika o Europskoj uniji
- ispitati i analizirati stavove ispitanika o članstvu Hrvatske u Europskoj uniji
- ispitati i analizirati razlike u stavovima ispitanika o Europskoj uniji temeljem definiranih nezavisnih varijabli (dob, godine radnog iskustva, škola zaposlenja, sveučilište na kojem je završen studij Pedagogije)

Drugi specifični cilj istraživanja bio je *ispitati i analizirati informiranost i stavove školskih pedagoga o europskoj dimenziji u obrazovanju*. Postavljeni su sljedeći zadaci:

- ispitati i analizirati razinu informiranosti o europskoj dimenziji u obrazovanju
- ispitati i analizirati izvore informiranosti o europskoj dimenziji u obrazovanju
- ispitati i analizirati poimanje europske dimenzije u obrazovanju
- ispitati i analizirati stavove o europskoj dimenziji u obrazovanju
- ispitati i analizirati stavove o važnosti europske dimenzije u obrazovanju u okviru djelatnosti školskog pedagoga

²⁷ Više pogledati u: *Najčešći negativni stavovi o Europskoj uniji i odgovori na njih*. Dostupno na: http://www.mvep.hr/custompages/static/hrv/files/pregovori/120103_mitovi.pdf, preuzeto 21. srpnja 2015.

- ispitati i analizirati stavove ispitanika o važnosti i mogućnosti bavljenja temom europske dimenzije obrazovanja u okviru poslova školskog pedagoga
- ispitati i analizirati stavove o potencijalnim nositeljima aktivnosti europske dimenzije u obrazovanju
- ispitati i analizirati razlike u stavovima ispitanika o europskoj dimenziji u obrazovanju temeljem definiranih nezavisnih varijabli (dob, godine radnog iskustva, škola zaposlenja, sveučilište na kojem je završen studij Pedagogije)

4.3. Uzorak istraživanja

Istraživanjem je obuhvaćena cjelokupna populacija školskih pedagoga zaposlenih u osnovnim i srednjim školama u Republici Hrvatskoj čime ovo istraživanje spada u kategoriju populacijskih istraživanja, odnosno onih koji ne uključuju proces odabira uzorka (Milas, 2009). Prema podacima Ministarstva znanosti obrazovanja i sporta u RH, u školskoj godini 2014./2015. ukupan broj pedagoga zaposlenih u osnovnim i srednjim školama u Hrvatskoj iznosi 1154, koji svojim radom pokrivaju ukupno 992 školske ustanove (tablica 2.).²⁸

Tablica 2. Ukupan broj pedagoga zaposlenih u osnovnim i srednjim školama u RH

| Vrsta škole | Ukupan broj zaposlenih pedagoga u RH | Ukupan broj škola u kojima rade pedagozi |
|---------------|--------------------------------------|--|
| Osnovna škola | 851 | 720 |
| Srednja škola | 303 | 272 |
| Ukupno | 1154 | 992 |

U istraživanju je sudjelovalo 435 ispitanika, od čega je u osnovnim školama zaposleno 286 (65,7%), a u srednjim školama 149 (34,3%) ispitanika (tablica 3.). S obzirom na ukupan broj školskih pedagoga u Hrvatskoj, vidljivo je da je u istraživanju sudjelovalo 37,7% od ukupnog broja zaposlenih pedagoga (tablica 4.). Uočen je bolji odaziv pedagoga zaposlenih u srednjim školama, s obzirom na to da je od ukupnog broja gotovo polovica ispitanika zaposlenih u srednjim školama (49,2%) pristupila istraživanju, dok je odaziv pedagoga koji rade u osnovnim školama nešto slabiji. Istraživanju je pristupilo 33,6% ispitanika od ukupnog broja zaposlenih u osnovnim školama što može upućivati na pretpostavku da su osnovnoškolski pedagozi manje zainteresirani za europske teme. Međutim, ovakva pretpostavka nikako ne može biti generalizirajuća, s obzirom na to da

²⁸ Podaci dobiveni korespondencijom s djelatnicima MZOS-a tijekom 2015. godine.

odaziv ispitanika za sudjelovanje u istraživanjima ovisi i o brojnim drugim faktorima koji nisu nužno povezani s interesom za specifičnu istraživačku temu (Milas, 2009).

Tablica 3. Škola zaposlenja ispitanika

| Škola zaposlenja | f | % |
|------------------|------------|------------|
| Osnovna škola | 286 | 65,7 |
| Srednja škola | 149 | 34,3 |
| Ukupno | 435 | 100 |

Tablica 4. Udio ispitanika u ukupnom broju zaposlenih pedagoga po školama

| Škola zaposlenja | Ukupno zaposlenih u RH | | Sudjelovalo u istraživanju | |
|------------------|------------------------|---|----------------------------|-------------|
| | f | % | f | % |
| Osnovna škola | 851 | | 286 | 33,6 |
| Srednja škola | 303 | | 149 | 49,2 |
| Ukupno | 1154 | | 435 | 37,7 |

U tablici 5. prikazana je spolna struktura ispitanika. Uzorak čini 87,8% ženskih i 12,2% muških ispitanika što upućuje na feminiziranost pedagoške profesije koja je već duži niz godina prisutna u pedagoškoj profesiji (Staničić, 1999, Žužić, 2012, Ledić, Staničić i Turk, 2013). Iz tog razloga statistička analiza s obzirom na spol ispitanika neće biti posebno analizirana, s obzirom na to da se u kontekstu ovoga istraživanja ne smatra relevantnom.

Tablica 5. Spol ispitanika

| Spol | f | % |
|----------------|------------|--------------|
| Ženski | 382 | 87,8 |
| Muški | 53 | 12,2 |
| Ukupno: | 435 | 100,0 |

Tablica 6. prikazuje prosječnu dob ispitanika. Prosječni ispitanik ima oko 42 godine (SD=12,21), s rasponom dobi od 24 do 65 godina. Ispitanici su grupirani u 5 dobnih skupina (tablica 7.) među kojima je najbrojnija skupina ispitanika u dobi od 50 do 59 godina koju čini 30,8% ispitanika, dok je najmanje ispitanika starijih od 60 godina (7,6%).

Tablica 6. Dob ispitanika (raspon)

| Najmanje | Najviše | M | SD |
|----------|---------|------|--------|
| 24,00 | 65,00 | 41,9 | 12,216 |

Tablica 7. Dob ispitanika (skupine)

| Dobna skupina | f | % |
|---------------|-----|------|
| 24 - 29 | 102 | 23,4 |
| 30 - 39 | 101 | 23,2 |
| 40 - 49 | 65 | 14,9 |
| 50 - 59 | 134 | 30,8 |
| 60 - 65 | 33 | 7,6 |

U tablici 8. vidljivo je da se raspon godina radnog iskustva ispitanika kreće između 1 i 42 te da prosječni ispitanik ima oko 16 godina radnog iskustva (SD=12,22). Tablica 9. prikazuje zastupljenost ispitanika po skupinama ovisno o radnom iskustvu. Najviše je ispitanika koji imaju do 5 godina radnog iskustva (29,9%)²⁹, a drugu najzastupljeniju skupina prema godinama radnog iskustva čine ispitanici koji imaju između 26 i 35 godina radnog iskustva. Najmanje je ispitanika s preko 35 godina radnog iskustva (5,5%),

Tablica 8: Godine radnog iskustva/staža u struci (raspon)

| Najmanje | Najviše | M | SD |
|----------|---------|------|--------|
| 1,00 | 42,00 | 16,2 | 12,221 |

Tablica 9. Godine radnog iskustva/staža u struci (skupine ispitanika)

| Godina radnog iskustva | f | % |
|------------------------|-----|------|
| 1 - 5 | 130 | 29,9 |
| 6 - 15 | 97 | 22,3 |
| 16 - 25 | 78 | 17,9 |
| 26 - 35 | 106 | 24,4 |
| 36 - 42 | 24 | 5,5 |

²⁹ Ovakav nalaz upućuje na to da se ispitanici s manje godina radnog iskustva, odnosno mlađi ispitanici, s obzirom na to da su ove dvije varijable visoko korelirajuće, više odazivaju na sudjelovanje u istraživanjima za razliku od onih s više radnog/životnog iskustva.

U tablici 10. prikazana je zastupljenost ispitanika prema županijama zaposlenja. Iz tablice je vidljivo da u uzorak ulaze ispitanici iz svih županija, a najviše njih iz Osječko-baranjske (12,2%), Splitsko-dalmatinske županije (11,3%) te Grada Zagreba (8,3%). Najmanji broj ispitanika dolazi iz Šibensko-kninske i Medimurske županije (po 2,5%), zatim iz Požeško-slavonske (2,3%) te Ličko-senjske županije (2,1%). Uvidom u podatke o ukupnom broju zaposlenih pedagoga po županijama, dobivena raspodjela zastupljenosti ispitanika po županijama očekivana je s obzirom na to da županije koje zapošljavanju najviše, odnosno najmanje pedagoga, imaju najveći, odnosno najmanji udio ispitanika u istraživanju.³⁰

Tablica 10. Županija zaposlenja ispitanika

| Županija | f | % |
|------------------------|----|------|
| Osječko-baranjska | 53 | 12,2 |
| Splitsko-dalmatinska | 49 | 11,3 |
| Grad Zagreb | 36 | 8,3 |
| Primorsko-goranska | 30 | 6,9 |
| Vukovarsko-srijemska | 28 | 6,4 |
| Zagrebačka | 22 | 5,1 |
| Sisačko-moslavačka | 20 | 4,6 |
| Varaždinska | 20 | 4,6 |
| Brodsko-posavska | 20 | 4,6 |
| Karlovačka | 17 | 3,9 |
| Koprivničko-križevačka | 17 | 3,9 |
| Zadarska | 15 | 3,4 |
| Istarska | 15 | 3,4 |
| Krapinsko-zagorska | 14 | 3,2 |
| Bjelovarsko-bilogorska | 14 | 3,2 |
| Virovitičko-podravska | 12 | 2,8 |
| Dubrovačko-neretvanska | 12 | 2,8 |
| Šibensko-kninska | 11 | 2,5 |
| Medimurska | 11 | 2,5 |
| Požeško-slavonska | 10 | 2,3 |
| Ličko-senjska | 9 | 2,1 |

³⁰ Prema podacima portala „Sustav informacija o tržištu rada“ koji objedinjuje informacije o zaposlenosti i nezaposlenosti, u prošloj godini najveći broj školskih pedagoga bio je zaposlen u Gradu Zagrebu (374), zatim u Splitsko-dalmatinskoj županiji (154) te Osječko-baranjskoj županiji (79), dok je najmanje pedagoga bilo zaposleno u Koprivničko-križevačkoj (17), Požeško-slavonskoj (16) te Ličko-senjskoj županiji (10). Izvor: <http://lclg.dev.teched.hr/ALMIS-Dev/Occupation/Selected/2359117?cid=19>, preuzeto 1. kolovoza 2015.

U tablici 11. prikazana su sveučilišta na kojima su ispitanici završili studij Pedagogije. Najveći broj ispitanika (47,6%), završio je studij Pedagogije na Sveučilištu u Zagrebu, a najmanje na Sveučilištu u Splitu (1,1%), što ne čudi s obzirom na činjenicu da je Odsjek za pedagogiju Sveučilišta u Splitu osnovan tek 2007. godine. Na nekom drugom sveučilištu (primjerice Sarajevo, Novi Sad, Beograd, Budimpešta, Tuzla) ili na nekom drugom studiju unutar Hrvatske koji nije Pedagogija (primjerice Edukacijsko-rehabilitacijski fakultet, Fakultet političkih znanosti i sl.) studij je završilo 6% ispitanika.

Tablica 11. Sveučilište na kojem je završen studij Pedagogije

| Sveučilište | f | % |
|------------------------------|-----|------|
| Sveučilište u Zagrebu | 207 | 47,6 |
| Sveučilište u Zadru | 83 | 19,1 |
| Sveučilište u Osijeku | 61 | 14,0 |
| Sveučilište u Rijeci | 53 | 12,2 |
| Sveučilište u Splitu | 5 | 1,1 |
| Druga sveučilišta/ fakulteti | 26 | 6,0 |

4.4. Istraživačke metode i instrument istraživanja

Za potrebe ovoga istraživanja odabrana je metoda anketnog istraživanja. U svrhu provedbe istraživanja sastavljen je instrument – anketni upitnik – kojega su ispitanici ispunjavali putem interneta. Prednost je takvih upitnika što mogu ujediniti postupke prikupljanja, unošenja, kontrole i ispravljanja podataka.

Anketni upitnik koji se upotrebljavao u ovom istraživanju sastojao se od 3 dijela – *opće skupine pitanja* koja obuhvaća nezavisne varijable (dob, spol, godine radnog iskustva/ staža, škola zaposlenja, županija zaposlenja i sveučilište na kojem je završen studij Pedagogije); pitanja koja se odnose na *stavove o Europskoj uniji* (opća slika Europske unije, interes za informacije i zbivanja u Uniji i njihov utjecaj na svakodnevni život, videnje Europske unije i članstva Hrvatske, spremnost za obrazovanje život i rad u nekoj od zemalja članica)³¹ i *pitanja o europskoj dimenziji u obrazovanju* (informiranost o pojmu, određenje pojma, spremnost na implementaciju europske dimenzije, procjena odgovornosti za implementaciju europske dimenzije). Na kraju anketnog upitnika ostavljen je slobodan prostor za upisivanje svih dodatnih prijedloga i komentara o temi.

³¹ Pojedina pitanja u vezi sa stavovima i informiranosti o Europskoj uniji preuzeta su iz istraživanja „Mladi Hrvatske i europska integracija“ (Ilišin, 2005) te su naknadno prilagođena ciljevima istraživanja među populacijom školskih pedagoga.

4.5. Prikupljanje i obrada podataka

Proces prikupljanja podataka provodio se u razdoblju od 18. svibnja do 20. lipnja 2015. godine.³² Poziv i poveznica za sudjelovanje u istraživanju poslana je na službene adrese e-pošte svih osnovnih i srednjih škola u kojima su zaposleni stručni suradnici pedagozi.³³ Za obradu podataka upotrijebljen je statistički program SPSS, dok je obrada podataka provedena na razini deskriptivne statistike. Na varijablama su izračunate frekvencije, postoci, aritmetička sredina i standardna devijacija. T-testovima ispitane su razlike u odgovorima ispitanika ovisno o školi zaposlenja, dok je u pitanjima o stavovima i informiranosti o Europskoj uniji i europskoj dimenziji u obrazovanju za testiranje statističke značajnosti ostalih nezavisnih varijabli (dob, radno iskustvo i sveučilište na kojem je završen studij Pedagogije) upotrijebljena jednosmjerna analiza varijance za nezavisne uzorke (ANOVA). U radu je prikazana analiza i interpretacija svih varijabli na kojima je uočena statistički značajna razlika u odgovorima ispitanika.

4.6. Rezultati i rasprava

4.6.1. Stavovi pedagoga o Europskoj uniji

U prvom dijelu anketnog upitnika ispitivani su stavovi ispitanika o Europskoj uniji kroz 6 kategorija pitanja: opća slika o EU-u, interes za informacije i zbivanja u EU-u, utjecaj zbivanja u EU-u na svakodnevni život, predodžbe o EU-u, članstvo Hrvatske u EU-u te tendencije za život, obrazovanje i rad u EU-u. Na svim je varijablama provedena statistička analiza kako bi se utvrdila moguća statistički značajna razlika u odgovorima ispitanika s obzirom na nezavisne varijable (škola zaposlenja, dob, godine radnog iskustva i završen studij Pedagogije).

Opća slika ispitanika o Europskoj uniji prikazana je u tablici 12. Rezultati upućuju na to da podjednak broj ispitanika (43,0%) ima neutralnu, odnosno pozitivnu sliku o Europskoj uniji. Ako se zbroji postotak ispitanika koji imaju pozitivnu i vrlo pozitivnu sliku o Europskoj uniji dobiva se broj od 47,7% ispitanika što upućuje na gotovo većinsku pozitivnu opću sliku o Europskoj uniji.

³² U skladu s člankom 45. Državnog pedagoškog standarda osnovnoškolskog sustava odgoja i obrazovanja i člankom 18. Državnog pedagoškog standarda srednjoškolskog sustava odgoja i obrazovanja, 23. ožujka 2015. godine od Ministarstva znanosti, obrazovanja i sporta zatraženo je odobrenje za provedbu istraživanja. Zahtjev za provedbu istraživanja odobren je tek 15. svibnja 2015. godine što je utjecalo na tijek istraživanja čiji je početak bilo planiran ranije. Zbog navedenih okolnosti istraživanje je provedeno na samom kraju školske godine kada djelatnici u školama imaju povećan opseg posla što treba uzeti u obzir kao jedan od izazova sudjelovanja u istraživanju.

³³ Proces anketiranja odvijao se kroz tri ciklusa anketiranja. U prvom ciklusu (koji je trajao od 15. svibnja do 6. lipnja) poslan je inicijalni poziv za sudjelovanje u istraživanju. U drugom ciklusu (od 06. do 15. lipnja) poslan je prvi podsjetnik na sudjelovanje u istraživanju, a u trećem ciklusu (od 15. do 20. lipnja) poslan je drugi podsjetnik na sudjelovanje u istraživanju.

Tablica 12. Opća slika o Europskoj uniji

| Opća slika o Europskoj uniji | f | % |
|------------------------------|-----|------|
| Vrlo negativna | 3 | 0,7 |
| Negativna | 40 | 9,2 |
| Neutralna | 187 | 43,0 |
| Pozitivna | 187 | 43,0 |
| Vrlo pozitivna | 18 | 4,7 |

Podatak dijelom iznenađuje, s obzirom na to da neka prijašnja istraživanja (provedena prije hrvatskog pristupanja Uniji) pokazuju nešto lošije rezultate. Primjerice, pitanjem videnja Europske unije među mladima, bavile su se Ilišin i Mendeš (2005) čiji rezultati upućuju na većinski neutralan stav o Europskoj uniji. Nadalje, Landripet (2012) se bavio bliskim pitanjem, a to je kakve osjećaje ispitanici povezuju s Europskom unijom, i također je dobio srednje rezultate, odnosno ispitanici su se izjasnili da s EU-om ne povezuju ni pozitivne ni negativne osjećaje. Iako u istraživanju među populacijom pedagoga prevladavaju srednji i pozitivni odgovori, treba istaknuti i 10% ispitanika koji imaju negativnu i vrlo negativnu sliku o Europskoj uniji što upućuje na određen stupanj euroskepticizma među populacijom pedagoga.

T-testom i analizom varijance (ANOVA) testirano je postoji li na varijabli *opća slika o EU-u* značajna razlika u odgovorima ispitanika s obzirom na njihovu školu zaposlenja, dob, godine radnog iskustva i završen studij Pedagogije. Statistički značajna razlika uočena je samo na varijablama *dobne skupine* i *godine radnog iskustva* (tablica 13.). Prije analize, proveden je test homogenosti varijanci kao preduvjet za primjenu odgovarajućih post hoc testova (Bonferroni test).

Tablica 13. Analiza varijance (ANOVA) na varijabli „opća slika o EU-u“ s obzirom na dob i radno iskustvo ispitanika

| Opća slika o EU-u | | n | M | SD | F-omjer | p | η^2 | Razlika između skupina |
|-------------------|---------|-----|------|-------|----------------|-------|----------|------------------------|
| Dobne skupine | 24 - 29 | 102 | 3,25 | 0,713 | F(4,430)=3,633 | 0,006 | 0,033 | 4>1 |
| | 30 - 39 | 101 | 3,28 | 0,776 | | | | |
| | 40 - 49 | 65 | 3,51 | 0,753 | | | | |
| | 50 - 59 | 134 | 3,52 | 0,701 | | | | |
| | 60 - 65 | 33 | 3,61 | 0,747 | | | | |

| | | | | | | | | |
|----------------|---------|-----|------|-------|----------------|-------|-------|--------|
| Radno iskustvo | 1 - 05 | 130 | 3,29 | 0,762 | F(4,430)=4,943 | 0,001 | 0,044 | 3>1, 2 |
| | 6 - 15 | 97 | 3,24 | 0,761 | | | | |
| | 16 - 25 | 78 | 3,64 | 0,702 | | | | |
| | 26 - 35 | 106 | 3,48 | 0,707 | | | | |
| | 36 - 42 | 24 | 3,63 | 0,576 | | | | |

Tablica 13. pokazuje da postoji statistički značajna razlika u odgovorima između grupe starijih ispitanika (u dobi između 50 i 59 godina) i grupe mladih ispitanika (u dobi od 24 do 29 godina) s time da stariji ispitanici imaju bolju sliku o EU-u (M=3,52) u odnosu na mlade (M=3,25). Nadalje, ispitanici koji imaju između 16 i 25 godina radnog iskustva opću sliku o Europskoj uniji percipiraju statistički značajno boljom (M=3,64) u odnosu na ispitanike koji imaju do 5 godina radnog iskustva (M=3,29) te ispitanika koji imaju između 6 i 15 godina radnog iskustva (M=3,24). Iako podaci upućuju na činjenicu da stariji ispitanici imaju pozitivniju sliku o Europskoj uniji, na temelju visine eta koeficijenta treba napomenuti da faktor dobi i radnog iskustva objašnjavaju oko 3,3%, odnosno 4,4% varijance zavisne varijable, što znači da njihov utjecaj na zavisnu varijablu statistički malen.

Istraživački je osobito zanimljivo istaknuti da se rezultati ovoga istraživanja razlikuju od rezultata sličnoga istraživanja provedenog na uzorku opće populacije hrvatskog stanovništva. Skoko (2007) analizira rezultate istraživanja percepcije Europske unije u hrvatskoj javnosti provedenih prije hrvatskog ulaska u EU, koja pokazuju upravo suprotno. Primjerice, ispitanici stariji od 60 godina imaju manje povjerenja u institucije EU-a, ne slažu se da države članice imaju jednak utjecaj u institucijama Europske unije, iskazuju negativna očekivanja od pristupanja Hrvatske EU-u te imaju manju razinu informiranosti o EU-u u odnosu na ostale kategorije ispitanika.

U rezultatima ovoga istraživanja, kategorija ispitanika starijih od 60 godina statistički se značajno ne razlikuje od ostalih kategorija, ali ipak pokazuju najbolji rezultat na varijabli *opća slika o EU-u*. Takav bi se rezultat mogao interpretirati u kontekstu profesionalnog okruženja u kojem školski pedagozi djeluju, kao i s obzirom na razinu izloženosti informacijama koje, gotovo svakodnevno, primaju o EU-u. Može se stoga pretpostaviti da se u tom kontekstu razlikuju od šire populacije s obzirom na to da su im informacije i vijesti o EU-u značajno bliže te ih dobivaju u „pročišćenom“ obliku koji, u većini slučajeva, nije kontaminiran dnevnim društveno političkim previranjima iz kojih vrlo često ne stoji argumentirana i utemeljena rasprava.

U tablici 14. prikazan je interes ispitanika za informacije i zbivanja u Europskoj uniji.

Tablica 14. *Interes za informacije i zbivanja u Europskoj uniji*

| Interes za informacije i zbivanja u EU: | f | % |
|--|----------|----------|
| Uopće nisam zainteresiran/a | 3 | 0,7 |
| Slab interes | 21 | 4,8 |
| Osrednji interes | 243 | 55,9 |
| Velik interes | 153 | 35,2 |
| Izrazito velik interes | 15 | 3,4 |

Više od polovice ispitanika (55,9%) svoj interes za informacije i zbivanja u Europskoj uniji procjenjuje osrednjim, dok 35,2% pokazuje velik interes, a 3,4% ispitanika iskazuje izrazito velik interes. Suprotno tome, 5,5% ispitanika svoj interes za europske teme i zbivanja procjenjuje slabim, odnosno nikakvim. Ove rezultate istraživanja moguće je usporediti s istraživanjem „Mladi Hrvatske i europska integracija“ (Ilišin, 2005) u kojem je najveći postotak ispitanika (45,5%) svoju informiranost također ocijenio osrednjom, ali i s novijim rezultatima istraživanja provedenog na reprezentativnom uzorku hrvatskih građana gdje je najveći postotak ispitanika (48,3%) svoju informiranost također procijenio osrednjom (Ipsos, 2014). Poznato je da kompleksnost Europske unije doprinosi otežanom razumijevanju njezinog funkcioniranja što može biti jedan od razloga ovakve procjene ispitanika o informacijama i zbivanjima u Uniji. Jović (2013) ističe rezultate referenduma o pristupanju Hrvatske Europskoj uniji gdje naglašava da Hrvatska nije posebno eurofilična niti eurofobična, već ponajprije euroravnodušna zemlja. U tom kontekstu, ovakav se zaključak može povezati i s rezultatima provedenog istraživanja na uzorku školskih pedagoga koje se također može smatrati euroravnodušnima s obzirom na to da većina ne pokazuje značajan interes za informacije i zbivanja u Europskoj uniji.

Rezultati u tablici 15. prikazuju u kojoj mjeri zbivanja u Europskoj uniji utječu na svakodnevni život ispitanika.

Tablica 15. *Utjecaj zbivanja u Europskoj uniji na svakodnevni život*

| Utjecaj zbivanja u EU-u na svakodnevni život | f | % |
|---|----------|----------|
| Uopće nemaju utjecaj | 18 | 4,1 |
| Imaju slab utjecaj | 34 | 21,6 |
| Imaju osrednji utjecaj | 210 | 48,3 |
| Imaju velik utjecaj | 104 | 23,9 |
| Imaju izrazito velik utjecaj | 9 | 2,1 |

Kao i kod prethodnog pitanja, vidljiva je tendencija davanja srednjih odgovora i normalna distribucija rezultata. Najveći postotak ispitanika (48,3%) smatra da zbivanja u Europskoj uniji imaju osrednji utjecaj na njihov svakodnevni život što se može povezati s rezultatima prethodno postavljenog pitanja. Od ukupnog broja ispitanika njih 23,9% grupiralo se unutar kategorija velikog utjecaja, dok se gotovo jednak postotak ispitanika (21,6%) opredijelio za slab utjecaj europskih zbivanja na svakodnevni život. Preostali ispitanici (njih oko 6%) opredijelili su se za dvije krajnje kategorije, odnosno smatraju da Unija uopće nema ili ima izrazio velik utjecaj na njihov svakodnevni život. Iako je pitanje utjecaja zbivanja u Europskoj uniji na svakodnevnicu vrlo subjektivno i individualno, ono otvara brojna druga važna pitanja, primjerice, pitanje spremnosti pedagoga na političku participaciju, poštovanje građanskih dužnosti i slično. Upravo zbog svoje subjektivnosti i individualnosti, ovo pitanje otvara mogućnost pojavljivanja većeg postotka društveno poželjnih odgovora koji se u tom kontekstu najčešće grupiraju u skupini središnjih odgovora. Međutim, neovisno o navedenome, ostaje za pretpostaviti da je s obzirom na (aktualne) promjene u sustavu obrazovanja i odgoja, prijeko potrebno da školski pedagozi budu u tijeku s trendovima i aktualnostima na razini Europske unije, s posebnim naglaskom na one u području obrazovnih politika.

Statistička analiza (t-test i ANOVA) pokazala je da na varijablama *interes za informacije i zbivanja u Europskoj uniji* (tablica 14.) i *utjecaj zbivanja u Europskoj uniji na svakodnevni život* (tablica 15.) nema statistički značajne razlike u odgovorima ispitanika s obzirom na nezavisne varijable (dob, škola zaposlenja, godine radnog staža i sveučilište na kojem je završen studij Pedagogije) jer dobiveni F-omjeri nisu statistički značajni.

Tablica 16. donosi pregled predodžbi ispitanika o Europskoj uniji.

Tablica 16: Predodžbe o Europskoj uniji

| Europska unija za mene predstavlja... | 1 | 2 | 3 | 4 | 5 | M | SD |
|--|-----|------|------|------|------|------|-------|
| | % | | | | | | |
| bolju budućnost za mlade. | 2,1 | 9,2 | 31,5 | 39,1 | 18,2 | 3,62 | 0,953 |
| nova radna mjesta. | 2,5 | 10,8 | 31,3 | 40,2 | 15,2 | 3,55 | 0,960 |
| mogućnost da bez prepreka živim i radim unutar EU. | 3,4 | 12,0 | 27,6 | 39,5 | 17,5 | 3,56 | 1,022 |
| zajamčen trajni mir unutar EU. | 9,0 | 20,9 | 40,7 | 19,8 | 9,7 | 3,00 | 1,074 |
| sredstvo poboljšanja gospodarske situacije. | 4,8 | 20,7 | 41,4 | 26,7 | 6,4 | 3,09 | 0,958 |

| | | | | | | | |
|---|------|------|------|------|------|------|-------|
| bolju zaštitu prava građana. | 4,4 | 11,3 | 32,6 | 38,2 | 13,6 | 3,45 | 1,004 |
| puno birokracije, trošenje vremena i novca. | 8,3 | 19,8 | 40,5 | 19,3 | 12,2 | 3,07 | 1,098 |
| opasnost od gubitka kulturne raznolikosti. | 20,5 | 28,0 | 28,3 | 16,8 | 6,4 | 2,61 | 1,172 |
| samo san, utopijsku ideju. | 24,4 | 23,4 | 34,0 | 13,1 | 5,1 | 2,51 | 1,143 |

Zbrajanjem postotaka unutar 4. kategorije (slažem se) i 5. kategorije (u potpunosti se slažem), može se zaključiti da za više od polovice ispitanika Europska unija predstavlja bolju budućnost za mlade (57,3%), mogućnost da se bez prepreka živi i radi unutar Unije (57,0%), nova radna mjesta (55,4%) te bolju zaštitu prava građana (51,8%). Kada je riječ o videnju Europske unije kao opasnosti od gubitka kulturne raznolikosti, ispitanici su podijeljenih mišljenja. Gotovo polovica (48,5%) uopće se ne slaže ili se ne slaže s navedenom tvrdnjom, 28,3% ispitanika nisu se priklonili niti jednom krajnjem stavu, dok 23,2% ispitanika izražava slaganje ili izrazito slaganje s navedenom tvrdnjom. Slična se raspodjela može uočiti i kod videnja Europske unije kao utopijske ideje.

Prije ulaska Hrvatske u Europsku uniju, literatura dijelom upućuje na tendenciju euroskepticizma hrvatskih građana o nekim aspektima Europske unije i njezinog utjecaja na nacionalni integritet (Čaldarović, 2005; Kamenov i sur (2005); Štulhofer, 2006; Blanuša, 2007; Skoko, 2007; Zorko, 2008; Kersan-Škabić i Tomić, 2009; Pilić, Brstilo, Matić: 2009). Kamenov i sur. (2005), ispitujući odnos nacionalnog i europskog identiteta i stavova spram europskih integracija građana Zagreba i Novog Sada, dolaze do rezultata o podjednako izraženom blago negativnom stavu u oba uzorka. Skoko (2007) donosi rezultate ispitivanja javnog mišljenja koji upućuju na to da 14% ispitanika pomisli na nešto loše kada čuje sintagmu „Europska unija“, oko 7% povezuje EU s boljom budućnošću, a 7% s nečim dobrim. Ostale asocijacije u potonjem istraživanju toliko su različite i individualne da ih nije moguće sadržajno objediniti i ne predstavljaju značajniji postotak odgovora ispitanika. Zanimljiv je podatak povezan upravo s videnjem budućnosti, koji je predstavljen u Izvješću o kvaliteti življenja u Hrvatskoj od 2007. do 2012. Istraživanje je pokazalo da je u tom razdoblju većina Hrvata bila optimistična glede budućnosti, a razina optimizma posebice je porasla među ugroženim skupinama (umirovljenici, nezaposleni...) koji su imali viša očekivanja od pristupanja Hrvatske Europskoj uniji (Eurofound, 2014). U kontekstu provedenog istraživanja s populacijom školskih pedagoga, može se istaknuti da su predodžbe o Europskoj uniji uglavnom pozitivne te da nije uočen značajan negativan doživljaj EU-a. Još jednom treba naglasiti da se najveći postotak ispitanika složio da EU nudi bolje mogućnosti za mlade te mogućnosti za život i rad unutar, ali i izvan granica Hrvatske što upućuje na to da školski pedagozi EU percipiraju kao moguć izlaz iz postojećih problema i krize hrvatskog društva.

Analiza otvorenih odgovora obuhvatila je odgovore 37 ispitanika (oko 8%) koji su navodili što za njih predstavlja Europska unija, a nije obuhvaćeno u ponuđenim kategorijama. Od toga, 13 komentara izrazito je negativno (primjerice: „Uhljebljenje mase trutova na grbači proizvodnih radnika“ ili „Jedina nada da će od primitivne balkanske kaljuže nastale od europskog smeća, sakupljanog stoljećima u vojnoj krajini i okolici, jednog dana nastati koliko toliko civiliziran prostor“). Ukupno 10 komentara izrazito je pozitivno (primjerice: „Mislim da EU nudi bolju budućnost za mlade koji rade i žele raditi na sebi – pod time prvenstveno mislim na obrazovane mlade ljude“ ili „Zajedničko rješavanje globalnih problema: siromaštva, emigranata, gospodarskog razvoja, ekoloških problema“). U skupini nevažjećih odgovora nalazi se 8 komentara (primjerice: „Ne znam“), a preostalih 6 komentara nije moguće interpretirati kao izrazito negativne ili izrazito pozitivne, poput primjerice: „Prilika koju ćemo možda iskoristiti, a možda i ne“.

Predodžbe ispitanika o Europskoj uniji analizirane su s aspekta nezavisnih varijabli te su uočene statistički značajne razlike u odgovorima ispitanika s obzirom na dob (tablica 17.) i radno iskustvo (tablica 18.).

U tablici 17. prikazani su rezultati jednosmjerne analize varijance (ANOVA) i razlike u odgovorima ispitanika dobivene temeljem Bonferroni post hoc testa. Iz tablice se može vidjeti da stariji ispitanici (u dobi između 50 i 59 godina) pokazuju statistički značajno veći stupanj slaganja s tvrdnjom da Europska unija jamči trajni mir ($M=3,20$) nego što to smatraju mladi ispitanici (u dobi od 30 do 39 godina) ($M=2,73$). Rezultati upućuju na to da stariji ispitanici imaju pozitivnije stavove od mladih i da su stariji ispitanici skloniji pozitivnijem razmišljanju o EU-u u odnosu na mlade, što se već pokazalo i na pitanju o općoj slici o Europskoj uniji (vidjeti Tablicu 12.). Međutim, i ovdje valja napomenuti da varijabla dobi, statistički gledano, objašnjava malen utjecaj na navedenu tvrdnju (2,4%).

Tablica 17. Analiza varijance (ANOVA) na varijabli „zajamčen trajni mir unutar EU-a“ s obzirom na dob ispitanika

| Zavisna varijabla | Dobne skupine | n | M | SD | F-omjer | p | Razlika između skupina |
|-----------------------------------|---------------|-----|------|-------|-----------------|-------|------------------------|
| „Zajamčen trajni mir unutar EU-a“ | 24 - 29 | 102 | 2,90 | 0,980 | F(4,430)= 2,614 | 0,035 | 4>2 |
| | 30 - 39 | 101 | 2,79 | 1,089 | | | |
| | 40 - 49 | 65 | 2,98 | 1,205 | | | |
| | 50 - 59 | 134 | 3,20 | 1,017 | | | |
| | 60 - 65 | 33 | 3,18 | 1,158 | | | |

Tablica 18. također prikazuje rezultate jednosmjerne analize varijance (ANOVA) i razlike u odgovorima ispitanika dobivene temeljem Bonferroni post hoc testa. Uočena je statistički značajna razlika u odgovorima između dvije skupine ispitanika, onih između 6 i 15 godina radnog iskustva te ispitanika između 16 i 25 godina radnog iskustva.

Tablica 18. Analiza varijance (ANOVA) na varijablama EU označava „bolju budućnost za mlade“, „trajni mir“ i „sredstvo poboljšanja gospodarske situacije“ s obzirom na radno iskustvo ispitanika

| Zavisne varijable | Radno iskustvo | n | M | SD | F-omjer | p | η^2 | Razlika između skupina |
|--|----------------|-----|------|-------|-----------------|-------|----------|------------------------|
| „Bolja budućnost za mlade“ | 1 - 5 | 130 | 3,55 | 0,989 | F(4,430)= 2,787 | 0,026 | 0,025 | 3>2 |
| | 6 - 15 | 97 | 3,42 | 0,998 | | | | |
| | 16 - 25 | 78 | 3,83 | 0,874 | | | | |
| | 26 - 35 | 106 | 3,68 | 0,879 | | | | |
| | 36 - 42 | 24 | 3,88 | 0,992 | | | | |
| „Zajamčen trajni mir unutar EU-a“ | 1 - 5 | 130 | 2,89 | 1,029 | F(4,430)= 3,116 | 0,015 | 0,028 | 3>2 |
| | 6 - 15 | 97 | 2,78 | 1,092 | | | | |
| | 16 - 25 | 78 | 3,24 | 1,107 | | | | |
| | 26 - 35 | 106 | 3,08 | 1,052 | | | | |
| | 36 - 42 | 24 | 3,33 | 1,049 | | | | |
| „Sredstvo poboljšanja gospodarske situacije“ | 1 - 5 | 130 | 3,00 | 0,956 | F(4,430)= 2,958 | 0,020 | 0,027 | 3>2 |
| | 6 - 15 | 97 | 2,93 | 0,992 | | | | |
| | 16 - 25 | 78 | 3,37 | 0,941 | | | | |
| | 26 - 35 | 106 | 3,17 | 0,931 | | | | |
| | 36 - 42 | 24 | 3,00 | 0,834 | | | | |

Na tvrdnjama da EU predstavlja *bolju budućnost za mlade*, *zajamčen trajni mir* i *sredstvo poboljšanja gospodarske situacije*, ispitanici s preko 15 godina radnog iskustva pokazuju u prosjeku veći stupanj slaganja (M=3,83; 3,24; 3,37) u odnosu na skupinu ispitanika koji imaju 15 ili manje godina radnog iskustva (M=3,42; 2,27; 2,93). Na temelju prosječno većeg stupnja slaganja na ovim tvrdnjama, može se zaključiti da ispitanici s više godina radnog staža imaju nešto pozitivnije predodžbe o Europskoj uniji. Međutim, kao i u prethodnom primjeru, na temelju eta koeficijenta zaključuje se da varijabla radnog iskustva ima malen utjecaj na mišljenje o navedenim tvrdnjama.

U tablici 19. prikazani su stavovi ispitanika o prednostima članstva Hrvatske u Europskoj uniji.

Tablica 19. Prednosti članstva Hrvatske u Europskoj uniji

| Tvrdnje | 1 | 2 | 3 | 4 | 5 | M | SD |
|---|------|------|------|------|------|------|-------|
| | % | | | | | | |
| Podržavam članstvo Hrvatske u EU-u. | 5,1 | 9,9 | 29,7 | 29,9 | 25,5 | 3,61 | 1,119 |
| Hrvatska ima velike koristi od članstva u EU-u. | 8,5 | 17,2 | 48,5 | 20,7 | 5,1 | 2,97 | 0,961 |
| Biti dio širih integracija i asocijacija važno je za RH kao malu zemlju. | 3,4 | 4,1 | 33,6 | 41,8 | 17,0 | 3,65 | 0,927 |
| Članstvo u EU-u donosi RH-u bolje i kvalitetnije obrazovanje. | 6,9 | 20,2 | 36,1 | 29,7 | 7,1 | 3,10 | 1,026 |
| Članstvo u EU-u donosi RH-u bolje mogućnosti zapošljavanja. | 3,0 | 14,5 | 32,4 | 36,8 | 13,3 | 3,43 | 0,991 |
| Članstvo u EU-u donosi RH-u bolju zaštitu ljudskih i manjinskih prava. | 2,8 | 9,7 | 34,9 | 36,8 | 15,9 | 3,53 | 0,963 |
| Članstvo u EU-u donosi RH-u viši životni standard ljudi. | 14,9 | 27,6 | 40,5 | 14,3 | 2,8 | 2,62 | 0,993 |
| Članstvo u EU-u donosi RH-u bržu demokratizaciju društva. | 6,7 | 21,1 | 40,2 | 25,3 | 6,7 | 3,04 | 0,999 |
| Članstvo u EU-u donosi RH-u bolje upoznavanje religija i kultura drugih naroda. | 3,4 | 12,9 | 34,7 | 37,0 | 12,0 | 3,41 | 0,974 |

Navedeno je ukupno 9 tvrdnji, od čega je na 4 tvrdnje uočena tendencija davanja srednjih odgovora, dok je na preostalih 5 tvrdnji pregledom 4. kategorije (slažem se) i 5. kategorije (u potpunosti se slažem), uočen vrlo visok stupanj slaganja. Takav podatak upućuje na to da pedagozi prepoznaju dobrobiti hrvatskog članstva u Uniji, a najveći postotak ispitanika (58,8%) složio se da je biti dio širih integracija i asocijacija važno za Hrvatsku kao malu zemlju. Ako se uspoređi populacija školskih pedagoga s hrvatskim prosjekom, vidljivo je da pedagozi po pitanju članstva Hrvatske u Uniji ne odstupaju od hrvatskog prosjeka. Objedinjavanjem odgovora ispitanika koji iskazuju visok stupanj slaganja na Likertovoj skali - 4 (slažem se) i 5 (u potpunosti se slažem), razvidan je postotak od 55,4% ispitanika koji podržavaju članstvo Hrvatske u Uniji. Prema rezultatima Eurobarometra, 61,2% hrvatskih građana nakon dvije godine članstva u Uniji smatra da je za Hrvatsku najbolje da u budućnosti ostane u eurozoni.³⁴

³⁴ Izvor: *Pilarov barometar hrvatskog društva*. Dostupno na: <http://barometar.pilar.hr/rezultati-2015/2015-07-01-12-32-50/%C4%8Dlanstvo-u-eu.html>, preuzeto: 23. kolovoza 2015.

Zanimljivo je uočiti da objedinjavanjem 1. kategorije (uopće se ne slažem) i 2. kategorije (ne slažem se) na tvrdnji o višem životnom standardu kao implikaciji članstva Hrvatske u EU-u, 42,5% ispitanika iskazuje negativno mišljenje. Rezultati istraživanja provedenog prije ulaska Hrvatske u Uniju upućuju na to da 66% građana kao posljedicu u članjenja očekuje viši životni standard, a čak 75% opći napredak (Štulhofer, 2006). Međutim, može se pretpostaviti da su iskustva novih članica Europske unije te posebno ekonomska kriza koja ima snažan negativan učinak i na dio zemalja Europske unije (npr. Grčka, Španjolska, Irska) rezultirali promjenom ovoga stava u negativnom smjeru.

Analizom varijance (ANOVA) uz primjenu Bonferroni post hoc testa, uočena je statistički značajna razlika u odgovorima ispitanika na pojedinim varijablama o prednostima članstva u EU-u s obzirom na njihovu dob (tablica 20.).

Tablica 20. Analiza varijance (ANOVA) na varijablama o prednostima članstva u EU-u – „viši životni standard“, „brža demokratizacija društva“ te „bolje upoznavanje religija i kultura drugih naroda“ s obzirom na dob ispitanika

| Zavisne varijable | Dobne skupine | n | M | SD | F-omjer | p | η^2 | Razlika između skupina |
|--|---------------|-----|------|-------|----------------|-------|----------|------------------------|
| „Viši životni standard“ | 24 - 29 | 102 | 2,38 | 0,965 | F(4,430)=4,361 | 0,002 | 0,039 | 4>1 |
| | 30 - 39 | 101 | 2,46 | 0,954 | | | | |
| | 40 - 49 | 65 | 2,82 | 0,967 | | | | |
| | 50 - 59 | 134 | 2,77 | 0,996 | | | | |
| | 60 - 65 | 33 | 2,91 | 1,042 | | | | |
| „Brža demokratizacija društva“ | 24 - 29 | 102 | 2,72 | 0,813 | F(4,430)=9,167 | 0,000 | 0,079 | 1>3, 4, 5 2>4, 5 |
| | 30 - 39 | 101 | 2,80 | 1,039 | | | | |
| | 40 - 49 | 65 | 3,22 | 1,023 | | | | |
| | 50 - 59 | 134 | 3,25 | 0,979 | | | | |
| | 60 - 65 | 33 | 3,58 | 0,969 | | | | |
| „Bolje upoznavanje religija i kultura drugih naroda“ | 24 - 29 | 102 | 3,19 | 0,887 | F(4,430)=4,258 | 0,002 | 0,038 | 4>1 |
| | 30 - 39 | 101 | 3,24 | 1,001 | | | | |
| | 40 - 49 | 65 | 3,54 | 1,047 | | | | |
| | 50 - 59 | 134 | 3,59 | 0,936 | | | | |
| | 60 - 65 | 33 | 3,67 | 0,957 | | | | |

Razlika je uočena između prve (24 - 29) i četvrte (50 - 59) dobne skupine. Razvidno je da stariji ispitanici pokazuju veći stupanj slaganja s tvrdnjama koje se odnose na *viši životni standard* (M=2,77) te *bolje upoznavanje religija i kultura drugih naroda* (M=3,59) u odnosu na najmlađu skupinu ispitanika. Ovakav nalaz ponovno upućuje na povezanost više životne dobi s pozitivnijim stavovima o Europskoj uniji. Na tvrdnji da *članstvo u EU-u donosi Hrvatskoj bržu demokratizaciju društva* uočeno je najviše statistički značajnih razlika među dobnim skupinama ispitanika. Međutim, i ovdje se može uočiti da je stupanj slaganja manji kod najmlađih ispitanika, odnosno veći kod starijih. Temeljem prikazanih rezultata može se zaključiti da mladi školski pedagozi iskazuju višu razinu euroskepticizma od starijih ispitanika. Ovakav nalaz posebno je zabrinjavajući u kontekstu profesionalne budućnosti školskih pedagoga kao i njihove uloge u obrazovno-odgojnom procesu. U takvim je okolnostima teško za očekivati da oni koji bi trebali biti zaduženi za implementaciju sadržaja o Europskoj uniji u obrazovnu stvarnost/ svakodnevnicu te za informiranje učenika, roditelja i drugih obrazovno-odgojnih djelatnika o obrazovnim promjenama i politikama na razini Europske unije, to stvarno i čine. U tom kontekstu posebno dolazi do izražaja uloga inicijalnog obrazovanja pedagoga i potreba osnaživanja ovakvih i sličnih tema na studijima Pedagogije u Republici Hrvatskoj kako bi budući (školski) pedagozi bili spremni adekvatno odgovoriti na (novonastale) potrebe promjenjivoga obrazovnog/školskog tržišta rada i njegovih potreba i zahtjeva.

