

Jozo Krajina, Ph. D. Student

Faculty of Education at the University of J.J. Strossmayer in Osijek

Cara Hadrijana 10

Phone: +38598528283

E-mail address: jkrajina@foozos.hr

Ana Turkalj Krajina, Ph. D. Student

Faculty of Education at the University of J.J. Strossmayer in Osijek

Cara Hadrijana 10

Phone: +38598383267

E-mail address: aturkalj@foozos.hr

Ines Komić, Ph. D. Student

English Teacher at Gaudeamus

Školska 6

Phone: +385951997611

E-mail address: ines.komic@gmail.com

**ANALYSIS OF FORMAL AND NON-FORMAL EDUCATION IN THE
REPUBLIC OF CROATIA**

**ANALIZA FORMALNOG I NEFORMALNOG OBRAZOVANJA U REPUBLICI
HRVATSKOJ**

ABSTRACT

Creating contemporary economy based on knowledge is a necessary precondition when thinking about country's global competitiveness. Investment into human capital of national economy has a big influence on her competitiveness. The aim of this paper is to analyse human capital throughout formal and non-formal education. Conclusions are given analysing relevant statistic indications of education. Particular country and the republic of Croatia are compared in relation to human capital. Conducted analysis wants to establish the quality of human capital. The importance and role of non-formal education as a possibility of continuous education is additionally pointed out. Non formal learning enables you to gain new knowledge, abilities, skills and competences which increases both individual and society competitiveness.

Key words: human capital, formal education, non-formal education, competitiveness, lifelong learning

SAŽETAK

Stvaranje suvremenog gospodarstva utemeljenog na znanju nužan je preduvjet globalne konkurentnosti neke zemlje. Ulaganje u ljudski kapital neke nacionalne ekonomije u velikoj mjeri utječe na njezinu konkurentnost. Cilj ovoga rada jest analizirati ljudski kapital kroz analizu formalnog i neformalnog obrazovanja. Daju se zaključci analizirajući relevantne statističke pokazatelje obrazovanja. Uspoređuju se podaci pojedine zemlje i Republike Hrvatske vezano za ljudski kapital. Kroz provedenu analizu želi se utvrditi kvaliteta ljudskog kapitala. Posebno se ističe važnost i uloga neformalnog obrazovanja kao mogućnosti nastavka obrazovnog procesa. Kroz neformalno obrazovanje dolazi se do

novih znanja, sposobnosti, vještina i kompetencija čime se povećava konkurentska prednost pojedinca, a time i društva. Ljudski kapital formira se u formalnom i neformalnom sustavu obrazovanja. Formalno i neformalno obrazovanje dijelovi su procesa cjeloživotnog obrazovanja. Unapređenjem kako formalnog tako i neformalnog obrazovanja intenzivira se cjeloživotno obrazovanje, što za posljedicu ima unapređenje ljudskog kapitala.

Ključne riječi: *ljudski kapital, formalno obrazovanje, neformalno obrazovanje, konkurentnost, cjeloživotno obrazovanje*

1. Lifelong learning as a key to competitiveness

Education process today cannot be seen only as school education but has to be seen in the context lifelong learning. Serious debates about lifelong learning occur and become more represented during last century 1970s. Recognised importance of lifelong learning has become a part of education policies and strategies in all societies. Economy growth and competitiveness, as well as their sustainability, are impossible without investing into human capital. Human capital is being formed both in formal and non-formal education (Babić, 2004,33). Human capital cannot be formed without the vision and clear strategy of education process where the improvement of lifelong learning will have an important role. Lifelong learning is an inevitable tool in the whole education context. Society we live in is based on knowledge. Knowledge and knowledge management ensure sustainability and society development