Nadalje, analiza varijance (ANOVA) uz primjenu Bonferroni post hoc testa pokazala je statistički značajnu razliku u odgovorima ispitanika na čak 5 od ukupno 10 tvrdnji o prednostima članstva u EU-u koje su analizirane s obzirom na radno iskustvo ispitanika (tablica 21.).

Tablica 21. Analiza varijance (ANOVA) na varijablama o prednostima članstva u EU-u s obzirom na radno iskustvo ispitanika

| Zavisne varijable | Radno iskustvo | n | M | SD | F-omjer | p | η^2 | Razlika između skupina |
|---|----------------|-----|------|-------|----------------|-------|----------|------------------------|
| „Bolje i kvalitetnije obrazovanje“ | 1 - 5 | 130 | 2,89 | 1,029 | F(4,430)=4,298 | 0,002 | 0,038 | 3>1, 2 |
| | 6 - 15 | 97 | 2,98 | 1,145 | | | | |
| | 16 - 25 | 78 | 3,45 | 0,976 | | | | |
| | 26 - 35 | 106 | 3,17 | 0,920 | | | | |
| | 36 - 42 | 24 | 3,25 | 0,794 | | | | |
| „Bolja zaštita ljudskih i manjinskih prava“ | 1 - 5 | 130 | 3,38 | 0,926 | F(4,430)=3,486 | 0,008 | 0,031 | 3>1 |
| | 6 - 15 | 97 | 3,39 | 1,046 | | | | |
| | 16 - 25 | 78 | 3,78 | 0,878 | | | | |
| | 26 - 35 | 106 | 3,60 | 0,983 | | | | |
| | 36 - 42 | 24 | 3,83 | 0,761 | | | | |

| | | | | | | | | |
|--|---------|-----|------|-------|----------------|-------|-------|---------------------|
| „Viši životni standard ljudi“ | 1 - 5 | 130 | 2,41 | 0,946 | F(4,430)=7,106 | 0,000 | 0,062 | 3>1, 2 5>1, 2 |
| | 6 - 15 | 97 | 2,42 | 0,945 | | | | |
| | 16 - 25 | 78 | 3,00 | 0,967 | | | | |
| | 26 - 35 | 106 | 2,69 | 1,008 | | | | |
| | 36 - 42 | 24 | 3,08 | 0,974 | | | | |
| „Brža demokratizacija društva“ | 1 - 5 | 130 | 2,75 | 0,883 | F(4,430)=9,359 | 0,000 | 0,080 | 1>3, 4, 5 2>4, 5 |
| | 6 - 15 | 97 | 2,84 | 0,997 | | | | |
| | 16 - 25 | 78 | 3,44 | 0,961 | | | | |
| | 26 - 35 | 106 | 3,21 | 1,039 | | | | |
| | 36 - 42 | 24 | 3,46 | 0,884 | | | | |
| „Bolje upoznavanje religija i kultura drugih naroda“ | 1 - 5 | 130 | 3,18 | 0,955 | F(4,430)=5,268 | 0,000 | 0,047 | 1>3, 4 3>2 |
| | 6 - 15 | 97 | 3,27 | 0,963 | | | | |
| | 16 - 25 | 78 | 3,71 | 0,927 | | | | |
| | 26 - 35 | 106 | 3,54 | 0,997 | | | | |
| | 36 - 42 | 24 | 3,71 | 0,806 | | | | |

Zanimljivo je da je na svih 5 tvrdnji, između ostalog, uočena statistički značajna razlika između prve i treće skupine ispitanika grupiranih prema godinama radnog iskustva. Ispitanici s preko 15 godina radnog iskustva pokazuju statistički značajan i veći stupanj slaganja s tvrdnjama da Europska unija donosi bolje i kvalitetnije obrazovanje, bolju zaštitu ljudskih i manjinskih prava, viši životni standard ljudi, bržu demokratizaciju društva te bolje upoznavanje religija i kultura drugih naroda nego što to smatraju ispitanici s najmanje godina radnog iskustva. Jedan od mogućih razloga zašto se ispitanici u skupini od 16 do 25 godina radnog iskustva statistički značajno razlikuju od ostalih skupina upravo je njihovo specifično radno iskustvo. Naime, riječ je o skupini ispitanika koji već imaju bogato (višegodišnje) iskustvo rada u školama, ali čeka ih još razmjerno mnogo godina rada u školi tijekom kojih mogu sudjelovati u oblikovanju obrazovnog sustava. S obzirom na pozitivan smjer promišljanja o prednostima članstva Hrvatske u EU-u, pedagoge iz ove skupine moguće je odrediti kao potencijalne aktivne nositelje promjena za uvođenje (europskih) ideja u škole. Iako je temeljem uvida u aritmetičke sredine odgovora razvidno da najiskusniji ispitanici daju najviše ocjene ponudnim tvrdnjama, ne možemo ih smatrati nositeljima (dugoročnih) promjena upravo zbog njihovog vremenski ograničenog profesionalnog djelovanja u školi.

U tablici 22. prikazani su stavovi ispitanika o izazovima hrvatskog članstva u Uniji.

Tablica 22. Izazovi članstva Hrvatske u Europskoj uniji

| Tvrđnje | 1 | 2 | 3 | 4 | 5 | M | SD |
|---|------|------|------|------|------|------|-------|
| | % | | | | | | |
| Stupanjem u EU Hrvatska postaje ovisna o razvijenim europskim zemljama (kulturno, politički i gospodarski). | 2,8 | 11,5 | 40,7 | 31,0 | 14,0 | 3,42 | 0,960 |
| Ulaskom Hrvatske u EU povećana je mogućnost gospodarske eksploatacije Hrvatske. | 1,6 | 13,3 | 37,9 | 31,0 | 16,1 | 3,47 | 0,968 |
| Članstvom Hrvatske u EU-u ugrožava se hrvatski nacionalni identitet i kultura. | 24,6 | 30,1 | 27,1 | 11,7 | 6,4 | 2,45 | 1,168 |
| Članstvom Hrvatske u EU-u narušen je suverenitet Hrvatske. | 30,1 | 29,7 | 23,2 | 11,7 | 5,3 | 2,32 | 1,173 |
| Hrvatska ima prevelika očekivanja od članstva u EU-u. | 0,2 | 4,4 | 24,1 | 43,4 | 27,8 | 3,94 | 0,845 |

Zbrajanjem 4. kategorije (slažem se) i 5. kategorije odgovora (u potpunosti se slažem), uočava se da najveći postotak ispitanika, čak 71,2% smatra da Hrvatska ima prevelika očekivanja od članstva u Europskoj uniji. S druge pak strane, valja istaknuti da ispitanici ne smatraju Europsku uniju prijetnjom nacionalnom identitetu (s čime se složilo 54,7% ispitanika) i suverenitetu Hrvatske (59,8%). Može se zaključiti da su pedagozi svjesni da članstvo u Uniji ne označava gubitak nacionalnih obilježja i vrijednosti ili ograničenja u procesu odlučivanja na nacionalnoj razini, iako mogućnost gospodarske eksploatacije Hrvatske prepoznaju kao jedan od rizika članstva u EU-u, s čime se složilo 47,1% ispitanika.

Statistička analiza (t-test i ANOVA) pokazala je da na varijablama koje se odnose na izazove članstva Hrvatske u Europskoj uniji nema statistički značajne razlike u odgovorima ispitanika s obzirom na nezavisne varijable (dob, škola zaposlenja, godine radnog staža i sveučilište na kojem je završen studij Pedagogije) s bozirom na to da dobiveni F-omjeri nisu statistički značajni.

Mišljenja ispitanika o pitanju obrazovanja, rada i općenito života u zemljama Europske unije prikazani su u tablici 23.

Tablica 23. Tendencije za život, obrazovanje i rad u Europskoj uniji

| Biste li željeli u nekoj od zemalja EU-a učiniti sljedeće: | Da | | Ne | |
|--|-----|------|-----|------|
| | f | % | f | % |
| Nastaviti s obrazovanjem/ stručno se usavršavati. | 295 | 67,8 | 140 | 32,2 |
| Raditi neko vrijeme. | 268 | 61,6 | 167 | 38,4 |
| Raditi cijeli radni vijek. | 56 | 12,9 | 379 | 87,1 |
| Trajno se nastaniti. | 68 | 15,6 | 367 | 84,4 |

Rezultati upućuju na to da visok postotak pedagoga želi nastaviti s obrazovanjem/ stručnim usavršavanjem (67,8%) ili radom na određeno vrijeme (61,6%) u nekoj od zemalja Europske unije. Ipak, mali postotak ispitanika bio bi spreman na trajno zaposlenje (12,9%) ili trajno nastanjivanje (15,6%) u nekoj od zemalja Unije. Valja se prisjetiti da se u uzorku nalazi razmjerno visok postotak (38,4%) ispitanika starijih od 50 godina, stoga ne čudi podatak da je razmjerno malen broj pedagoga spreman trajno napustiti Hrvatsku radi života ili rada u drugoj zemlji. Ipak, ohrabruje visok postotak onih koji su željni iskoristiti prednosti članstva u Europskoj uniji u ovom kontekstu: dostupnost programa mobilnosti i stručnih usavršavanja u drugim europskim zemljama. Ovakav podatak valjalo bi imati na umu posebno prilikom izrade programa stručnog osposobljavanja školskih pedagoga. Na taj bi se način dijelom zadovoljile njihove potrebe i želje za specifičnim oblikom usavršavanja te bi im se omogućilo iskorištavanje dobrobiti koje Europska Unija pruža kroz svoje programe, projekte i natječaje za obrazovno-odgojne djelatnike zemalja članica.

Iako se pitanjem u anketnom upitniku od ispitanika nije tražilo da imenuju zemlju u kojoj bi se željeli obrazovati ili raditi određeno vrijeme, može se pretpostaviti da se radi o zemljama Srednje Europe na što upućuju neka slična istraživanja. Primjerice, istraživanje Eurobarometra za 2015. godinu provedeno na reprezentativnom uzorku hrvatskih građana, pokazalo je da polovica ispitanika (54,8%) smatra da Hrvatska treba najviše surađivati sa srednjoeuropskim zemljama, pri čemu je na prvom mjestu Njemačka, a na drugom Austrija.³⁵

Na temelju Pearsonovog Hi-kvadrat testa i Cramerovog V koeficijenta korelacije, potvrđena je statistički značajna povezanost nezavisnih varijabli dobi i radnog iskustva sa željom za obrazovanjem, radom i životom u Europskoj uniji.

Rezultati istraživanja prikazani u tablici 24. pokazuju da je na varijablama *nastaviti s obrazovanjem i usavršavanjem te raditi neko vrijeme* ta povezanost srednje jačine

³⁵ Izvor: *Pilarov barometar hrvatskog društva*. Dostupno na: <http://barometar.pilar.hr/rezultati-2015/2015-07-01-12-32-50/me%C4%91unarodna-suradnja.html>, preuzeto 1. rujna 2015.

(CV=0,39; 0,35), dok je na varijablama *raditi cijeli radni vijek* i *trajno se nastaniti* povezanost statistički mala (CV=0,21 i 0,16).

Tablica 24. Povezanost tendencija za život, obrazovanje i rad u Europskoj uniji s dobi ispitanika

| Dobne skupine | Nastaviti s obrazovanjem/usavršavanjem | | Raditi neko vrijeme | | Raditi cijeli radni vijek | | Trajno se nastaniti | | |
|-------------------|--|------------------------|---------------------|------------------------|---------------------------|------------------------|---------------------|------------------------|--|
| | DA | NE | DA | NE | DA | NE | DA | NE | |
| | % | | % | | % | | % | | |
| 24 - 29 | 85,3 | 14,7 | 79,4 | 20,6 | 18,6 | 81,4 | 15,9 | 81,6 | |
| 30 - 39 | 83,2 | 16,8 | 77,2 | 22,8 | 21,8 | 78,2 | 22,8 | 77,2 | |
| 40 - 49 | 73,8 | 26,2 | 49,2 | 50,8 | 6,2 | 93,8 | 9,2 | 90,8 | |
| 50 - 59 | 49,3 | 50,7 | 51,5 | 48,5 | 8,2 | 91,8 | 13,4 | 86,6 | |
| 60 - 65 | 30,3 | 69,7 | 24,2 | 75,8 | 0,0 | 100,0 | 3,0 | 97,0 | |
| KORELACIJA | hi-kvadrat test: | $\chi^2(4,435)=68,697$ | | $\chi^2(4,435)=53,575$ | | $\chi^2(4,435)=20,249$ | | $\chi^2(4,435)=11,611$ | |
| | | p=0,000 | | p=0,000 | | p=0,000 | | p=0,020 | |
| | Cramerov V koeficijent: | CV=0,397 | | CV=0,351 | | CV=0,21 | | CV=0,16 | |
| | | p=0,000 | | p=0,000 | | p=0,000 | | p=0,007 | |

Analizom rezultata u tablici 24. uočava se da interes za obrazovanjem i usavršavanjem te privremenim boravkom u Europskoj uniji opada s obzirom na dob ispitanika. Skupine ispitanika mladih od 50 godina iskazuju želju za mogućnošću nastavka obrazovanja i usavršavanja u Europskoj uniji (s čime se složilo više od 70% ispitanika unutar prve tri dobne skupine), a visok je postotak i starijih ispitanika otvorenih za tu mogućnost (49,5% ispitanika u dobi od 50 do 59 godina i 30,3% ispitanika starijih od 60 godina). Mogućnost privremenog rada u zemljama EU-a također je najbolje prihvaćena među mladim ispitanicima, na što upućuje podatak da gotovo 80% ispitanika mladih od 40 godina iskazuje želju za radom u nekoj od zemalja EU-a na određeno vrijeme. U pitanjima vezanim za trajno zapošljavanje i trajno nastanjivanje unutar EU-a, gotovo 80% ispitanika unutar svih dobnih skupina ne iskazuje želju za odlaskom iz Hrvatske, međutim i ovdje se uočavaju (minimalne) razlike u postocima dobivenih odgovora s obzirom na dob ispitanika. S obzirom na sveopće stanje u hrvatskom društvu i fenomen „odljeva mozgova“, podatak da preko 80% ispitanika mladih od 30 godina ne želi trajno napustiti Hrvatsku radi života i rada u stranim zemljama, djelomično iznenađuje jer se mogao očekivati veći postotak ispitanika koji su spremni na odlazak iz Hrvatske. Ipak, treba uzeti u obzir da mladi ljudi odlaze u inozemstvo najčešće u potrazi za poslom, dok su ispitanici koji sudjeluju u ovom istraživanju već zaposleni što može biti jedan od razloga slabijeg interesa za odlazak u inozemstvo radi trajnog zapošljavanja.

Vrlo slična raspodjela odgovora vidljiva je u tablici 25. gdje se uočava povezanost varijabli tendencija za obrazovanje i rad te radnog iskustva ispitanika.

Tablica 25. Povezanost tendencija za život, obrazovanje i rad u Europskoj uniji s radnim iskustvom ispitanika

| Radno iskustvo | Nastaviti s obrazovanjem/usavršavanjem | | Raditi neko vrijeme | | Raditi cijeli radni vijek | | Trajno se nastaniti | |
|----------------|--|------------------------|---------------------|------------------------|---------------------------|------------------------|---------------------|--------------------------------------|
| | DA | NE | DA | NE | DA | NE | DA | NE |
| | % | | % | | % | | % | |
| 24 - 29 | 85,4 | 14,6 | 77,7 | 22,3 | 18,5 | 81,5 | 18,5 | 81,5 |
| 30 - 39 | 79,4 | 20,6 | 70,1 | 29,9 | 18,6 | 81,4 | 20,6 | 79,4 |
| 40 - 49 | 71,8 | 28,2 | 61,5 | 38,5 | 10,3 | 89,7 | 14,1 | 85,9 |
| 50 - 59 | 43,4 | 56,6 | 45,3 | 54,7 | 5,7 | 94,3 | 11,3 | 88,7 |
| 60 - 65 | 20,8 | 79,2 | 12,5 | 87,5 | 0,0 | 100,0 | 4,2 | 95,8 |
| KORELACIJA | hi-kvadrat test: | $\chi^2(4,435)=78,128$ | | $\chi^2(4,435)=53,593$ | | $\chi^2(4,435)=15,352$ | | korelacija nije statistički značajna |
| | | p=0,000 | | p=0,000 | | p=0,004 | | |
| | Cramerov V koeficijent: | CV=0,424 | | CV=0,351 | | CV=0,188 | | |
| | | p=0,000 | | p=0,000 | | p=0,004 | | |

I u ovom slučaju veličina efekta iščitava se iz Cramerovog V koeficijenta korelacije koji nas upućuje na to da je povezanost radnog iskustva ispitanika i želje za nastavkom obrazovanja i privremenog rada u stranoj zemlji srednje jačine (CV=0,42 i 0,35), a sa željom za rad u inozemstvu čitavi radni vijek povezanost je slaba (CV=0,18). Nije uočena statistički značajna povezanost varijable radnog iskustva i želje za trajnim nastanjivanjem u stranoj zemlji. Na temelju postotaka, uočava se da ispitanici s manje godina radnog iskustva iskazuju veću spremnost na kratkoročni odlazak u inozemstvo nego ispitanici s više godina radnog iskustva, dok su svi ujedinjeni u mišljenju koje je povezano s (ne) odlaskom u inozemstvo radi trajnog života i zapošljavanja.

4.6.2. Stavovi pedagoga o europskoj dimenziji u obrazovanju

U drugom dijelu anketnog upitnika ispitivani su stavovi pedagoga o europskoj dimenziji u obrazovanju. Prvo pitanje u ovom dijelu istraživanja, određivalo je daljnji tijek postavljanja pitanja u anketnom upitniku. Ispitanici koji su na pitanje *Jeste li se do sada susreli s pojmom europska dimenzija u obrazovanju?* odgovorili potvrdno, u anketnom upitniku trebali su odgovoriti na 5 dodatnih pitanja o europskoj dimenziji u obrazovanju (izvori informiranja o europskoj dimenziji u obrazovanju, procjena informiranosti o europskoj

dimenziji u obrazovanju, pojmovno određenje europske dimenzije u obrazovanju, stavovi o europskoj dimenziji u obrazovanju te važnost i mogućnosti bavljenja temom europske dimenzije u obrazovanju). Ispitanici koji su dali negativan odgovor nisu trebali odgovarati na dodatna pitanja o europskoj dimenziji, odnosno prilikom ispunjavanja mrežne ankete ta su pitanja automatski bila preskočena.

U tablici 26. prikazan je postotak ispitanika koji se dosad susreo ili nikada nije susreo s pojmom europske dimenzije u obrazovanju. Vidljivo je da se visok postotak ispitanika (74,3%) susretao s pojmom europske dimenzije u obrazovanju kroz svoj rad, dok se 25,7% ispitanika nikada nije susrelo s pojmom.

Tablica 26. *Upoznatost s pojmom europske dimenzije u obrazovanju*

| Jeste li se dosad susreli s pojmom „europska dimenzija u obrazovanju“? | f | % |
|--|-----|------|
| Da | 323 | 74,3 |
| Ne | 112 | 25,7 |

Izvori informiranja o europskoj dimenziji u obrazovanju prikazani su u tablici 27.

Tablica 27. *Izvori informiranja o europskoj dimenziji u obrazovanju*

| Izvor informiranja | 1 | 2 | 3 | 4 | 5 |
|--|-----------|------|------|------|------|
| | % (n=323) | | | | |
| Mediji (radio, televizija, novine) | 12,1 | 15,8 | 32,8 | 29,4 | 9,9 |
| Internet | 4,3 | 8,1 | 31,0 | 36,5 | 20,1 |
| Knjige, letci, brošure | 12,4 | 21,4 | 32,8 | 26,6 | 6,8 |
| Radno mjesto (od kolega, na stručnim aktivima, razrednim/ nastavničkim vijećima) | 14,3 | 20,1 | 32,5 | 23,8 | 9,3 |
| Studij – kroz sadržaje kolegija | 49,5 | 19,8 | 14,6 | 6,5 | 9,6 |
| Stručna usavršavanja/ seminari | 9,9 | 15,5 | 28,2 | 29,1 | 17,3 |

Najznačajnije je sredstvo - izvor informiranja kod ispitanika internet, s obzirom na to da je više od polovice ispitanika (56,6%) naznačilo da je putem interneta saznalo mnogo ili najviše informacija o europskoj dimenziji. Rezultati upućuju na podatak o vrlo slabom doprinosu studija Pedagogije u širenju informacija o europskoj dimenziji u obrazovanju. Gotovo 70% ispitanika navodi da kroz studij i sadržaje kolegija uopće nisu stekli ili su stekli vrlo malo informacija o europskoj dimenziji u obrazovanju. Takvi rezultati potvrđuju rezultate prethodno provedenih istraživanja (Ledić, Staničić i Turk, 2013, Turk i Ledić, 2014) koja upućuju na nisku razinu doprinosa visokoga obrazovanja/studija Pedagogije u

ovladavanju kompetencijama potrebnim za implementaciju sadržaja europske dimenzije u obrazovanju u svakodnevne profesionalne aktivnosti školskog pedagoga. Pritom se ne smije zanemariti činjenica da je europska dimenzija razmjerno nova i u nacionalnim okvirima neistražena tema u obrazovanju. Međutim, potrebno je ustrajati na implementaciji ovih sadržaja u programe studija kao i programe stručnog osposobljavanja (školskih) pedagoga u Republici Hrvatskoj. Povezujući ovo s prosječnom dobi ispitanika, možemo dobiti opravdan razlog slabe zastupljenosti tematike europske dimenzije na studijima. Međutim, to ne znači da pitanje zastupljenosti europske dimenzije u obrazovanju u studijskim programima ne ostaje otvorenom temom za buduća istraživanja, na što upućuju i rezultati prikazani u tablici 27., gdje se pokazuje da studenti sa zadarskog studija Pedagogije doprinose studija i sadržaja kolegija u informiranju o europskoj dimenziji u obrazovanju procjenjuju znatno nižim u odnosu na studente (pedagoge) koji su studij završili na Sveučilištu u Rijeci ili Zagrebu (tablica 28.).

Tablica 28. Analiza varijance (ANOVA) na varijabli „studij kao izvor informiranja“ s obzirom na sveučilište na kojem je završen studij Pedagogije

| Zavisna varijabla | Sveučilište | N | M | SD | F-omjer | p | η^2 | Razlika između skupina |
|---------------------------------|-------------|-----|------|-------|--------------------|-------|----------|------------------------|
| „Studij kao izvor informiranja“ | Zagreb | 207 | 2,68 | 1,502 | F(5,429)= 4,609 | 0,000 | 0,051 | 5>1, 3 |
| | Split | 5 | 3,40 | 2,510 | | | | |
| | Rijeka | 53 | 2,94 | 1,622 | | | | |
| | Osijek | 61 | 2,54 | 1,467 | | | | |
| | Zadar | 83 | 2,07 | 1,124 | | | | |

Statistički značajna razlika u odgovorima ispitanika upućuje na podatak da sadržaji kolegija na studiju Pedagogije u Zadru vrlo slabo obuhvaćaju europske teme što potvrđuje i razmjerno loša prosječna ocjena (M=2,07). Treba imati na umu da se studijski programi iz godine u godinu mijenjaju te da je u uzorku istraživanja više od 2/3 ispitanika koji su već minimalno 5 godina zaposleni u struci što znači da na doprinos studija u informiraju o europskoj dimenziji gledaju sa značajnim vremenskim odmakom. To još jednom upućuje na potrebu analize aktualnih studijskih programa da bi se utvrdio u kolikoj mjeri obrazovanje pedagoga odgovara potrebama Europske unije.³⁶

³⁶ Doprinos u analizi studijskih programa iznose Ledić i Turk (2013) koji ističu pojedine kolegije koji se izvode na studijima pedagogije na sveučilištima u Hrvatskoj u kojima je vidljiv (potencijalni) doprinos u uvođenju europskih tema u obrazovanje. Tako su na Filozofskom fakultetu u Zagrebu na diplomskoj razini ponudeni kolegiji *Interkulturalizam i obrazovanje*, *Osnove interkulturalne pedagogije*, *Prava djeteta u odgoju i obrazovanju* te *Obrazovanje za ljudska prava i građanstvo*. Filozofski fakultet u Splitu na preddiplomskoj razini nudi kolegij *Obrazovanje za mir i toleranciju*. Na Filozofskom fakultetu u Rijeci na preddiplomskoj razini ponudeni su kolegiji *Odgoj i obrazovanje za civilno društvo*, dok su na diplomskoj razini ponudeni kolegiji *Odgoj i obrazovanje za ljudska prava*, *Obrazovanje i globalizacijski procesi* te *Obrazovanje i interkulturalni kontekst*. Filozofski fakultet u Osijeku na preddiplomskoj razini nudi kolegij *Interkulturalna pedagogija* dok Odjel za pedagogiju Sveučilišta u Zadru na diplomskom studiju nudi kolegij *Interkulturalne vrijednosti turizma*. Ovdje također valja istaknuti kako se na tri diplomska studija Pedagogije u Hrvatskoj nude kolegiji koji pokrivaju šire europske teme. Tako studij Pedagogije Filozofskog fakulteta u Zagrebu nudi kolegij *Europsko obrazovanje*, na Filozofskom fakultetu u Rijeci studenti slušaju kolegij *Europska dimenzija u obrazovanju*, dok Odjel za pedagogiju Sveučilišta u Zadru nudi kolegij *Odgoj i obrazovanje u kontekstu europskih vrijednosti*.

Nadalje, na varijabli *studija* te na varijabli *medij* (radija, televizija, novine) kao izvora informiranja uočena je statistički značajna razlika u odgovorima ispitanika s obzirom na njihovo radno iskustvo (tablica 29.).

Tablica 29. Analiza varijance (ANOVA) na varijablama „studij“ i „mediji“ kao izvori informiranja s obzirom na radno iskustvo ispitanika

| Zavisna varijabla | Radno iskustvo | n | M | SD | F-omjer | p | η^2 | Razlika između skupina |
|---------------------------------|----------------|-----|------|-------|---------------------|-------|----------|------------------------|
| „Studij kao izvor informiranja“ | 1 - 5 | 130 | 3,41 | 1,952 | F(4,430)= 19,594 | 0,000 | 0,154 | 1>2,3,4,5 |
| | 6 - 15 | 97 | 2,23 | 1,056 | | | | |
| | 16 - 25 | 78 | 2,22 | 1,052 | | | | |
| | 26 - 35 | 106 | 2,09 | 0,879 | | | | |
| | 36 - 42 | 24 | 3,41 | 0,859 | | | | |
| „Mediji kao izvor informiranja“ | 1 - 5 | 130 | 3,07 | 1,662 | F(4,430)= 4,589 | 0,001 | 0,041 | 3>1,2 |
| | 6 - 15 | 97 | 2,91 | 1,521 | | | | |
| | 16 - 25 | 78 | 3,82 | 1,734 | | | | |
| | 26 - 35 | 106 | 3,44 | 1,674 | | | | |
| | 36 - 42 | 24 | 3,75 | 1,726 | | | | |

Analiza varijanci (ANOVA) i Bonferroni test za procjenu statističke značajnosti, pokazali su da se ispitanici s najmanje godina radnog iskustva statistički značajno razlikuju od svih ostalih skupina ispitanika kada je riječ o procjeni povezanosti studija i informiranosti o europskoj dimenziji. Pritom je njihova procjena, statistički značajno veća (M=3,41) nego kod ostalih ispitanika što upućuje na to da najnoviji programi studija Pedagogije imaju veću zastupljenost sadržaja koji se povezuju s europskom dimenzijom u obrazovanju. Nadalje, ispitanici s više od 20 godina radnog iskustva značajno više koriste radio, televiziju i novine za informiranje (M=3,59), nego ispitanici s manje od 5 godina radnog iskustva (M=3,07).

U tablici 30. još je jednom vidljiv statistički značajan faktor dobi na procjenu važnosti studija u stjecaju informacija o europskoj dimenziji. Tablica prikazuje rezultate analize varijanci (ANOVA) i Dunnett testa za procjenu statističke značajnosti koji se u ovom slučaju upotrebljava zato što varijance ne zadovoljavaju uvjet homogenosti.

Tablica 30. Analiza varijance (ANOVA) na varijabli „studij kao izvor informiranja“ s obzirom na dob ispitanika

| Zavisna varijabla | Dobne skupine | n | M | SD | F-omjer | p | η | Razlika između skupina |
|---------------------------------|---------------|-----|------|-------|---------------------|-------|--------|------------------------|
| „Studij kao izvor informiranja“ | 24 - 29 | 102 | 3,53 | 1,994 | F(4,430)= 19,553 | 0,000 | 0,154 | 1>2, 3, 4, 5 |
| | 30 - 39 | 101 | 2,49 | 1,331 | | | | |
| | 40 - 49 | 65 | 2,03 | 0,883 | | | | |
| | 50 - 59 | 134 | 2,13 | 0,921 | | | | |
| | 60 - 65 | 33 | 2,27 | 1,126 | | | | |

Ispitanici koji su tek završili studij (mladi od 30 godina) procjenjuju studij značajnijim sredstvom informiranja nego ostale dobne skupine ispitanika. U prilog ovom rezultatu ide i činjenica da faktor dobi objašnjava oko 15,4% varijance zavisne varijable, što znači da je njegov utjecaj na zavisnu varijablu osrednji. Ipak još jednom valja naglasiti da je tek oko 16% ispitanika procijenilo da je kroz studij steklo mnogo ili najviše informacija.

Iako su u prethodnom pitanju ispitanici procjenjivali iz kojih su izvora stekli najmanje, odnosno najviše informacija, taj nam podatak ne govori mnogo o stvarnoj količini informacija koje posjeduju. Stoga su u tablici 31. prikazani rezultati koji se odnose na procjenu informiranosti o europskoj dimenziji u obrazovanju.

Tablica 31. Procjena informiranosti o europskoj dimenziji u obrazovanju

| Informiranost o europskoj dimenziji u obrazovanju | f | % |
|---|-----|------|
| Uopće nisam informiran/a | 5 | 1,5 |
| Slabo sam informiran/a | 58 | 18,0 |
| Osrednje sam informiran/a | 180 | 55,7 |
| Vrlo dobro sam informiran/a | 71 | 22,0 |
| Izvršno sam informiran/a | 9 | 2,8 |

Zaključak je da najveći postotak ispitanika (55,7%) procjenjuje svoju informiranost osrednjom, dok se $\frac{1}{4}$ ispitanika smatra vrlo dobro i izvršno informiranom o europskoj

dimenziji u obrazovanju. Preostalih nešto manje od 20% ispitanika procjenjuje da je slabo ili da uopće nije informirano o europskoj dimenziji u obrazovanju, što se može smatrati izazovom pri uvođenju europske dimenzije u obrazovanju u škole.

ANOVA analizom varijance i Bonferroni testom statističke značajnosti nastojalo se utvrditi postoji li statistički značajna razlika u odgovorima ispitanika s obzirom na ciljevima zadane nezavisne varijable, a statistička značajnost uočena je na nezavisnoj varijabli 'sveučilište na kojem je završen studij Pedagogije' (tablica 32.).

Tablica 32. Analiza varijance (ANOVA) na varijabli „informiranost o europskoj dimenziji u obrazovanju“ s obzirom na sveučilište na kojem je završen studij Pedagogije

| Zavisna varijabla | Sveučilište | N | M | SD | F-omjer | p | η | Razlika između skupina |
|-------------------------|-------------|-----|------|-------|--------------------|-------|-------|------------------------|
| „Informiranost o EDO-u“ | Zagreb | 207 | 3,41 | 1,421 | F(5,429)= 3,636 | 0,003 | 0,011 | 3>5 |
| | Split | 5 | 2,80 | 2,049 | | | | |
| | Rijeka | 53 | 3,81 | 1,345 | | | | |
| | Osijek | 61 | 3,07 | 1,515 | | | | |
| | Zadar | 83 | 2,95 | 1,577 | | | | |

Statistički značajna razlika u odgovorima ispitanika uočena je između skupine ispitanika koji su studij Pedagogije završili u Rijeci i onih koji su ga završili u Zadru. Pri tom, pedagozi koji dolaze sa Sveučilišta u Rijeci procjenjuju svoju informiranost većom (M=3,81) nego pedagozi s diplomom Sveučilišta u Zadru (M=2,95). Interpretaciji ovih rezultata treba pristupiti s oprezom jer, iako se nameće zaključak da su pedagozi Sveučilišta u Rijeci bolje informirani u odnosu na zadarske pedagoge, analiza varijance ne govori o povezanosti ovih dviju varijabli, već samo upućuje na statistički značajnu razliku u odgovorima između grupa ispitanika. Ipak, indikativan je podatak o doprinosu studija Pedagogije riječkog Sveučilišta na informiranost o europskoj dimenziji. Tome u prilog ide i činjenica da je to jedini studij Pedagogije u Hrvatskoj koji nudi istoimeni kolegij u svojem programu, i to kao obvezni za studente 1. godine diplomskog studija.

Ukupno 323 ispitanika odgovorilo je na pitanje otvorenog tipa – *pokušajte odrediti (opisati, definirati) pojam europske dimenzije u obrazovanju na temelju saznanja koja imate*. Kvalitativna analiza odgovora na pitanje otvorenog tipa predstavlja izazov za statistički prikaz i kategorizaciju. U ovom slučaju, u tablici 33. prikazane su frekvencije odgovora, odnosno najučestaliji pojmovi koje su ispitanici upotrebljavali prilikom određenja europske dimenzije u obrazovanju.

Tablica 33. Pregled pojmovnog određenja europske dimenzije u obrazovanju s aspekta školskih pedagoga

| Najčešće upotrjebljivani pojmovi prilikom oblikovanja definicija EDO-a (ukupno analizirano 207 definicija) | f |
|---|----------|
| <i>Vrijednosti</i> (nacionalne i europske vrijednosti, europsko zajedništvo, interkulturalizam, multikulturalizam, poštovanje različitosti, demokracija, sloboda, jednakost, ljudska prava, tolerancija, jedinstvo, solidarnost...) | 99 |
| <i>Razmjena i stručna usavršavanja</i> (razmjena iskustva, znanja, resursa, učenika, nastavnika, studenata, stručna usavršavanja nastavnika...) | 60 |
| <i>Višejezičnost i mobilnost</i> (učenje stranih jezika, mobilnost i pokretljivost...) | 56 |
| <i>Usklađivanje, povezivanje i suradnja</i> (usklađenost školskog sustava i nastavnih planova i programa s drugim europskim zemljama, povezivanje s drugim zemljama i školama, međunarodna suradnja, suradnja na projektima...) | 54 |
| <i>Kultura</i> (poštovanje kulture drugih naroda, nacionalne kulture, kulturne baštine, kulturna raznolikost, kulturološka prožimanja...) | 47 |
| <i>Identitet</i> (kulturni identitet, njegovanje različitih dimenzija identiteta, očuvanje i stvaranje lokalnog, nacionalnog, europskog i osobnog identiteta, uvažavanje nacionalnih posebnosti, upoznavanje različitih kultura i tradicija, pripadnost europskom krugu, prožimanje s drugim kulturama...) | 37 |
| <i>Informiranost i učenje</i> (protok informacija i informiranost o EU-u, učenje jezika, učenje o Europskoj uniji, cjeloživotno učenje...) | 34 |
| <i>Europski projekti</i> (međunarodni projekti, pisanje projekata...) | 24 |
| <i>Aktivno građanstvo</i> (aktivno građanstvo i odgovornost, aktivno sudjelovanje u životu EU-a i društvenim promjenama...) | 18 |
| <i>Obrazovna politika</i> (zajednička, jedinstvena, europska obrazovna politika) | 16 |

Iz prikazane analize odgovora ispitanika može se uočiti da je europska dimenzija najčešće definirana kroz pojmove europskih vrijednosti, razmjene, stručnih usavršavanja, višejezičnosti i mobilnosti, usklađivanja, povezivanja i suradnje. Izdvojeni su primjeri nekih od brojnih definicija koje vrlo jasno i nedvosmisleno poimaju europsku dimenziju u obrazovanju u navedenom kontekstu:

„Europska dimenzija obrazovanja važna je zbog učenja stranih jezika, interkulturalnog razumijevanja, tolerancije i demokratičnosti, veće mogućnosti mobilnosti, boljih saznanja o sličnostima i razlikama između zemalja.“ (Ž, 48 god., 23 god. radnog iskustva, Vukovarsko-srijemska županija)

„Europska dimenzija obrazovanja pokušava obuhvatiti sve nacionalne strategije i posebnosti sustava pojedinih zemalja i u njima pronaći neke zajedničke crte. Na temelju tih zajedničkih karakteristika graditi sustav europskog obrazovanja. Mislim da je cilj cijeliti posebnosti, ali raditi na zajedništvu i usklađivanju.“ (Ž, 43 god., 20 god. radnog iskustva, Požeško-slavonska županija)

„U osnovi europske dimenzije obrazovanja stoji tendencija za postavljanjem općeg obrazovnog standarda pod koji bi se svele pojedinačne obrazovne politike svake zemlje članice, ne zanemarujući pritom specifičnosti obrazovnog sustava svake od njih. Vidim je više kao čin normiranja obrazovanja nego kao ideološki okvir kojem bi svrha bila mijenjati ili brisati posebitosti obrazovnih sustava zemalja članica.“ (Ž, 28 god., 3 god. radnog iskustva, Sisačko-moslavačka županija)

„Učvrstiti korijene i postići nacionalni identitet prije svega kulturni, prirodni i povijesni, ali isto tako na krilima tog identiteta „letjeti“ prema drugima. Razumjeti i prihvatiti različitosti i naučiti da je to bogatstvo i na tome tražiti ono zajedničko, prije svega humane vrednote. Dakle, nužno nam je stvarno povezivanje i pronalaženje novih obrazovnih strategija i sadržaja koji će omogućiti zajednički rast.“ (M, 49 god., 25 god. radnog iskustva, Osječko-baranjska županija)

„Europska dimenzija u obrazovanju proces je traženja sličnosti u sadržajima, metodama, modelima i općenito obrazovnim praksama zemalja Europske unije. Temelj je europske dimenzije u obrazovanju mobilnost učenika i nastavnika.“ (M, 46 god., 18 god. radnog iskustva, Zagrebačka županija)

„Europska dimenzija u obrazovanju slikovito predstavlja sintezu različitosti – uzeti od svakoga najbolje i najkvalitetnije, istodobno poštujući jedinstvenost. Integracija školskih sustava radi bolje međunarodne suradnje i danas-sutra većeg tržišta rada.“ (Ž, 26 god., 1 god. radnog iskustva, Krapinsko-zagorska županija)

„Svijest i znanje o prošlosti, sadašnjosti i budućnosti vlastite zemlje u europskom okruženju te o zajedničkim vrijednostima i sastavnicama europskih zemalja. Informiranje o pravima i dužnostima, tj. o prednostima i nedostacima življenja u zajednici europskih naroda.“ (M, 38 god., 9 god. radnog iskustva, Ličko-senjska županija)

„Obrazovni sustav svake države Europske unije ima pravo na svoju autonomiju i organizaciju unutar države. Europska dimenzija obrazovanja predstavlja objedinjavanje obrazovnih sustava i zajedničko sudjelovanje predstavnika više zemalja Europske unije u raznim projektima, razmjenu učenika, studenata i obrazovnog kadra te razmjena stečenih saznanja i iskustava.“ (Ž, 52 god., 29 god. radnog iskustva, Primorsko-goranska županija)

Širok je spektar ostalih pojmova koje ispitanici dovode u vezu s europskom dimenzijom u obrazovanju, a koji sadržajno s njom nisu direktno povezani. Iako je nemoguće navode

pedagoga stavljati u kategorije točnih ili netočnih, moguće je izdvojiti one koji u većoj mjeri izlaze iz okvira pokazatelja europske dimenzije. Primjerice, ispitanici katkad izjednačavaju pojam europske dimenzije u obrazovanju i građanskog odgoja i obrazovanja. Neki ispitanici pri oblikovanju definicija europske dimenzije upotrebljavaju pojmove koji se u većoj mjeri odnose na suradnju zemalja članica u području obrazovanja (npr. informatička pismenost, vertikalna i horizontalna prohodnost, međunarodno priznavanje diploma, usklađenost obrazovanja i tržišta rada i sl.). U nastavku su primjeri takvih navoda:

Uvažavanje struke, rada i prakse za najbolji interes djeteta. Sustav je prohodan i vertikalan, cjelovit i svi segmenti u obrazovanju povezani su od predškolskog do visokoškolskog obrazovanja. Bolja je organizacija školovanja učenika s teškoćama. Jasnije je definiran posao stručnih suradnika, iako nisu pri školama. Škole su stručno zastupljene, opremljene, bolja je organizacija izbornih predmeta i niz drugih stvari. (Ž, 50 god., 25 god. radnog iskustva, Šibensko-kninska županija)

Bit je u manjem broju obveznih predmeta i velikom broju izbornih predmeta tako da se opterećenje učenika može dozirati prema njegovim sposobnostima. Strukovno obrazovanje povezano je s gospodarstvom i budući kadrovi planiraju se prema strategiji razvoja društva koje kod nas nema. (Ž, 56 god., 31 god. radnog iskustva, Šibensko-kninska županija)

Više i kvalitetnije veze s gospodarstvom i potrebama društva u cjelini preko stručne i praktične nastave. „Selekcija“ tijekom obrazovanja. Stručno usavršavanje pitanje je osobnih potreba i financijskih mogućnosti. (Ž, 59 god., 35 god. radnog iskustva, Karlovačka županija)

Jednakost u kriterijima, jednaka kompetentnost u svim državama EU-a, jednaka mogućnost zapošljavanja, uvođenje inovacija koje su uspješno implementirane u drugim zemljama EU-a. (M, 25 god., 1 god. radnog iskustva, Brodsko-posavska županija)

Iako je velik broj navoda (207) za koje se pretpostavlja da su ih ispitanici naveli samostalno i u skladu sa stvarnim znanjem koje imaju o europskoj dimenziji u obrazovanju, važno je istaknuti da je oko 28% ispitanika definiciju/opis europske dimenzije u obrazovanju preuzelo od drugih autora doslovno citirajući ili parafrazirajući njihove navode. U tu kategoriju spada ukupno 92 navoda. Analiza potvrđuje da su ispitanici u tom slučaju najčešće preuzimali rečenice iz članka *Europska dimenzija u obrazovanju - njezin nastanak, razvitak i aktualno stanje* (Zidarić, 1995)³⁷, a u nešto manjoj mjeri s drugih mrežnih stranica. S obzirom na okolnosti, nije se pristupilo analizi definicija koje su prepoznate kao navodi iz literature jer ne odražavaju stvarno poimanje europske dimenzije u obrazovanju.

³⁷ Primjer najčešće citiranog navoda preuzetog iz literature (sažetak članka): „Europska dimenzija obrazovanja formirana je kao multilateralan projekt u Vijeću Europe i Europskoj uniji. Polazi od nacionalnih interesa i integriteta školskih sustava, nastojeći pronaći i definirati njihove zajedničke i „pridodane“ nastavne i ostale sadržaje i vrijednosti u traganju za europskim zajedništvom i identitetom, koji će činiti europsku obrazovnu politiku. Njena je zadaća unapređivanje međunarodne suradnje, međusobnog razumijevanja i stvaranje uvjeta za olakšanu radnu i ostalu pokretljivost na sveukupnom europskom prostoru. Oblici i sadržaji njezine primjene i provedbe različiti su, a obuhvaćaju međunarodne projekte povezivanja, razmjene, susreta i studijskih boravaka učenika, nastavnika i škola, usklađivanje nastavnih planova i programa, udžbenika i načina školovanja i stručnog usavršavanja nastavnog osoblja, kao i interakciju i komplementarnost svih odgojno-obrazovnih aktivnosti.“ (Zidarić, 1995:161)

Činjenica da su ispitanici pri davanju odgovora posegnuli za literaturom u načelu je pozitivna jer su ispitanici potaknuti na proces učenja što doprinosi boljem poznavanju i informiranosti o temi. S druge strane, uočava se jedan od glavnih nedostataka mrežne ankete koja ispitaniku daje mogućnost nesamostalnog odgovaranja na pitanja, odnosno da iznese odgovore koji nisu stvaran prikaz njegova znanja, odnosno mišljenja. Imajući u vidu ovo ograničenje, nije moguće utvrditi u kojoj su mjeri ispitanici stvarno poznavali pojam europske dimenzije u obrazovanju prije provođenja istraživanja. Ipak, postoje jasne indicije da ih je istraživanje potaknulo da se s njime upoznaju.

U tablici 34. prikazani su odgovori ispitanika koji se ne odnose na definiranje europske dimenzije u obrazovanju, nego na komentare i različite prijedloge manje ili više povezane s temom ili se pak radi o nevažecim odgovorima.

Tablica 34. *Nespecificirani odgovori otvorenog tipa*

| Odgovor | f |
|--------------------------------|-----------|
| Ne znam/Nemam saznanja | 7 |
| Bez odgovora | 7 |
| Komentari na temu istraživanja | 8 |
| Ostalo | 2 |
| Ukupno: | 24 |

U nastavku su primjeri takvih navoda:

Obrazovanje ima općeljudsku dimenziju ili nije obrazovanje, bez odgoja je dresura. (M, 60 god., 35 god. radnog iskustva, Primorsko-goranska županija)

O europskoj dimenziji u obrazovanju kod nas u Hrvatskoj moći će se govoriti kad budemo imali europski standard i europske plaće i stopu zaposlenih kao u Europi (mislim na Njemačku, Francusku...). (Ž, 52 god., 22 god. radnog iskustva, Splitsko-dalmatinska županija)

Cjelovita analiza odgovora, kojima su ispitanici nastojali opisati vlastito poimanje europske dimenzije u obrazovanju, odaje pozitivnu sliku. Brojni pedagozi prepoznali su važnost europskih vrijednosti kao bitnu odrednicu europske dimenzije, a mnogi su također istaknuli važnost razmjene, i to ne samo u kontekstu mobilnosti, već razmjene kao procesa učenja jednih od drugih. Kao i u svakom dosad postavljenom pitanju, vidljivi su i krajnji, u ovom slučaju neprimjereni odgovori, koji zbog neznatne učestalosti pojavljivanja ne narušavaju pozitivan opći dojam o kvaliteti dobivenih odgovora.

U tablici 35. prikazani su stavovi ispitanika o europskoj dimenziji u obrazovanju. Analiza dobivenih podataka upućuje na to da ispitanici u najvećoj mjeri imaju pozitivne stavove spram europske dimenzije.

Tablica 35. Stavovi o europskoj dimenziji u obrazovanju

| Tvrdnje | 1 | 2 | 3 | 4 | 5 | M | SD |
|--|------|------|------|------|------|------|-------|
| | % | | | | | | |
| Europska dimenzija obrazovanja podjednako njeguje različite dimenzije identiteta (lokalni, nacionalni, europski). | 2,2 | 8,7 | 43,0 | 33,7 | 12,4 | 3,46 | 0,895 |
| Europska dimenzija obrazovanja treba biti integrirana u sve školske predmete. | 4,3 | 9,9 | 33,1 | 36,8 | 15,8 | 3,50 | 1,013 |
| U školama bi se trebalo više pažnje posvetiti obilježavanju Dana Europe, Dana europskih jezika, Dana europske baštine i sl. kako bi se kod učenika osvijestila pripadnost Europskoj uniji. | 3,1 | 9,9 | 33,7 | 34,7 | 18,6 | 3,56 | 1,003 |
| Uvođenje europske dimenzije u obrazovanje narušit će vrijednosti hrvatskog obrazovnog sustava. | 33,7 | 37,2 | 21,7 | 5,6 | 1,9 | 2,05 | 0,972 |

Važno je uočiti postotak od 70,9% ispitanika koji ne smatraju europsku dimenziju prijatnom hrvatskom obrazovnom sustavu, a značajan je podatak da većina ispitanika (52,6%) podržava integriranje europske dimenzije u sve školske predmete. Najveći stupanj slaganja (53,3%), objedinjavanjem kategorije 4. (slažem se) i kategorije 5. (u potpunosti se slažem) može se uočiti u pitanju obilježavanja Dana Europe, europskih jezika, europske baštine i sl. radi osvješćivanja pripadnosti Europskoj uniji. Upravo su na toj varijabli uočene statistički značajne razlike u odgovorima ispitanika ovisno o njihovoj dobi i radnom iskustvu (tablica 36.).

Tablica 36. Stavovi o europskoj dimenziji u obrazovanju s obzirom na dob i radno iskustvo ispitanika

| „Obilježavanje europskih dana radi osvješćivanja pripadnosti EU-u.“ | | n | M | SD | F-omjer | p | η | Razlika između skupina |
|---|---------|-----|------|-------|-----------------|-------|-------|------------------------|
| Dobne skupine | 24 - 29 | 102 | 3,23 | 0,944 | F(4,318)= 3,495 | 0,042 | 0,042 | 4>1 |
| | 30 - 39 | 101 | 3,49 | 1,069 | | | | |
| | 40 - 49 | 65 | 3,63 | 0,937 | | | | |
| | 50 - 59 | 134 | 3,76 | 0,946 | | | | |
| | 60 - 65 | 33 | 3,73 | 1,116 | | | | |

| | | | | | | | | |
|----------------|---------|-----|------|-------|-----------------|-------|-------|-----|
| Radno iskustvo | 1 - 05 | 130 | 3,30 | 0,976 | F(4,318)= 2,931 | 0,021 | 0,036 | 4>1 |
| | 6 - 15 | 97 | 3,50 | 1,032 | | | | |
| | 16 - 25 | 78 | 3,68 | 0,954 | | | | |
| | 26 - 35 | 106 | 3,78 | 0,993 | | | | |
| | 36 - 42 | 24 | 3,72 | 1,018 | | | | |

Analiza varijance (ANOVA) i Bonferroni post hoc test statističke značajnosti pokazuju da stariji ispitanici (u dobi od 50 do 59 godina) imaju prosječno veći stupanj slaganja s navedenom tvrdnjom (M=3,76) u odnosu na ispitanike najmlađe dobne skupine (M=3,23), a sličan je odnos i na varijabli godina radnog iskustva gdje ispitanici između 26 i 35 godina radnog iskustva imaju statistički značajan (veći) stupanj slaganja s tvrdnjom (M=3,78) nego ispitanici koji imaju do 5 godina radnog iskustva (M=3,30). Činjenica da pedagozi smatraju da ovom pitanju treba posvetiti više pažnje, trebala bi se uzeti u obzir prilikom izrade školskih kurikuluma i aktivnosti škole.

U tablici 37. navedeni su rezultati koji se odnose na tvrdnje o važnosti i mogućnostima bavljenja temom europske dimenzije u obrazovanju u okviru pedagoške djelatnosti.

Tablica 37. Važnost i mogućnosti bavljenja temom europske dimenzije u obrazovanju

| Tvrdnje | 1 | 2 | 3 | 4 | 5 | M | SD |
|---|------|------|------|------|------|------|-------|
| | % | | | | | | |
| Europska dimenzija u obrazovanju predstavlja važnu temu u mom profesionalnom području interesa. | 5,3 | 19,8 | 42,1 | 25,1 | 7,7 | 3,10 | 0,981 |
| Zbog preopterećenosti svakodnevnim poslovima tema europske dimenzije teško pronalazi svoje mjesto u mom radu. | 5,9 | 16,1 | 32,5 | 28,8 | 16,7 | 3,34 | 1,113 |
| Bavljenje temom europske dimenzije u obrazovanju smatram nepotrebnom za kvalitetan pedagoški rad. | 34,4 | 30,7 | 24,8 | 7,1 | 3,1 | 2,14 | 1,067 |
| Osjećam se spremnim/om i kompetentnim/om za raspravu i uključivanje sadržaja europske dimenzije obrazovanja u svoj rad. | 13,0 | 24,1 | 43,3 | 15,2 | 4,3 | 2,74 | 1,010 |

Na tri od ukupno četiri ponudene tvrdnje vidljiva je tendencija davanja srednjih odgovora, što znači da ispitanici ne daju prednost zauzimanju ni pozitivnog ni negativnog stava. Preko 65% ispitanika nije se složilo s tvrdnjom da je europska dimenzija nepotrebna za kvalitetan pedagoški rad, dok je oko 10% ispitanika u tom kontekstu ipak smatra nepotrebnom. Razmjerno je visok postotak slaganja (45,5%) s tvrdnjom o otežanoj posvećenosti temi europske dimenzije zbog preopterećenosti poslom. To se može pripisati činjenici da je pedagoška profesija u kontekstu ostalih profesija stručnih suradnika u školi najšire profilirana sa širokim opsegom stručnog rada (Staničić i sur, 2001). Stoga se školski pedagog, zbog prirode posla ne može jednako i predano posvetiti svim obrazovnim temama. Upravo na pitanju preopterećenosti poslom i mogućnošću bavljenja europskom dimenzijom, analiza varijance (ANOVA) pokazala je statistički značajne razlike u odgovorima ispitanika s obzirom na njihovu dob (korišten je Bonferroni post hoc test) i radno iskustvo (korišten je Dunnett C post hoc test jer varijance nisu homogene) (tablica 38.).

Tablica 38. Važnost i mogućnosti bavljenja temom europske dimenzije u obrazovanju s obzirom na dob i radno iskustvo ispitanika

| „Zbog preopterećenosti svakodnevnim poslovima tema europske dimenzije teško pronalazi svoje mjesto u mom radu.“ | | n | M | SD | F-omjer | p | η | Razlika između skupina |
|---|---------|-----|------|-------|--------------------|-------|-------|------------------------|
| Dobne skupine | 24 - 29 | 102 | 3,51 | 1,173 | F(4,318)= 5,356 | 0,000 | 0,063 | 1>5 2>4, 5 |
| | 30 - 39 | 101 | 3,68 | 1,117 | | | | |
| | 40 - 49 | 65 | 3,35 | 1,120 | | | | |
| | 50 - 59 | 134 | 3,13 | 1,002 | | | | |
| | 60 - 65 | 33 | 2,73 | 0,962 | | | | |
| Radno iskustvo | 1 - 05 | 130 | 3,56 | 1,202 | F(4,318)= 5,220 | 0,000 | 0,062 | 1>3 2>3, 4, 5 |
| | 6 - 15 | 97 | 3,67 | 1,032 | | | | |
| | 16 - 25 | 78 | 3,03 | 1,101 | | | | |
| | 26 - 35 | 106 | 3,15 | 1,008 | | | | |
| | 36 - 42 | 24 | 2,89 | 0,900 | | | | |

Brojne skupine međusobno se razlikuju, stoga valja istaknuti one skupine među kojima je razlika u aritmetičkim sredinama najveća. Primjerice, najveća statistički značajna razlika, unutar dobnih skupina, uočena je među skupinom ispitanika koji imaju od 30 do 39 godina (M=3,51) u odnosu na ispitanike koji su stariji od 60 godina (M=2,73), što znači da mlada skupina ispitanika procjenjuje veći stupanj slaganja s tvrdnjom u odnosu na stariju.

Drugim riječima, stariji ispitanici procjenjuju svoj stupanj opterećenosti poslom nižim u odnosu na mlade ispitanike. Kada je riječ o radnom iskustvu, način procjene je sličan. Ispitanici koji imaju između 6 i 15 godina radnog iskustva pokazuju značajno veći stupanj slaganja s navedenom tvrdnjom ($M=3,56$) u odnosu na ispitanike s više od 36 godina radnog staža ($M=2,89$). Dakle, najstarija skupina ispitanika i skupina ispitanika s najviše radnog iskustva (za očekivati je da se u većini slučajeva radi o istoj skupini ispitanika) percipira manju opterećenost poslom, dok mladi pedagozi percipiraju ili imaju veći obujam posla što ih djelomično sprječava u bavljenju temom europske dimenzije u obrazovanju. Može se pretpostaviti da je duljina iskustva mogući razlog ovakvoj percepciji, prihvatimo li stav da stariji ispitanici i ispitanici s više iskustva posjeduju višu razinu kompetencija što im omogućuje da poslove obavljaju brže. Ipak, treba naglasiti da su interpretacije opterećenosti poslom vrlo individualne, kao i pronalazak vremena za bavljenje različitim temama (kao što je europska dimenzija).

U tablici 39. navedeni su ciljevi europske dimenzije u obrazovanju i nositelji za koje ispitanici smatraju da bi trebali biti odgovorni za postizanje navedenih ciljeva.

Tablica 39. Ciljevi europske dimenzije u obrazovanju i nositelji odgovornosti za postizanje ciljeva

| Ciljevi europske dimenzije u obrazovanju | Škola | Obitelj | Lokalna zajednica | Državna tijela | OCD | M | SD |
|---|-------|---------|-------------------|----------------|------|------|-------|
| | % | | | | | | |
| Podizanje svijesti o ulozi, pravima, odgovornostima i mogućnostima europskog aktivnog građanstva. | 22,1 | 6,0 | 7,8 | 40,7 | 23,4 | 3,37 | 1,467 |
| Podizanje svijesti o lokalnom, nacionalnom i europskom identitetu i njihovoj povezanosti. | 19,8 | 6,4 | 32,9 | 33,8 | 7,1 | 3,02 | 1,217 |
| Poštovanje različitih kulturnih i etničkih identiteta. | 30,6 | 42,3 | 6,2 | 14,3 | 6,7 | 2,24 | 1,218 |
| Razvoj osjećaja političke, socijalne i kulturne pripadnosti Europi. | 18,4 | 11,5 | 9,9 | 46,4 | 13,8 | 3,26 | 1,343 |
| Učenje (europskih) jezika radi razvoja lingvističkih i interkulturalnih kompetencija. | 77,9 | 5,1 | 3,9 | 10,6 | 2,5 | 1,55 | 1,126 |

| | | | | | | | |
|--|------|------|-----|------|------|------|-------|
| Razvoj sposobnosti učenja i rada u multinacionalnom okruženju. | 66,2 | 5,7 | 7,6 | 13,8 | 6,7 | 1,89 | 1,372 |
| Poticanje učenika na mobilnost. | 52,0 | 11,0 | 9,7 | 18,6 | 8,7 | 2,21 | 1,452 |
| Promicanje znanja o Europi u geografskom, povijesnom i socijalnom kontekstu. | 77,2 | 0,5 | 4,1 | 9,7 | 8,5 | 1,72 | 1,375 |
| Stvaranje javne svijesti o Europi. | 41,4 | 2,1 | 5,1 | 32,2 | 19,3 | 2,86 | 1,660 |

Pregledom najviših postotaka može se zaključiti da ispitanici smatraju da najveću odgovornost za postizanje 5 od ukupno 9 navedenih ciljeva ima škola. Škola bi, u tom kontekstu, trebala biti odgovorna za promicanje učenja (europskih) jezika (smatra 77,9% ispitanika), promicanje znanja o Europi u geografskom, povijesnom i socijalnom kontekstu (77,2%), za razvoj sposobnosti učenja i rada u multinacionalnom okruženju (66,2%), poticanje mobilnosti (52,0%) i stvaranje javne svijesti o Europi (41,4). Visok postotak odabira škole upućuje na to da je većina pedagoga suglasna da su navedeni ciljevi oni kojima se škola treba baviti i kojima u budućoj izradi obrazovnih politika, školskih kurikuluma i aktivnosti treba posvetiti veću pozornost.

Drugog glavnog dionika u postizanju zadanih ciljeva europske dimenzije u obrazovanju čini država, odnosno državna tijela (Vlada, ministarstva, državni uredi...). Oni su, prema mišljenju ispitanika, odgovorni za razvoj osjećaja političke, socijalne i kulturne pripadnosti Europi (smatra 46,4% ispitanika), podizanje svijesti o ulozi, pravima, odgovornostima i mogućnostima europskog aktivnog građanstva (40,7%) te za podizanje svijesti o lokalnom, nacionalnom i europskom identitetu i njihovoj povezanosti (33,8%). Iako je na temelju postotka odgovora ispitanika država stavljena na prvo mjesto u odnosu na druge ponudene kategorije, ipak treba naglasiti da je manje od polovice pedagoga suglasno u odabiru države kao nositeljice odgovornosti za postizanje navedenih ciljeva.

Za samo jedan cilj europske dimenzije u obrazovanju ispitanici smatraju da glavnu odgovornost snosi obitelj, a to je poštovanje različitih kulturnih i etničkih identiteta s čime se složilo 42,3% ispitanika. Vrlo malen postotak ispitanika bira organizacije civilnog društva i lokalnu zajednicu kao primarne nositelje europske dimenzije u obrazovanju. Podatak donekle iznenaduje s obzirom na to da je velik broj organizacija civilnog društva koje se bave promicanjem aktivnog građanstva, multikulturalnosti i zaštite ljudskih prava u svakom obliku, posebice otkad je Hrvatska postala članicom Europske unije i kada su pitanja nacionalnih manjina, azilanata, migracija i sl. postala aktualna. Najveći postotak ispitanika složilo se da su organizacije civilnog društva odgovorne za podizanje svijesti o

ulozi, pravima, odgovornostima i mogućnostima europskog aktivnog građanstva (23,4%), a lokalna zajednica za podizanje svijesti o lokalnom, nacionalnom i europskom identitetu i njihovoj povezanosti (32,9%). Općenito, odgovori ispitanika ne upućuju na značajnija očekivanja od ovih dvaju vrlo važnih društvenih dionika. U tom je kontekstu moguće zaključiti da se organizacije civilnog društva još uvijek ne percipiraju kao jedan od ključnih vanjskih dionika u radu škole, na što upućuju i rezultati nedavno provedenih istraživanja koja se bave temom suradnje škola i vanjski dionika (primjerice: Kovač i Buchberger, 2013).

Na samom kraju anketnog upitnika, ispitanicima da je omogućen prostor za iznošenje prijedloga i komentara na temu istraživanja (tablica 40.).

Tablica 40. Prijedlozi i komentari na temu istraživanja

| Komentari u vezi s temom istraživanja | f |
|--|---|
| <p>1. Edukacija nastavnika i stručnih suradnika („Čini da ne postoje edukacije/projekti na temu Europe namijenjeni predmetnim nastavnicima koji i inače obrađuju tu temu i tu mogu više i bolje sudjelovati“; „Više educirati nastavnike, vrlo je malo ili uopće nema seminara o toj temi“; „Kvalitetna edukacija kadra prije uvođenja europske dimenzije u obrazovanje“; „AOO i OCD izvlače dosta financijskih sredstava iz EU-a, a nisu u mogućnosti educirati sve ili organizirati edukacije na razini Hrvatske. Škole su često na zadnjem mjestu kada je riječ o upoznavanju s određenim promjenama i inovacijama. Od škola se puno traži, a malo im se pruža.“; „Nužna je hitna i obuhvatna edukacija odgajatelja. Bolji svijet mogu stvoriti samo prosvijećeni ljudi.“)</p> | 5 |
| <p>2. Sadržaj poučavanja i njegova kontrola („Bez uvođenja konkretnih mjera nadzora nad temama koje profesori obrađuju na satu sve ideje ovise o osobnim afinitetima. Profesori, ako žele, mogu na satu veličati fašizam, a u dnevnik upisati da su obradili temu o EU-u i nikom ništa“; „Neka obvezan dio poučavanja o Europi bude i dio o ljudskoj destruktivnosti kroz povijest i sadašnjost te geopolitički razlozi nastanka EU-a“; „Smatram da bi uvođenje obilježavanja Dana Europe/europskih jezika na razini višoj od razine unutar stranog jezika doprinijelo preopterećenosti učenika takvim obilježavanjima što uzrokuje smanjivanje važnosti istih.“; „Učenici sve teže podnose težinu ovakvog načina obrazovanja s puno nepotrebnih činjenica i vrlo malo praktičnih znanja koja su neophodna u svakodnevnom funkcioniranju“; „Smatram da bi ove sadržaje trebalo integrirati u sadržaje Građanskog odgoja.“)</p> | 5 |
| <p>3. Informiranje („Medijski približiti dobre i loše strane ulaska Hrvatske u EU“; „Uključiti medije, pogotovo u oblikovanje svijesti“; „Protok informacija o različitim mogućnostima uključivanja građana Hrvatske u pojedine segmente života u EU-u je nekvalitetan (...) Puno kvalitetnih aktivnosti „prolazi“ pokraj nas, a mi ih ne uspijevamo iskoristiti (ne osobnom krivnjom).“)</p> | 3 |

| | |
|--|-----------|
| 4. Negativni komentari na temu („Ima puno važnijih tema kojima bi se trebalo baviti u hrvatskom školstvu. Nepotrebna anketa.“; „Ovo je potpuno nebitno za razvoj svijesti i savjesti o europskom identitetu.“) | 2 |
| 5. Ostali komentari na temu („Europska dimenzija u školama još ide vrlo sporo jer se previše naglašava nacionalna dimenzija“; „U našim školama i obiteljima ima vrlo malo europske dimenzije, osim mobilnosti“; „Učimo na dobrim primjerima europske prakse.“) | 3 |
| 6. Komentari na pitanje o ciljevima i nositeljima europske odgovornosti („Svi nositelji visoko su odgovorni – od obitelji, škole, lokalne zajednice, državnih tijela i organizacije civilnog društva.“) | 7 |
| 7. Ostalo („Hvala na suradnji!“; „Nemam komentara.“) | 19 |
| Ukupno: | 44 |

Ukupno je 44 ispitanika (oko 10%) iznijelo komentare, a od toga se 18 komentara može kategorizirati kao konkretan (manje ili više pozitivan) osvrt na temu ili stanje u obrazovanju općenito. Ukupno je 7 komentara koji se odnose na prethodno pitanje o ciljevima i nositeljima europske odgovornosti. Ispitanici najčešće komentiraju kako im je bilo teško odrediti jednog nositelja cilja, odnosno smatraju da je odgovornost podijeljena, što je uglavnom pokazala i statistička analiza. Najveći broj komentara (19) nisu relevantni za temu (npr. „Nemam komentara“).



Zaključak

5. ZAKLJUČAK

Na temelju dobivenih rezultata istraživanja provedenog na reprezentativnom uzorku od 435 školskih pedagoga u Hrvatskoj, za pedagoge zaposlene u hrvatskim osnovnim i srednjim školama može se reći da imaju uglavnom pozitivnu opću sliku o Europskoj uniji, čime se potvrđuje uvodna pretpostavka ovog dijela istraživanja, a to je da školski pedagozi kao visoko obrazovani stručnjaci imaju pozitivnu sliku o Europskoj uniji. Svoj interes za informacije i zbivanja u Uniji pedagozi procjenjuju osrednjim, a na isti način procjenjuju i utjecaj tih zbivanja na njihov svakodnevni život. Iako se moglo očekivati da će s obzirom na prirodnu njihova posla taj interes biti veći, razvidno je da to ipak nije tako. Najveći postotak ispitanika Europsku uniju vidi kao mogućnost bolje budućnosti za mlade te kao mogućnost za zapošljavanje i rad. Ispitanici prepoznaju prednosti članstva Hrvatske u EU-u, i što je vrlo važno, ne smatraju da će članstvo u Uniji ugroziti nacionalni identitet i suverenitet Hrvatske. Ipak, značajan postotak ispitanika, njih preko 70%, smatra da Hrvatska ima prevelika očekivanja od EU-a. Tendencije za nastavak obrazovanja/usavršavanja, rada i života u nekoj od zemalja Unije jače su izražene kod mladih nego kod starijih ispitanika. Posebno je važno istaknuti da se kod starijih ispitanika i ispitanika s višegodišnjim radnim iskustvom češće uočavaju statistički značajno pozitivniji stavovi spram Europske unije. Uvidom u prvi dio rezultata istraživanja može se zaključiti da su školski pedagozi uglavnom optimistični u pogledu europskih integracija. S obzirom na rezultate provedenog istraživanja te uzimajući u obzir krajnje kategorije u percepciji Europske unije - "euroskeptike" i „eurofanatike“, školske je pedagoge moguće smjestiti u „zlatnu sredinu“ te pritom zaključiti da naginju zauzimanju pozitivnih stavova. Spram takve pozicije, dobivene temeljem rezultata istraživanja, valja zauzeti afirmativan stav s obzirom na to da je moguće pretpostaviti da je takva pozicija dobar temelj za kritičko i nepristrano pristupanje i analiziranje europskih tema i sadržaja, a posebno valja imati na umu one sadržaje koje bi školski pedagozi trebali implementirati u svoj svakodnevni obrazovno-odgojni angažman.

Većina ispitanika (preko 70%) susrela se s pojmom europske dimenzije u obrazovanju. Kao najčešći izvor stečenih informacija ispitanici ističu internet. Više od polovice ispitanika stupanj opće informiranosti o konceptu europske dimenzije u obrazovanju procjenjuje osrednjim. Ispitanici u oblikovanju samostalnih definicija europske dimenzije najčešće koriste pojmove *europskih vrijednosti, razmjene, stručnih usavršavanja, višejezičnosti i mobilnosti, usklađivanja, povezivanja i suradnje* što razmjerno dobro opisuje izvorno značenje koncepta. Međutim, potrebno je, istaknuti da su mnogi ispitanici definiciju europske dimenzije doslovno preuzeli iz literature što dijelom upućuje na to da nisu dovoljno sigurni u svoje (ne)znanje o temi – ili da je njihovo znanje o temi bilo razmjerno slabo. Ispitanici iskazuju pozitivne stavove o integraciji europske dimenzije u školske

predmete te ne smatraju europsku dimenziju prijetnjom nacionalnom obrazovnom sustavu. Što se tiče procjene važnosti i mogućnosti bavljenja temom europske dimenzije u obrazovanju, preko 45% ispitanika slaže se s tvrdnjom da zbog preopterećenosti svakodnevnim poslovima tema europske dimenzije teško pronalazi svoje mjesto u njihovom radu, što predstavlja izazov za uključivanje europske dimenzije u aktivnosti za koje je odgovoran školski pedagog, a koje bi mogle potaknuti nastavnike i učenike na kvalitetno učenje jezika, promicanje znanja o Europi, stjecanje multikulturalnih kompetencija, poticanje mobilnosti i stvaranje javne svijesti o Europi. Kao i kod stavova o Europskoj uniji, uočeno je da stariji ispitanici i ispitanici s više godina radnog iskustva na pojedinim varijablama pokazuju statistički značajno bolji (pozitivniji) stav o europskoj dimenziji u obrazovanju u odnosu na mlade ispitanike i ispitanike s manje godina radnog iskustva. Jedna je od mogućih interpretacija takvog stanja da mladi ispitanici europskim pitanjima pristupaju s mnogo više kritičnosti (euroskeptičnosti), odnosno da radno iskustvo starijim ispitanicima omogućava bolje percipiranje dobrobiti koje EU i europska dimenzija u obrazovanju donose.

Rezultati istraživanja upućuju na razmjerno slab doprinos studijâ pedagogije u informiranju o europskoj dimenziji u obrazovanju, što je dijelom očekivano s obzirom na dobnu strukturu ispitanika. Treba naglasiti da su pedagozi različito procijenili doprinos studijâ pedagogije ovisno o tome na kojem su sveučilištu stekli inicijalno obrazovanje. Može se pretpostaviti da je uvođenje Bolonjskog procesa povezano s promjenom sadržaja studijskih programa čime se nameće pitanje koliko novi (aktualni) programi doprinose informiranju budućih školskih pedagoga o ovoj temi. Na navedeno pitanje ovo istraživanje nije moglo dati precizan odgovor te ono stoga ostaje otvoreno pitanje za neka buduća istraživanja ove ili srodnih tema.

U istraživanju europske dimenzije u obrazovanju, većina školskih pedagoga složila se oko velike odgovornosti škole u ostvarenju europske dimenzije u obrazovanju. Pedagozi su složni da je škola mjesto gdje se uče jezici i stječu znanja o Europi u geografskom, povijesnom i socijalnom kontekstu, o karakteristikama zemalja te njihovim razlikama i sličnostima. Osim toga, pedagozi procjenjuju da je škola također primarno odgovorna za razvoj sposobnosti učenja i rada u multinacionalnom okruženju te promicanju mobilnosti. Da bi se škole zaista kvalitetno mogle posvetiti ostvarivanju ovih ciljeva, potrebno je usmjeriti pozornost na nastavnike jezika, zemljopisa i povijesti te nastavnike društvene skupine predmeta (sociologije, etike i sl.), ali i na sadržaj tih predmeta. U tom kontekstu valjalo bi utvrditi pruža li inicijalno obrazovanje nastavnika potrebne kompetencije za provedbu i ostvarenje sadržaja europske dimenzije u obrazovanju u određene nastavne

predmete. Posebno je pak važno utvrditi u kojoj mjeri nastavni programi i udžbenici doprinose promicanju europske dimenzije u obrazovanju, s obzirom na to da se u kontekstu istraživanja ove teme smatraju važnim pokazateljem njezina uvođenja u obrazovni proces.

Europska dimenzija u obrazovanju ipak postaje sve aktualnijom temom unutar obrazovne politike u Hrvatskoj. Ohrabruje činjenica da je u Strategiji obrazovanja, znanosti i tehnologije (2015:9) europska dimenzija u obrazovanju istaknuta u viziji Strategije, gdje se ističe da će se poštovati interkulturalizam i europska dimenzija obrazovanja. Prvi je cilj Strategije povodenje cjelovite kurikularne reforme, pri čemu Okvir nacionalnog kurikulum³⁸ u svojim uporištima također ističe europsku dimenziju obrazovanja (str. 7). Sudeći prema rezultatima ovoga istraživanja, pred sustavom odgoja i obrazovanja u Hrvatskoj nalazi se dug put uključivanja europske dimenzije, međutim, ono što ohrabruje ipak su afirmativni stavovi i spremnost školskih pedagoga na uključivanje ovoga koncepta u svoje svakodnevne profesionalne aktivnosti.

³⁸ Okvir nacionalnog kurikulum, (<http://www.kurikulum.hr/wp-content/uploads/2016/02/ONK-18.2-POPODNE-2.pdf>), pristupljeno 22. ožujka 2016.



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7. PRILOG: ANKETNI UPITNIK

Anketni upitnik

Sveučilište u Rijeci - Filozofski fakultet u Rijeci - Odsjek za Pedagogiju

Poštovani/a,

pozivamo Vas da sudjelujete u istraživanju kojim se ispituju stavovi o Europskoj uniji te stavovi i informiranost o europskoj dimenziji u obrazovanju kod pedagoga zaposlenih u osnovnim i srednjim školama u Republici Hrvatskoj. U tom kontekstu, iskustvo koje imate kao školski pedagog/inja dragocjen nam je izvor podataka koji će nam koristiti u provedbi ovoga istraživanja.

Istraživanje se provodi u okviru projekta „**Europska dimenzija u obrazovanju: pristupi i izazovi**“ (voditeljica: prof. dr. sc. Jasminka Ledić, Odsjek za pedagogiju Filozofskog fakulteta u Rijeci), a podupire ga Sveučilište u Rijeci.

Ispunjavanje upitnika provodi se *online*, a upitniku možete pristupiti putem mrežne poveznice <https://4usurveys.com/online/index.php/survey/index/sid/135934/token/3ti7smbwdnp5a5g/lang/hr>

Za ispunjavanje anketnog upitnika bit će Vam potrebno od 10 do 15 minuta vremena.

Podaci prikupljeni upitnikom bit će upotrijebljeni isključivo u svrhu znanstvenih istraživanja i analiza. Anonimnost podataka je osigurana.

Nadamo se i vjerujemo da ćete prepoznati potrebu i važnost ovoga istraživanja u kontekstu trenutnog razvoja i usavršavanja pedagoške profesije u Hrvatskoj te nam svojim sudjelovanjem omogućiti njegovu provedbu. O rezultatima istraživanja bit ćete pravodobno obaviješteni.

Unaprijed Vam zahvaljujemo na suradnji i srdačno Vas pozdravljamo.

Istraživački tim s Odsjeka za pedagogiju Filozofskog fakulteta u Rijeci

Jasminka Ledić, Marko Turk i Ivana Miočić

A) Opća skupina pitanja:

Spol:

M

Ž

Dob (molimo navedite): __ __

Godine radnog iskustva/staža (molimo navedite): __ __

Škola zaposlenja:

Osnovna škola

Srednja škola

Županija zaposlenja:

ZAGREBAČKA

KRAPINSKO-ZAGORSKA

SISAČKO-MOSLAVAČKA

KARLOVAČKA

VARAŽDINSKA

KOPRIVNIČKO-KRIŽEVAČKA

BJELOVARSKO-BILOGORSKA

PRIMORSKO-GORANSKA

LIČKO-SENJSKA

VIROVITIČKO-PODRAVSKA

POŽEŠKO-SLAVONSKA

BRODSKO-POSAVSKA

ZADARSKA

OSJEČKO-BARANJSKA

ŠIBENSKO-KNINSKA

VUKOVARSKO-SRIJEMSKA

SPLITSKO-DALMATINSKA

ISTARSKA

DUBROVAČKO-NERETVANSKA

MEĐIMURSKA

GRAD ZAGREB

Sveučilište na kojem ste završili studij Pedagogije:

Sveučilište u Zagrebu

Sveučilište u Splitu

Sveučilište u Rijeci

Sveučilište u Osijeku

Sveučilište u Zadru

Drugo (molimo navedite): _____

B) Stavovi o Europskoj uniji

1. Na ljestvici od 1 do 5 procijenite kakva je vaša opća slika o Europskoj uniji.

| Vrlo negativna | Negativna | Neutralna | Pozitivna | Vrlo pozitivna |
|----------------|-----------|-----------|-----------|----------------|
| 1 | 2 | 3 | 4 | 5 |

2. Na ljestvici od 1 do 5 procijenite koliki je Vaš interes za informacije i zbivanja o Europskoj uniji.

| Uopće nisam zainteresiran/a | Slab interes | Osrednji interes | Velik interes | Izrazito velik interes |
|-----------------------------|--------------|------------------|---------------|------------------------|
| 1 | 2 | 3 | 4 | 5 |

3. Na ljestvici od 1 do 5 procijenite imaju li zbivanja u Europskoj uniji utjecaj na Vaš svakodnevni život.

| Uopće nemaju utjecaj | Imaju slab utjecaj | Imaju osrednji utjecaj | Imaju velik utjecaj | Imaju izrazito velik utjecaj |
|----------------------|--------------------|------------------------|---------------------|------------------------------|
| 1 | 2 | 3 | 4 | 5 |

4. Na temelju sljedećih tvrdnji, procijenite što za Vas osobno predstavlja Europska unija.

| Europska unija za mene predstavlja | 1 – uopće se ne slažem 5 – u potpunosti se slažem | | | | |
|---|--|---|---|---|---|
| 1. bolju budućnost za mlade. | 1 | 2 | 3 | 4 | 5 |
| 2. nova radna mjesta. | 1 | 2 | 3 | 4 | 5 |
| 3. mogućnost da bez prepreka živim i radim unutar EU-a. | 1 | 2 | 3 | 4 | 5 |
| 4. zajamčen trajni mir unutar EU-a. | 1 | 2 | 3 | 4 | 5 |
| 5. sredstvo poboljšanja gospodarske situacije. | 1 | 2 | 3 | 4 | 5 |
| 6. bolju zaštitu prava građana. | 1 | 2 | 3 | 4 | 5 |
| 7. puno birokracije, trošenje vremena i novca. | 1 | 2 | 3 | 4 | 5 |
| 8. opasnost od gubitka kulturne raznolikosti. | 1 | 2 | 3 | 4 | 5 |
| 9. samo san, utopijsku ideju. | 1 | 2 | 3 | 4 | 5 |
| 10. Nešto drugo? (Navedite što.) | | | | | |

5. Procijenite Vaš stupanj (ne)slaganja sa sljedećim tvrdnjama o članstvu Hrvatske u Europskoj uniji:

| Tvrdnje: | 1 – uopće se ne slažem 5 – u potpunosti se slažem | | | | |
|---|--|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Podržavam članstvo Hrvatske u EU. | 1 | 2 | 3 | 4 | 5 |
| 2. Hrvatska ima velike koristi od članstva u EU. | 1 | 2 | 3 | 4 | 5 |
| 3. Hrvatska ima prevelika očekivanja od članstva u EU. | 1 | 2 | 3 | 4 | 5 |
| 4. Biti dio širih integracija i asocijacija važno je za Hrvatsku kao malu zemlju. | 1 | 2 | 3 | 4 | 5 |
| 5. Članstvo u EU donosi Hrvatskoj bolje i kvalitetnije obrazovanje. | 1 | 2 | 3 | 4 | 5 |
| 6. Članstvo u EU donosi Hrvatskoj bolje mogućnosti zapošljavanja. | 1 | 2 | 3 | 4 | 5 |
| 7. Članstvo u EU donosi Hrvatskoj bolju zaštitu ljudskih i manjinskih prava. | 1 | 2 | 3 | 4 | 5 |
| 8. Članstvo u EU donosi Hrvatskoj viši životni standard ljudi. | 1 | 2 | 3 | 4 | 5 |
| 9. Članstvo u EU donosi Hrvatskoj bržu demokratizaciju društva. | 1 | 2 | 3 | 4 | 5 |
| 10. Članstvo u EU donosi Hrvatskoj bolje upoznavanje religija i kultura drugih naroda. | 1 | 2 | 3 | 4 | 5 |
| 11. Stupanjem u EU Hrvatska postaje ovisna o razvijenim europskim zemljama (kulturno, politički i gospodarski). | 1 | 2 | 3 | 4 | 5 |
| 12. Ulaskom Hrvatske u EU povećana je mogućnost gospodarske eksploatacije Hrvatske. | 1 | 2 | 3 | 4 | 5 |
| 13. Članstvom Hrvatske u EU ugrožava se hrvatski nacionalni identitet i kultura. | 1 | 2 | 3 | 4 | 5 |
| 14. Članstvom Hrvatske u EU narušen je suverenitet Hrvatske. | 1 | 2 | 3 | 4 | 5 |

6. Biste li željeli u nekoj od zemalja EU učiniti sljedeće: (odabrati da ili ne)

| | | |
|--|----|----|
| 1. Nastaviti s obrazovanjem/ stručno se usavršavati. | DA | NE |
| 2. Raditi neko vrijeme. | DA | NE |
| 3. Raditi cijeli radni vijek. | DA | NE |
| 4. Trajno se nastaniti. | DA | NE |

7. U prazna polja koja se nalaze ispred navedenih teritorijalnih opredjeljenja upišite brojeve od 1 do 5 na način da brojem 1 označite kako se primarno vidite (npr. kao građanin regije u kojoj živim) do broja 5 koji označava kako se najmanje vidite/osjećate.

| Sebe vidim kao građanina/ku... |
|--------------------------------|
| mjesta/grada u kojem živim. |
| regije u kojoj živim. |
| Hrvatske u cjelini. |
| Europske unije. |
| svijeta u cjelini. |

C) Informiranost i stavovi o europskoj dimenziji u obrazovanju

8. Jeste li se do sada susreli s pojmom „europska dimenzija u obrazovanju“?

- Da
 Ne

9. Molimo procijenite iz kojih ste izvora stekli informacije o europskoj dimenziji u obrazovanju.

| Izvor informiranja: | 1 – saznao/la sam vrlo malo informacija 5 – saznao/la sam najviše informacija | | | | |
|---|--|---|---|---|---|
| 1. <i>Mediji (radio, televizija, novine)</i> | 1 | 2 | 3 | 4 | 5 |
| 2. <i>Internet</i> | 1 | 2 | 3 | 4 | 5 |
| 3. <i>Knjige, letci, brošure</i> | 1 | 2 | 3 | 4 | 5 |
| 4. <i>Radno mjesto (od kolega, na stručnim aktivima, razrednim/ nastavničkim vijećima...)</i> | 1 | 2 | 3 | 4 | 5 |
| 5. <i>Studij – kroz sadržaje kolegija</i> | 1 | 2 | 3 | 4 | 5 |
| 6. <i>Stručna usavršavanja/ seminari</i> | 1 | 2 | 3 | 4 | 5 |
| 7. <i>Drugi izvor informacija (navedite):</i> | | | | | |

10. Na ljestvici od 1 do 5 procijenite koliko ste informirani o europskoj dimenziji u obrazovanju.

| Uopće nisam informiran/a | Slabo sam informiran/a | Osrednje sam informiran/a | Vrlo dobro sam informiran/a | Izvršno sam informiran/a |
|--------------------------|------------------------|---------------------------|-----------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 |

11. Pokušajte odrediti (opisati, definirati) pojam europske dimenzije u obrazovanju, na temelju saznanja kojih imate.

12. Procijenite stupanj (ne)slaganja sa sljedećim tvrdnjama o europskoj dimenziji u obrazovanju:

| Tvrdnje: | 1 – uopće se ne slažem 5 – u potpunosti se slažem | | | | |
|---|--|---|---|---|---|
| 1. <i>Europska dimenzija obrazovanja podjednako njeguje različite dimenzije identiteta (lokalni, nacionalni, europski).</i> | 1 | 2 | 3 | 4 | 5 |
| 2. <i>Europska dimenzija obrazovanja treba biti integrirana u sve školske predmete.</i> | 1 | 2 | 3 | 4 | 5 |
| 3. <i>U školama bi se trebalo više pažnje posvetiti obilježavanju Dana Europe, Dana europskih jezika, Dana europske baštine i sl. kako bi se kod učenika osvijestila pripadnost EU.</i> | 1 | 2 | 3 | 4 | 5 |
| 4. <i>Uvođenje europske dimenzije u obrazovanje narušit će vrijednosti hrvatskog obrazovnog sustava.</i> | 1 | 2 | 3 | 4 | 5 |

13. Procijenite stupanj (ne)slaganja sa sljedećim tvrdnjama o važnosti i mogućnosti bavljenja temom europske dimenzije obrazovanja u okviru Vašeg posla.

| Tvrdnje | 1 – uopće se ne slažem 5 – u potpunosti se slažem | | | | |
|---|---|---|---|---|---|
| | 1. <i>Europska dimenzija u obrazovanju predstavlja važnu temu u mojem profesionalnom području interesa.</i> | 1 | 2 | 3 | 4 |
| 2. <i>Zbog preopterećenosti svakodnevnim poslovima tema europske dimenzije teško pronalazi svoje mjesto u mojem radu.</i> | 1 | 2 | 3 | 4 | 5 |
| 3. <i>Bavljenje temom europske dimenzije u obrazovanju smatram nepotrebnom za kvalitetan pedagoški rad.</i> | 1 | 2 | 3 | 4 | 5 |
| 4. <i>Osjećam se spremnim/om i kompetentnim/om za raspravu i uključivanje sadržaja europske dimenzije obrazovanja u svoj rad.</i> | 1 | 2 | 3 | 4 | 5 |

14. U tablici su navedeni neki od temeljnih ciljeva europske dimenzije u obrazovanju. Za svaki cilj odaberite nositelja kojega smatrate najodgovornijim za postizanje navedenog cilja.

| CILJEVI EUROSKE DIMENZIJE U OBRAZOVANJU | ODGOVORNOST ZA POSTIZANJE CILJA | | | | |
|---|---------------------------------|---------|-------------------|----------------|-------------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| | Škola | Obitelj | Lokalna zajednica | Državna tijela | Organizacije civilnog društva |
| 1. <i>Podizanje svijesti o ulozi, pravima, odgovornostima i mogućnostima europskog aktivnog građanstva.</i> | 1 | 2 | 3 | 4 | 5 |
| 2. <i>Podizanje svijesti o lokalnom, nacionalnom i europskom identitetu i njihovoj povezanosti.</i> | 1 | 2 | 3 | 4 | 5 |
| 3. <i>Poštovanje različitih kulturnih i etničkih identiteta (interkulturalno razumijevanje).</i> | 1 | 2 | 3 | 4 | 5 |
| 4. <i>Razvoj osjećaja političke, socijalne i kulturne pripadnosti Europi.</i> | 1 | 2 | 3 | 4 | 5 |
| 5. <i>Učenje (europskih) jezika radi razvoja lingvističkih i interkulturalnih kompetencija.</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 6. <i>Razvoj sposobnosti učenja i rada u multinacionalnom okruženju.</i> | 1 | 2 | 3 | 4 | 5 |
| 7. <i>Poticanje učenika na mobilnost.</i> | 1 | 2 | 3 | 4 | 5 |
| 8. <i>Promoviranje znanja o Europi u zemljopisnom, povijesnom i socijalnom kontekstu (karakteristike zemalja, sličnosti i razlike između zemalja).</i> | 1 | 2 | 3 | 4 | 5 |
| 9. <i>Stvaranje javne svijesti o Europi (o njezinoj prošlosti, tijekom razvoja političkih uvjerenja, ekonomskih sustava različitosti kulturoloških uvjerenja i uloji pojedinca).</i> | 1 | 2 | 3 | 4 | 5 |

15. Ako imate dodatnih prijedloga ili komentara o ovoj temi, molimo Vas da ih podijelite s nama.

Ako ste zainteresirani za rezultate istraživanja, molimo Vas da nam se javite na adresu e-pošte marko.turk@ffri.uniri.hr.

Zahvaljujemo Vam na pomoći i suradnji!

Jasminka Ledić, Marko Turk i Ivana Miočić

Odsjek za pedagogiju
 Filozofski fakultet u Rijeci
 Sveučilište u Rijeci





Sažetak

8. SAŽETAK

Europska dimenzija u obrazovanju tema je kojom su se tvorci europskih obrazovnih politika intenzivnije počeli baviti 70-ih godina prošlog stoljeća. Interes za europsku dimenziju u obrazovanju u hrvatskim znanstveno-istraživačkim krugovima zamjećuje se u posljednja dva desetljeća, a posebice nakon ulaska Hrvatske u Europsku uniju. U ovoj se monografiji istraživanju europske dimenzije u obrazovanju pristupa se iz dviju perspektiva – teorijske i empirijske. Teorijski dio monografije donosi prikaz tijeka razvoja Europske unije i njezinih institucija te razvoja koncepta europske dimenzije u obrazovanju kroz inicijative Europske unije. Iako iz teorijske perspektive pojmovno određenje europske dimenzije predstavlja svojevrstan izazov, može se reći da europsku dimenziju u obrazovanju određuju specifična znanja i vještine koje obrazovanje treba pružiti učenicima kao i svim obrazovno-odgojnim djelatnicima kako bi osvijestili i prihvatili prednosti i izazove života u Europskoj uniji. Empirijskim istraživanjem koje se u ovoj monografiji prikazuje ispituju se stavovi i percepcija Europske unije i europske dimenzije u obrazovanju među populacijom školskih pedagoga u Hrvatskoj. Školski pedagog smatra se najšire profiliranim stručnim suradnikom u interdisciplinarnom timu koji u školi ostvaruje razvojnu pedagošku djelatnost. U tom kontekstu smatra se da su upravo školski pedagozi najodgovorniji za implementaciju ovoga koncepta u neposrednu obrazovno-odgojnu i pedagošku djelatnost škola. Rezultati istraživanja pokazali su da se pedagozi smatraju djelomično informiranima te jednako tako dijelom kompetentnima za raspravu i uključivanje sadržaja europske dimenzije obrazovanja u svoj rad. Rezultati upućuju na razmjerno slab doprinos studijâ pedagogije u informiranju o europskoj dimenziji u obrazovanju. Međutim, pedagozi školu prepoznaju kao značajno mjesto za postizanje zadanih ciljeva europske dimenzije u obrazovanju. Rezultati ovoga istraživanja upućuju na to da će proces uključivanja europske dimenzije u obrazovno-odgojni sustav Republike Hrvatske biti dugotrajan, međutim, ohrabruju afirmativni stavovi i spremnost školskih pedagoga na uključivanje ovoga koncepta u svoje svakodnevne profesionalne aktivnosti.

The image shows a large, irregular shape composed of several geometric regions. A prominent dark gray triangle is positioned in the upper right quadrant. Inside this triangle, the text "O autorima" is written in a white, sans-serif font. The rest of the image is filled with various shades of gray, creating a complex, layered appearance. The overall composition is abstract and minimalist.

O autorima

O AUTORIMA

Dr. sc. Jasminka Ledić, redovita je profesorica u trajnom zvanju zaposlena na Odsjeku za pedagogiju Pedagoškog/ Filozofskog fakulteta Sveučilišta u Rijeci od 1982. godine.

Samostalno ili u suautorstvu objavila je trinaest znanstvenih monografija i niz znanstvenih i stručnih radova iz područja obrazovanja. Njezin znanstveni interes prvenstveno se odnosi na visoko obrazovanje, europsku dimenziju u obrazovanju, povijest odgoja i obrazovanja i civilno društvo.

Vodila je i sudjelovala u više znanstveno-istraživačkih projekata na međunarodnoj i nacionalnoj razini. Trenutačno je voditeljica projekta Hrvatske zaklade za znanost „*Academic Profession Competence Framework: Between New Requirements and Possibilities*“ (APROFRAME) i projekta Sveučilišta u Rijeci „*Europska dimenzija u obrazovanju: pristupi i izazovi*“. Tijekom dugogodišnje akademske karijere obnašala je različite funkcije. Bila je predsjednica Povjerenstva Rektorskog zbora za redefiniranje minimalnih uvjeta Rektorskog zbora za ocjenu nastavne i stručne aktivnosti u postupku izbora u znanstveno-nastavna i nastavna zvanja kao i članica Odbora za podjelu državnih nagrada za znanost. Također, u dva mandata bila je prodekanica za znanstveno-istraživački rad Pedagoškog/Filozofskog fakulteta Sveučilišta u Rijeci.

Dobitnica je Fulbrightove stipendije, Godišnje državne Nagrade Ivan Filipović za doprinos razvoju visokoga obrazovanja i, kao članica Upravnog odbora Udruge „Zlatni rez“, Godišnje nagrade Grada Rijeke za doprinos popularizaciji znanosti. Jedna je od osnivačica Udruge za razvoj visokoga školstva „Universitas“ i njezina dugogodišnja predsjednica. Trenutačno obnaša dužnost predsjednice Upravnog odbora Udruge.

Ivana Miočić, magistra pedagogije i asistentica na Odsjeku za pedagogiju Filozofskog fakulteta u Rijeci. Diplomirala je pri Filozofskom fakultetu u Rijeci 2015. godine baveći se temom europske dimenzije u obrazovanju. Tijekom studija bila je angažirana je kao demonstratorica pri Odsjeku za pedagogiju na kolegijima Povijest odgoja i obrazovanja, Povijest djetinjstva i Europska dimenzija u obrazovanju (nositeljica prof. dr. sc. Jasminka Ledić). Bila je članica Odbora za kvalitetu Filozofskog fakulteta u Rijeci, a u akademskoj godini 2013/2014. dobitnica je stipendije Erasmus+ programa u okviru koje je provela ljetni semestar na Filozofskom fakultetu Sveučilišta u Ljubljani. Članica je Izvršnog odbora Udruge za razvoj visokoga školstva Universitas od 2014. godine.

Uključena je u rad dva znanstveno-istraživačka projekta: „*Europska dimenzija u obrazovanju: pristupi i izazovi*“ (u potpori Sveučilišta u Rijeci) te „*Academic Profession Competencies Framework: Between New Requirements and Possibilities*“ – APROFRAME (u potpori Hrvatske zaklade za znanost). Od 2015. godine upisana je na Poslijediplomski doktorski studij pedagogije na Sveučilištu u Rijeci te je zaposlena je pri Filozofskom fakultetu na suradničkom radnom mjestu asistenta u okviru „*Projekta razvoja karijere mladih istraživača – izobrazba novih doktora znanosti*“ Hrvatske zaklade za znanost.

Dr. sc. Marko Turk, poslijedoktorand i znanstveni suradnik na Odsjeku za pedagogiju Filozofskog fakulteta Sveučilišta u Rijeci. Diplomirao je 2007. godine na dodiplomskom studiju pedagogije i filozofije na Filozofskom fakultetu u Rijeci, a doktorirao 2015. godine na Učiteljskom fakultetu u Zagrebu u polju visokoškolske pedagogije.

Od 2007. do 2009. godina bio je zaposlen kao stručni suradnik pri Rektoratu Sveučilišta u Rijeci na radnom mjestu asistenta ravnateljice Zaklade Sveučilišta u Rijeci, a od 2009. godine kao znanstveni novak u suradničkom zvanju asistenta pri Odsjeku za pedagogiju Filozofskog fakulteta u Rijeci.

Kao doktorand/ poslijedoktorand sudjelovao je u radu više znanstveno-istraživačkih projekata na međunarodnoj i nacionalnoj razini. Njegov znanstveni interes prvenstveno se odnosi na akademsku profesiju i visoko obrazovanje, pitanje kompetencija u obrazovanju te europsku dimenziju u obrazovanju. Samostalno ili u suautorstvu objavio je dvije znanstvene monografije, četiri poglavlja u znanstvenim monografijama te veći broj znanstvenih i stručnih radova. Dobitnik je tri stipendije fonda za usavršavanje Europske znanstvene zaklade. U akademskoj godini 2012/2013. dobitnik je godišnje nagrade Zaklade Sveučilišta u Rijeci u kategoriji znanstveni novaci/asistenti u području društvenih i humanističkih znanosti.

Bio je član radne skupine Sveučilišta u Rijeci za pripremu Pravilnika o akreditiranju studijskih programa, član Savjeta istraživačkog projekta CIVICUS-ov Indeks civilnog društva u Hrvatskoj te član Savjeta za razvoj volonterstva Primorsko-goranske županije. Trenutačno je voditelj Izvanrednog diplomskog studija Pedagogije na Filozofskom fakultetu u Rijeci te član Izvršnog odbora Udruge za razvoj visokoga školstva „Universitas“ u četvrtom mandatu.

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“The European Dimension in Education: Approaches and Challenges” (supported by the University of Rijeka) and “Academic Profession Competencies Framework: Between New Requirements and Possibilities – APRORFRAME” (supported by the Croatian Science Foundation). In 2015, she enrolled in a Postgraduate doctoral study programme in Education at the University of Rijeka. At the same time she began working at the Department of Education of the Faculty of Humanities and Social Sciences in Rijeka as a junior teaching assistant, within the project of the Croatian Science Foundation “Young researchers’ career development project – training of new doctoral students.”

Marko Turk, Ph.D., is a postdoctoral researcher and a research associate at the Department of Education, Faculty of Humanities and Social Sciences, University of Rijeka. He obtained his master's degree at the Department of Education and Department of Philosophy at the Faculty of Humanities and Social Sciences in Rijeka in 2007, and his PhD at the University of Zagreb in the field of higher education in 2015. From 2007 to 2009, he was employed at the Rector's Office of the University of Rijeka as an assistant of the director of the University of Rijeka Foundation. Since 2009, he has been employed as a junior researcher – teaching assistant at the Department of Education of the Faculty of Humanities and Social Sciences in Rijeka. He has participated in several international and national research projects. His research interests are related to academic profession, higher education, the European dimension in education, and competencies in education. Independently or as a co-author, he has published two scientific monographs, four chapters in scientific monographs, and a number of scientific and professional papers. He is a recipient of three European Science Foundation grants for professional development. He received the University of Rijeka Foundation Annual Award for the junior researchers in the field of social sciences and humanities. He was a member of the University of Rijeka's working group for the preparation of the Statute of the Study Programme Accreditation, a member of the Council of the research project CIVICUS Civil Society Index in Croatia, and a member of the Council for the volunteering development of the Primorje and Gorski Kotar County. He is currently the head of the part-time graduate study programme of Education at the Faculty of Humanities and Social Sciences in Rijeka, and a member of the Executive Committee of the Association for the Higher Education Development “Universitas”;

ABOUT AUTHORS

Jasminka Ledić, Ph.D., has been a tenured full professor employed at the Department of Education of the Faculty of Humanities and Social Sciences, University of Rijeka since 1982. She has published thirteen scientific monographs independently or as a co-author, as well as a number of research and professional papers in the field of education. Her research interests are primarily related to higher education, the European dimension in education, history of education, and civil society. She has led and participated in several research projects on the international and national level. She is currently acting as the head of the Croatian Science Foundation's project "Academic Profession Competencies Framework: Between New Requirements and Possibilities" (APROFRAME), and the University of Rijeka's project "The European Dimension in Education: Approaches and Challenges." During her long academic career, she has held various functions. She was the president of the Croatian Rectors' Conference's commission for redefining the minimum conditions related to the evaluation of educational and professional activities in the selection process for academic ranks. She was also a member of the National Science Awards Committee. Additionally, she held two terms as the Vice Dean for Research and International Cooperation at the Faculty of Humanities and Social Sciences. She was a Fulbright grant recipient and she won the Annual State Award "Ivan Filipović" for the contribution to the development of higher education. She was also the recipient of the City of Rijeka's annual award for the contribution to the popularization of science as a member of the Golden Section Association. She is one of the founders of the Association for the Development of Higher Education "Universitas", and currently the president of its Steering Committee.

Ivana Miočić, M.A., is a PhD student and a junior teaching assistant at the Department of Education of the Faculty of Humanities and Social Sciences in Rijeka. In 2015, she obtained her master's degree at the Faculty of Humanities and Social Sciences in Rijeka, with the thesis on the topic of the European dimension in education. During her studies, she worked as a student teaching fellow at the Department of Education. She was a member of the Quality Management Board at the Faculty of Humanities and Social Sciences, and in the academic year 2013/2014, she was a recipient of the Erasmus+ scholarship, which enabled her to spend a summer semester at the Faculty of Arts, University of Ljubljana. She is a member of the Executive Committee of the Association for the Development of Higher Education "Universitas". She is currently participating in two research projects:



About authors

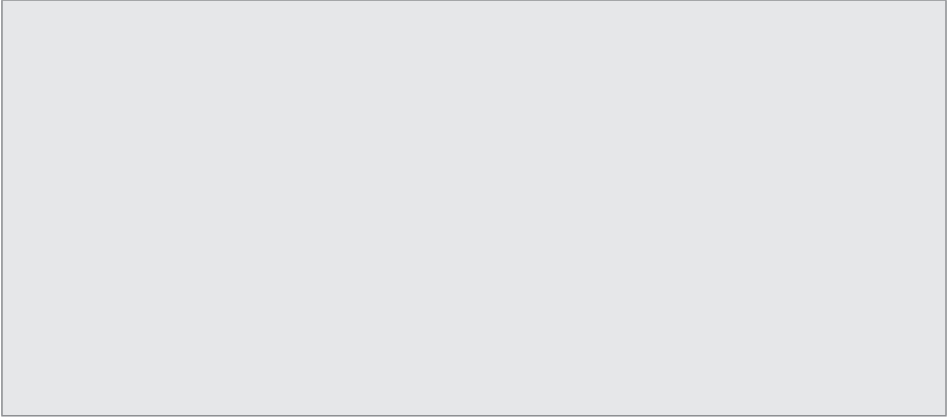
8. SUMMARY

The European dimension in education is a topic which the creators of the European education policies started to explore during the 1970s. The interest of the Croatian scientific and research community in the European dimension in education has noticeably intensified in the last two decades, especially following Croatia's accession to the European Union. This monograph approaches the research on the European dimension in education from two perspectives – theoretical and empirical. The theoretical part of the monograph provides an overview of the development of the European Union and its institutions, and the development of the EDE concept through the European Union initiatives. Even though the definition of the European dimension presents somewhat of a challenge, it can be stated that the European dimension in education is defined by the specific knowledge and skills which the education should provide to all the pupils and educational professionals, in order for them to become aware of, and accept the benefits and challenges of life in the European Union. The empirical research presented in this monograph examines the attitudes toward, and the perception of the European Union and the European dimension in education among the population of educational specialists in Croatia. Educational specialists are considered as the members of the school professional team with the widest scope of activities within the interdisciplinary team responsible for implementing the educational developmental activity. In that context, educational specialists are the individuals with the highest level of responsibility for the implementation of this concept into the educational and pedagogical school activities. The results of the research show that educational specialists consider themselves to be moderately informed, as well as moderately competent to discuss and incorporate the European dimension in education into their work. The results point to a relatively weak contribution of the study programme of Pedagogy to the dissemination of information about the European dimension in education. Nevertheless, educational specialists recognise the school as an important place for achieving the outlined goals of the European dimension in education. The results of this research point to the time-consuming nature of the process of incorporating the European dimension into the Republic of Croatia's educational system. However, the affirmative attitudes, and the willingness of educational specialists to include this concept into their everyday professional activities are encouraging.

The image features a square frame containing three overlapping triangles. A dark gray triangle is positioned at the top, with its base at the top edge of the square. A medium gray triangle is on the left, with its base at the left edge. A light gray triangle is at the bottom, with its base at the bottom edge. The triangles overlap in the center, creating a complex geometric pattern. The word "Summary" is written in white, sans-serif font, oriented vertically and centered within the medium gray triangle.

Summary

15. If you have any additional suggestions or comments on this topic, please share them with us.



If you are interested in research results, please contact us on this e-mail address marko.turk@ffri.uniri.hr.

We thank you for your help and collaboration!

Jasminka Ledić, Marko Turk i Ivana Miočić

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Faculty of Humanities and Social Sciences in Rijeka

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| RESPONSIBILITY FOR ACHIEVING THE OBJECTIVE | | | | | OBJECTIVES OF THE EUROPEAN DIMENSION IN EDUCATION | | | | | | |
|--|--------|-----------------|--------------|-----------------------------|---|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | |
| School | Family | Local community | State bodies | Civil society organizations | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 1. | Raising awareness of the role, rights, responsibilities, and possibilities of the active European citizenship. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 2. | Raising awareness of the local, national and their European identity and their interconnectedness. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 3. | Respect of the different cultural and ethnical identities (intercultural understanding). | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 4. | Development of the sense of political, social and cultural affiliation to Europe. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 5. | Learning the (European) languages with the purpose of developing the linguistic and intercultural competencies. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 6. | Developing the competency of learning and working in a multinational environment. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 7. | Inciting the pupils for mobility. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 8. | Promoting the knowledge of Europe in a geographical, historical and social context (characteristics of the countries, similarities and differences between the countries). | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 9. | Creating the public awareness about Europe (its past, course of the development of political, economic systems, beliefs and the role of the individual). | 1 | 2 | 3 | 4 | 5 |

12. Rate the degree of (dis)agreement with the following claims about the European dimension in education:

| Claims: | | 1 – I completely disagree 5 – I completely agree | | | | |
|---------|---|---|---|---|---|---|
| 1. | The European dimension of education equally supports different identity dimensions (local, national, European). | 1 | 2 | 3 | 4 | 5 |
| 2. | The European dimension of education should be integrated in all school subjects. | 1 | 2 | 3 | 4 | 5 |
| 3. | Schools should pay more attention to marking the Europe Day, the European Day of Languages, the European Heritage Days etc. in order to raise the pupils' awareness of the European Union membership. | 1 | 2 | 3 | 4 | 5 |
| 4. | Introduction of the European dimension into education will disrupt the values of the Croatian educational system. | 1 | 2 | 3 | 4 | 5 |

13. Rate the level of (dis)agreement with the following claims about the importance and possibility of undertaking the topic of the European dimension of education as part of your work.

| Claims: | | 1 – I completely disagree 5 – I completely agree | | | | |
|---------|--|---|---|---|---|---|
| 1. | The European dimension in education represents an important topic in my professional area of interest. | 1 | 2 | 3 | 4 | 5 |
| 2. | Due to the everyday work overload, it is difficult to incorporate the topic of European dimension in my work. | 1 | 2 | 3 | 4 | 5 |
| 3. | I think that undertaking the topic of European dimension in education is unnecessary for quality pedagogical work. | 1 | 2 | 3 | 4 | 5 |
| 4. | I feel ready and competent to discuss and incorporate the content of the European dimension of education in my work. | 1 | 2 | 3 | 4 | 5 |

14. Table lists some of the fundamental objectives of the European dimension in education. For every objective, choose the bearer that you consider to be the most responsible for achieving the stated objective.

| | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|---|---|---|---|---|
| Not informed at all | | | | | |
| Low level of information | | | | | |
| Average level of information | | | | | |
| Very good level of information | | | | | |
| Excellent level of information | | | | | |

10. On a scale of 1 to 5, how would you rate your level of information about the European dimension in education.

| | | | | | |
|--|---|---|---|---|---|
| 3. Books, flyers, brochures | 1 | 2 | 3 | 4 | 5 |
| 4. Workplace (from colleagues, at teaching staff meetings, class/teacher councils..) | 1 | 2 | 3 | 4 | 5 |
| 5. Study programme – through the content of university classes | 1 | 2 | 3 | 4 | 5 |
| 6. Professional development / seminars | 1 | 2 | 3 | 4 | 5 |
| 7. Other source of information (state): | | | | | |

11. Try to determine (describe, define) the expression “European dimension in education,” on the basis of your current knowledge.

| | | | | | |
|--------------------------------------|---|---|---|---|---|
| 2. The Internet | 1 | 2 | 3 | 4 | 5 |
| 1. 5 – I gained the most information | 1 | 2 | 3 | 4 | 5 |

Source of information:
1 – I gained very little information
5 – I gained the most information

9. Please rate the sources of information about the European dimension in education.

- No
- Yes

8. Have you ever encountered the expression 'European dimension in education'?

C) Level of information and attitudes toward the European dimension in education

| |
|---------------------------------------|
| the place/city I currently reside in. |
| the region I currently reside in. |
| Croatia as a whole. |
| the European Union. |
| the world as a whole. |

I see myself as a citizen of...

7. Write numbers 1 to 5 into empty spaces located in front of the stated territorial choices, with number 1 marking how you primarily see yourself (e.g., as a citizen of the region I currently reside in), and number 5 marking how you feel or see yourself the least.

| | | |
|---|-----|----|
| 4. Reside permanently. | YES | NO |
| 3. Work entire working life. | YES | NO |
| 2. Work temporarily. | YES | NO |
| 1. Continue education / professional development. | YES | NO |

6. Would you like to do the following in one of the EU member states: (choose yes or no)

| | | | | | | |
|-----|--------------------------------------|---|---|---|---|---|
| 9. | Only a dream, a utopian idea. | 1 | 2 | 3 | 4 | 5 |
| 10. | Something else? (Please state what.) | | | | | |

5. Rate your degree of (dis)agreement with the following claims about the Croatian membership in the European Union:

| | | Claims: | | | | |
|-----|---|---|---|---|---|---|
| | | 1 – completely disagree 5 – completely agree | | | | |
| 1. | I support the Croatian membership in the EU. | 1 | 2 | 3 | 4 | 5 |
| 2. | Croatia derives great benefit from the EU membership. | 1 | 2 | 3 | 4 | 5 |
| 3. | Croatia's expectations from the EU membership are too large. | 1 | 2 | 3 | 4 | 5 |
| 4. | Being part of wider integrations and associations is important for Croatia as a small country. | 1 | 2 | 3 | 4 | 5 |
| 5. | The EU membership brings a better and higher quality education to Croatia. | 1 | 2 | 3 | 4 | 5 |
| 6. | The EU membership brings better employment possibilities to Croatia. | 1 | 2 | 3 | 4 | 5 |
| 7. | The EU membership brings better protection of human and minority rights to Croatia. | 1 | 2 | 3 | 4 | 5 |
| 8. | The EU membership brings a higher standard of living to Croatia. | 1 | 2 | 3 | 4 | 5 |
| 9. | The EU membership brings faster democratization of the society to Croatia. | 1 | 2 | 3 | 4 | 5 |
| 10. | The EU membership brings better familiarization with the religions and cultures of other peoples to Croatia. | 1 | 2 | 3 | 4 | 5 |
| 11. | With its accession to the EU, Croatia becomes dependent on the developed European countries (in terms of culture, politics, and economy). | 1 | 2 | 3 | 4 | 5 |
| 12. | With Croatia's accession to the EU, there is a higher possibility of economic exploitation of Croatia. | 1 | 2 | 3 | 4 | 5 |
| 13. | The EU membership is a threat to Croatian national identity and culture. | 1 | 2 | 3 | 4 | 5 |
| 14. | With the EU membership, the Croatian sovereignty is disrupted. | 1 | 2 | 3 | 4 | 5 |

B) Attitudes toward the European Union

1. On a scale of 1 to 5, how would you rate your general view of the European Union.

| | |
|---------------|---|
| Very negative | 1 |
| Negative | 2 |
| Neutral | 3 |
| Positive | 4 |
| Very positive | 5 |

2. On a scale of 1 to 5, how would you rate your interest in information about and activities in the European Union.

| | |
|-----------------------|---|
| Not interested at all | 1 |
| Low interest | 2 |
| Average interest | 3 |
| Big interest | 4 |
| Great interest | 5 |

3. On a scale of 1 to 5, how would you rate the influence of the activities in the European Union on your everyday life.

| | |
|---------------------|---|
| No influence at all | 1 |
| Weak influence | 2 |
| Average influence | 3 |
| Big influence | 4 |
| Great influence | 5 |

4. On the basis of the following claims, rate what the European Union represents for you personally.

| For me, the European Union represents: | | 1 – completely disagree | 2 | 3 | 4 | 5 |
|--|---|-------------------------|---|---|---|---|
| 1. | A better future for young people. | 1 | 2 | 3 | 4 | 5 |
| 2. | New employment opportunities. | 1 | 2 | 3 | 4 | 5 |
| 3. | A possibility to live and work in the EU without obstacles. | 1 | 2 | 3 | 4 | 5 |
| 4. | Guaranteed permanent peace in the EU. | 1 | 2 | 3 | 4 | 5 |
| 5. | A means to improve the economy. | 1 | 2 | 3 | 4 | 5 |
| 6. | Better protection of the citizen rights. | 1 | 2 | 3 | 4 | 5 |
| 7. | A lot of bureaucracy, waste of time and money. | 1 | 2 | 3 | 4 | 5 |
| 8. | A danger of losing the cultural diversity. | 1 | 2 | 3 | 4 | 5 |

A) General group of questions:

Gender:

- M
- F

Age (please state): —

Years of work experience (please state): —

School of employment:

- Primary school
- Secondary school

County of employment:

- ZAGREB
- KRAPINA-ZAGORJE
- SISAK-MOSLAVINA
- KARLOVAC
- VARAŽDIN
- KOPRIVNICA-KRIZEVCI
- BJELOVAR-BILOGORA
- PRIMORJE-GORSKI KOTAR
- LIKA-SENIJ
- VIROVITICA-PODRAVINA
- POŽEGA-SLAVONIA
- BROD-POSAVINA
- ZADAR
- OSIJEK-BARANJA
- ŠIBENIK-KNIN
- VUKOVAR-SRIJEM
- SPLIT-DALMATIA
- ISTRA
- DUBROVNIK-NERETVA
- MEDIMURJE
- CITY OF ZAGREB

University at which you completed the study programme of Pedagogy:

- University of Zagreb
- University of Split
- University of Rijeka
- University of Osijek
- University of Zadar
- Other (please state): _____

7. APPENDIX: SURVEY QUESTIONNAIRE

Survey questionnaire

University of Rijeka - Faculty of Humanities and Social Sciences - Department of Education

Dear Sir or Madam,

We invite you to participate in research examining the attitudes toward the European Union and the level of information about the European dimension in education of educational specialists employed in primary and secondary schools in the Republic of Croatia. In that context, your experience as an educational specialist is a valuable source of information which will be of great help in conducting this research.

The research is conducted as part of the project **'European dimension in education: approaches and challenges'** (head of research: Full Professor Jasminka Ledić, Department of Education of the Faculty of Humanities and Social Sciences in Rijeka), and is supported by the University of Rijeka.

The questionnaire will be completed online, and it can be accessed through this link: <https://4susveys.com/online/index.php/survey/index/sid/135934/token/3tzsmbwqndp5a5g/lang/hr>

You will need 10 to 15 minutes to complete the survey questionnaire. Data obtained through the questionnaire will be used exclusively for the purpose of scientific research and analysis. Data anonymity is ensured. We hope and believe that you will recognize the necessity and importance of this research in the context of the current development and improvement of the pedagogical profession in Croatia, and enable its implementation with your participation. You will be informed about the research results in a timely manner.

We would like to take this opportunity to thank you for your cooperation in advance, and send you cordial greetings. Research team from the Department of Education of the Faculty of Humanities and Social Sciences
Jasminka Ledić, Marko Turk i Ivana Miočić

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References

that context, it should be determined if the initial education of teachers provides the required competencies for the implementation and realization of the EDE content in the specific school subjects. It is of special importance to determine in what measure the curriculum and textbooks contribute to the promotion of the European dimension in education, since they are considered, in the context of this topic, an important indicator of its introduction into the educational process.

Nevertheless, the European dimension in education is increasingly becoming a topic of interest within the educational policy in Croatia. Encouraging is the fact that in the Strategy of Education, Science and Technology (2015:9), the European dimension in education is highlighted as part of the Strategy's vision and it is emphasized that interculturalism and the European dimension of education will be respected. The first objective of the Strategy is implementing the curricular reform, while the National Curriculum Framework³⁹ highlights the European dimension of education as one of its cornerstones (page 7). According to the results of this research, there is a long way ahead for the inclusion of the European dimension in the educational system in Croatia. However, the affirmative attitudes and the willingness of educational specialists to include this concept in their everyday professional activities are encouraging.

³⁹ National Curriculum Framework, Retrieved 22 March 2016, from: <http://www.kurikulum.hr/wp-content/uploads/2016/02/ONK-18-2-POPDNE-2.pdf>

relatively well. However, it is necessary to point out that many participants literally adopted the definition of the European dimension from the professional literature, which in part suggests that they do not have enough knowledge about the topic – or that the knowledge about the topic is relatively weak. The participants show a positive attitude toward the integration of the European dimension into school subjects, and do not consider the European dimension a threat to the national educational system. Regarding the assessment of the importance and possibility of undertaking the EDE topic, over 45% of the participants agree with the claim that, due to the daily work overload, it is difficult to incorporate the topic of European dimension in their work, which presents a challenge for the inclusion of the European dimension in the activities which are the responsibility of educational specialists, and which could provide impetus to the teachers and pupils for quality language learning, promoting the knowledge about Europe, developing multicultural competencies, encouraging mobility, and creating the public awareness about Europe. Similar to the attitudes toward the European Union, it is evident that on certain variables the older participants and the participants with more work experience show a better (more positive) attitude toward the European dimension in education which is statistically significant, than the young participants or the participants with less work experience. One of the possible interpretations of the result is that the younger participants approach the European issues with a lot more criticism (Euro-scepticism); that is to say, that work experience enables the older participants to better perceive the benefits of the EU, and the European dimension in education.

The research results point to a relatively weak contribution of the study programme of Pedagogy to the information dissemination about the European dimension in education, which was partly expected with regard to the participants' age structure. It should be emphasized that the educational specialists' assessment of the contribution of the study programme of Pedagogy differed according to the university where they completed their studies. It can be surmised that the introduction of the Bologna Process is related to the change in the study programmes' content, which raises the question of the level of contribution that the new (current) programmes have on the future educational specialists' level of information related to this topic. This research was not able to provide a precise answer to this question, and in that context it remains an open question intended for some future research on this, or related topics.

In the research about the European dimension of education, the majority of educational specialists agreed that schools have a great responsibility in implementing the European dimension in education. Educational specialists agree that the school is a place of language learning and learning about Europe in the geographical, historical and social context, as well as the characteristics of the countries and their differences and similarities. Furthermore, educational specialists think that schools are primarily responsible for the development of competencies of learning and working in a multinational environment, and promoting the mobility. In order for schools to be able to devote themselves to achieving these goals in a quality manner, it is necessary to focus the attention on foreign language, geography and history teachers, and teachers of the social science group of subjects (sociology, ethics, etc.), but also on the content of said subjects. In

5. CONCLUSION

On the basis of the obtained results of research which was conducted on the representative sample of 435 educational specialists in Croatia, it can be claimed that the educational specialists who are employed in Croatian primary and secondary schools have a generally positive view of the European Union, which supports the introductory hypothesis that educational specialists as highly educated experts have a positive view of the European Union. Educational specialists rate their interest in information about and activities in the EU as average, as well as the influence of those activities on their everyday lives. Even though that interest could have been expected to be higher according to the nature of their job, it is evidently not so. The largest percentage of participants perceive the European Union as a possibility for the better future for young people, and as the possibility of employment and work. The participants recognize the advantages of the Croatian EU membership and, importantly, they do not think that the EU membership is a threat to the national identity and sovereignty of Croatia. Nevertheless, a considerable percentage of the participants (over 70%) think that Croatia has too large expectations from the EU. A tendency of continuing education / professional development, and working and living in one of the EU countries is stronger in the younger participants than the older participants. It is especially important to note that more positive attitudes toward the European Union which are statistically significant are more often detected in the older participants, or the participants with multi-year work experience. Upon examination of the first part of research results, it can be concluded that educational specialists are mostly optimistic regarding the European integrations. Considering the results of conducted research, and taking into account extreme categories in the perception of the European Union – ‘Euroscopics’ and ‘Eurofanatics’ – educational specialists can be placed in the “golden mean,” and it can be concluded that they lean toward taking a positive attitude. Such an opinion, obtained on the basis of research results, should be viewed with an affirmative attitude, since it can be assumed that it forms a good basis for a critical and impartial approach to, and analysis of the European topics and content, especially those that should be implemented by educational specialists in their everyday educational work.

Most of the participants (over 70%) have encountered the expression *European dimension in education*. The participants highlight the Internet as the most common source of information. More than half of the participants rate their general level of information about the EDF concept as average. While forming their individual definitions of the European dimension, the participants most often use the expressions *European values, exchange, professional development, multilingualism and mobility, coordination, interconnection and cooperation*, which describes the concept's original meaning

The image features a square background divided into three distinct geometric regions by two diagonal lines. The top-right region is a light gray triangle. The bottom-right region is a medium gray triangle. The remaining area, which is the largest, is a dark gray triangle. The word "Conclusion" is written in white, sans-serif font, centered within the dark gray region.

Conclusion



Forty-four participants in total (around 10%) provided comments, and 18 of those comments can be categorized as a specific (more or less positive) opinion on the topic, or the general state in education. The total of seven comments relate to the previous question about the objectives and principal bearers of the European responsibility. The participants' most frequent comment is how difficult it was to determine one principal bearer; that is, they think the responsibility is shared, which was also demonstrated by the statistical analysis. The largest number of comments (19) is not relevant for the topic (e.g., "I have no comment").

| | | |
|---------------|---|-----------|
| 3 | <p>5. Other comments on the topic</p> <p>("The European dimension in schools is moving very slowly because the national dimension is too prominent"; "In our schools and families there is very little European dimension, besides the mobility"; "Let us learn from the good examples of the European practice;")</p> | 44 |
| 7 | <p>6. Comments regarding the question of objectives and principal bearers of the European responsibility</p> <p>(e.g., "All the principal bearers are highly responsible"; "family, school, local community, state bodies, and civil society organizations;")</p> | 19 |
| 19 | <p>7. Other</p> <p>(e.g., "Thank you for your cooperation!"; "No comment;")</p> | 44 |
| Total: | | 44 |

| f | Comments related to the research topic | |
|---|--|--|
| 5 | <p>1. Training for teachers and members of the school professional team</p> <p>("It seems there are no trainings/projects on the topic of Europe for subject teachers who cover that topic anyway, and could participate more and in a better manner"; "Train teachers more, there are few or no seminars at all on that topic"; "Quality training of personnel prior to introducing the European dimension in education"; "Education and Teacher Training Agency and civil society organizations receive a lot of financial assistance from the EU, and they are still not able to train everybody or organize themselves on the state level. Schools are often the last to be introduced to certain changes or innovations. A lot is requested from schools, and not given enough"; "An urgent and large-scale training of teachers is necessary. A better world can be created only by enlightened people.")</p> | <p>2. Educational content and its control</p> <p>("Without the introduction of specific supervision measures over the topics teachers cover at classes, all ideas depend on personal affinity. Professors can, if they want to, exalt fascism, but record the topic related to the EU into the school register, and nothing would happen"; "Let the compulsory part of teaching about Europe concern the human destruction through the history and the geopolitical reasons for the creation of the EU"; "I think that the introduction of the Europe Day / European Day of Languages celebrations on the level higher than that of the foreign language classes would contribute to the pupils' overload with such celebrations, which causes the minimizing of their importance"; "It is increasingly harder for pupils to handle the weight of this type of education, involving a lot of unnecessary facts and very little practical knowledge which is necessary for everyday functioning"; "I think that this content should be integrated into the content of the Civic Education.")</p> |
| 3 | <p>3. Acquiring information</p> <p>("Inform the people about the positive and negative aspects of Croatia's accession to the EU through the media"; "Involve the media, especially in the awareness raising"; "The flow of information regarding the different possibilities of involving the Croatian citizens in certain segments of life in the EU is substandard...A lot of quality activities pass us by, and we are not successful in capitalizing on them [not through our own guilt].")</p> | <p>4. Negative comments on the topic</p> <p>("There are a lot of more important topics that should be explored in Croatian education. An unnecessary survey"; "This is completely irrelevant identity.")</p> |
| 2 | | |

Table 40: Suggestions and comments on the research topic

The overview of the highest percentages leads to a conclusion that the largest responsibility for achieving five out of nine stated objectives belongs to schools. Schools should, in that context, be responsible for promoting the (European) language learning (in the opinion of 77.9% of the participants), promoting the knowledge of Europe in a geographical, historical and social context (77.2%), developing the competency of learning and working in a multinational environment (66.2%), inciting the pupils for mobility (52.0%), and creating the public awareness about Europe (41.4%). A high percentage of the participants who selected school as an important factor indicate that most educational specialists agree that schools should focus on the stated objectives, and that a larger attention should be paid to them during the development of educational policies, school curricula and activities.

The second important participant in the process of achieving the stated objectives of the European dimension in education is the state, or the state bodies (the Government, ministries, state offices...). According to the participants' opinion, they are responsible for the development of the sense of political, social and cultural affiliation to Europe (in the opinion of 46.4% of the participants), raising the awareness of the role, rights, responsibilities and possibilities of the active European citizenship (40.7%), and raising the awareness of the local, national, and European identity and their interconnectedness (33.8%). Even though the highest percentage of the participants' responses puts the state in the first place when compared to other categories, it should be emphasized that less than half of the educational specialists are in agreement that the state should be the principal responsibility bearer for the achievement of stated objectives.

According to the participants' opinion, there is only one objective of the European dimension in education that is the main responsibility of family, and it is the respect of the different cultural and ethnic identities (42.3% of the participants). A very low percentage of the participants selected the civil society organizations and the local community as the principal bearers of the European dimension in education. That information is somewhat surprising since a large number of the civil society organizations are involved in promoting active citizenship, multiculturalism and protection of human rights in every form, especially since Croatia became a member of the European Union which brought into focus the questions of national minorities, asylum seekers, migrations, etc. The largest number of participants agreed that the civil society organizations are responsible for raising the awareness of the role, rights, responsibilities and possibilities of the active European citizenship (23.4%), and the local community is responsible for raising the awareness of the local, national, and European identity and their interconnectedness (32.9%). In general, the participants' responses do not point toward significant expectations from these two very important social stakeholders. In that context, it is possible to conclude that the civil society organizations are still not perceived as one of the key external stakeholders in the functioning of schools, which is supported by the results of recent research on the topic of the collaboration between schools and external stakeholders (for example, Kovac & Buchberger, 2013).

At the very end of the survey questionnaire, the participants were given space for making suggestions and commenting on the research topic (Table 40).

Table 39 shows the objectives of the European dimension in education and the principal bearers of activity which should be responsible for achieving the stated objectives in the participants' opinion.

Table 39: Objectives of the European dimension in education and principal bearers of responsibility for achieving the objectives

| Objectives of the European dimension in education | School | Family | Local community | State bodies | OCD | % | |
|---|--------|--------|-----------------|--------------|------|------|-------|
| | | | | | | M | SD |
| | | | | | | | |
| Raising awareness of the role, rights, responsibilities, and possibilities of the active European citizenship. | 22,1 | 6,0 | 7,8 | 40,7 | 23,4 | 3,37 | 1,467 |
| Raising awareness of the local, national, and European identity and their interconnectedness. | 19,8 | 6,4 | 32,9 | 33,8 | 7,1 | 3,02 | 1,217 |
| Respect of the different cultural and ethnic identities. | 30,6 | 42,3 | 6,2 | 14,3 | 6,7 | 2,24 | 1,218 |
| Development of the sense of political, social, and cultural affiliation to Europe. | 18,4 | 11,5 | 9,9 | 46,4 | 13,8 | 3,26 | 1,343 |
| Learning the (European) languages with the purpose of developing the linguistic and intercultural competencies. | 77,9 | 5,1 | 3,9 | 10,6 | 2,5 | 1,55 | 1,126 |
| Developing the competency of learning and working in a multinational environment. | 66,2 | 5,7 | 7,6 | 13,8 | 6,7 | 1,89 | 1,372 |
| Inciting the pupils for mobility. | 52,0 | 11,0 | 9,7 | 18,6 | 8,7 | 2,21 | 1,452 |
| Promoting the knowledge of Europe in a geographical, historical, and social context. | 77,2 | 0,5 | 4,1 | 9,7 | 8,5 | 1,72 | 1,375 |
| Creating the public awareness about Europe. | 41,4 | 2,1 | 5,1 | 32,2 | 19,3 | 2,86 | 1,660 |

Table 38: The importance and possibility of undertaking the EDE topic with regard to the participants' age and work experience

| “Due to the everyday work overload, it is difficult to incorporate the topic of European dimension in my work.” | | n | M | SD | F-ratio | p | η | Difference between groups | | | | | |
|---|-----------------|---------|------|-------|----------------|-------|-------|---------------------------|-------|----------------|-------|-------|------------------|
| Age groups | 24 - 29 | 102 | 3,51 | 1,173 | F(4,318)=5,356 | 0,000 | 0,063 | 1>5 2>4, 5 | | | | | |
| | 30 - 39 | 101 | 3,68 | 1,117 | | | | | | | | | |
| | 40 - 49 | 65 | 3,35 | 1,120 | | | | | | | | | |
| | 50 - 59 | 134 | 3,13 | 1,002 | | | | | | | | | |
| | 60 - 65 | 33 | 2,73 | 0,962 | | | | | | | | | |
| | Work experience | 1 - 05 | 130 | 3,56 | | | | | 1,202 | F(4,318)=5,220 | 0,000 | 0,062 | 1>3 2>3, 4, 5 |
| | | 6 - 15 | 97 | 3,67 | | | | | 1,032 | | | | |
| | | 16 - 25 | 78 | 3,03 | | | | | 1,101 | | | | |
| | | 26 - 35 | 106 | 3,15 | | | | | 1,008 | | | | |
| | | 36 - 42 | 24 | 2,89 | | | | | 0,900 | | | | |

There are differences between a number of groups; therefore, it is important to highlight the groups with the largest difference in arithmetic means. For example, the largest statistically significant difference within age groups is evident between the group of participants aged 30 to 39 ($M=3,51$), and the group of participants over 60 years of age ($M=2,73$), which means that the younger group of participants offers a greater degree of agreement with the claim than the older group. In other words, the older participants estimate their level of work overload as lower in comparison to the younger participants. When it comes to work experience, the manner of assessment is similar. The participants with 6 to 15 years of work experience show a significantly larger degree of agreement with the stated claim ($M=3,56$) when compared to the participants with over 36 years of work experience ($M=2,89$). Therefore, the oldest group of participants and the group with the largest work experience (it is expected that, in most cases, it is the same group of participants) perceives the work overload as lesser, while the young educational specialists perceive it as larger, or they have a larger amount of work which in part prevents them from undertaking the topic of European dimension in education. It can be assumed that the possible reason for this kind of perception is the length of work experience, if we accept the position that the older participants and the participants with larger work experience possess a higher level of competencies, which enables them to be more efficient in their work. Nevertheless, it should be emphasized that the interpretations of work overload are very individual, as is the time allocation for undertaking different topics (such as the European dimension).

On three out of four claims, there is a tendency of giving middle responses which means that the participants do not prefer to assume either a positive or a negative attitude. Over 65% of the participants disagreed with the claim that the European dimension is unnecessary for quality pedagogical work; while 10% consider it unnecessary in that context. The percentage of agreement is relatively high (45.5%) pertaining to the claim about the difficulty of undertaking the topic of the European dimension due to work overload. That can be ascribed to the fact that the educational specialist has the widest scope of professional work in the context of other members of the school professional team (Stanić et al., 2001). Due to the nature of their profession, educational specialists are not able to devote themselves to all educational topics in an equal and dedicated manner. Exactly on the topic of work overload and the possibility of undertaking the European dimension, the analysis of variance (ANOVA) has shown statistically significant differences in the participants' responses with regard to their age (the Bonferroni post hoc test was used) and work experience (Dunnett's C post hoc test was used due to non-homogeneous variances) (Table 38).

| Claims | % | | | | | M | SD |
|--|--|------|------|------|------|------|-------|
| | 1 | 2 | 3 | 4 | 5 | | |
| | The European dimension in education represents an important topic in my professional area of interest. | 5,3 | 19,8 | 42,1 | 25,1 | | |
| Due to the everyday work overload, it is difficult to incorporate the topic of European dimension in my work. | 5,9 | 16,1 | 32,5 | 28,8 | 16,7 | 3,34 | 1,113 |
| I think that undertaking the topic of European dimension in education is unnecessary for quality pedagogical work. | 34,4 | 30,7 | 24,8 | 7,1 | 3,1 | 2,14 | 1,067 |
| I feel ready and competent to discuss and incorporate the content of the European dimension of education in my work. | 13,0 | 24,1 | 43,3 | 15,2 | 4,3 | 2,74 | 1,010 |

Table 37: The importance and possibilities of undertaking the EDE topic

Table 36: Attitudes toward the European dimension in education with regard to the participants' age and work experience

| | "Marking the European celebrations in order to raise awareness of the European Union membership." | n | M | SD | F-ratio | p | η^2 | Difference between groups |
|-----------------|---|-----|------|-------|-----------------|-------|----------|---------------------------|
| Age groups | 24 - 29 | 102 | 3,23 | 0,944 | F(4,318)= 3,495 | 0,042 | 0,042 | >1 |
| | 30 - 39 | 101 | 3,49 | 1,069 | | | | |
| | 40 - 49 | 65 | 3,63 | 0,937 | | | | |
| | 50 - 59 | 134 | 3,76 | 0,946 | | | | |
| | 60 - 65 | 33 | 3,73 | 1,116 | | | | |
| Work experience | 1 - 05 | 130 | 3,30 | 0,976 | F(4,318)= 2,931 | 0,021 | 0,036 | >1 |
| | 6 - 15 | 97 | 3,50 | 1,032 | | | | |
| | 16 - 25 | 78 | 3,68 | 0,954 | | | | |
| | 26 - 35 | 106 | 3,78 | 0,993 | | | | |
| | 36 - 42 | 24 | 3,72 | 1,018 | | | | |

The analysis of variance (ANOVA) and Bonferroni post hoc test for statistical significance show that the older participants (aged 50 to 59) have a greater degree of agreement on average with the stated claim (M=3,76) in comparison to the youngest age group of participants (M=3,23). A similar relationship is evident on the variable related to the years of work experience where the participants with 26 to 35 years of work experience have a statistically significant (higher) degree of agreement with the claim (M=3,78) than the participants with up to five years of work experience (M=3,30). The fact that educational specialists believe that this question deserves more attention should be taken into account during the development of school curricula and school activities.

Table 37 shows the results relating to the claims about the importance and possibilities of undertaking the EDE topic as part of the educational specialists' professional activities.

we achieve the European standard of living, European wages, and the European employment rate (I'm referring to Germany, France...)" (F, 52 years of age, 22 years of work experience, Split-Dalmatia County)

A complete analysis of the responses in which the participants attempted to describe their understanding of the European dimension in education paints a positive picture. Many educational specialists have recognized the importance of European values as a significant determinant of the European dimension, and many have also pointed out the importance of exchange, not only in the context of mobility, but as the process of learning from one another. As in every previous question, the extreme responses are evident. In this case, they are inadequate responses, but they do not disrupt the generally positive impression of received responses because of their negligible frequency.

Table 35 shows the participants' attitudes toward the European dimension in education. The analysis of the obtained data suggests that the participants have mostly positive attitudes toward the European dimension.

Table 35: Attitudes toward the European dimension in education

| Claims | % | | | | | M | SD |
|--|------|------|------|------|------|------|-------|
| | 1 | 2 | 3 | 4 | 5 | | |
| The European dimension of education equally supports different identity dimensions (local, national, European). | 2,2 | 8,7 | 43,0 | 33,7 | 12,4 | 3,46 | 0,895 |
| The European dimension of education should be integrated in all school subjects. | 4,3 | 9,9 | 33,1 | 36,8 | 15,8 | 3,50 | 1,013 |
| Schools should pay more attention to marking the Europe Day, the European Day of Languages, the European Heritage Days, etc. in order to raise the pupils' awareness of the European Union membership. | 3,1 | 9,9 | 33,7 | 34,7 | 18,6 | 3,56 | 1,003 |
| Introduction of the European dimension into education will disrupt the values of the Croatian educational system. | 33,7 | 37,2 | 21,7 | 5,6 | 1,9 | 2,05 | 0,972 |

It is important to note that 70,9% of the participants do not consider the European dimension a threat to the Croatian educational system, and most of the participants (52,6%) support the integration of the European dimension in all school subjects. The largest degree of agreement (53,3%) can be observed by combining categories 4 (I agree) and 5 (I completely agree) on the question of celebrating the Europe Day, the European Day of Languages, the European Heritage Days, etc. in order to raise the awareness of the European Union membership. Precisely on that variable statistically significant differences were observed in the participants' responses with regard to their age and work experience (Table 36).

³⁸ An example of the most quoted statement adopted from the literature (article abstract): "The European dimension of education has been formed as a multi-lateral project in the Council of Europe and European Union. The concept stems from national interests and the integrity of school systems, in an attempt to find and define their common and added teaching subject-matter and other values while searching for European cooperation and identity, the constructive elements of the European policy of education, its task is the improvement of international cooperation, mutual understanding and providing conditions for greater work and other kinds of mobility in the whole European region. The forms and contents of its application and implementation differ, and they include international projects of cooperation, exchange, encounters and study visits of students, teachers and schools, the coordination of curricula, textbooks and modes of education, as well as professional development of teachers and interaction and complementarity of all educational activities." (Zidaric, 1995:161)

Examples of such statements are:

"Education has a universally human dimension or it cannot be called education, without upbringing it is obedience training;" (M, 60 years of age, 35 years of work experience, Primorje-Gorski Kotar County)

"In Croatia, we will be able to discuss the European dimension in education once

| Response | f |
|---|-----------|
| I don't know / I am not familiar with it. | 7 |
| No answer. | 7 |
| Comments on the research topic. | 8 |
| Other. | 2 |
| Total: | 24 |

Table 34: Unspecified open-ended responses

Table 34 shows the participants' responses which do not relate to a definition of the European dimension in education, but to the comments and various suggestions more or less related to the topic, or those which are invalid responses.

The fact that the participants reached for professional literature while responding to questions is positive in principle because it means that the participants were stimulated to learn, which contributes to a better knowledge of, and a higher level of information about the topic. On the other hand, one of the main disadvantages of online surveys is evident, because they provide the participants with an opportunity to respond to questions non-autonomously, that is, to give responses which are not a real representation of their knowledge or opinion. Having in mind this restriction, it is not possible to determine the participants' actual level of knowledge about the expression *European dimension in education* prior to research being conducted. Nevertheless, there are clear indications that the research prompted them to learn about the expression.

Table 34 shows the participants' responses which do not relate to a definition of the European dimension in education, but to the comments and various suggestions more or less related to the topic, or those which are invalid responses.

they do not reflect the real understanding of the European dimension in education which were recognized as citations from other literature was not conducted because Internet websites. Taking into account these circumstances, the analysis of definitions *Development and Current Position* (Zidaric, 1995)³⁸, and to a lesser extent from other

and teachers, and the exchange of acquired knowledge and experience;" (F, 52 years of age, 29 years of work experience, Primorje-Gorski Kotar County)

There is a broad spectrum of other expressions that the participants connect with the European dimension in education, which are not directly linked to it in terms of content. Even though it is impossible to categorize the educational specialists' statements as correct or incorrect, it is possible to single out those which largely do not correspond to the framework of the European dimension indicators. For example, the participants sometimes equate the European dimension in education with civic education. While forming the definition of the European dimension, some participants use expressions which largely relate to the cooperation between the member states in the field of education (e.g., computer literacy, vertical and horizontal mobility, international recognition of degrees, coordination between education and labour market, etc.). Examples of such statements are as follows:

"Recognition of the profession, work, and practice in the best interest of children. The system is mobile and vertical, coherent, and all the segments in education are connected, from pre-school to higher education. Education of individuals with disabilities is organized better. A more clear definition of the work that the members of the school professional team perform, even when they are not employed in schools. Schools are professionally represented, equipped, an organization of optional subjects is better, and a number of other things;" (F, 50 years of age, 25 years of work experience, Sibenik-knin County)

"The point is in a fewer number of mandatory subjects and a large number of optional subjects so that the study load of pupils can be determined according to their abilities. Vocational education is connected to economy, and the future trained workforce is planned according to the strategy of civil society development which does not exist in our country;" (F, 56 years of age, 31 years of work experience, Sibenik-knin County)

"Developing more numerous and higher quality connections with the economy, and the requirements of the society as a whole through vocational and practical training. A 'selection' during education. Professional development is a question of personal needs and financial possibilities;" (F, 59 years of age, 35 years of work experience, Karlovac County)

"Equality in criteria: equal competence in all the EU states, equal opportunity for employment, introduction of innovations which have been successfully implemented in other EU countries;" (M, 25 years of age, 1 year of work experience, Brod-Posavina County)

Even though it can be presumed that a large number of statements (207) were offered by the participants independently and in accordance with their actual knowledge about the European dimension in education, it is important to note that around 28% of the participants adopted the definition / description of the European dimension in education from other authors by literally quoting or paraphrasing their claims. In total, 92 statements belong to that category. The analysis confirms that, in that case, the participants adapted sentences from the article *The European Dimension in Education – Its Emergence*,

"The European dimension in education is important for foreign language learning, intercultural understanding, tolerance, and democracy, a greater possibility of mobility, larger awareness of the similarities and differences between the countries;" (F, 48 years of age, 23 years of work experience, Vukovar-Srijem County)

"The European dimension of education attempts to incorporate all the national strategies and particularities of the systems of certain countries, and find some common features in them. On the basis of those common traits, the system of European education could be built. I think the goal is to appreciate the particularities, but also to work on unity and coordination;" (F, 43 years of age, 20 years of work experience, Požega-Slavonia County)

"At the basis of the European dimension of education is the tendency for implementing the general educational standard which would incorporate all the particular educational policies of every member state, while not disregarding the particularities of educational systems of all of them. I perceive it more as an act of the standardization of education than an ideological frame with the purpose of changing or erasing the particularities of the member states" (F, 28 years of age, 3 years of work experience, Sisak-Moslavina County)

"To achieve the national identity and strengthen the roots; primarily the cultural, natural and historical identity, but also to 'fly' on the wings of the said identity towards others. To understand and accept the differences, and learn they are an asset, and through it seek that which is common, above all human values. Therefore, a genuine interconnection, and discovering the new educational strategies and content which will enable the common growth is of the essence;" (M, 49 years of age, 25 years of work experience, Osijek-Baranja County)

"The European dimension in education is a process of seeking the similarities in the content, methods, models, and general educational practices of the European Union countries. The basis of the European dimension in education is the mobility of pupils and teachers;" (M, 46 years of age, 18 years of work experience, Zagreb County)

– to take what is best and of the highest quality from everyone, but also respect the uniqueness. An integration of school systems with the goal of better international cooperation and, one of these days, a bigger labour market;" (F, 26 years of age, 1 year of work experience, Krapina-Zagorje County)

"An awareness and knowledge of the past, present and future of your own country in the European surroundings, and of the common values and constituents of the European countries. Informing ourselves about the rights and duties, that is, the advantages and disadvantages of living in the community of European peoples;" (M, 38 years of age, 9 years of work experience, Liika-Senj County)

"Educational system of every European Union member state is entitled to its autonomy and organization within the state. The European dimension of education represents the unification of educational systems and the common participation of the representatives of several European Union countries in various projects, the exchange of pupils, students

From the presented analysis of the participants' responses, it is evident that the European dimension is most often defined through the following expressions – European values, exchange, professional development, multilingualism and mobility, coordination, interconnection and cooperation. Some examples of the numerous definitions in the very clearly and unequivocally perceive the European dimension in education in the aforementioned context are singled out as follows:

| Expressions most often used to define the European dimension in education (207 definitions were analysed in total) | |
|--|---|
| 99 | Values (national and European values, European unity, interculturalism, multiculturalism, respect of diversity, democracy, freedom, equality, human rights, tolerance, unity, solidarity...) |
| 60 | Exchange and professional development (exchange of experience, knowledge, resources, pupils, teachers, students, professional development for teachers...) |
| 56 | Multilingualism and mobility (foreign language learning, mobility and movability...) |
| 54 | Coordination, interconnection and cooperation (coordination of the educational system and curriculum with other European countries, interconnection with other countries and schools, international cooperation, cooperation on projects...) |
| 47 | Culture (respecting other peoples' cultures, national culture, cultural heritage, cultural diversity, cultural permeation...) |
| 37 | Identity (cultural identity, cultivation of different identity dimensions, preservation and creation of the local, national, European, and personal identity, appreciation of national particularity, familiarization with different traditions, being part of the European circle, permeating with other cultures...) |
| 34 | Acquiring information and learning (information flow and acquiring information about the EU, language learning, learning about the European Union, lifelong learning...) |
| 24 | European projects (international projects, writing project proposals...) |
| 18 | Active citizenship (active citizenship and responsibility, active participation in the EU life and social changes...) |
| 16 | Educational policy (a common, unique, European educational policy) |

Table 33: An overview of the content-based definition of the European dimension in education from the aspect of educational specialists

The total of 323 participants responded to the open-ended question – “try to determine (describe, define) the expression ‘European dimension in education’, on the basis of the information that you have.” The analysis of the responses to open-ended questions represents a challenge for the statistical presentation and categorization. In this case, Table 33 shows the frequency of responses, that is, the most common expressions used by the participants to determine the expression *European dimension in education*.

As a core course for the first year graduate students. Pedagogy in Croatia which incorporates the course of the same name in its programme of Pedagogy at the University of Rijeka contributed to the level of information about the groups of participants. Nevertheless, there are indications that the study programme two variables, but towards the statistically significant difference in responses between carefully since the analysis of variance does not point to the connection between these Rijeka are better informed than those from Zadar, these results should be interpreted it could be concluded that the educational specialists who studied at the University of specialists who completed their studies at the University of Zadar ($M=2.95$). Even though University of Rijeka rate their level of information as higher ($M=3.81$) than the educational and those who completed it in Zadar. The educational specialists who studied at the group of participants who completed the study programme of Pedagogy in Rijeka, A statistically significant difference in the participants’ responses was noted between

| Dependent variable | University | N | M | SD | F-ratio | p | η^2 | Difference between groups |
|--|------------|-----|------|-------|----------------|-------|----------|---------------------------|
| "level of information about the European dimension in education" | Zagreb | 207 | 3,41 | 1,421 | F(5,429)=3,636 | 0,003 | 0,011 | 3>5 |
| | Split | 5 | 2,80 | 2,049 | | | | |
| | Rijeka | 53 | 3,81 | 1,345 | | | | |
| | Osijek | 61 | 3,07 | 1,515 | | | | |
| | Zadar | 83 | 2,95 | 1,577 | | | | |

Table 32: Analysis of variance (ANOVA) on the variable "the level of information about the European dimension in education" with regard to the university at which the study programme of Pedagogy was completed

Even though in the previous question the participants rated the sources of information which provided them with the minimum or maximum amount of information, those results do not sufficiently inform about the actual quantity of acquired information. Therefore, Table 31 shows the results related to the assessment of the level of information about the European dimension in education.

Table 31: Assessment of the level of information about the European dimension in education

| Level of information about the European dimension in education | | f | % |
|--|--|-----|------|
| I am not informed at all. | | 5 | 1,5 |
| My level of information is low. | | 58 | 18,0 |
| My level of information is average. | | 180 | 55,7 |
| My level of information is very good. | | 71 | 22,0 |
| My level of information is excellent. | | 9 | 2,8 |

It can be concluded that the largest percentage of participants (55.7%) assess that their level of information is average, while ¼ of the participants rate their level of information about the European dimension in education as very good and excellent. The remaining just under 20% of the participants assess that their level of information about the European dimension in education is low or that they are not informed at all about the European dimension in education, which could be considered as a challenge for the implementation of the European dimension in education in schools.

The ANOVA analysis of variance and the Bonferroni test of statistical significance were used to determine the presence of the statistically significant difference between the participants' responses with regard to the objectives of the given independent variable. A statistical significance was observed on the independent variable "the university at which the study programme of Pedagogy was completed" (Table 32).

The analysis of variance (ANOVA) and the Bonferroni test for the evaluation of statistical significance have shown that the participants with the fewest years of work experience differ in a statistically significant manner from all the other groups of participants when it comes to the assessment of the connection between the study programme and the level of information about the European dimension. Their assessment is higher in a statistically significant manner ($M=3.41$) when compared to the other participants, which suggests that the recent study programmes of Pedagogy have a larger presence of the EDE content. Furthermore, the participants with more than 20 years of work experience use the radio, television, and newspaper as the source of information significantly more ($M=3.59$) than the participants with less than five years of work experience ($M=3.07$).

A statistically significant age factor in the assessment of the importance of the study programme as the source of information about the European dimension is once more observable in Table 30. The table shows the results of the analysis of variance (ANOVA) and the Dunnett's test for the assessment of statistical significance, which was in this case used because the condition of the homogeneity of variance was not met.

Table 30: Analysis of variance (ANOVA) on the variables "study programme" and "as the source of information" with regard to the participants' age

| Dependent variable | Age groups | n | M | SD | F-ratio | p | η^2 | Difference between groups |
|--|------------|-----|------|-------|-------------------|-------|----------|---------------------------|
| "study programme as the source of information" | 24 - 29 | 102 | 3,53 | 1,994 | $F(4,430)=19,553$ | 0,000 | 0,154 | 1>2, 3, 4, 5 |
| | 30 - 39 | 101 | 2,49 | 1,331 | | | | |
| | 40 - 49 | 65 | 2,03 | 0,883 | | | | |
| | 50 - 59 | 134 | 2,13 | 0,921 | | | | |
| | 60 - 65 | 33 | 2,27 | 1,126 | | | | |

The participants who completed their studies recently (under the age of 30) evaluated the study programme as a more significant source of information when compared to the other age groups of participants. This result is supported by the fact that the age factor explains around 15.4% of the dependent variable's variance, which means that its influence on the final variable is average. Nevertheless, it should be emphasized that only around 16% of the participants concluded that they obtained a large amount, or the largest amount of information through the study programmes.

which means that they view the contribution of study programmes to the information dissemination about the European dimension with a considerable temporal detachment. This once again points to the existing need for the analysis of the current study programmes in order to determine the extent to which the education of educational specialists matches the needs of the European Union.³⁷

Furthermore, on the variables "study programme" and "the media" (radio, television, newspaper) as the source of information, a statistically significant difference in the participants' responses was detected with regard to their work experience (Table 29).

Table 29: Analysis of variance (ANOVA) on the variables "study programme" and "the media" as the sources of information with regard to the participants' work experience

| Dependent variable | Work experience | N | M | SD | F-ratio | p | η^2 | Difference between groups |
|---|-----------------|-----|------|-------|---------------------|-------|----------|---------------------------|
| "study programme" as the source of information" | 1 - 5 | 130 | 3,41 | 1,952 | $F(4,430) = 19,594$ | 0,000 | 0,154 | $1 > 2,3,4,5$ |
| | 6 - 15 | 97 | 2,23 | 1,056 | | | | |
| | 16 - 25 | 78 | 2,22 | 1,052 | | | | |
| | 26 - 35 | 106 | 2,09 | 0,879 | | | | |
| | 36 - 42 | 24 | 3,41 | 0,859 | | | | |
| "the media as the source of information" | 1 - 5 | 130 | 3,07 | 1,662 | $F(4,430) = 4,589$ | 0,001 | 0,041 | $3 > 1,2$ |
| | 6 - 15 | 97 | 2,91 | 1,521 | | | | |
| | 16 - 25 | 78 | 3,82 | 1,734 | | | | |
| | 26 - 35 | 106 | 3,44 | 1,674 | | | | |
| | 36 - 42 | 24 | 3,75 | 1,726 | | | | |

³⁷ As a contribution to the analysis of study programmes, Ledić and Turk (2013) highlight particular courses at the study programmes of Pedagogy at the Croatian universities which offer a (potential) contribution to the introduction of the European topics into education. At the graduate level, the Faculty of Humanities and Social Sciences in Zagreb offers courses such as *interculturalism and education*, *Basics of intercultural pedagogy*, *Children's rights in education and Human rights and civic education*. At the undergraduate level, the Faculty of Humanities and Social Sciences in Rijeka offers the course *Education for peace and tolerance*. At the undergraduate level, the Faculty of Humanities and Social Sciences in Split offers the course *Education for civic society*, while at the graduate level it offers the courses – *Education for human rights*, *Education and globalization processes and Education and intercultural context*. At the undergraduate level, the Faculty of Humanities and Social Sciences in Osijek offers the course *intercultural pedagogy*, while the Department of Pedagogy at the University of Zadar offers the course *intercultural values of tourism* as part of their graduate programme. It should also be noted that three study programmes of Pedagogy in Croatia offer courses which cover wider European topics. The study programme of Pedagogy at the Faculty of Humanities and Social Sciences in Zagreb offers the course *European education*, the Faculty of Humanities and Social Sciences in Rijeka the course *European dimension in education*, while the Department of Pedagogy at the University of Zadar offers the course *Education in the context of European values*.

information about the European dimension in education. Almost 70% of the participants stated that they received very little or no information at all about the European dimension in education through their studies, or the content of university classes. These results confirm the results of the previously conducted research (Ledić, Stanić & Turk, 2013; Turk & Ledić, 2014), which point to a low level of contribution by the university-level education/study programme of Pedagogy to mastering the competencies required for the implementation of the EDE content into the everyday professional activities of educational specialists. Additionally, the fact that the European dimension is a relatively recent topic in education in the national context should not be disregarded. However, it is necessary to be persistent in the implementation of this content into the study programmes, as well as the professional development programmes intended for (school) educational specialists in the Republic of Croatia.

A valid reason for the weak representation of the topics related to the European dimension in the study programmes of Pedagogy could be connected to the average age of participants. However, this does not signify that the question of the EDE's presence in the study programmes will not remain an open topic for future research. This is supported by the results shown in Table 28, which demonstrate that the students of the study programme of Pedagogy at the University of Zadar rate the contribution of the study programme, and the content of classes to the information dissemination about the European dimension of education as significantly lower than the students who completed their studies at the University of Rijeka or Zagreb (Table 28).

Table 28: Analysis of variance (ANOVA) on the variable "study programme" as the source of information with regard to the university at which the study programme of Pedagogy was completed

| Dependent variable | University | N | M | SD | F-ratio | p | η^2 | Difference between groups |
|--|------------|-----|------|-------|----------------|-------|----------|---------------------------|
| "Study programme as the source of information" | Zagreb | 207 | 2,68 | 1,502 | F(5,429)=4,609 | 0,000 | 0,051 | 5>1, 3 |
| | Split | 5 | 3,40 | 2,510 | | | | |
| | Rijeka | 53 | 2,94 | 1,622 | | | | |
| | Osijek | 61 | 2,54 | 1,467 | | | | |
| | Zadar | 83 | 2,07 | 1,124 | | | | |

A statistically significant difference in the participants' responses suggests that the European topics are insufficiently represented in the content of the study programme of Pedagogy at the University of Zadar, which is confirmed by a relatively low average score (M=2,07). The fact that study programmes change on an annual basis should be taken into account, as well as the information that more than 2/3 of the participants who form the research sample have a minimum number of five years of professional experience,

The most important source of information for the participants is the Internet since more than half of the participants (56.6%) stated that they obtained a lot of or the most information about the European dimension through the Internet. The results point to a very weak contribution of the study programme of Pedagogy to the dissemination of

| Sources of information | | | | | % (n=323) | | | | |
|--|--|--|--|--|-----------|------|------|------|------|
| | | | | | 1 | 2 | 3 | 4 | 5 |
| The media (radio, television, newspaper) | | | | | 12,1 | 15,8 | 32,8 | 29,4 | 9,9 |
| The Internet | | | | | 4,3 | 8,1 | 31,0 | 36,5 | 20,1 |
| Books, flyers, brochures | | | | | 12,4 | 21,4 | 32,8 | 26,6 | 6,8 |
| Workplace (from colleagues, at teaching staff meetings and class/teacher councils) | | | | | 14,3 | 20,1 | 32,5 | 23,8 | 9,3 |
| Study programme – through the content of university classes | | | | | 49,5 | 19,8 | 14,6 | 6,5 | 9,6 |
| Professional development / seminars | | | | | 9,9 | 15,5 | 28,2 | 29,1 | 17,3 |

Table 27: Sources of information about the European dimension in education

The sources of information about the European dimension in education are shown in Table 27.

| Have you ever encountered the expression "European dimension in education"? | | f | | % | |
|---|-----|------|--|---|--|
| Yes | 323 | 74,3 | | | |
| No | 112 | 25,7 | | | |

Table 26: Familiarity with the expression "European dimension in education"

Table 26 shows the percentage of participants who have encountered or have never encountered the expression *European dimension in education*. It is evident that a high percentage of the participants (74.3%) have encountered the expression *European dimension in education* through their work, while 25.7% have never encountered the expression. In education (sources of information about the European dimension in education, a definition of the European dimension in education, attitudes toward the European dimension in education and possibility of undertaking the topic of the European dimension in education). The participants who responded negatively were not given additional questions about the European dimension; that is, during the online survey those questions were automatically omitted.

Table 25: Relationship between the tendency to live, complete education, and work in the European Union, and the participants' work experience

| Work experience | Continue with education / professional development | | Work temporarily | | Work entire working life | | Reside permanently | | |
|-----------------|--|------------------------|------------------|-------------------------|--------------------------|--|--------------------|------|--|
| | YES | NO | YES | NO | YES | NO | YES | NO | |
| | % | | % | | % | | % | | |
| 24 - 29 | 85,4 | 14,6 | 77,7 | 22,3 | 18,5 | 81,5 | 18,5 | 81,5 | |
| 30 - 39 | 79,4 | 20,6 | 70,1 | 29,9 | 18,6 | 81,4 | 20,6 | 79,4 | |
| 40 - 49 | 71,8 | 28,2 | 61,5 | 38,5 | 10,3 | 89,7 | 14,1 | 85,9 | |
| 50 - 59 | 43,4 | 56,6 | 45,3 | 54,7 | 5,7 | 94,3 | 11,3 | 88,7 | |
| 60 - 65 | 20,8 | 79,2 | 12,5 | 87,5 | 0,0 | 100,0 | 4,2 | 95,8 | |
| CORRELATION | | chi-square test: | | Cramer's V coefficient: | | correlation is not statistically significant | | | |
| | | $\chi^2(4,435)=78,128$ | | $\chi^2(4,435)=53,593$ | | $\chi^2(4,435)=15,352$ | | | |
| | | p=0,000 | | p=0,000 | | p=0,004 | | | |
| | | CV=0,424 | | CV=0,351 | | CV=0,188 | | | |
| | | p=0,000 | | p=0,000 | | p=0,004 | | | |

In this case, an effect size is obtained from the Cramer's V correlation coefficient, and it points to a conclusion that the connection between the participants' work experience and their desire to continue education and temporarily work in a foreign country is of medium strength (CV=0.42 and 0.35), and the connection with the desire to work abroad for their entire working lives is weak (CV=0.18). A statistically significant connection between the variable of work experience, and the desire to permanently live in a foreign country was not detected. On the basis of the percentages, it is evident that the participants with fewer years of work experience demonstrate a larger willingness for a short-term relocation abroad than the participants with more years of work experience, while they are all in agreement when it comes to the (non)relocation abroad with the purpose of permanent residence and employment.

4.6.2. Attitudes of educational specialists toward the European dimension in education

The second part of the survey questionnaire was focused on examining the educational specialists' attitudes toward the European dimension in education. The first question in this part of the research determined the further course of questioning in the questionnaire. The participants who responded positively to the question "Have you ever encountered the expression *European dimension in education*?" were given five additional questions in the survey questionnaire related to the European dimension

Analysis of the results presented in Table 24 demonstrates that the interest in education and professional development, as well as the permanent residence in the European Union declines with regard to the participants' age. The groups of participants under 50 years of age show a desire for the possibility of the continuation of education and professional development in the European Union (70% of the participants within the first three age groups agreed with the claim), and the percentage of older participants who are open to that possibility is also high (49.5% of the participants aged 50 to 59, and 30.3% of the participants over the age of 60). A possibility of temporary employment in the EU member states is also best accepted among the younger participants, which is evident from the information that almost 80% of the participants under the age of 40 express a desire to temporarily work in one of the EU countries. In questions related to the permanent employment and residence in the EU, almost 80% of the participants within all age groups do not demonstrate the desire to leave Croatia. However, (minimal) differences in the percentages of the obtained responses with regard to the participants' age can be detected. Taking into account the overall state of the Croatian society and the phenomenon of 'brain drain', data that over 80% of the participants under the age of 30 do not wish to permanently leave Croatia with the goal of living and working in foreign countries are somewhat surprising, since a larger percentage of participants willing to leave Croatia could have been expected. Nevertheless, the fact that young people mostly go abroad in search of employment should be taken into account, while the participants in this research are already employed, which can be one of the reasons for a weaker interest in going abroad with the purpose of permanent employment.

A very similar distribution of responses is evident in Table 25 which shows the relationship between the variables related to the tendency for education and work, and the participants' work experience.

desires for a specific form of training would be met in part, and it would enable them to enjoy the benefits that the European Union offers through its programmes, projects, and competitions intended for the educational professionals of the member states.

Although the survey questionnaire did not ask the participants to name the country in which they would like to complete education or work temporarily, it can be assumed that their choice would be the Central Europe countries, as similar studies indicate. For example, the Eurobarometer research from 2015 on the representative sample of Croatian citizens has shown that half of the respondents (54,8%) were of the opinion that Croatia should predominantly collaborate with the Central European countries, primarily with Germany and Austria.³⁶

On the basis of the Pearson's chi-square test and Cramer's V correlation coefficient, a statistically significant connection was confirmed between the independent variables of age and work experience, and the desire to complete education, work and live in the European Union.

Research results shown in Table 24 demonstrate that the said connection is of average strength on the variables "continue with education and professional development" and "work temporarily" (CV=0.39; 0.35), while on the variables "work entire working life" and "reside permanently" the connection is statistically small (CV=0.21 and 0.16).

Table 24: Connection between the tendency to live, complete education, and work in the European Union with regard to the participants' age

| Age groups | Continue with education/professional development | | Work temporarily | | Work entire working life | | Reside permanently | | |
|-------------------------|--|------------------------|------------------------|------------------------|--------------------------|-------|--------------------|------|--|
| | YES | NO | YES | NO | YES | NO | YES | NO | |
| 24 - 29 | 85,3 | 14,7 | 79,4 | 20,6 | 18,6 | 81,4 | 15,9 | 81,6 | |
| 30 - 39 | 83,2 | 16,8 | 77,2 | 22,8 | 21,8 | 78,2 | 22,8 | 77,2 | |
| 40 - 49 | 73,8 | 26,2 | 49,2 | 50,8 | 6,2 | 93,8 | 9,2 | 90,8 | |
| 50 - 59 | 49,3 | 50,7 | 51,5 | 48,5 | 8,2 | 91,8 | 13,4 | 86,6 | |
| 60 - 65 | 30,3 | 69,7 | 24,2 | 75,8 | 0,0 | 100,0 | 3,0 | 97,0 | |
| chi-square test: | | $\chi^2(4,435)=68,697$ | $\chi^2(4,435)=53,575$ | $\chi^2(4,435)=20,249$ | $\chi^2(4,435)=11,611$ | | | | |
| Cramer's V coefficient: | | p=0,000 CV=0,397 | p=0,000 CV=0,351 | p=0,000 CV=0,21 | p=0,020 CV=0,16 | | | | |

³⁶ Source: Piliar's Barometer of Croatian Society, Retrieved 1 September 2015, from: <http://barometar.piliar.hr/rezultati-2015/2015-07-01-12-32-50/me%C4%91unaronada-sura.dnija.html>

The results indicate that a high percentage of educational specialists want to continue their education / professional development (67,8%), or temporary employment/work (61,6%) in one of the European Union member states. Nevertheless, a small percentage of participants would be ready for permanent employment (12,9%), or permanent residence (15,6%) in one of the EU member states. It should be noted that the sample consists of a relatively high percentage of participants over the age of 50 (38,4%), so it is not surprising that a relatively small number of educational specialists would be willing to permanently leave Croatia in order to live or work in another country. Still, a high percentage of those who are willing to capitalize on the advantages of the EU membership is an encouraging information in the following context: an availability of mobility programmes and professional development programmes in other European countries. These data should be considered during the process of creating the professional training programme for educational specialists. In that way, their needs and

| Would you like to do the following in one of the EU member states: | | f | % | f | % |
|--|--|-----|------|-----|------|
| | | YES | | NO | |
| Continue with education / professional development. | | 295 | 67,8 | 140 | 32,2 |
| Work temporarily. | | 268 | 61,6 | 167 | 38,4 |
| Work entire working life. | | 56 | 12,9 | 379 | 87,1 |
| Reside permanently. | | 68 | 15,6 | 367 | 84,4 |

Table 23: Tendency to live, complete education, and work in the European Union

By combining the response categories 4 (I agree) and 5 (I completely agree), it is evident that the largest percentage of participants, no less than 71,2%, believe that Croatias' expectations from the European Union membership are too large. On the other hand, it should be noted that the participants do not view the European Union as a threat to the national identity (54,7% of the participants agreed), and the Croatian sovereignty (59,8%). It can be concluded that educational specialists are aware that the EU membership does not mark a loss of national characteristics and values, nor the limitations in the process of decision-making on the national level, although they recognize the possibility of the economic exploitation of Croatia as one of the risks of the EU membership, the claim that 47,1% of the participants agreed with.

Statistical analysis (T-test and ANOVA) has not shown a statistically significant difference in the participants' responses on the variables relating to the challenges of the Croatian membership in the European Union with regard to the independent variables (age, school of employment, years of work experience, and the university at which the study programme of Pedagogy was completed), since the obtained F-ratios were not statistically significant. The participants' opinions on the questions of education, work, and life in general in the EU member states are shown in Table 23.

It is interesting that in all five claims, a statistically significant difference was detected between the first and the third group of participants distributed according to the years of work experience. The participants with over 15 years of work experience demonstrate a greater degree of agreement which is statistically significant with the claims that the European Union contributes to a better and higher quality education, better protection of civil and minority rights, a higher standard of living, faster democratization of the society, and a higher level of the familiarization with other peoples' religions and cultures, in comparison to the participants with the fewest years of work experience. One of the possible reasons why the participants with 16 to 25 years of work experience differ in a statistically significant manner from the other groups is precisely their specific work experience. Namely, it is a group of participants who have a rich (multiyear) experience of working in schools, but who also have a relatively large number of years left of working in schools, during which they can participate in the shaping of the educational system. Considering their positive view on the advantages of the Croatian membership in the EU, this group of educational specialists can be detected as the potential active bearers of changes when it comes to the introduction of the (European) ideas into schools. Although it is evident from the responses' arithmetic means that the most experienced participants give the highest estimations to offered claims, they cannot be considered the bearers of (long-term) changes precisely because of their temporally limited professional work in schools.

Table 22 shows the participants' attitudes about the challenges of the Croatian membership in the EU.

Table 22: Challenges of the Croatian membership in the European Union

| Claims | % | | | | | M | SD |
|--|------|------|------|------|------|------|-------|
| | 1 | 2 | 3 | 4 | 5 | | |
| By becoming a member of the EU, Croatia becomes dependent on the developed European countries (culturally, politically, and economically). | 2,8 | 11,5 | 40,7 | 31,0 | 14,0 | 3,42 | 0,960 |
| With Croatia's accession to the EU, the possibility of Croatia's economic exploitation is higher. | 1,6 | 13,3 | 37,9 | 31,0 | 16,1 | 3,47 | 0,968 |
| Croatian membership in the EU is a threat to the Croatian national identity and culture. | 24,6 | 30,1 | 27,1 | 11,7 | 6,4 | 2,45 | 1,168 |
| Croatian membership in the EU is an infringement of Croatian national sovereignty. | 30,1 | 29,7 | 23,2 | 11,7 | 5,3 | 2,32 | 1,173 |
| Croatia's expectations from the EU membership are too large. | 0,2 | 4,4 | 24,1 | 43,4 | 27,8 | 3,94 | 0,845 |

Table 21: Analysis of variance (ANOVA) on the variables related to the advantages of the EU membership with regard to the participants' work experience

| Dependent variables | Work experience | n | M | SD | F-ratio | p | η^2 | Difference between groups |
|--|-----------------|-----|------|-------|----------------|-------|----------|---------------------------|
| "better and higher quality education" | 1 - 5 | 130 | 2,89 | 1,029 | F(4,430)=4,298 | 0,002 | 0,038 | 3>1, 2 |
| | 6 - 15 | 97 | 2,98 | 1,145 | | | | |
| | 16 - 25 | 78 | 3,45 | 0,976 | | | | |
| | 26 - 35 | 106 | 3,17 | 0,920 | | | | |
| | 36 - 42 | 24 | 3,25 | 0,794 | | | | |
| "better protection of civil and minority rights" | 1 - 5 | 130 | 3,38 | 0,926 | F(4,430)=3,486 | 0,008 | 0,031 | 3>1 |
| | 6 - 15 | 97 | 3,39 | 1,046 | | | | |
| | 16 - 25 | 78 | 3,78 | 0,878 | | | | |
| | 26 - 35 | 106 | 3,60 | 0,983 | | | | |
| | 36 - 42 | 24 | 3,83 | 0,761 | | | | |
| "higher standard of living" | 1 - 5 | 130 | 2,41 | 0,946 | F(4,430)=7,106 | 0,000 | 0,062 | 3>1, 2 5>1, 2 |
| | 6 - 15 | 97 | 2,42 | 0,945 | | | | |
| | 16 - 25 | 78 | 3,00 | 0,967 | | | | |
| | 26 - 35 | 106 | 2,69 | 1,008 | | | | |
| | 36 - 42 | 24 | 3,08 | 0,974 | | | | |
| "faster democratization of the society" | 1 - 5 | 130 | 2,75 | 0,883 | F(4,430)=9,359 | 0,000 | 0,080 | 1>3, 4, 5 2>4, 5 |
| | 6 - 15 | 97 | 2,84 | 0,997 | | | | |
| | 16 - 25 | 78 | 3,44 | 0,961 | | | | |
| | 26 - 35 | 106 | 3,21 | 1,039 | | | | |
| | 36 - 42 | 24 | 3,46 | 0,884 | | | | |
| "higher level of the familiarization with other peoples' religions and cultures" | 1 - 5 | 130 | 3,18 | 0,955 | F(4,430)=5,268 | 0,000 | 0,047 | 1>3, 4 3>2 |
| | 6 - 15 | 97 | 3,27 | 0,963 | | | | |
| | 16 - 25 | 78 | 3,71 | 0,927 | | | | |
| | 26 - 35 | 106 | 3,54 | 0,997 | | | | |
| | 36 - 42 | 24 | 3,71 | 0,806 | | | | |

| | | | | |
|--|---------|-----|------|-------|
| "a higher level of familiarity with other peoples' religions and cultures" | 24 - 29 | 102 | 3,19 | 0,887 |
| | 30 - 39 | 101 | 3,24 | 1,001 |
| | 40 - 49 | 65 | 3,54 | 1,047 |
| | 50 - 59 | 134 | 3,59 | 0,936 |
| | 60 - 65 | 33 | 3,67 | 0,957 |
| F(4,430)=4,258 | | | | |
| 0,002 | | | | |
| 0,038 | | | | |
| 4>1 | | | | |

The difference was detected between the first (24 – 29) and fourth (50 – 59) age group. It is evident that the older participants demonstrate a larger degree of agreement with the claims related to a "higher standard of living" (M=2,77) and a "higher level of familiarity with other peoples' religions and cultures" (M=3,59) compared to the youngest group of participants. This indicates a connection between higher age and a more positive attitude toward the European Union. The highest number of statistically significant differences between the participants' age groups was detected in the claim "the EU membership brings faster democratization to the Croatian society". However, here it is also apparent that the degree of agreement is lower in the younger participants and higher in the older participants. On the basis of the presented results, it is possible to conclude that the younger educational specialists show a higher level of Euroscepticism in comparison to the older participants. These findings are particularly challenging considering the professional future of educational specialists, as well as their role in the educational process. In such circumstances it is difficult to expect that those who should be in charge of implementing the content related to the European Union into the daily educational activities, as well as in charge of informing the students, parents and other educational professionals about the changes and policies at the EU level, would actually perform the aforementioned. In that context, the role of the initial education of educational specialists, and the need for strengthening these and similar topics in the study programmes of Pedagogy in the Republic of Croatia is highlighted, in order for the future (school) educational specialists to be prepared to adequately respond to the (newly arisen) requirements of the educational/school labour market, its needs and demands.

Furthermore, the analysis of variance (ANOVA) with the application of the Bonferroni post hoc test has shown a statistically significant difference in the participants' responses to five of the total of ten claims about the advantages of the EU membership, analysed with regard to the participants' work experience (Table 21).

EU membership, 61.2% of the Croatian citizens think that it is best for Croatia to stay in the eurozone in the future.³⁵

It is interesting to point out that in the combined categories 1 (1 completely disagree) and 2 (1 disagree), 42.5% of the participants express a negative opinion on the claim related to a higher standard of living as an implication of the Croatian membership in the EU. The results of research conducted prior to Croatia's accession to the EU indicate that 66% of the citizens expected a higher standard of living as a consequence of the membership, and as high as 75% expected a general progress (Stulhofer, 2006). However, an assumption can be made that the experiences of new member states in the European Union, and especially an economic crisis which had a negative impact on some of the European Union member states (e.g., Greece, Spain, Ireland) resulted in a negative change of attitude.

With the analysis of variance (ANOVA) and the application of the Bonferroni post hoc test, a statistically significant difference was detected in the participants' responses on several variables related to the "advantages of the EU membership" with regard to their age (Table 20).

Table 20: Analysis of variance (ANOVA) on the variables relating to the advantages of the EU membership – a "higher standard of living," "faster democratization of society," and a "higher level of familiarity with other peoples' religions and cultures" with regard to the participants' age

| Dependent variables | Age groups | n | M | SD | F-ratio | p | η^2 | Difference between groups |
|-------------------------------------|------------|-----|------|-------|----------------|-------|----------|---------------------------|
| "a higher standard of living" | 24 - 29 | 102 | 2,38 | 0,965 | F(4,430)=4,361 | 0,002 | 0,039 | 4>1 |
| | 30 - 39 | 101 | 2,46 | 0,954 | | | | |
| | 40 - 49 | 65 | 2,82 | 0,967 | | | | |
| | 50 - 59 | 134 | 2,77 | 0,996 | | | | |
| | 60 - 65 | 33 | 2,91 | 1,042 | | | | |
| "faster democratization of society" | 24 - 29 | 102 | 2,72 | 0,813 | F(4,430)=9,167 | 0,000 | 0,079 | 1>3, 4, 5 2>4, 5 |
| | 30 - 39 | 101 | 2,80 | 1,039 | | | | |
| | 40 - 49 | 65 | 3,22 | 1,023 | | | | |
| | 50 - 59 | 134 | 3,25 | 0,979 | | | | |
| | 60 - 65 | 33 | 3,58 | 0,969 | | | | |

³⁵ Source: Piliars Barometer of Croatian Society, Retrieved 23 August 2015, from: <http://barometar.piliars.hr/rezultati-2015/2015-07-01-12-32-50/%C4%BDplanstvo-u-eu.html>

Table 19 shows the participants' attitudes about the advantages of the Croatian membership in the European Union.

Table 19: Advantages of the Croatian membership in the European Union

| Claims | % | | | | | M | SD |
|---|------|------|------|------|------|------|-------|
| | 1 | 2 | 3 | 4 | 5 | | |
| I support the Croatian membership in the EU. | 5,1 | 9,9 | 29,7 | 29,9 | 25,5 | 3,61 | 1,119 |
| Croatia derives great benefit from the EU membership. | 8,5 | 17,2 | 48,5 | 20,7 | 5,1 | 2,97 | 0,961 |
| Being part of wider integrations and associations is important for Croatia as a small country. | 3,4 | 4,1 | 33,6 | 41,8 | 17,0 | 3,65 | 0,927 |
| EU membership brings better and higher quality education to Croatia. | 6,9 | 20,2 | 36,1 | 29,7 | 7,1 | 3,10 | 1,026 |
| EU membership brings better employment possibilities to Croatia. | 3,0 | 14,5 | 32,4 | 36,8 | 13,3 | 3,43 | 0,991 |
| EU membership brings better protection of civil and minority rights to Croatia. | 2,8 | 9,7 | 34,9 | 36,8 | 15,9 | 3,53 | 0,963 |
| EU membership brings a higher standard of living to Croatian citizens. | 14,9 | 27,6 | 40,5 | 14,3 | 2,8 | 2,62 | 0,993 |
| EU membership brings faster democratization of the Croatian society. | 6,7 | 21,1 | 40,2 | 25,3 | 6,7 | 3,04 | 0,999 |
| EU membership brings a higher level of familiarity with other peoples' religions and cultures to Croatia. | 3,4 | 12,9 | 34,7 | 37,0 | 12,0 | 3,41 | 0,974 |

From the total number of nine claims, a tendency of giving middle responses was detected in four, while the remaining five claims demonstrate a very high degree of agreement in categories 4 (I agree) and 5 (I completely agree). These data indicate that educational specialists recognize the benefits of the Croatian membership in the EU, and the largest percentage of participants (58,8%) agree that it is important for Croatia as a small country to be part of wider integrations and associations. If the population of educational specialists is compared to the Croatian average, it is apparent that educational specialists do not vary from the Croatian average when it comes to the question of the Croatian membership in the EU. When the participants' responses indicating a high degree of agreement on a Likert scale are combined – 4 (I agree) and 5 (I completely agree), it is evident that 55,4% of the participants support the Croatian membership in the EU. According to the Eurobarometer results, after two years of the

In the claims that the EU represents a "better future for young people," "guaranteed permanent peace" and a "means to improve economic situation," the participants with over 15 years of work experience demonstrate a greater degree of agreement on average ($M=3.83; 3.24; 3.37$) compared to a group of participants with 15 or less years of work experience ($M=3.42; 2.27; 2.93$). On the basis of the greater degree of agreement with these claims, it can be concluded that the participants with more years of work experience have a more positive perception of the European Union. However, similar to the previous example, on the basis of the eta coefficient it can be concluded that the work experience variable has a small influence on the opinion about stated claims.

| Dependent variables | Work experience | n | M | SD | F-ratio | p | η^2 | Difference between groups |
|---|-----------------|-----|------|-------|------------------|-------|----------|---------------------------|
| "Better future for young people" | 1 - 5 | 130 | 3,55 | 0,989 | $F(4,430)=2,787$ | 0,026 | 0,025 | 3>2 |
| | 6 - 15 | 97 | 3,42 | 0,998 | | | | |
| | 16 - 25 | 78 | 3,83 | 0,874 | | | | |
| | 26 - 35 | 106 | 3,68 | 0,879 | | | | |
| | 36 - 42 | 24 | 3,88 | 0,992 | | | | |
| "Guaranteed permanent peace in the EU" | 1 - 5 | 130 | 2,89 | 1,029 | $F(4,430)=3,116$ | 0,015 | 0,028 | 3>2 |
| | 6 - 15 | 97 | 2,78 | 1,092 | | | | |
| | 16 - 25 | 78 | 3,24 | 1,107 | | | | |
| | 26 - 35 | 106 | 3,08 | 1,052 | | | | |
| | 36 - 42 | 24 | 3,33 | 1,049 | | | | |
| 'A means to improve economic situation' | 1 - 5 | 130 | 3,00 | 0,956 | $F(4,430)=2,958$ | 0,020 | 0,027 | 3>2 |
| | 6 - 15 | 97 | 2,93 | 0,992 | | | | |
| | 16 - 25 | 78 | 3,37 | 0,941 | | | | |
| | 26 - 35 | 106 | 3,17 | 0,931 | | | | |
| | 36 - 42 | 24 | 3,00 | 0,834 | | | | |

Table 18: Analysis of variance (ANOVA) on the variables marking the EU as a "better future for young people," "permanent peace" and a "means to improve economic situation," with regard to the participants' work experience

invalid responses (e.g., "don't know"), and it is not possible to interpret the remaining six comments as markedly negative or markedly positive; for example: "An opportunity we will maybe take advantage of, and maybe we won't."

The participants' perceptions of the European Union were analysed from the aspect of independent variables, and statistically significant differences in the participants' responses were detected with regard to age (Table 17), and work experience (Table 18). Table 17 shows the results of the one-way analysis of variance (ANOVA) and the differences in the participants' responses obtained on the basis of the Bonferroni post hoc test. The table demonstrates that the older participants (aged 50 to 59) show a greater degree of agreement with the claim that the European Union guarantees permanent peace, which is statistically significant ($M=3.20$) when compared to the younger participants (aged 30 to 39) ($M=2.73$). The results indicate that the older participants have a more positive attitude than the younger participants, and that the older participants are more inclined to have a positive opinion about the EU compared to the younger participants, which has already manifested in the question about the general view of the European Union (see Table 13). However, it should be pointed out that, statistically, the age variable explains a small influence on the stated claim (2.4%).

Table 17: Analysis of variance (ANOVA) on the variable "Guaranteed permanent peace in the EU" with regard to the participants' age

| Dependent variable | A | n | M | SD | F-ratio | η^2 | Difference between groups |
|--|---------|-----|------|-------|------------------|----------|---------------------------|
| "Guaranteed permanent peace in the EU" | 24 - 29 | 102 | 2,90 | 0,980 | $F(4,430)=2,614$ | 0,035 | 4>2 |
| | 30 - 39 | 101 | 2,79 | 1,089 | | | |
| | 40 - 49 | 65 | 2,98 | 1,205 | | | |
| | 50 - 59 | 134 | 3,20 | 1,017 | | | |
| | 60 - 65 | 33 | 3,18 | 1,158 | | | |

Table 18 also shows the results of the one-way analysis of variance (ANOVA) and the differences in the participants' responses obtained on the basis of the Bonferroni post hoc test. A statistically significant difference in the responses of two subject groups was detected, those of the participants with 6 to 15 years of work experience, and the participants with 16 to 25 years of work experience.

protection of civil rights (51.8%). When it comes to the perception of the European Union as a danger of the loss of cultural diversity, the participants are divided in their opinions. Almost half of the participants (48.5%) disagree or completely disagree with the stated claim, 28.3% of the participants did not select extreme positions, while 23.2% of the participants expressed agreement or extreme agreement with the stated claim. A similar distribution can be seen in the responses to the question about the perception of the European Union as a utopian idea.

Prior to Croatia's accession to the European Union, the literature partly indicated the tendency toward Euroscepticism among the Croatian citizens with regard to some aspects of the European Union and its influence on the national integrity (Caldarovic, 2005; Kamenov et al. (2005); Stulhofer, 2006; Blanusa, 2007; Skoko, 2007; Zorko, 2008; Kersan-Skabic & Tomić, 2009; Pilić, Brstilo, Matić; 2009), Kamenov et al. (2005) examine the relationship between the national and European identity, and the attitudes of the citizens of Zagreb and Novi Sad toward European integrations. The research results reveal mildly negative attitudes which are equally present in both samples. Skoko (2007) presents the results of the public opinion survey which show that 14% of the respondents have negative thoughts about the expression "European Union," around 7% associate the EU with a better future, and 7% with something positive. Other associations in the aforementioned research are so diverse and individual that it is not possible to integrate them by content, and they do not represent a significant percentage of the participants' responses. The Report on the Quality of Life in Croatia from 2007 to 2012 provides interesting data related to the perception of the future. The research shows that during that time the majority of Croats were optimistic about the future, and the level of optimism was especially high among the vulnerable groups (retirees, unemployed...) who had higher expectations from the accession of Croatia to the EU. In the context of the research conducted among the population of educational specialists, it can be noted that the perceptions about the European Union are mostly positive and that a significant negative attitude toward the EU was not detected. It should be emphasized once more that the largest percentage of participants agree that the EU provides better opportunities for young people, and opportunities for living and working within and without the Croatian borders, which implies that educational specialists perceive the EU as a possible way out of the existing problems and the crisis within the Croatian society. An analysis of open-ended responses included the responses of 37 participants (around 8%) who explained what the European Union represented for them, but was not covered in the defined categories. From that, 13 comments are markedly negative (e.g., "Securing government employment for the lazy through favoritism and at the expense of the manufacturing workers" or "The only hope that the primitive Balkan cesspool arisen from the European trash collected through the centuries in the Croatian military border and the surrounding area will one day emerge into a moderately civilized area"). Ten comments in total are markedly positive (e.g., "I think that the EU offers a better future for the young people who work and want to improve – young educated people first and foremost" or "Finding a mutual solution to global problems: poverty, emigration, economic growth, ecological problems"). There are eight comments in the group of

European Union on everyday life" (Table 15) does not show a statistically significant difference in the participants' responses in relation to the independent variables (age, school of employment, years of work experience and the university where the study programme of Pedagogy was completed), since the obtained F-ratios are not statistically significant.

Table 16 presents an overview of the participants' opinions about the perceptions of the European Union.

Table 16: Perceptions of the European Union

| For me, the European Union represents: | % | | | | | M | SD |
|--|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | | |

| | | | | | | | |
|---|------|------|------|------|------|------|-------|
| A better future for the young people. | 2,1 | 9,2 | 31,5 | 39,1 | 18,2 | 3,62 | 0,953 |
| New employment opportunities. | 2,5 | 10,8 | 31,3 | 40,2 | 15,2 | 3,55 | 0,960 |
| A possibility to live and work in the EU without obstacles. | 3,4 | 12,0 | 27,6 | 39,5 | 17,5 | 3,56 | 1,022 |
| Guaranteed permanent peace in the EU. | 9,0 | 20,9 | 40,7 | 19,8 | 9,7 | 3,00 | 1,074 |
| A means to improve economic situation. | 4,8 | 20,7 | 41,4 | 26,7 | 6,4 | 3,09 | 0,958 |
| Better protection of civil rights. | 4,4 | 11,3 | 32,6 | 38,2 | 13,6 | 3,45 | 1,004 |
| A lot of bureaucracy, waste of time and money. | 8,3 | 19,8 | 40,5 | 19,3 | 12,2 | 3,07 | 1,098 |
| A danger of the loss of cultural diversity. | 20,5 | 28,0 | 28,3 | 16,8 | 6,4 | 2,61 | 1,172 |
| Only a dream, a utopian idea. | 24,4 | 23,4 | 34,0 | 13,1 | 5,1 | 2,51 | 1,143 |

Adding the percentages within category 4 (I agree) and category 5 (I completely agree), leads to a conclusion that for more than half of the participants the European Union represents a better future for the young people (57.3%), a possibility to live and work in the EU without obstacles (57.0%), new employment opportunities (55.4%), and better

Statistical analysis (the t-test and ANOVA) on the variables "Interest in information about and activities in the European Union" (Table 14) and "Influence of the activities in the field of educational policies.

current events on the European Union level is of the essence, especially of those in the in the educational system, the educational specialists' familiarity with the trends and aforementioned, an assumption can be made that, with regard to the (current) changes grouped in the middle group of responses. However, and independently from the percentage of socially desirable responses, which are, in that context, predominantly to its subjectivity and individuality, this question opens up the possibility of a higher specialists' willingness to participate in politics, their respect of the civic duties, etc. Due and individual, it raises numerous other important questions, such as the educational of the influence of activities in the European Union on everyday life is very subjective influence at all, or has great influence on their everyday lives. Even though the question selected the two extreme categories, that is, they are of the opinion that the EU has no activities on their everyday lives. The remaining number of participants (around 6%) the same number of participants (21.6%) selected the weak influence of the European participants, 23.9% positioned themselves in the category of big influence, while almost can be connected to the results of the previous question. From the total number of activities in the European Union have average influence on their everyday lives, which normal distribution of results. The majority of participants (48.3%) are of the opinion that similar to the previous question, there is a tendency of giving middle responses and a

| Influence of activities in the EU on everyday life | | f | % |
|--|--|-----|------|
| No influence at all | | 18 | 4,1 |
| Weak influence | | 34 | 21,6 |
| Average influence | | 210 | 48,3 |
| Big influence | | 104 | 23,9 |
| Great influence | | 9 | 2,1 |

Table 15: Influence of activities in the European Union on everyday life

Results in Table 15 show to what degree the activities in the European Union influence the participants' everyday lives

the European Union. of them do not demonstrate a significant interest in information about and activities in of educational specialists, who can also be considered Euro-indifferent since the majority this conclusion can be connected to the results of the research conducted on the sample not especially Europhobic nor Europhilic, but primarily Euro-indifferent. In that context, Croatia's referendum on the European Union membership and stresses that Croatia is the information about, and activities in the EU. Jovic (2013) points out the results of

More than half of the participants (55.9%) rate their interest in information about, and activities in the European Union as average, while 35.2% show big interest, and 3.4% of the participants show great interest. On the other hand, 5.5% of the participants assess that their interest in the European topics and activities is weak or nonexistent. It is possible to compare these results to the research "Croatian Youth and European Integration" (Ilišin, 2005) in which the majority of participants (45.5%) also rated their level of information as average, as well as to more recent results of the research conducted on a representative sample of the Croatian citizens in which the majority of participants (48.3%) also rated their level of information as average (Ipsos, 2014). It is well known that the complexity of the European Union contributes to a more difficult understanding of its activities, which can be one of the reasons for this kind of assessment concerning

| Interest in information about and activities in the EU: | | |
|---|-----|------|
| | f | % |
| Complete lack of interest | 3 | 0,7 |
| Weak interest | 21 | 4,8 |
| Average interest | 243 | 55,9 |
| Big interest | 153 | 35,2 |
| Great interest | 15 | 3,4 |

Table 14: Interest in information about and activities in the European Union

Table 14 shows the participants' interest in information about, and activities in the European Union.

For example, the participants over 60 years of age had less confidence in the EU institutions, disagreed with the claim that member countries had equal influence in the EU institutions, indicated negative expectations related to Croatia's accession to the EU, and were less informed about the EU in comparison to other participant categories. In the results of this research, the category of participants over 60 years of age does not differ from other categories in a statistically significant manner, but it still shows the best result related to the question "General view of the EU." This result could be interpreted in the context of the professional circumstances in which educational specialists work, as well as the level of exposure to information about the EU, which they receive on an almost daily basis. Therefore, it can be concluded that they differ from the general population in that context, since the news and information about the EU are markedly closer to them, and they receive them in a "purified" form which, in most cases, is not contaminated with daily social and political turmoil, which very often does not support a well-argued and fact-based discussion.

From the research perspective, it is interesting to note that the results of this research differ from the results of a similar research conducted on the sample of the general Croatian population. Skoko (2007) analysed the results of research on the topic of the perception of the European Union among the Croatian populace conducted prior to Croatia's accession to the European Union, which demonstrated exactly the opposite:

Table 13 shows a statistically significant difference in responses between a group of older participants (aged 50 to 59), and a group of younger participants (aged 24 to 29). The older participants have a more positive view of the EU ($M=3.52$) when compared to the younger participants ($M=3.25$). Furthermore, the participants with 16 to 25 years of work experience have a better general view of the European Union ($M=3.64$), which is statistically significant when compared to the participants with up to 5 years of work experience ($M=3.29$), and the participants with 6 to 15 years of work experience ($M=3.24$). Even though data indicate that the older participants have a more positive perception of the European Union, on the basis of the obtained eta coefficient it should be noted that the age and work experience factors explain around 3.3% and 4.4% of the dependent variables' variance, which means that their influence on the dependent variable is statistically small.

| "General view of the EU" | | n | M | SD | F-ratio | p | η^2 | Difference between groups |
|--------------------------|---------|-----|------|-------|------------------|-------|----------|---------------------------|
| Age groups | 24 - 29 | 102 | 3,25 | 0,713 | $F(4,430)=3,633$ | 0,006 | 0,033 | 4>1 |
| | 30 - 39 | 101 | 3,28 | 0,776 | | | | |
| | 40 - 49 | 65 | 3,51 | 0,753 | | | | |
| | 50 - 59 | 134 | 3,52 | 0,701 | | | | |
| | 60 - 65 | 33 | 3,61 | 0,747 | | | | |
| Work experience | 1 - 05 | 130 | 3,29 | 0,762 | $F(4,430)=4,943$ | 0,001 | 0,044 | 3>1,2 |
| | 6 - 15 | 97 | 3,24 | 0,761 | | | | |
| | 16 - 25 | 78 | 3,64 | 0,702 | | | | |
| | 26 - 35 | 106 | 3,48 | 0,707 | | | | |
| | 24 | 24 | 3,63 | 0,576 | | | | |

Table 13: Analysis of variance (ANOVA) on the variable "General view of the EU" with regard to the participants' age and work experience

the independent variables (school of employment, age, years of work experience, and completed study programme of Pedagogy). The participants' general view of the European Union is shown in Table 12. The results point to a conclusion that an equal number of the participants (43.0%) have a neutral or positive view of the European Union. If the percentages of participants with a positive and very positive view of the European Union are added, the result is the total number of 47.7% of the participants, which indicates a positive general view of the European Union.

Table 12: General view of the European Union

| General view of the European Union | | f | % |
|------------------------------------|--|-----|------|
| Very negative | | 3 | 0,7 |
| Negative | | 40 | 9,2 |
| Neutral | | 187 | 43,0 |
| Positive | | 187 | 43,0 |
| Very positive | | 18 | 4,7 |

Data are surprising in part, since some previous research (conducted prior to Croatia's accession to the European Union) obtained less positive results. For example, the question of the youths' view of the European Union was the focus of Ilišin and Mendes' (2005), and their results pointed to a predominantly neutral attitude toward the European Union. Furthermore, Landripet (2012) focused on a similar question of the type of feelings that the respondents associated with the European Union and the results were similarly neutral; that is, the respondents stated that their feelings toward the EU were neither positive nor negative. Despite the fact that the neutral and positive responses are predominant in the research among the population of educational specialists, it should be noted that 10% of the participants have a negative and very negative view of the European Union, which points to a certain level of Euroscepticism present among the population of educational specialists.

The T-test and the analysis of variance (ANOVA) were employed to test if the variable "general view of the EU" shows a significant difference in the participants' responses with regard to their school of employment, age, years of work experience, and the completed study programme of Pedagogy. A statistically significant difference was detected only in the variables "age groups" and "years of work experience" (Table 13). Prior to the analysis, a test for homogeneity of variance was conducted as a precondition for the application of adequate post hoc tests (the Bonferroni test).

definition, a willingness to implement the European dimension, and assessment of the responsibility for its implementation). At the end of the questionnaire, a blank space was intended for additional suggestions and comments on the topic.

4.5. Data collection and processing

The data collection process was conducted from 18 May to 20 June 2015.³³ An invitation for participation in the research was sent to the official e-mail addresses of all the primary and secondary schools which employ educational specialists as the members of the school professional team.³⁴ SPSS software for statistical analysis was used for data processing, which was conducted on the level of descriptive statistics. The variables were measured for frequencies, percentages, arithmetic mean, and standard deviation. T-tests were used to analyse the differences in the participants' responses depending on the school of employment, while the one-way analysis of variance for independent samples (ANOVA) was used to test the statistical significance of other independent variables (age, work experience, and the university at which the study programme of Pedagogy was completed) in questions related to the attitudes toward, and the level of information about the European Union and the European dimension in education. The analysis and interpretation of all the variables in which the statistically significant difference in the participants' responses was detected is presented in this paper.

4.6. Results and discussion

4.6.1. Attitudes of educational specialists toward the European Union

In the first part of the survey questionnaire, the focus of the research were the participants' attitudes toward the European Union through six question categories: a general view of the European Union, the interest in information about, and activities in the EU and their influence on everyday life, a perception of the European Union, the Croatian membership in the EU, and a tendency to complete education, live and work in the EU. All the variables were subject to statistical analysis in order to determine a possible statistically significant difference in the participants' responses with regard to

³³ In compliance with Article 45 of the Croatian National Educational Standard for Primary Education, and Article 18 of the Croatian National Educational Standard for Secondary Education, a request for conducting research was sent to the Ministry of Science, Education and Sports on 23 March 2015. The request was not approved prior to 15 May 2015 and that influenced the course of the research which was planned to commence earlier. Because of the aforementioned circumstances, the research was conducted at the end of the school year when the school employees have a larger amount of work, which needs to be taken into account as one of the challenges posed by research participation.

³⁴ The survey process was conducted in three survey cycles. In the first cycle (from 15 May to 6 June), the initial invitation for research participation was sent. In the second cycle (from 6 to 15 June), the first reminder for research participation was sent, and in the third cycle (from 15 to 20 June) the second reminder for research participation was sent.

²² Several questions related to the attitudes toward, and the level of information about the European Union were taken from the research "Croatian Youth and European Integration" (Ilišin, 2005), and have been adapted for the research on the population of educational specialists.

The survey questionnaire used in this research consisted of three parts – a *general group of questions* comprising independent variables (age, gender, years of work experience/service, school of employment, county of employment, and the university at which the study programme of Pedagogy was completed); *questions related to the attitudes toward the European Union* (a general view of the European Union; interest in information about and activities in the EU and their influence on everyday life; a perception of the European Union and Croatian membership; a willingness to complete education, live and work in one of the member countries)²² and *questions about the European dimension in education* (the level of information about the expression and its recording, controlling, and correcting data.

For the purpose of this research, the method of survey research was selected. The research instrument for its implementation was created – an online questionnaire. The advantage of such questionnaires is that they can merge the procedures of collecting,

4.4. Research methods and instruments

| University | f | % |
|------------------------------|-----|------|
| University of Zagreb | 207 | 47,6 |
| University of Zadar | 83 | 19,1 |
| University of Osijek | 61 | 14,0 |
| University of Rijeka | 53 | 12,2 |
| University of Split | 5 | 1,1 |
| Other universities/faculties | 26 | 6,0 |

Table 11: University at which the study programme of Pedagogy was completed

Table 11 shows the universities at which the participants completed the study programme for educational specialists. The largest number of participants (47,6%) completed their pedagogical studies at the University of Zagreb, and the lowest number at the University of Split (1,1%), which is not surprising since the Department of Pedagogy at the University of Split was founded in 2007. Six percent of the participants completed their studies at some other university (e.g., Sarajevo, Novi Sad, Belgrade, Budapest, Tuzla), or as part of some other study programme in Croatia that is not Pedagogy (e.g., the Faculty of Education and Rehabilitation Sciences, the Faculty of Political Science, etc.).

Table 10 shows the representation of the participants according to the counties in which they are employed. It is noticeable that the sample consists of the participants from all of the counties, the largest number coming from the Osijek-Baranja County (12.2%), the Split-Dalmatia County (11.3%), and the City of Zagreb (8.3%). The fewest number of participants are from the Šibenik-Knin County and the Medimurje County (each 2.5%), as well as the Požega-Slavonia County (2.3%), and the Lika-Senj County (2.1%). Taking into account the total number of employed educational specialists throughout the counties, the representation of the participants according to the counties in which they are employed is expected, since the counties which employ the largest and the lowest number of educational specialists have the largest and the lowest share of research participants.³¹

Table 10: County in which the participants are employed

| County | f | % |
|-----------------------|----|------|
| Osijek-Baranja | 53 | 12,2 |
| Split-Dalmatia | 49 | 11,3 |
| City of Zagreb | 36 | 8,3 |
| Primorje-Gorski Kotar | 30 | 6,9 |
| Vukovar-Srijem | 28 | 6,4 |
| Zagreb | 22 | 5,1 |
| Sisak-Moslavina | 20 | 4,6 |
| Varaždin | 20 | 4,6 |
| Brod-Posavina | 20 | 4,6 |
| Karlovac | 17 | 3,9 |
| Koprivnica-Krizevci | 17 | 3,9 |
| Zadar | 15 | 3,4 |
| Istra | 15 | 3,4 |
| Krapina-Zagorje | 14 | 3,2 |
| Bjelovar-Bilogora | 14 | 3,2 |
| Virovitica-Podravina | 12 | 2,8 |
| Dubrovnik-Neretva | 12 | 2,8 |
| Šibenik-Knin | 11 | 2,5 |
| Medimurje | 11 | 2,5 |
| Požega-Slavonia | 10 | 2,3 |
| Lika-Senj | 9 | 2,1 |

³¹ According to data from the Internet portal "The Labour Market Information System", which offers integrated information on employment and unemployment, during the previous year the largest number of educational specialists were employed in the Osijek-Baranja County (79), while the lowest number of educational specialists were employed in the Koprivnica-Krizevci County (17), the Požega-Slavonia County (16), and the Lika-Senj County (10). Retrieved 1 August 2015, from: <http://lmgdev.teched.hr/ALMIS-Dev/Occupation/Selected/2359117?cid=19>

This shows that the participants with fewer years of work experience, or younger participants (since these two variables correlate highly), are more prone to participate in research, as opposed to those with more years of work/life experience.

| Years of work experience | | f | % |
|--------------------------|-----|------|---|
| 1 - 5 | 130 | 29,9 | |
| 6 - 15 | 97 | 22,3 | |
| 16 - 25 | 78 | 17,9 | |
| 26 - 35 | 106 | 24,4 | |
| 36 - 42 | 24 | 5,5 | |

Table 9: Years of work experience / professional experience (groups of participants)

| The least | The most | M | SD |
|-----------|----------|------|--------|
| 1,00 | 42,00 | 16,2 | 12,221 |

Table 8: Years of work experience / professional experience (range)

Table 8 shows that the participants' work experience ranges between 1 and 42 years, and that the average participant has approximately 16 years of work experience ($SD=12,22$). Table 9 demonstrates the representation of participants in groups based on the work experience. The largest number of participants have up to five years of work experience (29,9%)³⁰, while the second largest group based on the years of work experience consists of the participants who have between 26 and 35 years of work experience. The participants with over 35 years of work experience are the least represented (5,5%).

| Age group | | f | % |
|-----------|-----|------|---|
| 24 - 29 | 102 | 23,4 | |
| 30 - 39 | 101 | 23,2 | |
| 40 - 49 | 65 | 14,9 | |
| 50 - 59 | 134 | 30,8 | |
| 60 - 65 | 33 | 7,6 | |

Table 7: Age of participants (groups)

| The least | The most | M | SD |
|-----------|----------|------|--------|
| 24,00 | 65,00 | 41,9 | 12,216 |

Table 6: Age of participants (range)

Table 6 shows the average age of the participants. The average participant is 42 years old (SD=12.21), while the age range is from 24 to 65 years. The participants are grouped into five age groups (Table 7), and the largest group includes the participants who are aged from 50 to 59 (30.8% of the participants), while the fewest number of the participants are over 60 years of age (7.6%).

| Gender | f | % |
|---------------|------------|--------------|
| Female | 382 | 87,8 |
| Male | 53 | 12,2 |
| Total: | 435 | 100,0 |

Table 5: Gender of participants

Table 5 shows the gender structure of the participants. The sample consists of 87.8% female and 12.2% male participants which points to the feminization in the field of education, a tendency which has been present for many years (Stanić, 1999, Zuzić, 2012, Ledić, Stanić & Turk, 2013). For that reason, the statistical analysis based on the participants' gender will not be conducted separately because it is not viewed as relevant in the context of this research.

| School of employment | f | f | % |
|----------------------|-------------|------------|-------------|
| Primary school | 851 | 286 | 33,6 |
| Secondary school | 303 | 149 | 49,2 |
| Total | 1154 | 435 | 37,7 |

Table 4: Share of research participants in the total number of employed educational specialists in schools

Participated in research

Total number of educational specialists employed in Croatia

School of employment

| School of employment | f | % |
|----------------------|------------|------------|
| Primary school | 286 | 65,7 |
| Secondary school | 149 | 34,3 |
| Total | 435 | 100 |

Table 3: School in which the participants are employed

Out of the total of 435 research participants, 286 (65,7%) are employed in primary schools, and 149 (34,3%) are employed in secondary schools (Table 3). Taking into account the total number of educational specialists in Croatia, it is evident that 37,7% of the total number of employed educational specialists participated in this research (Table 4). A higher response of educational specialists employed in secondary schools was noted, since almost one-half of the total number of participants employed in secondary schools (49,2%) took part in research, while the response of educational specialists employed in primary schools was somewhat lower. Out of the total number of the employed in primary schools, 33,6% participated in the research, which can lead to a conclusion that the primary school educational specialists are less interested in European topics. However, such a generalized assumption should not be made, since the response of participants in a research depends on a number of other factors which are not necessarily connected to their interest in a specific research topic (Milas, 2009).

| Type of school | Total number of employed educational specialists in Croatia | Total number of schools employing educational specialists |
|------------------|---|---|
| Primary school | 851 | 720 |
| Secondary school | 303 | 272 |
| Total | 1154 | 992 |

Table 2: Total number of educational specialists employed in primary and secondary schools in the Republic of Croatia

²⁹Data obtained through the correspondence with the employees of the Ministry of Science, Education and Sports during 2015.

This research encompasses the entire population of educational specialists who are employed in primary and secondary schools in the Republic of Croatia. It places this research into the category of population research, since it does not involve the process of sample selection (Milas, 2009). According to the Ministry of Science, Education and Sports data, the total number of educational specialists employed in primary and secondary schools in Croatia is 1,154, across the total number of 992 school institutions (Table 2).²⁹

4.3. Research sample

- to examine and analyse the differences in participants' attitudes toward the European Union based on the defined independent variables (age, years of work experience, school where they are employed, the university where they completed the study programme of Pedagogy);
- to examine and analyse the differences in the participants' attitudes related to the European dimension in education based on the defined independent variables (age, years of work experience, school where they are employed, the university where they completed the study programme of Pedagogy);
- to examine and analyse the attitudes about the potential bearers of activity related to the European dimension in education; and
- to examine and analyse the participants' attitudes about the importance and possibility of undertaking the topic of European dimension of education as part of the work of educational specialists;
- to examine and analyse the participants' attitudes about the importance and activity; dimension in education in the context of the educational specialists' professional activity;
- to examine and analyse the attitudes toward the importance of the European dimension in education toward the European dimension in education;
- to examine and analyse the perception of the European dimension in education;
- to examine and analyse the sources of information about the European dimension in education;
- to examine and analyse the level of information about the European dimension in education;

The second goal of the research is to examine and analyse the level of information and attitudes of educational specialists toward the European dimension in education. The following objectives were set:

- to examine and analyse the differences in participants' attitudes toward the European Union based on the defined independent variables (age, years of work experience, school where they are employed, the university where they completed the study programme of Pedagogy);

First of all, it is expected that the school's professional staff is familiar with the current social and political changes. Apart from that, in order for the school to be receptive of innovations promoted by the European Union, the affinity of staff members toward such ideas is of importance. Nevertheless, the attitudes toward the European Union are often discussed in the context of Euroscepticism, a phenomenon marked by mistrust of the EU, or Euro-indifference, a state based on indifference toward the EU and its institutions, representatives and policies, as well as its survival or disintegration (Jović, 2013). The most frequent negative attitudes toward the EU are related to the information availability (e.g., is the political elite telling us the truth about the EU?), sovereignty, identity, and language (is it possible for Croatia to lose its sovereignty and national identity? Are the others going to make decisions instead of us?), selling of the national assets (is Croatia going to be populated and "bought" by foreigners?), as well as a great number of other uncertainties related to the state of economy, concurrency, employment, prices, etc.²⁸ In the context of the aforementioned challenges, the goal of the first part of this research is to determine the participants' general view and level of information related to the EU, as well as their attitudes toward the EU membership.

The European dimension in education is not sufficiently present in the national educational policy. In the Croatian literature, the following topics are more represented – civil education, educational values, foreign language learning, mobility of pupils, students and teachers etc., all of which are related to the European dimension in education. The concept of the European dimension and its indicators are clearly and unequivocally stated in a small number of regulations and strategic documents in Croatia (e.g., the *National Curriculum Framework* [2011] and the *Strategy of Education, Science and Technology* [2014]).

4.2. Research goals and objectives

The main aim of this research is to examine and analyse the attitudes of the educational specialists employed in primary and secondary schools in the Republic of Croatia toward the European Union, as well as their attitudes toward and the level of information about the European dimension in education.

The first goal of the research is to *examine and analyse the attitudes of educational specialists toward the European Union*. For that purpose, the following objectives were set:

- to examine and analyse the participants' attitudes toward the European Union;
- to examine and analyse the participants' attitudes toward the Croatian membership in the European Union; and

²⁸ More information at: *The Most Common Negative Attitudes toward the European Union and Responses to Them*. Retrieved 21 July 2015, from: http://www.mvep.hr/custompages/static/hrv/files/pregovori/120103_mitovi.pdf

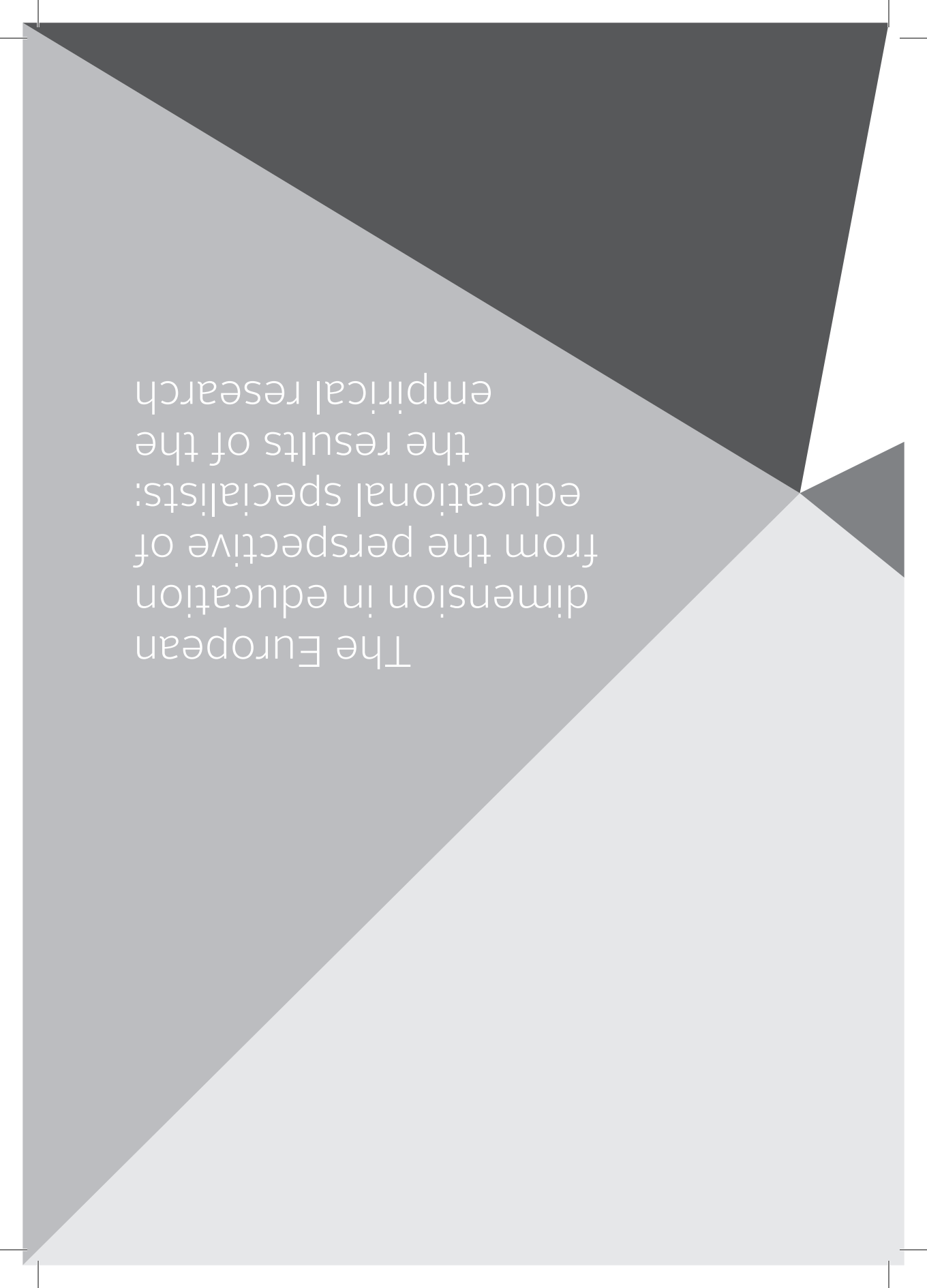
4. THE EUROPEAN DIMENSION IN EDUCATION FROM THE PERSPECTIVE OF EDUCATIONAL SPECIALISTS: THE RESULTS OF THE EMPIRICAL RESEARCH

4.1. Research topic

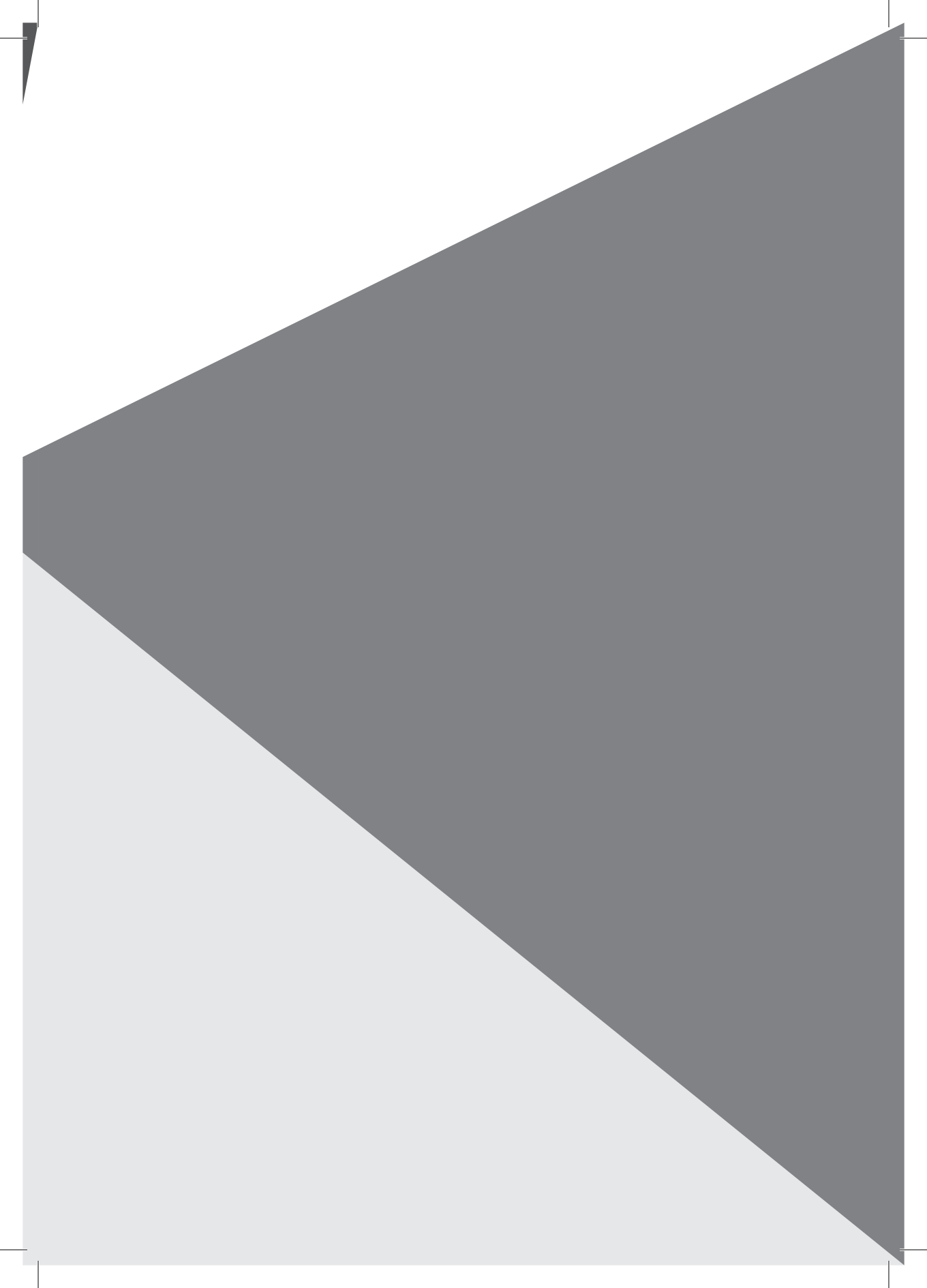
In the system of general compulsory and secondary school education in the Republic of Croatia, an educational specialist is considered as a member of the school professional team²⁷ with the widest scope of activities within the interdisciplinary team responsible for implementing the educational developmental activity. Educational specialists participate in all the phases of the educational process: planning, programming, realization, evaluation, and advancement. They research and propose measures for advancements in teaching; they organize the introduction of innovations, observe their implementation, and supervise the professional development of teachers (Ledić, Stanić & Turk, 2013). The area of educational specialists' developmental activity is exceptionally important: in that aspect of their work, educational specialists determine the educational needs of the environment and integrate them with the vision of the institution's development.

Taking into account the previous considerations about the challenges of introducing the European dimension into education, and the role of educational specialists in schools, it can be concluded that the educational specialist, along with the principal, is the key individual when it comes to monitoring, being receptive to, and implementing the changes. However, in this context, the challenges related to the implementation of changes should not be ignored, as they can be conditioned by personal attitudes toward the content of changes being introduced. Thus, it is of great importance to examine the attitudes of the Croatian educational specialists toward the European Union, and the European dimension in education. Why is the opinion of educational specialists about the European Union important?

²⁷ According to the recent Primary and Secondary School Education Act, the members of the professional school team are an educational specialist, a psychologist, a librarian, and an educational rehabilitation expert.



The European
dimension in education
from the perspective of
educational specialists:
the results of the
empirical research



The analysed strategic documents are recent, which can be one of the reasons for the sensibility they display toward the European issues. The National Curriculum Framework (2011), and the Strategy for Education, Science and Technology (2014) are of special importance, since they unequivocally highlight the definition of the European dimension in education, which represents an important step toward its understanding and practical application. The Strategy defines the further course of development of the national educational policy, which contributes to the implementation of the EDE idea during the subsequent phases of the strategy goals' realisation (e.g., the Action Plan for Internationalisation of Education, the curriculum reform). Despite the fact that the document was created at an earlier date, the example of the Curriculum for Croatian Education Abroad is very successful in highlighting the topics which characterise the European dimension in education. However, it is possible to question the level of success of its practical application, and consequently of the pupils' expected results. Furthermore, the Mission and Vision of the Ministry of Science, Education and Sports, and the Strategic Plan for the Period 2015 – 2017 should be highlighted as positive examples whose goals contribute in part to the promotion of the EDE idea, especially when it comes to the issues of identity and mobility. However, the subject matter of these two documents is more successful at describing the thematic area of the cooperation between the European Union member states in the field of education, than at describing the specific area of the European dimension in education.

On the basis of the outlined analysis, it is clear that the legislation and strategic documents in education present a wide range of different rules and guidelines. The recent documents inspire optimism because they point to a deliberate course of development of the Croatian education, with a European orientation. In that context, it is possible to assume that the national educational policy has recognised the necessary direction in which it desires to lead the educational system. The educational policy's purpose is to lead, provide guidelines, instruct, and regulate. The most important links of the educational system can be found at its lower levels, primarily the level of educational practice. Therefore, it is of utmost importance for the implementation of the (new) educational content that the participants are adequately informed, proactive, and ready for changes.

²⁶ The official internet website of the Ministry of Science, Education and Sports provides the information that the "Budget Act (Official Gazette, no. 87/08), which entered into force on 1 January 2009, introduced the requirement of the preparation of strategic plans for the ministries and other state bodies at the heading level of organisational classification, and the requirement of the preparation of government programmes for a three-year period." Based on that, six documents that outline the course of education on the national level in a periodical manner are available: (1) Mission, vision and goals of the Ministry of Science, Education and Sports; (2) Strategic Plan for the Period 2012 – 2014; (3) Strategy of Government Programmes for the Period 2012 – 2014; (4) Strategic Plan for the Period 2013 – 2015; (5) Strategic Plan for the Period 2014 – 2016; and (6) Strategic Plan for the Period 2015 – 2017. The vision of the Republic of Croatia's educational system as "globally competitive, high quality, available, inclusive, and sustainable (...)" based on excellence and economic and social needs" (p. 1). Even though the Ministry's vision does not include the identifiable indicators of the European dimension in education, they can be indirectly recognised in several of the stated goals, and they mostly relate to multilingualism and mobility. For example, the Ministry's goal is to "internationalise the educational system of the Republic of Croatia, and develop an efficient network of the Croatian language and literature proffreaders/editors at foreign higher education institutions, as well as to strengthen the human potential in science (...)" and achieve greater international cooperation."

and the mobility of Croatian pupils, students and citizens will be stimulated. other international programmes intended for the advancement of the educational system, and identity in the European and global context. The utilisation of the EU programmes and editors is planned because that is one of the guarantees of the viability of Croatian culture and the overall identity of Croatia. Furthermore, on the basis of the fact that the Croatian language is the 24th official language of the European Union, the establishment of the efficient and sustainable network of the Croatian language and literature proffreaders/revision to include the content significant for the identity of national minorities in Croatia, For example, it is stated that the primary and secondary educational programmes will be some of which correspond to the goals/idea of the European dimension in education, quality of the sports system. Within those three general goals, subgoals were established, the moving force of the long-term economic and social development; and (3) to ensure the and increase its availability, efficiency, and relevance, on all levels; (2) to develop science as are defined for the stated period: (1) to ensure and improve the educational systems' quality Education and Sports, which was adopted in June 2014, three strategic educational goals in the current Strategic Plan for the Period of 2015 – 2017 of the Ministry of Science, in education.²⁶

The Action Plan for the Internationalisation of Education for the Period 2015 – 2016 is a document that aims to stimulate cooperation "with the focus on higher education on the European Union level, the level of the European Higher Education Area, and the national level" (p. 4). The Strategy of Education, Science and Technology established the goal of global higher education area; therefore, this Action plan provides the specific measures for its achievement. It attempts to primarily stimulate the student and teacher mobility in higher education, but also stipulates measures for the stimulation of mobility of the pupils in pre-tertiary education. Even though the plan focuses on the increase in mobility (both outward and inward), the knowledge of foreign languages is not neglected because the plan states that one of its goals is to "increase the foreign language teaching at the higher education institutions in Croatia" (p. 12). This document does not explore the issues of identity, active citizenship, or knowledge about Europe, but it is nevertheless extremely important because it provides the specific guidelines for the stimulation of multilingualism and mobility, which are important indicators of the European dimension

and mobility), but are described within the context of the country of residence. The issue of the development of knowledge, skills, and attitudes “about Europe, in Europe and for Europe” is not neglected, but is studied from the Croatian perspective (e.g., Croatia in the global and European organisations).

The Croatian Parliament adopted the *Strategy of Education, Science and Technology* in 2014. In the document, education and science are described as the developmental priorities that are the sole providers of long-term social stability, economic advancement, and safeguarding of cultural identity. The Strategy is aligned with the European Union strategies, and the target year for the realisation of set goals is 2025. The introductory chapters highlight the fundamental educational principles, and reference the respect of interculturalism and the European dimension in education, which represents a significant step forward in the implementation of the European dimension in education into the framework of the national educational policy. Furthermore, the Strategy refers to the expression *European dimension in education* in the context of the discussion about the implementation of the comprehensive curriculum reform; that is, in the context of the National Curriculum Framework revision. The Strategy contains the guidelines and goals for the development of the process of lifelong learning, early and pre-school education, primary and secondary education, higher education, adult education, and science and technology. For example, in the context of (European) values, the Strategy states that the educational system should be comprehensive and flexible, and connect all “levels and types of education and research into a harmonious and transparent entity based on the common positive values, goals and principles.” It refers to the “fundamental ethical values,” “democratic values,” “general cultural and civilisation values,” “social and human values,” “professional values,” “academic values,” “scientific, social, cultural, and economic values.” In addition, the set goals on all the educational levels include “active citizenship,” “social and civic competency,” and “civic activism.” In the Strategy, the concept of identity is mainly connected to the “cultural identity” and “fostering of cultural awareness and national identity,” while the indicators of multiculturalism and mobility can be recognised in the goals such as “acquiring qualifications for communication in a multicultural and multilingual community,” “stimulation of foreign language teaching,” “increasing the inward and outward mobility of students and teachers,” etc. Taking into account the fact that the Strategy represents a master plan for the achievement of long-term goals, it is more difficult to identify specific knowledge, skills, and attitudes “about Europe, in Europe and for Europe” which represent the EDE indicators. However, since the Strategy’s prerequisite is the implementation of curriculum reform²⁵ as the operative activity directed toward the implementation and enforcement of the Strategy’s principles, which provides a new approach to learning and teaching, it can be assumed that this topic will have a significant presence in the curricular topics of school subjects and their correlation.

²⁵ During the first half of 2016, a discussion on the future of the initiated curriculum reform was particularly topical in the Croatian social, political, and educational spheres. The current turmoil will probably influence the functioning and future course of the educational development in Croatia, which has not been able to escape the political and ideological tumult of different protagonists on the current political scene. Based on the fact that the comprehensive curriculum reform was adopted by the Croatian Parliament as part of the implementation of the Strategy of Education, Science and Technology, it should be a strategically important long-term effort on the national level which would unfold independently of the political changes in society.

(e.g., the identity, multilingualism, etc.) is not highlighted unambiguously.²²

The *Curriculum for Croatian Education Abroad* (2003) provides the guidelines for the organisation of the Croatian language and culture teaching intended for the pupils, Croatian nationals, and children of Croatian descent who temporarily or permanently live in other countries.²³ This curriculum clearly shows how the educational policy in Croatia contributes to the formation of the national identity and the respect of differences. A number of the curricular elements that can be discussed in the context of the European dimension in education should be highlighted. First, it should be pointed out that the particular features of the Curriculum are multilingualism and multiculturalism (very specific indicators of the European dimension), as well as integration, which means that the lesson content comprehensively encompasses the Croatian language and literature, and the Croatian cultural, historical and natural heritage. The curriculum's principles (balance, coherence, continuity, openness, flexibility, interculturalism, inclusivity, pupil-centred approach) highlight the (European) values very clearly. For example, it is stated that the curriculum "respects the multicultural structure of the Croatian society, and the structure of the society in which pupils live; that is, biculturalism as the pupils' lifestyle. Pupils should be enabled to learn about languages, cultures and general lifestyles of different social groups (religious, ethnic, youth, subcultures, etc.) in Croatia and in the country where they live, which is one of the fundamental prerequisites for a better understanding and respect of others, but also for raising an awareness of their own lifestyle and identity in the contemporary social context" (pp. 5-6). This is in fact a very contemporary vision of curriculum which is applicable in different contexts, and the thematic units²⁴ proposed by the curriculum are also envisioned to foster national customs, without disregarding the foreign country of residence (e.g., a homeland and Croatia on the map, and the comparison to the country of residence; life in a multicultural/multilingual environment of the country of residence in comparison to Croatia, etc.). The Curriculum for Croatian Education Abroad is the basis for teaching in different countries, some of which are not the European territory, while some are not the EU member states. Regardless, the EDE indicators can be easily identified in the document's guidelines, even though they are not always marked as "European" (e.g., "European" values, citizenship, identity, multilingualism,

²² The National Curriculum Framework from 2011 is currently in force; however, the curriculum reform is in the process of preparation. The curriculum reform is discussed in more detail in the Strategy of Science, Education and Technology (2014), where it is stated that it strives toward (1) the development of the core competencies for lifelong learning; (2) clearly defined educational outcomes which are not of purely cognitive nature (knowledge), but in accordance with the development of core competencies for lifelong learning; they include the development of skills, attitudes, creativity, innovation, critical opinion, initiative, entrepreneurship, aesthetic evaluation, responsibility, relationship toward self, others and environment, behaviour, etc.; (3) open didactic-methodical systems which enable the educators, teachers, children and pupils to have the freedom of choice when it comes to the selection of content and methods of work; (4) clearly defined standards/criteria of the development and acquisition of educational outcomes, which would ensure the basis for a more objective, valid and reliable evaluation through different forms and types of internal and external evaluation.

²³ The Ministry of Science, Education and Sports finances the Croatian education in full or in part in 20 world countries (Argentina, Austria, Belgium, Montenegro, Chile, France, Italy, Ireland, Macedonia, the Netherlands, Norway, Germany, Poland, Romania, Russia, Slovakia, Slovenia, Serbia, Switzerland, Great Britain). The system of Croatian education under the jurisdiction of the Ministry of Science, Education and Sports encompasses around 6,300 pupils, with 95 teachers working at 310 teaching positions. (Retrieved 6 June 2015, from <http://public.mzosh.hr/Default.aspx?sec=2116>)

²⁴ The titles of thematic units: This is who I am – personal identity; Studying – working – free time; People in space and time; Time – changes – continuity; Culture and society; Contemporary society; One world for all – global connection and interdependence.

3.2. Analysis of the strategic development documents

The *National Curriculum Framework for Pre-School Education and General Compulsory and Secondary Education* (NCF) from 2011 is one of the fundamental documents that defines the values, objectives, principles, content, and general goals of the educational fields; the evaluation of pupils' accomplishments; and the evaluation and self-evaluation of the national curriculum's implementation on all three levels of education in the Republic of Croatia – pre-school, general compulsory, and secondary. In brief, it determines what pupils should learn, and what their qualifications should be upon completing a particular level of education. NCF is an especially important document for the EDE concept because it specifically uses the phrase “*European dimension in education – training for co-existence in Europe*” (p. 16) as one of the principles or value bases for the preparation and realisation of the national curriculum. The National Curriculum Framework acts as a framework for the creation of school curricula. They are created for every individual school, which means that the teachers and members of the school professional team are in some part familiar with the content of the National Curriculum Framework. That fact contributes to the positioning and visibility of the expression *European dimension in education*. Sablić (2014) points out that, with the introduction of the National Curriculum Framework, Croatia has joined the aspirations of the EU member states for promoting the core values of the European education as an active, interdisciplinary, and cooperative process which has at its centre values such as human rights, democracy, nonviolence, respect of others, solidarity, preservation of ecological systems and balanced development, equal opportunities and personal responsibility. Chapter 2 of the National Curriculum Framework titled “Educational values and general educational goals” thematically corresponds to the concept of the European dimension in education; that is, its indicators. It includes values upon which the Republic of Croatia's educational system should be based, and those are “*human dignity, freedom, justice, patriotism, social equality, solidarity, dialogue and tolerance, industriousness, integrity, peace, health, conservation of the natural and human environment, and other democratic values*” (p. 22). The following values are especially highlighted: *knowledge* (education, lifelong learning, critical opinion), *solidarity* (concern for others, for the family, for the weak, the poor, and the underprivileged, for inter-generational care, for the natural environment, and for the overall living environment), *identity* (the strengthening of an individual's personal, cultural, and national identity; the need for people to become *people of the world*, while preserving their national identity, culture, social, moral, and spiritual heritage; the need to uphold and develop the Croatian language; education should develop one's personal identity which presumes a respect of differences), and *responsibility* (an active participation in social life; a sense of responsibility toward the well-being of society, nature, work, the self, and others; personal freedom and responsibility). It is clear from the description of the values that they bring the “national” to the fore (patriotism, national identity, Croatian language), while the link to the “European”

155/02), and the Act on Education in the Languages and Scripts of National Minorities ("Official Gazette," no. 51/00), and it prescribes three models of the organisation and realisation of school lessons: *model A* – entire teaching is done in the language and script of the national minority, with compulsory Croatian language learning in the same number of school periods as the minority language; *model B* – teaching is done in two languages, in the way that the natural sciences group of subjects is taught in the Croatian language, and the humanistic group of subjects is taught in the minority language; and *model C* – teaching is done in the Croatian language with five additional school periods devoted to fostering the minority language and culture through education about the language and literature of the national minority, as well as geography, history, music and visual art²¹. Even though the theoretical determinations of the expressions "European dimension in education" and "educational minorities" are not equivalent, the discussions about the national minorities in practice almost always include the topics of tolerance, equality, solidarity, human rights and freedoms, identity and intercultural understanding; in other words, the indicators of the European dimension. Therefore, this document can be described as relevant, even though it does not directly refer to the indicators of the European dimension, but only in the context of the education of minorities.

On the basis of the conducted analysis of the education legislation, and taking into account the recommendations and conclusions of the *Janne Report* on the "omnipresence" of the European dimension in education, it can be concluded that the aforementioned precondition has not been completely fulfilled in the legislation related to the primary, secondary, and higher education. The *Scientific Activity and Higher Education Act* should be highlighted here because it provides a clear and unambiguous establishment of the EDE idea. On the other hand, the *Vocational Education Act* can be considered as the Act that is the least founded on the ideas and content of the EDE concept; therefore, it can be described as the Act demonstrating the least "European orientation," in other analysed legislation, the European dimension is found only in particular segments, and is mostly not defined as "European." Therefore, it can be concluded that the EDE indicators have their place in the Croatian legislative framework, but contextually do not correspond to the original idea of the European dimension in education. In other words, the EDE indicators can often be identified in some parts of the legislation related to the issue of the national minority rights, which changes the context of the understanding of the European dimension. It should also be pointed out that Croatia became the European Union member in 2013, and the majority of legislation had been enacted much earlier, so it is not surprising that the idea of European dimension in education is not explicitly highlighted in the legislators' principles and goals, and the expression itself even less.

²¹ According to the data of the Ministry of Science, Education and Sports for the school year 2011/2012, there are 13 different types of schools in the Republic of Croatia which offer the A-B-C model of teaching for the national minority pupils. Those are the schools where teaching is done in Czech, Hungarian, Serbian, Italian, Albanian, German, Macedonian, Russian, Ukrainian, and Slovenian languages. The most represented is model C (implemented in 102 primary schools and 8 secondary schools), followed by model A (implemented in 36 primary schools and 12 secondary schools), while the fewest number of schools implement model B (3 primary schools and 1 secondary school). Taking into account all 3 models of lesson organisation and realisation, the largest number of Croatian schools (55) provide programmes in the Serbian language and Cyrillic script, followed by the Hungarian language (26 schools) and the Czech language (16 schools). (Retrieved 6 May 2015, from: <http://public.mzos.hr/Default.aspx?sec=3154>).

would be advisable to reach for thus far unexplored material of Croatian textbooks, especially in relation to the subjects which are considered as crucial for the development of knowledge, skills, and attitudes "about Europe, in Europe and for Europe," such as literature, history and geography.

The indicators of the European dimension in education can be very clearly recognised in the principles of the *Scientific Activity and Higher Education Act*; therefore, it can be considered as the Act with the most pronounced "European orientation." The legislation regulates the scientific activity and higher education systems, and in the principles outlined in Article 2 it is stated that the "higher education is based on the European humanistic and democratic tradition; on the coordination with the European higher education system; on the respect and affirmation of human rights and the social responsibility of students and other members of the academic and scientific community". Article 53 outlines the basic provisions related to the universities, and it has special significance for the analysis of the presence of the EDE indicators. It stipulates that the task of universities is to participate in the realisation of students' social interests, the promotion of international (especially European) cooperation in higher education, scientific and art activities, and to ensure the inward and outward mobility of students and teachers. Article 69 stipulates that professional and university studies need to be aligned with those in the European educational area, while taking into consideration the positive experiences of other higher education institutions. It also defines the European credit transfer and accumulation system (ECTS). The aforementioned demonstrates that the Act, in some of its elements (especially the principles), corresponds to the idea of the European dimension in education, and it is easy to highlight those parts of the legislation that are specifically connected to the definition of the European dimension in education. Nevertheless, the coordination of the university studies and the credit transfer point to a considerable contribution of the Act to the European cooperation in the field of education. These conclusions are supported by the results of the research on the increased number of student mobilities following Croatia's entry into the Bologna Process (Dragun & Rejža, 2006), as well as by the national EUROSTUDENT reports which point to the trend of stable growth of student mobilities during the last several years. In addition, it is important to highlight the reports of some universities²⁰ that show the growing number of the academic staff mobilities, which is the consequence of what is referred to as the mobility trend. This predominantly relates to the teaching staff, but lately there has been an increase in the number of administrative staff mobilities with the purpose of professional development at foreign universities.

The *Croatian National Educational Standard for Primary Education* (2008) and the *Croatian National Educational Standard for Secondary Education* (2008) are the documents which stipulate conditions (material, financial, staff-related, etc.) that are necessary for quality educational work. It is important to highlight the chapters related to the special educational needs in primary and secondary education, which touch upon the issue of national minorities. The Croatian National Educational Standard is coordinated with the Constitutional Act on the Rights of National Minorities ("Official Gazette," no.

²⁰ For example, the University of Rijeka's report on the implementation of the University of Rijeka Strategy 2016 – 2020.

Unlike the Vocational Education Act (2011) presents a different, more "humanistic" approach to the process of defining the principles and goals of education in primary and secondary art schools (dance, music, and visual art schools). Article 3 of the Act states that the "art education is available to all under the same conditions regardless of the race, skin colour, gender, language, religion, social position, invalidity, sexual orientation and age, in accordance with their abilities"; in the goals and principles of the Art Education Act, the issue of the national minorities' education, and the possibility of conducting school classes in one of the world languages are stipulated in the same manner as in the Primary and Secondary School Education Act. A feature which is connected to the concept of the European dimension in education and deserves to be highlighted are the goals of art education which relate to: the possibility of the development of cultural content with regard to the tradition and cultural autochthony, and the cultural and artistic environment which is national and global; the possibility of the development of the ability to experience and understand the visual art, musical, dramatic and other works that are part of the national, European, and global culture; and the possibility of the development of the ability to correlate the works of art with the social environment and historical circumstances (Art. 4). The analysis of the Act leads to the conclusion that, unlike the vocational schools (based exclusively on the legislation), art schools attach great importance to the pupils' identity development, and the development of knowledge, skills, and attitudes "about Europe, in Europe and for Europe." Therefore, it can be presumed that art schools are a rich ground for the implementation of the EDC content, even though this conclusion requires further exploration of the curricula, school climate, and attitudes of art school teachers. That would illustrate the real circumstances related not only to the implementation possibilities of the European dimension in education, but also the level of coordination between the art schools' missions and activities, and the legislation.

The Act on Textbooks for Primary and Secondary Schools (2010) regulates the issue of textbooks and supplementary teaching materials in Croatian schools. The Act states that the "content of textbooks, and supplementary and auxiliary teaching materials should not be contrary to the Constitution of the Republic of Croatia and the proclaimed principles of the democratic order, which in particular relate to the protection of human and minorities' rights, basic freedoms and rights of humans and citizens, and gender equality"; Article 6 of the Act stipulates the use of textbooks and supplementary teaching materials in the language and script of the national minority, whose content is related to the particular features of the national minority. The use of textbooks and supplementary teaching materials originating from the national minority's mother country is also allowed, in the case of non-availability of adequate textbooks. In accordance with the aforementioned, the Act acknowledges the elements of European values (democracy, human rights, and freedoms) as the indicators of the European dimension. However, that does not provide much information about the specific content of the Croatian textbooks, and the interrelation of said content with the European dimension in education. In that context, and in accordance with the recommendations of the previous research on the European dimension in education (Ledić & Turk, 2012, Turk & Ledić, 2015), it

who come from the European Union member states, including the right to the teaching of mother tongue and culture (Art. 44). The legislation stipulates that it is the schools' responsibility to provide help to the children of Croatian nationals who return from abroad and begin or continue education in the Republic of Croatia, in the case of their insufficient knowledge of the Croatian language (Art. 45). The same applies to the pupils who have a registered residence in the Republic of Croatia, and are family members of the workers who are the nationals of the European Union member state employed in the Republic of Croatia (Art. 43). The analysis of the topic of multilingualism reveals its presence in the legislation, in the context of the recognition of the rights of pupils who are the European Union nationals and are part of the compulsory education system in the Republic of Croatia. Additionally, the Act enables (Art. 8) teaching to be conducted not only in Croatian, but in one of the world languages as well. Taking into account the defined EDE indicators, it can be noted that the Act is, in its goals and principles, largely (implicitly) based on the European dimension because it endeavours to promote different (European) values, and acknowledge different identities of the Croatian pupils and the pupils who come from the European Union member states.

The *Vocational Education Act* from 2009 regulates secondary vocational education, training and development as an activity which enables the acquisition of competencies required for obtaining vocational qualifications. The goals of this Act relate to the "acquisition of core and vocational competencies needed for obtaining qualifications required on the labour market, for further education and lifelong learning, and in function of personal development and economic and general development of society" (Art. 4). Similar to the Primary and Secondary School Education Act, this Act protects the rights of the nationals of the EU member states who are entitled to vocational education in the Republic of Croatia under the same conditions as the Croatian citizens (Art. 2). The Act focuses on the regulation of vocational qualifications; ensuring the quality of vocational education; organisation and implementation of educational work; and definition of the participants, teachers, pedagogical documentation, and penal regulations. It does not display a clear connection to the EDE indicators. Taking into account the warnings which point to a low level of development of vocational education in the Republic of Croatia (Mrnjavac and Fabac, 2014), as well as its low correlation to the European educational policies related to vocational education (Lui, 2009), it seems that this educational sector in the Republic of Croatia still remains on the margins of the development of educational policies, as well as on the margins of the research regarding the educational issues on the national level. It is therefore clear that the field of vocational education remains a *terra incognita* for the Croatian researchers, and that the topic of the European dimension in education holds a prominent position in that context. Some of the open topics awaiting the future researchers in this field are the direction(s) of the development of national vocational education in the European context; the vocational schools' curricula and the European dimension in education; the level of information and attitudes of vocational teachers toward the European Union; and the familiarity with the concept of the European dimension in education.

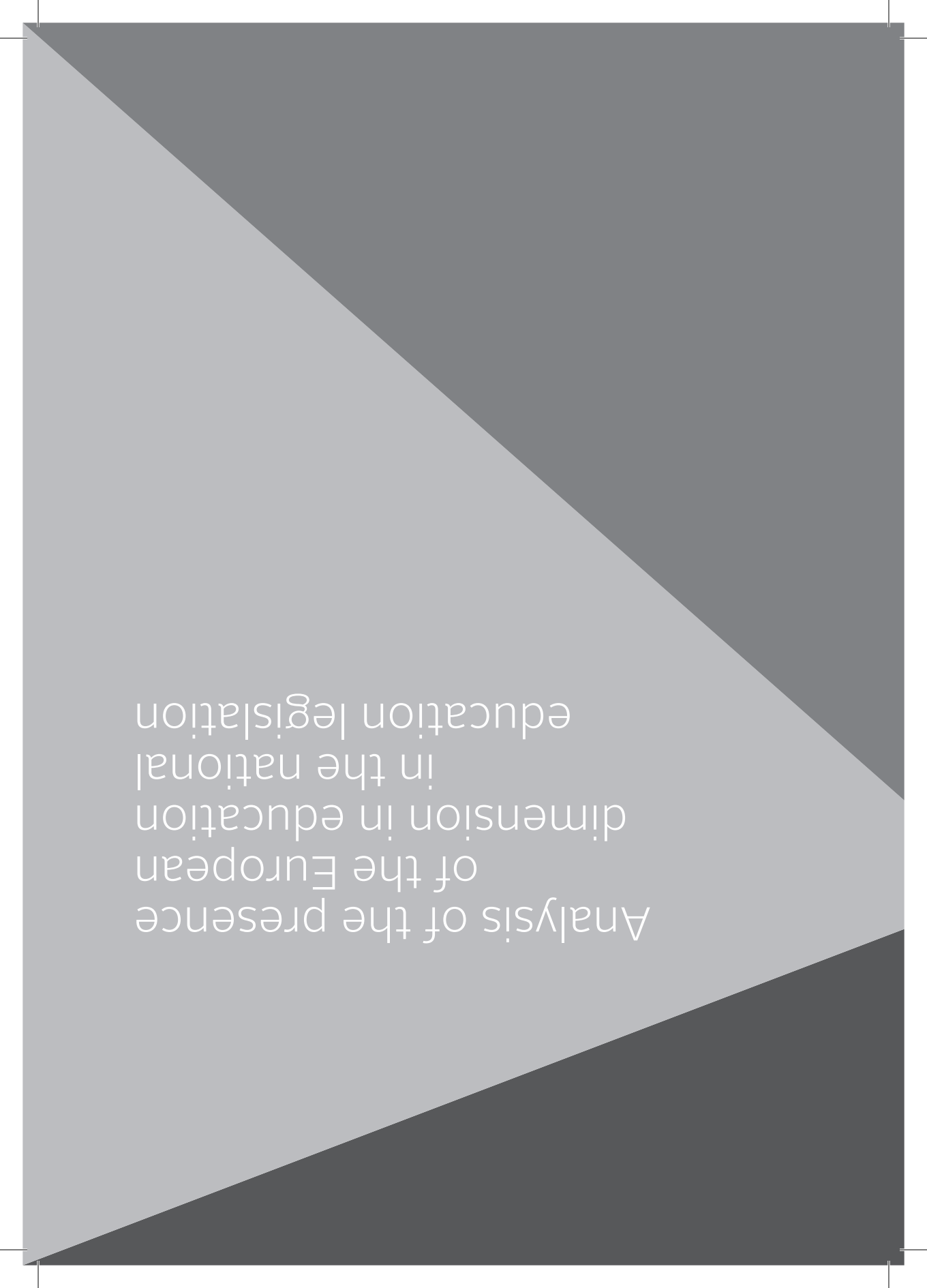
3. ANALYSIS OF THE PRESENCE OF THE EUROPEAN DIMENSION IN EDUCATION IN THE NATIONAL EDUCATION LEGISLATION

The goal of this chapter is to determine the presence of the EDE indicators in the goals and principles of the binding documents related to the national educational policy (legislation), and in the strategic documents related to the primary, secondary, and higher education in the Republic of Croatia. The identified indicators of the European dimension in education are highlighted in the analysis. Despite the fact that they are not stated explicitly in some documents, the conclusions about the EDE indicators were made on the basis of the documents' overall context. The total of twelve documents¹⁹ were analysed, all of which were adopted by the governing bodies of the Republic of Croatia and are currently in force.

3.1. Analysis of binding documents

The Primary and Secondary School Education Act from 2014 regulates the activity of education of the youth in primary and secondary schools, student dormitories and other public institutions. In Article 4 of the Primary and Secondary School Education Act it is stated that the "goal of education is to develop an awareness of national affiliation and preservation of the historic and cultural heritage and national identity in students, to foster the values related to the general history and civilisation, human rights and multiculturalism, the respect of the differences, tolerance, and active and responsible participation in the democratic development of the society." Furthermore, the Act guarantees the same conditions for education to the Croatian citizens and the children

¹⁹ The aforementioned twelve documents are: the Primary and Secondary School Education Act (2014); the Vocational Education Act (2009); the Art Education Act (2011); the Act on Textbooks for Primary and Secondary Schools (2010); the Scientific Activity and Higher Education Act (2003); the Croatian National Educational Standard for Primary Education (2008); the Croatian National Educational Standard for Secondary Education (2008); the National Curriculum Framework for Pre-School Education and General Compulsory and Secondary Education (2011); the Curriculum for Croatian Education Abroad (2003); the Strategy of Education, Science and Technology (2014); the Action Plan for the Internationalisation of Education for the period 2015 – 2016; the Strategy for Education, Science and Technology for the period 2015-2017.

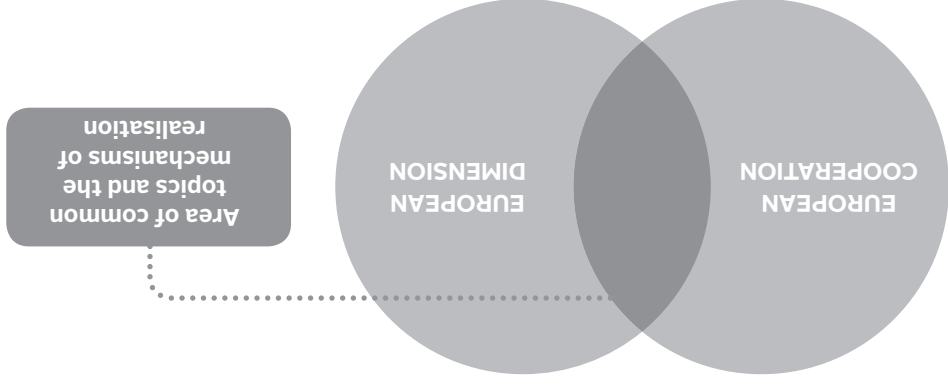


Analysis of the presence
of the European
dimension in education
in the national
education legislation



which education should provide to the pupils in order for them to become aware of, and accept the advantages and challenges of living in the European Union. The following graphical representation displays the relationship between the European dimension and European cooperation, with the purpose of the clearer differentiation between the expressions. The purpose of the graphical representation is to highlight the fact that these are two different topics of the European Union educational policies whose content corresponds in part. For example, the promotion of mobility can be recognized as one of the strategic goals which the European Union is attempting to promote through different pupil and student exchange projects. On the other hand, participation in mobility programmes enables the acquisition of international experience which contributes to the development of the sense of European unity and acquisition of specific knowledge and competences needed for successful assimilation in the European educational and employment area. We can therefore view the mobility as one of the examples of the topics in which the cooperation and the European dimension in education overlap.

Image 1: Graphical representation of the relationship between the expressions “cooperation of the EU member states in the field of education” and “European dimension in education”



European dimension in education in order to present a clearer perception of their understanding.

Cooperation of the European Union member states in the field of education is a broad and extensive area of activity focused on finding a common solution to the open educational issues. One of the main features of the cooperation between the EU member states in the field of education is the so-called **European strategic plan** which sets specific and measurable goals for the achievement of short-term and long-term results. Examples of strategic planning on the Union level are the Bologna Process (1999-...), Lisbon Strategy (2000), Copenhagen Process (2002-2010), Strategic Framework for European Cooperation in Education and Training – Education and Training 2010 and 2020, and similar processes.

The European Union strives to create the European higher education area and European research area, and for that purpose a number of instruments have been created in an attempt to coordinate the educational policy issues within the Union (e.g., the European Qualifications Framework [EQF], European Credit Transfer and Accumulation System [ECTS], European Credit System for Vocational Education and Training [CVET]). The open method of coordination was also created and it is based on the coordination between the member states whose national policies are thereby directed toward common objectives. Member states strive toward the joint establishment of objectives and joint selection of indicators, as well as the comparison of the achieved objectives in member states, and information exchange on the applied solutions. The principles on which this method is based are a joint identification and definition of objectives, an establishment of joint measuring instruments – statistics, indicators, guidelines, as well as the comparison of the performance of EU countries and the exchange of best practices. A well-known example of the European cooperation are the mobility programmes, the most important one being Erasmus +, a new integrated EU programme for education, training, youth, and sport for the period of 2014 – 2020. The programme offers support for securing the partnerships among institutions and organizations in the field of education, training and youth, in order to foster cooperation and connect different areas of education and work. Various projects of the EU funds for education, and the European Union institutions and organisations engage in the activities related to the advancement of mutual cooperation and mobility (e.g., EACEA - Education, Audiovisual and Culture Executive Agency, CEDEFOP – European Centre for the Development and Vocational Training; OECD – The Organisation for Economic Co-operation and Development; EURASHE - European association of Higher Education Institutions (HEIs), EAEA - European Association for the Education of Adults; ENQA - European Association for Quality Assurance in Higher Education; EFEE - European Federation of Education Employers, etc.).

The cooperation between the European Union member states in the field of education is very complex in principle, but it is also standardised and has its strategies, measurable goals, instruments, activities, and institutional support. On the other hand, the European dimension in education represents the **specific knowledge and skills**

their future profession¹⁷. On the other hand, they think that higher education still partly contributes to the development of said competencies. In that context, it seems that the study programmes that form the educational basis for future educational specialists react in part to the current social and educational changes. However, Turk and Ledic (2013) suggest that it would nevertheless be necessary to undertake the thorough revision of the study programmes of Pedagogy in Croatia and align them with current international changes and requirements directed toward the educational institutions and their staff.

The research on the *level of information, understanding, and attitudes* of students toward the European dimension in education (Turk et al., 2015)¹⁸ has shown that students express positive attitudes toward the importance of the EDE concept, but are still not adequately informed about the concept itself. Even though the reasons behind the students' low level of information were not studied, the promotion of European topics through educational content was highlighted in the propositions as one of the important next steps (Turk et al., 2015).

An insight into research on the European dimension in education provides a wide spectre of educational topics which can be studied not only from the educational aspect, but from many other aspects as well. National school curriculum and textbook content, international relations, identity, and mobility are some of the topics which fall under the framework of the European dimension in education, but are at the same time studied in the context of a number of other scientific fields. The challenges presented in the aforementioned research outlines (e.g., the perception of the European Union and European identity, the increase in citizen mobility, etc.) point toward a need for further continuous research into these phenomena, which change and take shape under the influence of the events on the political and economic scene in Europe. The key role of the European dimension in that process is to prepare the pupils and other stakeholders in the educational process for coexistence in a dynamic and changeable European area by way of education.

2.5. European cooperation and the European dimension in education

The expressions "cooperation of the European Union member states in the field of education" and "European dimension in education" are very often intertwined and (incorrectly) used as synonyms in literature. Even though those are similar/cognate terms which complement each other, the difference in meaning still exists. The goal of this chapter is to show the relationship between European cooperation and the

¹⁷ Here it should be noted that the pedagogy students consider the competency *Familiarity with the structures and manner of functioning of the key European Union bodies* as the least important one among the remaining 41 competencies.

¹⁸ The research was conducted on a convenience and nonprobability sample of Croatian students from the Faculty of Humanities and Social Sciences, and the Faculty of Teacher Education at the University of Rijeka.

dimension in education. Bjelajac and Pilić (2004) analysed the perception of identity among the student population, and the obtained results show that the respondents most often identify with the place of residence, which indicates that the European identity is yet to take hold here. It is exactly the goal of the European dimension in education to highlight the connections between the national and European, and build the common future which would be based on the vision of Europe as united in diversity. In a similar manner to the topic of identity, there are numerous research studies examining the topic of mobility, which represents another important determinant of the European dimension. Even though there are different forms of mobility, when it comes to education it most often signifies an organised form of mobility of pupils, students, and teaching staff to whom the participation in the mobility programmes offers many benefits. Mobility today represents an inevitable process in the students' academic lives, but it is less represented in the earlier educational stages and attempts are being made to encourage it. According to the National EURSTUDENT Survey Report for Croatia (2011), mobility contributes to personal development, increases linguistic competencies and intercultural understanding, and in that way it can contribute to a greater employability on the international labour market.¹⁴

During the last several years, the European dimension in education has been the focus of research in the national sphere (Ledić, Stanić & Turk, 2013, Turk & Ledić, 2015, Turk et al., 2015), although to a lesser extent. For example, in the research on the competencies required in the profession of educational specialists¹⁵ (Ledić, Stanić & Turk, 2013), the analysis has shown that educational specialists consider the EDF competencies¹⁶ to be less important for their everyday work. In accordance with the results, the importance of paying attention to the topics of the European Union and the European dimension in education in the initial education and continuous professional development of educational specialists was highlighted as one of the recommendations of research (Ledić, Stanić & Turk, 2013). Similar results were obtained in the research on the EDF competencies among the population of pedagogy students in the Republic of Croatia (Turk & Ledić, 2013). The results have shown that the students, future (educational) specialists, do not consider the EDF competencies to be important for

¹⁴ Source: Social and Economic Conditions for Students in Croatia – National EURSTUDENT Report for Croatia. Retrieved 18 July 2015, from: <http://www.ro.hr/hr/publikacije/eurostudent-2011/>

¹⁵ In this monograph, the term *educational specialists* will be used, since it is more appropriate in the English language and can be considered as an equivalent to the term *school pedagogy*, which has a more widespread use in the Croatian language. In the Croatian educational system, a school pedagogy is defined as a person who has competencies for professional work with young people or adults in learning new knowledge, perspectives, value orientations and in systematic development of their various abilities. They are perceived as experts who manage social, administrative and innovative work, introduce changes in school operation, direct and encourage teachers in their proactive work, prepare children and young people for a life in the modern society, and promote the idea of civil society and community engagement (Ledić, Stanić & Turk, 2013).

¹⁶ Authors note the following EDF competencies: familiarity with the application process for the European Union programmes; familiarity with the structure and manner of functioning of the key European Union bodies (the Council of Europe, the Council of Ministers, the European Parliament, etc.); familiarity with the European trends in education; familiarity with the minimum of one foreign language; familiarity with the field of democratic citizenship and human rights; acquiring qualifications for work in the intercultural and multicultural environment; acquiring qualifications for guiding the students and teachers toward social responsibility.

countries less (including the people who arrive to Cyprus from those countries), and consider them a threat. This relates to Turkey in particular, with the caveat that there is a line of thought among the pupils that the European Union represents a basis for the development of the “uncivilised others” like Turkey. In that case, the European dimension in education represents the potential for the development of the idea of equality; that is, for the rejection of nationalistic tensions and the perception of “others” (Philippou & Theodorou, 2014).

The question of European identity is almost unavoidable when it comes to research on the European dimension in education, but also the European Union in general. The very notion of identity can be studied from different perspectives – psychological, cultural, political, or sociological, so a great number of works which explore this topic is not surprising. In the context of the European dimension in education, the most frequent discussion concerns the European identity and its relationship with, and connection to the national, regional, and local identity.

Adaşkeviciene and Janiunaitė (2004) examine the issue of European identity within the broader concept of the European dimension in education. The authors perceive the European identity as an integral part of the EDE concept and an important research problem. Adaşkeviciene and Janiunaitė (2004) point out that an insufficiently developed methodology represents a problem for the study of European identity, as does the absence of the indicators for the implementation of European identity and the European dimension in education into the school curriculum. The contribution of their research is evident in the proposals for the implementation of European identity into educational institutions and content. In that respect, the authors note that there are two possible ways of implementation – direct and indirect. The direct implementation of the concept of European identity is connected to pupils and teachers, and their inclusion in the programmes of mobility, exchanges, and various project activities on the international level. On the other hand, the indirect implementation is achieved through the inclusion of this concept into the educational content (textbooks) of the compulsory and optional subjects. The proposals for the implementation of European identity and the European dimension in education that resulted from this research open the possibility of the creation of new research, especially when it comes to the direct implementation – related to the teachers, their attitudes and thoughts about this concept, as well as the indirect implementation which is related to the content of school textbooks.

Sršen (2013) explains that European identity is not unitary; that is, it is not based on the shared European history because it does not exist as such, but consists of particular national histories. That differentiates it from the national identity which builds its basis on the common historical experience and memories, common culture and the sense of continuity which, as stated by Sršen (2013), is missing from the European Union as a unified supranational whole. Nevertheless, Vrcan (2055) claims that in the pursuit of European identity we should be aware that it is not unique or homogeneous, nor does it possess clearly set boundaries – historical, cultural, geographical, or destiny-related. The promotion of diversity within one identity is an important determinant of the European

member states of the European Union (Cyprus, Estonia, and Slovakia). The newer member states face larger pressure from the European institutions (political, economic, and educational) in a short period of time, while older member states have a clearer vision of the national and European citizenship.

An area of research closely related to curricula are textbooks and their sensitivity to the European issues. For example, Schmeinck (2013) states that some school systems do not examine the topic of Europe at all, while other systems focus on the formal aspects related to Europe, such as facts, names, and numbers. In the national context, Ledic and Turk (2012) state that the textbook content analysis is an important task of the national educational system for the promotion of the European dimension. In the neighbouring Slovenia, the author Resnik Planinc (2012) provides the analysis of the European dimension in the geography curriculum. On the basis of the obtained results, she concludes that geography is the most important school subject because it provides the pupils with the knowledge of Europe, followed by history, social sciences, English language, and sociology. Banjac and Pušnik (2014) provide an analysis of the presence of European symbols in textbooks related to civic education and ethics, also in Slovenia. European symbols (such as the European flag and anthem) contribute to the construction of behaviour and identity, and are utilised for gathering public support for the European integrations, building a sense of European citizenship, and creating European culture, area, and identity. The analysis reveals that in the Slovenian national context, the topics and symbolism of the European Union have been gradually introduced into the textbooks in a very successful manner (Banjac & Pušnik, 2014). Malatesta and Squarcina (2011) explore the question of "where does Europe end." Their research goal is to explore how Europe and Turkey (as an example of a "controversial" candidate country) are presented in the Italian primary school textbooks, or more precisely – in what manner is Europe visually presented (through maps, pictures, drawings) in the geography textbooks as a heterogeneous, multicultural, and multinational area. One of the more important conclusions of the research is that textbooks often categorise areas outside the European Union as countries without names, poor countries, divided or foreign (dangerous) countries, and in that way contribute to the creation of differences between "us" (the European Union) and "others" (for example, Turkey), which calls into question the perception of European identity.

The relationship between the European Union and the rest of the world (what is known as the "Othering process") is the focus of Philippou and Theodorou (2014) who attempted to explore the issue from the perspective of the Greek-Cypriot pupils, since Cyprus is, in a similar manner to Turkey in the previous example, a geographically marginal European country (to be more exact, the European Union country) that is facing a number of challenges, such as migrations and discrimination. In their study from 2000/01 and 2006/07, the authors note that pupils have relatively firm beliefs about "others," and that the Cypriot membership in the Union did not lead to the attitude change in pupils. Pupils do not perceive all the European Union countries as equally "European"; that is to say, as developed, advanced, and civilized. In that sense, they prefer the Western European countries more and the Eastern European

national curricula mitigate their ethnocentric direction. Philippou focuses on three fundamental principles – curriculum location principle (e.g., should the European dimension be taught as a cross-curricular topic), curriculum content principle, and pedagogic principles of curriculum. In this context, it is interesting to highlight the curriculum content of the European dimension which should include: (1) developing an awareness of geographical and historical constructedness of Europe; (2) exploring European and national identities; and (3) developing an awareness of social and cultural foundations, but also conflicts (Philippou, 2005).

In the study *Becoming European*, which explores the position of the European dimension in education in educational curricula, Hinderliter-Orloff (2006) analyses several different educational curricula of the European countries, departing from the following research questions – *Is the image of the European citizen separated from the identity of the national citizen, or are they intertwined?*; and *Is the curricular goal primarily to acquire knowledge, that is, to know about Europe, or is the goal to be European?* The research was conducted on the purposive sampling of educational curricula of Austria, Denmark and Germany, in accordance with their conceptual similarities, and the possibility of comparison. The hypothesis of this study is that education on civil rights and the European dimension in education can reveal important differences in the way that countries maintain balance between European identity and national identity through education. Austrian curriculum declaratively represents an ideal when it comes to the mechanisms of implementation of the European context that is preferred by the educational theorists. Nevertheless, the empirical evidence that would confirm that this is the model which contributes to the creation of the integrative European identity has not been obtained. The research confirms that a unified approach to the European civic education does not exist, nor are the hypotheses of the curricular development comparable. Therefore, the research concludes that every national educational policy continues to set different priorities when it comes to creating the national, European and global identity, and the success of said approaches is presumed with regard to chosen priorities. Of course, what is not disregarded in the process is the necessity to contextualise the lower levels of identity (local or national) in the framework of the wider, supranational social community such as the European Union or Europe; that is, the world as a whole.

In the discussion of the European dimension in education as the concept of future European education, Diestro Fernández (2014) highlights four key aspects which should be taken into account, and whose development and strengthening should be advocated. His study highlights in particular: (a) syllabus and teaching materials; (b) creation of school networks and encouragement of extracurricular activities; (c) initial and ongoing teacher training; and (d) management, leadership and administration styles at teaching centres.

Furthermore, Philippou, Keating and Hinderliter-Orloff (2009) explore the topic of the national and supranational perception of nationality/citizenship (what it means to be the citizen of Europe), and conclude that there is a significant difference between the curricula of older (Spain, Germany, Ireland, and the United Kingdom) and newer

¹³ Sweden, Finland, Norway, Scotland, Ireland, England, the Netherlands, Germany, Austria, Hungary, and Slovenia.

A frequent question in the scientific studies is the presence and/or absence of the European dimension in education in the curriculum of different countries. On the basis of the analysis of national curricula in the Netherlands, Denmark, Ireland, Spain, France, Great Britain, Germany, and Greece, Theiler (1999) came to a conclusion that the position of the European dimension in those curricula is relatively marginal. This thesis was in part confirmed by Puzic (2007) who, after taking into account the results of the comparative analysis of the curricula in 11 European countries,¹³ concluded that the common European model of intercultural education does not exist, and that it is mainly in the function of the national educational policies. Philippou (2005) is also on the track of establishing a similar “common model.” She determines the principles of the EDE curriculum guided by the fundamental question – how can the introduction of the European dimension into the existing

as well as the national sphere. exploration of this topic has been developing during the recent years in the international, still a relatively unexplored concept, it needs to be noted that a greater interest for the Even though the literature often points out that the European dimension in education is

2.4. Recent research on the European dimension in education

The categories shown in Table 1 are indivisible; therefore, it should be noted that the implementation mechanisms and processes for the European dimension complement each other in practice. For example, foreign language learning in schools can contribute to the development of general knowledge about Europe, but also to intercultural understanding, all of which are very important competencies for facilitating coexistence in a multicultural European area.

| | |
|--|--|
| <p style="text-align: center;">Development of knowledge, skills, and attitudes “about Europe, in Europe and for Europe”</p> | <ul style="list-style-type: none"> • reinforcing the history, geography, and foreign language teaching (“wherever is possible”) • promoting the knowledge of Europe in a geographical, historical, and social context (characteristics of countries, similarities and differences between the countries) • promoting the knowledge and understanding of the European Union policy, and its relationship with the world at large • creating a public awareness of Europe (its history, the developmental course of its political and cultural beliefs, economic systems, differences, and the role of the individual) |
|--|--|

different interpretations and perceptions of this expression that change depending on the political events in Europe, there is a need to unify the existing interpretations of the European dimension into a whole that would form the basis of future research. Hence, the following table outlines and structures the elements, or the *specific indicators of the European dimension in education* that are most frequently found in the documents of the European Union and the literature, where they are designated differently (e.g., as goals, principles, elements, or determinants of the European dimension).

Even though there is a desire to precisely define the EDE indicators with the purpose of easier and clearer understanding of the concept, it should be noted that the European dimension is an “evolving concept” as stated by Ledić and Turk (2012), which means that the presented outline is open to amendments and changes depending on further research, and the course of the development of the European Union and European educational policy.

Table 1: An outline of the EDE indicators

| BASIC CONTENT OF THE EUROPEAN DIMENSION IN EDUCATION (What?) | | IMPLEMENTATION MECHANISMS / PROCESSES (How?) | |
|--|--|---|--|
| European values | | <ul style="list-style-type: none"> • promoting the (European) values¹² in education: tolerance, pluralism, democracy, equality, pacifism, solidarity, freedom, and human rights | |
| European citizenship | | <ul style="list-style-type: none"> • raising awareness about the role, rights, responsibilities, and possibilities of the European citizens • promoting the concept of active citizenship | |
| European identity | | <ul style="list-style-type: none"> • raising awareness about the local, national, and European identity, and their interconnectedness • respecting different cultural and ethnic identities (intercultural understanding) • developing a sense of political, social, and cultural affiliation with Europe | |
| Multilingualism and mobility | | <ul style="list-style-type: none"> • learning (European) languages in the context of the linguistic competencies development, and in the context of the development of intercultural competencies and understanding • developing the ability to learn and work in a multinational environment • fostering the mobility of pupils, students, and teachers • providing the possibility of international interaction | |

¹² The term “European” values is hereby used because the said values have their origin in the founding documents of the European Union; that is, they are regarded as the values that every member state should foster. Borchardt (2010) analyses the fundamental values in the European Union law, and points out that ensuring the permanent peace, unity, equality, freedom, solidarity, safety, democracy, and the protection of human rights are the common values of all the Union member states, as well as those countries vying to become members of the Union in the future. Disrespect of the fundamental values entails legal sanctions for the member states, or the inability to join the Union for candidate countries.

and local identity; and (4) (*contemporary approaches to learning*: e-learning, and learning about social responsibility) (Ledić & Turk, 2012:267).¹¹

In a similar way to Wahström (2010), and Ledić and Turk (2012), Schmeink (2013) establishes the goals of implementing the European dimension for the primary schools' curricula. According to Schmeink (2013), the European dimension has four goals: (1) *knowledge* – pupils should have a basic, but flexible knowledge of Europe. That knowledge should be interdisciplinary and take into account different cultural, geographical, historical, and political aspects (e.g., the development of the European Union, the Union member states, climates and nature, languages and history); (2) *understanding* – pupils should develop a sense of understanding of the interdependence, connections and relationships within Europe, and of Europe in relation to the world. On the other hand, they should develop an awareness of, and the ability to understand the consequences of their own actions and involvement related to the future development of the European Union, their own lives and lives of the Europeans in general (e.g., the understanding of the Schengen Agreement, European law, circulation of goods and transport in Europe, common currency); (3) *attitudes* – efficient participation of the European citizens can only be built on clear, positive, constructive, but also critical attitudes toward the European ideas. The goal of education is to improve the attitudes toward the European ideas, and to provide the possibility of research and evaluation of the different perspectives and ideas, attitudes, perceptions, and views; and (4) *skills* – practical skills related to lifelong learning, such as languages, communication, social and geographical skills.

Furthermore, Diestro Fernández and Valle López (2015) highlight three important elements of the European dimension: (1) European identity which is Euro-global and open to the world; (2) culture interaction – interculturalism among people and European regions; and (3) European citizenship in the context of politics and law, as well as the context of active democracy, Europeanism, and sustainable development. At the core of every attempt to define the European dimension is the idea of education in Europe that includes the "theoretical" framework, but also the framework of "values" that promotes the European lifestyle.

2.3. An outline of the indicators of the European dimension in education

On the basis of the historical overview of the EDE concept development in the educational policies of the European Union, as well as the insight into the literature focusing on this topic, this chapter highlights the basic content of the European dimension in education, as well as the mechanisms and processes of implementation of said content. Due to

¹¹ It should be noted that, in the national context, some authors (Illišin & Mendes, 2005; Lukšić & Bahor, 2007; Domović et al., 2011) explored the wider topic of the European education during the first years of the 21st century, and in that way partly contributed to the research on the concept of the European dimension in education.

competencies in relation to the European issues, with the emphasis on migration and racism; (3) *attitudes* – attitudes toward foreign (European) language learning, the trust in European institutions, an interest in Europe, belief in European political efficacy, respect for non-European cultural heritage as well as European cultural heritage, a Europe-wide openness to the change of opinion; and (4) *identity* – a sense of European identity and regional identity in Europe (Wahliström, 2010).

The issue of the European dimension in the Romanian educational policy is the focus of Enache (2011) who defines the European dimension as the direction which enables an easier creation of the cultural and moral identity of individuals; that is, the European citizens who are educated in the spirit of European values (human rights, laws, freedom, democracy, responsibility, involvement, and participation), and possess European culture, perception and identity. Furthermore, Enache (2011) states that the European dimension represents the joint project of the European educational systems, and as such should be based on common elements (values, experiences, and problems) and not differences (structure, curriculum, legal framework, etc.). The European dimension is a cultural project in which cultural diversity contributes to the cohesion and balance of the European Union is a supranational project which is a synthesis of four European values “*Germanic freedom, Roman order, Christian faith and Greek thought*” (Enache, 2011:110).

Alfonso Diestro Fernández is one of the authors who gave a considerable contribution to the scientific development of the EDE concept on an international level. Diestro Fernández (2011) perceives the European dimension in education as a pedagogical/educational paradigm of the European heritage and culture, in a wider context of understanding. The same author notes that the EDE concept is the key aspect of the European supranational educational policy, even though he considers it to be one of the most controversial concepts in the field of the European educational policy.

Resnik Planinc (2012) provides an overview of the European dimension as a group of *relationships, skills, and experiences* which can influence the understanding of other cultures and peoples in Europe. The goal of the European dimension is to raise the individuals' level of awareness in order for them to feel part of the family of wider communities and peoples within the European Union; that is, in order for them not to feel like strangers in foreign countries, but to be aware that they can live, work, and educate themselves in said countries.

Ledić and Turk (2012) contribute to the definition of the European dimension by stating that, on the basis of the analysis of documents, and scientific and professional works, the European dimension encompasses: (1) *a contribution to the development of the (European) society of knowledge* through: development of the linguistic competencies (foreign language knowledge), fostering of mobility and international cooperation, fostering of the equality of educational opportunities, and stimulation and development of lifelong learning; (2) *(European) values*: interculturalism, multiculturalism, democracy, human rights, tolerance, social justice, respect of differences, pacifism, prevention of war, and fight against crime; (3) *different dimensions of identity*: European, national,

the specific dangers or challenges of implementing the European dimension. The second group is characterized by a sceptical approach to the study of the European dimension, and a refusal of the concept because of the possible negative effects, such as Eurocentrism or a threat to cultural diversity; while the third group includes the opinions which take into account both the advantages and potential dangers of the European dimension (Phillippou, 2005).

Convery and Kerr (2005) define the European dimension in education as a concept which encompasses three basic determinants: *identity, cooperation, and integration*. They highlight the importance of the development of European identity (which does not at the same time imply the disruption of the national and local identity), the importance of the cooperative activities (volunteer, philanthropic) with the goal of increasing the sense of common identity, and the integration in the context of the political, judicial and economic dimension of the European Union, which provides the Union citizens with a European status and the rights at the supranational level.

Savides (2008) explores the characteristics of the European dimension in education within the framework of three "European schools" (in the United Kingdom, Belgium, and Spain). On the basis of the determinants of the European schools, she establishes the basic framework for the definition and implementation of the European dimension in education. According to Savides (2008), the elements of the European dimension manifest through: (1) the pupils' residence in the diverse European, national, cultural, and linguistic environment; (2) a curriculum and teaching approach which are oriented toward promoting the European dimension; (3) language learning; (4) learning about Europe through history, geography, and economy; (5) extracurricular activities (e.g., European Day, Eurosport); (6) student excursions; (7) celebration of national and European holidays (e.g., Europe Day); and (8) the practicing of the model of the European Parliament and Council during which pupils gain experience in the role of European ministers and commissioners. On the basis of the interviews with pupils, Savides (2008) points out three most efficient methods that contribute to the implementation of the European dimension into schools, and those are: enabling contact between pupils from different European areas, language learning, and incorporating the study of Europe into the curriculum of school subjects, while at the same time acknowledging the different national perspectives. Taking into account the fact that a number of authors focus on the theoretical discussions of the European dimension, the significance of this research is that it provides a clear insight into the practical implementation of the European dimension in education.

Wahlström (2010) defines the EDE indicators in the context of the discussion on the European educational area and active (European) citizenship. She specifies four different dimensions which relate to the European dimension, but also to the European active citizenship: (1) *knowledge* – knowledge about human rights and an overview of their development in Europe; knowledge about European history, current European affairs, European cultural heritage, European legal matters, and European institutions; the question of how to exert influence over the European community/society and policy; (2) *skills and competencies* – conflict resolution and intercultural

European Union in general. He states that the introduction of the European dimension in education could be one of the most important measures for the preparation of "hearts and minds" of the next generations of Europeans for the challenges and possibilities presented by the European Union membership (Ryba, 1992). Furthermore, he points out that the European dimension encompasses two opposite terms at the same time – "unity" and "diversity," which are expressed in a single motto. On the one hand, this motto represents a growing unity between the European countries, both within the European Union and in the wider family of countries which are part of the Council of Europe, which imposes the need for the introduction of the joint "European dimension" into the curriculum content. On the other hand, the issue of education is an area in which the national governments guard their rights most persistently, and that is where the diversity is visible (Ryba, 1995).

Zidaric (1996) provides a chronological outline of the European dimension concept development in the activities of the Council of Europe and the European Communities/Union. On the basis of that that, he describes the European dimension as an optimistic and temporally unlimited project which should help to speed up, strengthen, and enrich the content of the process of European integration, and at the same time prepare the youth for the assumption of responsibility in the world of tomorrow, in which the European and global dimensions will be the determinants of living as a result of general progress. Furthermore, he points out that its task is to foster international cooperation and mutual understanding, and to create conditions for the facilitated workforce (and other) movement in the entire European area (Zidaric, 1996).

Furthermore, Treverton (1992, as cited in Diamantopoulou, 2006) notes that the role of the European dimension in education is to "contribute, in an environment of economic, social and cultural diversity, to a more effective educational policy in the Community with a view to assisting in the integration of the common labour market and the competitiveness of the European Union at international level" (p. 136).

Stavroula Philippou conducted a number of studies related to the practice and implementation of the European dimension, primarily in the Greek-Cypriot national context. Her article written in 2005 is significant because it points out that "despite a growing body of literature on the European dimension in education, there has been relatively little research into its curricular meaning and practical implementation" (Philippou, 2005:334). One of the main ideas of the European dimension is to cultivate knowledge, skills and attitudes "in Europe, about Europe and for Europe" through education (Philippou, 2005:347). Furthermore, she defines two fundamental approaches to the study of the European dimension – the *prescriptive approach* which examines the historical directives of the European Union and the Council of Europe, and the *explorative approach* which focuses on the question of how the research and academic community defines the goals, principles, and content of the European dimension in education. The aforementioned classification differentiates between three groups or categories related to the approach to the study of the European dimension. The first group includes the authors who welcome the European unity and the European dimension in education, but make little or very little reference to

participation in lifelong learning which, if viewed from a wider perspective, contributes to the union of the European cultures and peoples.

Taking into account the historical overview of the EDE development, it is obvious that the key period for defining the European dimension in education was during the 1970s and 1980s. During those decades, one of the main goals of education was to change the teaching content, focusing it on Europe and affiliation with Europe. After the 1980s, the European Union level decreases displayed a visible aspiration toward greater mobility and multilingualism, unrelated to the educational segment in question (e.g. vocational, higher education, etc.), as well as toward increasing the level of cooperation between member states.¹⁰ Over the last ten years, the promotion of the European dimension in education has more or less become a constituent part of every European Union directive related to the question of education. That fact is not surprising because the European Union aspires toward creating a unique European educational area.

2.2. The challenges of defining the European dimension in education

Starting with the year 1973 when the "Janne Report" was published and for the first time made a clear reference to the European dimension in education, a number of authors have focused on this topic in their scientific and professional works, and attempted to define the concept. The European dimension in education can be viewed from different perspectives. Ritchie (1997) points out that the "European dimension" is a confusing term; that is, a term whose definition in the educational policy of the Council of Europe and the European Commission is open to wide interpretation. Barthélémy (1999) states that those who search for the etymology of the expression "European dimension" and its semantics, should examine the syntagm which sometimes carries many different meanings and connotations, and is difficult to understand. Furthermore, he points out that the expression "European dimension" is the key term for the definition of a new epistemological framework that would create conditions for the development of peace and modern Europe, and represent a change of perspective in education (Barthélémy, 1999). Ledić and Turk (2012) state that the "monosemic definition of the EDE concept in its practical (educational) aspect is an extremely complex task" (p. 264). Notwithstanding the challenges of defining the European dimension in education, the following chapter outlines different definitions of the term presented in the works of authors who focus on this topic.

At the beginning of the 1990s, the works of Raymond Ryba (1992) gave a considerable contribution to the development of the idea of European dimension and education in the

¹⁰ Diestro Fernández (2014) outlined the development of the EDE concept within the framework of the European Union and the Council of Europe. He considers the period of the 1990s to be the most important for the development of the idea of the European dimension through the documents of the European institutions. See more in Diestro Fernández (2014), p. 5.

A big turning point for the goals and workings of education (primarily higher education) happened on 19 June 1999 with the signing of the *Bologna Declaration*, a joint declaration of the European Ministers of Education who convened in Bologna, which was signed by 29 countries with the intention of harmonizing and unifying the area of higher education on the European level. In 2000, the Lisbon Strategy set a very ambitious goal which envisioned Europe becoming the most dynamic and competitive economic area in the world in the ensuing ten years, based on knowledge, and capable of sustainable economic growth with the highest rate of employment and a strong social cohesion. Unfortunately, a report on the Lisbon Strategy from 2005 revealed disappointing results which were a consequence of too broadly defined goals, an overly extensive programme, insufficient coordination and contradictory priorities, as well as the insufficiently clear distribution of responsibility between the European and national levels (Kesner – Skreb, 2008).

In the following years, the European Union issued a number of proclamations on the issues of education, but not one explicitly dealt with the expression *European dimension*, as had been the case in the 1970s. Nevertheless, the European dimension was, in a more or less clear manner, integrated into those documents. For example, in the *Copenhagen Declaration* from 2002, which focuses primarily on the vocational education and training, the following is stated as one of the main priorities: "Strengthening the European dimension in vocational education and training with the aim of improving closer cooperation in order to facilitate and promote mobility and the development of inter-institutional cooperation, partnerships and other transnational initiatives, all in order to raise the profile of the European education and training area in an international context so that Europe will be recognized as a world-wide reference for learners" (p. 2).

The new *Maastricht Communiqué* (2004) provides a review of the Copenhagen Declaration, and it focuses on the future priorities for the enhancement of the European cooperation in vocational education and training. Furthermore, in 2006 the *Helsinki Communiqué* was signed, and in 2008 the *Bordeaux Communiqué* as well, both with the same goal – to enhance cooperation in vocational education. "From Copenhagen to Maastricht, Helsinki and Bordeaux, a European VET area is being built, based on transparency and mutual trust" (p. 2, Bordeaux Communiqué).

In 2009, a new strategic framework for European cooperation in the field of education and training known as *Education and Training 2020* was introduced, and it established the objectives for the period up to 2020. The European dimension can be recognized in four strategic objectives: (1) to implement lifelong learning and mobility; (2) to enhance the quality and efficiency of education and training; (3) to promote equity, social cohesion, and active citizenship; and (4) to stimulate creativity and innovation, including entrepreneurship, at all educational and training levels. In the following year, education was listed as one of the main strategic goals of the *European Strategy for Smart, Sustainable, and Inclusive Growth* (Europe 2020). In the context of education, and especially mobility, the *European Qualifications Framework* should be highlighted, with its goal of connecting the national qualification systems, and facilitating their recognition in the European area. Besides the free movement of workers on the labour market, the EQF supports greater mobility of workers and students, as well as an easier access and

The *Treaty of Amsterdam* from 1997 was relevant for the course of events on the European political scene. Even though it is not essential in terms of the perception of the European dimension, it is significant because of the amendments to the Maastricht Treaty. It states that the Union's goal is to promote a harmonious, balanced and sustainable development of economic activities; a high level of employment and social protection; equality between men and women; a sustainable and non-inflationary growth; a high degree of competitiveness and convergence of economic performance; a high level of protection and improvement of the quality of the environment; the raising of the standard of living and quality of life; and economic and social cohesion, and solidarity among member states. Another significant segment of this Treaty is the establishment of the Citizenship of the Union, which means that every citizen of the member state automatically becomes a citizen of the Union. In a way, it marked the beginning of a new discourse in the exploration of the European identity that is determined by the European Union membership, and the Citizenship of the Union became an important determinant of the European dimension in education.

The *White paper on Education and Training – Teaching and Learning* – Towards the *Learning Society*, published in 1995, put a great emphasis on lifelong learning; therefore, the European Parliament and the Council proclaimed the following year (1996) the European Year of Lifelong Learning. The document states that the main goal of education and training has always been the personal development, and successful integration of the Europeans into society. Some of the issues the document focuses on are the recognition of qualifications, mobility, cooperation between schools and the business sector, a combat against the social exclusion by opening the “second chance” schools, the creation of the European volunteer network, demanding the knowledge of at least two foreign languages, monitoring the investments into education, etc. The introduction of the European dimension is primarily mentioned as a requirement in the context of the internationalisation of education and economy.

make judgments autonomously; to assess matters critically and adapt to innovations; to achieve their full potential and be encouraged to pursue lifelong learning; to provide the pupils with qualifications which would facilitate their transition to working life...), and the *specific objectives* which define the European dimension as an “added value.” In the specific objectives it is pointed out that the added value manifests through the contribution to a European citizenship (which includes respecting different identities; combating chauvinism and xenophobia; educating for democracy; combating inequality; tolerance and respect of differences; language learning; international exchanges), through the opportunities for improving the quality of education (including the promotion of innovation, mobility, exchange of experience, integration of the European dimension into curricula), as well as through preparing the young people for their integration into society and an easier entry into the labour market (which would be facilitated through the knowledge of language, partnerships and cooperation between schools and the market, but also the local authorities and non-governmental sector). In that context, teachers and pupils should be enabled to develop the European perspective, overcome linguistic and cultural obstacles, and learn about the common European heritage (Ledic & Turk, 2012).

EURYDICE (The Information Network on Education in Europe), prompted by the aforementioned documents' recommendations, published a thematic bibliography titled *European Dimension in Education* which categorized and classified the documents that had undertaken this topic prior to the year 1990.

In 1991, the Committee of Ministers of the Council of Europe held a session in Vienna at which they adopted the new *Resolution on "the European dimension of education: teaming and curriculum content"*. Referring back to the existing documents and political decisions, the resolution attempts to set the comprehensive educational goals that will contribute to the promotion and implementation of the idea of European unity. The resolution outlines the endeavours that the European Union wants to reach in order to implement the European dimension in education, and therefore only particular goals are highlighted; for example, to promote an awareness of the European unity and identity through education, and to encourage young people to play an active role in the shaping of the European future. Furthermore, educational systems should demonstrate the willingness to reach an understanding, overcome prejudice, affirm the European diversity, and at the same time preserve the national particularities, ecological balance, freedom, democracy, human rights, economic security, and peace. Schools should encourage an awareness of the geographical diversity of the European regions and their natural, social, economic and political structures, and an awareness of the historical forces that shaped Europe; encourage the recognition of the characteristic features of the European culture and its unity and diversity; promote the multi-lingual nature of Europe, highlight the importance of the familiarity with the European institutions, call for a joint European dialogue related to the economic, social and political challenges in Europe. Taking into account these goals, it can be concluded that the European institutions strive to realise their vision of Europe united in differences through education. Schools, therefore, play an important role in achieving the educational goals that contribute to the implementation of the European dimension in education.

An important year in the European Union history is 1992 because the *Treaty of Maastricht on European Union* was signed then. The Treaty of Maastricht modified the previous European treaties and created the European Union that is based on three pillars: the European Communities, the Common Foreign and Security Policy, and the Justice and Home Affairs. Chapter 3 of the Treaty titled "Education, vocational training and youth" outlines six goals that the European Union strives toward in education: (1) developing the European dimension in education, particularly through the teaching and dissemination of the member states' languages; (2) encouraging mobility of students and teachers; i.a. by encouraging the academic recognition of diplomas and periods of study; (3) promoting cooperation between educational institutions; (4) exchange of information and experience on issues common to the educational systems of the member states; (5) encouraging the development of youth exchanges and teacher/lecturer exchanges in the field of education; (6) encouraging the development of distance education (Art. 126). The European Commission document - *Green Paper on the European Dimension of Education* from 1993 is of vital importance in the chronological outline of the EDE development. It presents the *general objectives of schools* (e.g.; to enable the pupils to

In the following year (1989), these ideas were consolidated in the document titled *the Report on the European Dimension of Education*. "The Report presented two fundamental aspects of the European dimension in education: (i) that the European dimension could not be a substitute for a particular teaching subject, and that the focus of forming an awareness of Europe in pupils resided in the literature, history and geography teaching; and (ii) that the foreign language learning was the *sine qua non of its development*" (Ledic & Turk, 2012:262). It should also be noted that in 1996,

clubs; supplementary measures such as extracurricular activities, or opening of the European establishment of contact between teachers and pupils from different countries, and the implementation. Furthermore, it discusses the stimulation of measures related to the professional development of teachers as the individuals who are responsible for the main fields for the introduction of the European dimension, as well as the importance of the teaching of literature, history, geography, social sciences, economy, and arts as the school curriculum and teaching materials is highlighted, especially when it comes to introduction of the European dimension on all the educational levels. The importance of required documentation, and the stimulation of the significant initiatives related to the European dimension into the educational systems through the preparation of measures for the European dimension in education; for example, an introduction of the European educational policy. The document proposes a number of implementation in 1998, the Council of Ministers of Education published the *Resolution on the European dimension in education*, and it once again brought the European dimension to the fore of the European educational policy. The document proposes a number of implementation of measures for the European dimension in education; for example, an introduction of the European dimension into the educational systems through the preparation of required documentation, and the stimulation of the significant initiatives related to the introduction of the European dimension on all the educational levels. The importance of the teaching of literature, history, geography, social sciences, economy, and arts as the main fields for the introduction of the European dimension, as well as the importance of the professional development of teachers as the individuals who are responsible for the implementation. Furthermore, it discusses the stimulation of measures related to the establishment of contact between teachers and pupils from different countries, and the supplementary measures such as extracurricular activities, or opening of the European clubs;

later phases. to be an exceptionally successful programme for the realisation of the mobilities in its was without a doubt the establishment of the Erasmus programme, which would prove advancement of the European unity. An event of even greater importance for that year again emphasises that the goal of the European Communities is to contribute to the which was adopted in 1986, and entered into force in 1987. The Single European Act it is thought that the "Adonino Report" had great influence on the *Single European Act*

- enabling the highest possible number of pupils to visit a member state where a different language is spoken;
- exchanges between schools (to foster school exchanges and meetings between schools, and to establish a department which would serve as an advisory body for the information dissemination related to the exchanges, in those countries where it does not already exist);
- the European image in education (the preparation of textbooks and teaching materials, the Europe Day celebrations);
- cooperation between universities;
- exchanges of young people, and professional exchanges (Adonino, 1985).

The goal of promoting close cooperation among the educational systems in Europe should be additionally highlighted, since it specifically lists the activities related to the European dimension in education. It states that the Community will promote the "European dimension" among the pupils and teachers in primary and secondary schools, including the promotion and organization of short study tours and exchanges for teachers (especially those teaching languages), and the development of the national service which would provide advice and information required for promoting the mobility of pupils and teachers. It would also address the issue of teacher training, and promote the educational activities with European content.

Zidaric (1996) points out the importance of the *Recommendation of the Committee of Ministers to Member States Concerning the Promotion of an Awareness of Europe in Secondary Schools* (1983) because it "announces the European dimension in education" (p. 163). One of its main recommendations to the member states' governments is to promote an awareness of Europe among the pupils and teachers of primary and secondary schools as much as possible. It states that the programmes focusing on the promotion of an awareness of Europe in secondary schools can have different content that suits the needs and interests of particular countries, regions and schools, but they have to pursue the same goal – to stimulate young Europeans to respect and feel solidarity for other peoples and cultures, and stimulate young people to view themselves not only as the citizens of their regions/countries, but as the citizens of Europe and the world. It points out that young Europeans should be given assistance in order to be prepared for, and capable of the preservation and promotion of democracy, human rights, and basic freedoms; should be helped to acquire knowledge and skills required for living in the interdependent world; to develop the understanding of the cultural heritage, and recognize their personal contribution and obligation toward other civilizations; to develop an awareness of the institutions and organizations that promote European cooperation, and the willingness to support their ideas and activities.

Theiler (1999) considers the document of the ad hoc committee called *A People's Europe* from 1985 (also known as *The Adonino Report*, named after the author, the representative of the Italian government Pietro Adonino) to be important for the development of the idea of the European dimension. Several paragraphs in the second part of the said document refer to the introduction of the European dimension into the school curriculum. In the chapter "Youth, education, exchanges and sport," the author points out that it is essential to involve young people in the future development of Europe, and presents the proposals focusing on young people and the promotion of the European dimension. Several indicators of the European dimension should be highlighted in this report:

- language knowledge – at least two languages in addition to the mother tongue, one of which is the language of the member state;
- enabling future language teachers to spend time in a country whose language they teach;

Community. They defined the direction of the European educational policy and its desired outcomes as follows:

- the cooperation in the field of education within the European Community was agreed upon;
- the need to foster the possibility of mobility within the Community for students, teachers, and research staff was highlighted;
- the question of the education of migrant workers' children was included in the agenda;
- the need for the revision of the existing policies related to the foreign language learning and teaching in the member states was highlighted;
- the importance of learning about Europe was confirmed – its history, geography and culture; and especially the contemporary social and political development; in addition, the stimulation of the teachers' professional development through scholarships was approved, as well as the developmental projects and curricula of the member states;
- the intention to strengthen the cooperation between higher education institutions was highlighted;
- the idea of establishing the European schools was presented;
- the intention to consolidate and exchange documentation and statistical materials related to the educational activities at the Community level was highlighted;
- the financial evaluation of educational activities was agreed upon.

From the aforementioned, it can be concluded that the European institutions endeavoured to promote the idea of the European dimension in education not only within practical work in schools (through the content change in textbooks and teaching), as stated in the Henri Janne's report, but it also started to emphasize the concepts of mobility, mutual cooperation, and measurement of educational outcomes, which requires the introduction of changes on all the levels of education and training.

The *Resolution of the Ministers of Education, meeting within the Council* from 1976 presented the "Action Programme on Education" which refers back to the previously stated proposals. In a similar manner to the previous proposals, the programme determines the following general goals of education in the European Community:

- to improve the content of education and training of the nationals and children of the nationals of other Community member states, and of non-member countries;
- to promote close cooperation between educational systems in Europe;
- to develop documentation and statistics in education;
- to stimulate cooperation in the field of higher education, and the promotion of foreign language learning; and
- to ensure equal opportunity for free access to all forms of education.

fact that the Treaty of Rome did not refer to the specific idea of the European dimension in education, the question of education was not entirely omitted. "Only a few educational issues were mentioned in the Treaty of Rome: provisions for vocational training (Art. 41, 118 and 128), and for mutual recognition of certificates (Art. 57)" (Phillips, 1995, as cited in Diamantopoulou, 2006:132). In the Treaty the following was stated: "The Council shall, acting on a proposal from the Commission and after consulting the Economic and Social Committee, lay down general principles for implementing a common vocational training policy capable of contributing to the harmonious development both of the national economies and of the common market" (Art. 128). That marked an important starting point for the creation of the common European educational area. Furthermore, the Council of the European Community (nowadays: Council of the European Union) published a document called the *Principles for Implementing a Common Vocational Training Policy* in 1963, which was also important for vocational education. It established ten general principles for the creation of the common vocational education and training policy, and they focused on the idea of enabling all people to acquire adequate training in order to be able to take advantage of the possibility of free choice of vocation and workplace, and reach the higher level of employment (Becić et al., 2009).

The idea of the European dimension in education started to take form at the meeting of the Council of the Ministers of Education of the European Union in 1973, through the merit of the Belgian minister of education Henri Janne who spoke of a coherent strategy whose goal is the gradual harmonisation of the educational policies of the European Union member states. Henri Janne's report "*For Community Policy on Education*" is the document of the Council of Europe in which the expression *European dimension in education* is used for the first time. In its chapter "*A European dimension in the matter of education*" it is stated that "education should have a European dimension wherever it is possible – in the context of geography, history, and cultural, political and civil education."⁸ This document is of special importance for the subsequent course of defining the European dimension as the essential element of the European educational policy.

Furthermore, the Council of the European Union issued two significant proposals⁹ of official documents in 1974 that explore the topic of education in the European

⁸ In Henri Janne's report "For a Community Policy on Education" from 1973, the elements (procedures of implementation) of the European dimension in education are stated as follows: (1) insertion into teaching practices of a suitable proportion of examples and illustrations (such as reading texts) tending to increase knowledge of Europe and the other peoples which are members of the Community; (2) continuation of the 'correction' of history textbooks with a view to expunging or amending nationalistic, biased passages or those of a kind which would create hostile or erroneous judgements; (3) replacement of history as a catalogue of events by the study of the 'major currents' of the development of the sciences, techniques and labour, of the movement of law and the institutions, of nutrition (and families), of health and medicine (and epidemics) of philosophy and religions, political ideas, culture and the arts; use of geography to transcend national frontiers and to mark the relative nature of the differences and similarities of human groups, and positively influence the frontier regions; (4) direct the teaching toward linguistics, throwing light in particular on the common structures of the European languages; (5) prudent and gradual teaching of the European civic rights which are based mainly on Community practices and institutions, on pluralism and democracy; (6) examination of the opportunities of creating agencies at the Community level to produce or promote the production of didactic equipment (books, illustrations, audio-visual equipment) with a view to supplying teaching establishments on advantageous terms, with instruments of study of high pedagogic quality and creating positive and well-informed attitudes with regard to Europe (Janne, 1974:52).

⁹ The first proposal is the Draft resolution of the Council of the European Communities and of the conference of Ministers of Education meeting within the Council for cooperation in the field of education. The second proposal is the Draft Decision of the Council of the European Communities relating to the setting-up of a European Committee for Educational Cooperation.

2. THE EUROPEAN DIMENSION IN EDUCATION


2.1. A historical overview of the European dimension in education

Many authors have presented a chronological outline of the EDE development⁶ in their works (Bell 1991, Ryba 1992, Zidaric 1995, Field 1998, Hansen 1998, Barthélémy 1999, Theiler 1999, Ertl 2006, Ledic & Turk 2012, Resnik Planinc 2012). A historical overview of the concepts development is important for a clearer understanding and definition of the European dimension, even though Ledic and Turk (2012) point out that its placement within the framework of temporal and historical chronology represents somewhat of a challenge. This chapter will present the documents (recommendations, reports, declarations, resolutions, and action programmes) of the Council of Europe, and the development of the European Union that are considered important for the definition and development of the EDE idea. It should be noted that those documents are mainly not legally binding, but they have a role in the development of the educational policy in the European Union.

The first inklings of the European dimension in education can be found in the *European Cultural Convention* which was published in 1953, prior to the establishment of the European Communities. In the Convention, the Council of Europe stipulates that the countries who sign it will take appropriate measures for the preservation and development of their contribution to the common cultural heritage of Europe. Learning about the language, history, and civilization of all the countries who sign the Convention will be encouraged, and the countries will counsel themselves on the advancement of cultural activities with European interest.⁷ Although the idea of the European dimension in education appeared only 20 years after the Convention had been published, the indicators of the European dimension discussed today in the European education circles could be recognised even then.

The year 1957 is considered as important in the European Union's history, since it was the year when the *Treaty of Rome* was signed and it established the European Economic Community (EEC), and the European Atomic Energy Community (Euratom). Despite the

⁶ In this monograph, depending on the content and language demands, the concept's full denomination (European dimension in education) and its abbreviation (EDE) will be used as equivalents.
⁷ More information at: Decree on the Announcement of the European Cultural Convention. Retrieved 1 July 2015, from: <http://narodne-novine.nn.hr/clanci/medunarodni/328210.html>

The background consists of three distinct geometric regions defined by diagonal lines. The top-right region is a dark gray triangle. The bottom-right region is a light gray triangle. The remaining central and left areas are filled with a medium gray color.

The European
dimension in
education



1.3. Croatia's accession to the European Union

The process of Croatia's accession to the European Union started in 1999 when the European Commission initiated the *Stabilisation and Association Process* for five Balkan countries – Albania, Bosnia and Herzegovina, Macedonia, the former Federal Republic of Yugoslavia, and Croatia. The *Stabilisation and Association Agreement* was signed in 2000, and ratified in 2001, which marked the beginning of the formal membership negotiations between Croatia and the European Union. All the countries participating in the process of stabilisation and association in the European Union are expected to meet the key criteria for joining (which are equal for all countries) – ensuring a democratic functioning of the institutions; the rule of law; promoting the protection of basic human rights and freedoms; protection of minorities; development and advancement of the economic system; and intense and quality regional cooperation (Ondelj, 2010). In 2003, Croatia submitted its application for the membership of the European Union, which was accepted in 2004, and with that Croatia acquired a candidate status. In the following years, Croatia was required to adapt its legislation to the established EU law, a process which lasted until 2011 when the negotiations closed and the Treaty of Accession of Croatia was signed. In 2012, it was the duty of the citizens of the Republic of Croatia to vote on the Referendum on the EU accession of the Republic of Croatia, with a positive outcome. After a decade of negotiations, Croatia became the 28th member of the European Union on 1 July 2013.

Prior to its accession to the European Union, Croatia made a commitment to adapt its policies and legislation related to education, culture, science, and research to the established European Union law. Croatia made a commitment to “completely adapt its legislative framework to align with the acquis and the principles of non-discrimination in its approach to education of Croatian citizens and the citizens of the European Union; ensure a necessary administrative and financial framework for participation in the Community programmes; and strengthen the administrative capacity necessary for implementation of the acquis through cooperation with the European Commission and other member countries” (Government of the Republic of Croatia, 2006). Following Croatia's accession to the European Union, there was a prominent change in legislation in the field of education, which placed a special importance on the national minority rights, and the rights of students who come to Croatia from other member states with the purpose of education. However, some of the greater challenges that the Croatian educational system is facing are related not only to legislation, but to a more general view of the European Union. For example, are the Croatian teachers prepared and sufficiently competent to teach students who come from other countries; how do we educate and prepare the Croatian students to become active European citizens; how do we promote the idea of European identity through school curriculum; how do we motivate the students to take advantage of the benefits of the European Union membership (embarking on study tours, student exchange, etc.). Those are some of the current questions contemplated by the representatives of the Croatian educational policy and practice. The Croatian educational system has attempted to respond to the aforementioned challenges by introducing the concept of the European dimension in education.

The *European Commission* is considered as the “*motor of integration*” because it creates initiatives which represent the common interests of all the member states (Mintás-Hodak, 2010b). The Commission alone is responsible for proposing the new EU legislation, and it sends the proposals to the Council and the Parliament for discussion and adoption (Fontaine, 2011). The members of the Commission are a team or the “College of Commissioners,” one from every EU member state, and every member state government selects the commissioners according to their own criteria (Mintás-Hodak, 2010b).

The *European Court of Justice* is the only authorised interpreter of founding treaties, and it also has jurisdiction over the settlement of legal disputes among the member states, among the EU and member states, among the EU institutions, and among the individuals and the EU (Keszner-Skreb, 2007). The Court is divided into three bodies: the Court of Justice (its members are one judge from every EU member state and nine independent lawyers), the General Court (one judge from every EU member state), and the Civil Service Tribunal (seven judges).⁵

The *European Court of Auditors* is an independent EU body which deals with financial management, and every member state has one representative in it (Mintás-Hodak, 2010b). The *European Central Bank* is an independent EU body and its main function is to monitor the monetary union, maintain the European currency’s (the euro) stability, and monitor the money flow (Mintás-Hodak, 2010b).

Familiarity with the European Union institutions is important for understanding the levels of decision-making involved in the adoption of new legislation, strategies, action plans and other important regulations which determine the direction of the educational policy in the European Union. Generally speaking, the EU institutions represent the communication channels among all the EU citizens. The level of information and knowledge of the EU’s institutional framework can be considered as one of the prerequisites for active citizenship and political participation within the society. In spite of this, studies show that the Croatian citizens’ familiarity with the European Union institutions is not on the satisfactory level. For example, Burazin and Kresić (2012) stated that the citizens of the Republic of Croatia consider their level of information regarding the EU institutions and law as below-average. To reverse the trend, many initiatives are making attempts to improve the level of visibility and understanding of the information about the institutions and general functioning of the European Union. Informing the citizens about the EU is very often part of the agenda of a number of non-profit organizations, or the Croatian government (for example, through the Agency for Mobility and EU Programmes). Of course, such activities should not be or remain the responsibility of external stakeholders, especially when it comes to educational institutions. In that context, schools and other educational institutions should direct their attention to informing the pupils about the European topics and content as a part of the regular function of their professional services.

⁵ More information at: The Court of Justice of the European Union. Retrieved 15 June 2015, from: http://europa.eu/about-eu/institutions-bodies/court-justice/index_hr.htm

1.2. Institutions of the European Union

An institutional framework of the European Union consists of the network of a number of institutions, agencies, interinstitutional bodies, and committees which propose, adopt, and revise decisions. The Lisbon Treaty lists the European Council, Council of the European Union, European Parliament, European Commission, Court of Justice, European Court of Auditors, and European Central Bank as the principal bodies of the EU (Mintas-Hodak, 2010b).

The *European Council* is the most representative body of the European Union when it comes to its structure (Mintas-Hodak, 2010b). It focuses on the general political direction and priorities of the EU, and it consists of the heads of state or government of the 28 EU member states, the President of the European Council, and the President of the European Commission. It should be noted that the European Council does not exercise legislative function, but holds meetings that usually take place four times a year during which it discusses the current issues within the EU, its goals and political initiatives.

The *Council of the European Union*⁴ is often referred to as the Council of Ministers. The primary purpose of the Council is to adopt new legislation (directives, regulations, and decisions) related to the implementation of the founding treaties, but also to adopt the measures related to the EU budget, and international agreements which involve the EU (Kesner-Skreb, 2007). It should be noted that the Council does not have permanent members; that is, its members are the national ministers from all the EU member states, depending on the discussed area of politics. The Council consists of the rotating Presidency (the Presidency rotates among the EU member states every six months), the Committee of Permanent Representatives (all the representatives of the member states), the Council preparatory bodies (a wide network of specialized working parties and committees), and the General Secretariat of the Council (officials, administrative support, and the institutional memory of the Council) (Mintas-Hodak, 2010b).

The *European Parliament* represents the citizens of the European Union. To be exact, the Parliament members are the representatives of the member states' citizens, and are elected through direct vote at the parliamentary elections. The number of seats given to every country is allocated based on the common agreement between the member states, depending on the demographic and geographic features of a certain country. For example, Croatia currently has 11 members in the European Parliament. Specific roles of the Parliament are reviewing the European Commission proposals; participating in the adoption of legislation; electing and acquitting the members of the European Commission; reviewing the work programme of the Commission and the Council of the EU; establishing and supervising the EU annual budget (in cooperation with the Council of the EU), etc. (Kesner-Skreb, 2007).

⁴ The European Council and the Council of the European Union should be distinguished from the Council of Europe because those are three different institutions that are similarly named. The Council of Europe, unlike the European Council and the Council of the European Union, is not the European Union institution, but an international organization focusing on the questions of democracy, human rights, and freedoms in the wider European region (it includes 47 countries).

establishing a Constitution for Europe, and the first *European Constitution* was signed in 2004 in Rome. Nevertheless, the Constitution was not backed by all the EU member states at referendum, and was therefore not ratified. Since that development was not expected, the European Council decided to hold what it referred to as a "period of reflection"² (Mintas-Hodak, 2010a:45), which contributed to the formation of the new (Reform) Lisbon Treaty (2009). The Lisbon Treaty was often criticized because it represented solely "cosmetic changes" to the European Constitution, even though it was presented as a new, acceptable solution which modified the earlier inaugural agreements of the EU (Mintas-Hodak, 2010a). Puskarić (2011) stated that the content of those two documents was 90% identical and the difference could only be found in the content presentation, which was mostly incomprehensible to the European citizens. This opens up a new topic, and that is the complexity of the European Union and the inability of the "regular" citizen to follow and understand its policy and functioning. This fact should be taken into account during the interpretation of numerous research studies related to the knowledge of the basic information about the European Union.

The accession of a country to the European Union requires the fulfilment of set conditions, and adjustment of the national legislation to the European legislation. As a rule, the said process is very complex, detailed, and time-consuming. The first enlargement of the European Union (then the European Communities) happened in 1973 when Ireland, Great Britain, and Denmark became member states, while the second enlargement encompassed the European south; Greece, to be exact, in 1981. During the third wave of enlargement in 1986, Spain and Portugal became the EU member states, while Austria, Sweden, and Finland joined during the fourth wave of enlargement in 1995. The fifth enlargement of the European Union is considered to be of great importance. Ten new member states joined the EU in 2004 (Malta, Cyprus, Latvia, Lithuania, Estonia, Poland, Slovakia, the Czech Republic, Hungary, and Slovenia), which unified a larger part of the European continent. In 2007, Romania and Bulgaria became the European Union member states (sixth enlargement), and Croatia became a member in 2013 (seventh enlargement). Today, the European Union comprises the total of 28 member states, and the future enlargements are planned for the countries of the Southeast Europe (Montenegro, Serbia, Macedonia, and Albania as candidate countries; and Bosnia and Herzegovina, and Kosovo as potential candidates for membership), Turkey, and Iceland.³

² It is possible, in principle, to problematize and question if the said scenario was only a preview of future disagreements among the European Union member states, which were especially pronounced during the official commencement of the Turkish EU accession negotiations in 2005, or at the time of the great migrant crisis which hit Europe in 2015, and during which the polarization of the member states was at its most pronounced since the Union's foundation.
³ More information at: A Short Guide to the European Union: Enlargement of the EU, Retrieved 15 June 2015, from: http://www.europarl.eu/atyourservice/hr/displayFtu.html?ftuid=FTU_6.5.1.html

the Austro-Hungarian throne, an event which marked the beginning of the World War I (1914 – 1918). Along with the millions of victims and an enormous material damage, the end of World War I ushered in a new political and territorial structure of Europe. The period of apparent peace lasted only two decades, and the year 1939 marked the beginning of the Second World War, which also culminated on the European territory. This time, the adversaries were the “Axis Powers” – Germany, Italy, and Japan; and the “Allied Powers” – Great Britain, France, the Soviet Union, the USA, and China, and their allies. The Second World War ended in 1944, and it marked the emergence of the universal aspiration for the establishment of permanent peace. Cerovac (2010) stated that the objective conditions for the emergence of more consequential ideas related to the gradual European unification were only created following the Second World War, because that was the time when the sufficiently powerful political leaders appeared on the political scene, utilised that idea to achieve permanent peace and stability, and began its realization through the development of European institutions.

At the start of the 1950s, the French politician and economist Jean Monnet developed the idea of the formation of three supranational institutions representing three different sectors: *economy, military, and political*; as well as the basis for the establishment of the United States of Europe, by proposing the formation of the European Coal and Steel Community, the European Defence Community, and the European Political Community (Mintas-Hodak, 2010). The French foreign minister Robert Schuman adopted Monnet's idea and in 1950 proposed the establishment of the *European Coal and Steel Community*, which was founded in 1952, and included six countries – Belgium, France, Italy, Luxembourg, the Netherlands, and the Federal Republic of Germany. Furthermore, in 1957 the *Treaties of Rome* were signed, and in 1958 they came into force. With the *Treaties of Rome*, the ECSC members created the *European Economic Community*, and the *European Atomic Energy Community*, with the purpose of establishing a common European market. In the following decades, the European Communities accepted new members, established a customs union, developed a common agricultural policy and monetary system, and the role of the European Parliament was strengthened.

The key year for European integration was 1993 when the Treaty on European Union, signed in Maastricht, entered into force and marked the formal establishment of the European Union. According to the Maastricht Treaty, the Union's structure is based on three pillars (evoking a Greek temple): the first pillar is formed by the European Communities, the second pillar is the Common Foreign and Security Policy, and the third pillar is the Justice and Home Affairs (Puskarić, 2011). Owing to the demands of new states for the accession to the EU, there was a need for the amendment of the Maastricht Treaty. The Treaty was amended through the *Amsterdam Treaty* (signed in 1997, entered into force in 1999), and the *Treaty of Nice* (signed in 2001, entered into force in 2002). In addition, the *Declaration on the Future of Europe* (the Laeken Declaration) from 2001 is important because it stimulated the drafting of the Treaty

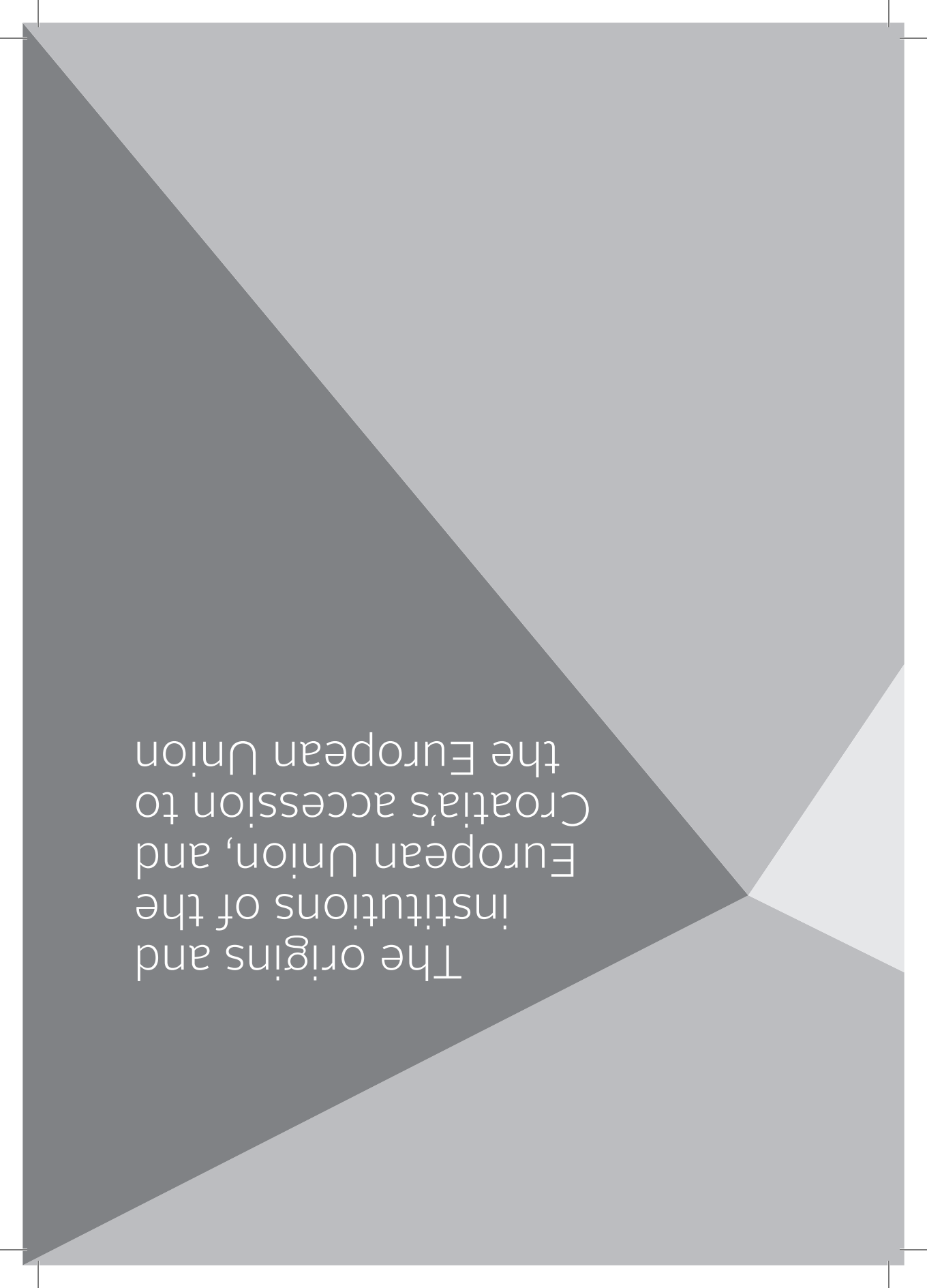
¹ The Treaty on European Union was drafted in Maastricht in December 1991, signed in February 1992, and it entered into force in November 1993.

1. THE ORIGINS AND INSTITUTIONS OF THE EUROPEAN UNION, AND CROATIA'S ACCESSION TO THE EUROPEAN UNION

1.1. Vignettes from the European history, the origins of the European Union, and the wave of its enlargement

Many slogans are used to describe Europe, such as the "cradle of the Western civilization," "made to the measure of humankind," an "old lady," a "queen of languages," or a "family of cultures." Europe as we know it today has a rich historical and cultural heritage acquired throughout the centuries during which it transformed its political and economic structure many times, starting with the formation of the first Greek polis and the expansion of the Roman Empire in the antiquity, followed by a thousand-year-long annexation of the parts of Europe to the Byzantine Empire (until the middle of the 15th century), the Habsburg Monarchy (16th - 19th century), and the Austro-Hungarian Monarchy (19th and 20th century). A hostile period of the Ottoman Empire (16th - 19th century) characterized by battles and conquests also left a great mark on the European history. The period following the end of the Middle Ages was marked by the European expansion. The conquests and exploration of the New World contributed to the development of economy and the growth of European population. A period of the European dominance over the rest of the world lasted from the 18th century until the beginning of the First World War. It was primarily characterized by the abolishment of the feudal system and the adoption of the Declaration of the Rights of Man and of the Citizen (French Revolution), the ideas of Enlightenment, the Industrial Revolution, new inventions, etc.

At the end of the 19th century, the first important coalitions were formed between the countries that would significantly influence the course of political events in Europe. Those coalitions were the Triple Entente among Great Britain, France and Russia, who were later joined by Belgium, Luxembourg, Serbia and Montenegro (known as the Entente Forces), and the coalition among Germany, Italy and Austria-Hungary (known as the Central Powers). That resulted in the formation of two opposing sides in Europe, which culminated in the assassination of Archduke Franz Ferdinand, the heir presumptive to



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the European Union



PREFACE

Croatian membership in the European Union has created many opportunities for Croatian citizens, as well as challenges. Increasing the level of information and the level of awareness of the opportunities that enable the realisation of the membership advantages, as are the competencies that enable the realisation of the membership advantages. The European Union citizens are expected to use languages, travel, and communicate successfully within their social environment, as well as to respect its diversity. They are expected to acquire competencies through their education that are essential for a successful participation in the volatile labour market, and to be ready for progress, learning, and personal development during their lifetimes. The membership opens the possibilities for those who possess knowledge and abilities, but it can equally represent a threat for those who are not willing or able to adjust to the new circumstances.

It is the responsibility of the educational system to support all citizens, and especially young people, in their preparation for a life within the European environment, since that life no longer presents only a potential development for the Croatian citizens, but a desired reality. Unfortunately, it seems that the educational system has still not assumed this responsibility to a required extent. That is reflected in the fact that the topic of the European dimension in education is still relatively rare in the national scientific and professional discourse.

The European dimension in education is based on the idea that education should contribute to the sense of European togetherness and knowledge of the European Union, and at the same time encourage the development of multilingualism, mobility, active citizenship, European identity and values. In other words, it should encourage the development of competencies and attitudes which would assist Croatian citizens in realising their potential in a new community. The purpose of this monograph is to contribute to the understanding of the European dimension in education within the national context, in which this topic is still relatively rare.

The discussion of the European dimension in education will be approached from two basic perspectives: theoretical - through the analysis of literature, and documents of the European and national educational policy; and empirical - through the research study. The main goal of the research study is to examine and analyse the attitudes toward the European Union, as well as to examine and analyse the level of information about, and attitudes toward the European dimension in education of the educational specialists who are employed in primary and secondary schools in the Republic of Croatia. Because of their role in schools, we regard the educational specialists as the key individuals who are able to, and should contribute to the (educational) changes in schools.

Our intention is to contribute to a clearer insight into the approaches and challenges of the introduction of the European dimension in education into the national educational policies, and a deeper insight into the situation in the schools, as well as the perception of the key stakeholders in the educational process with regard to its implementation and execution.

Professor Jasminka Ledić, Ph.D.
Ivana Miočić, M.A.
Marko Turk, Ph.D.



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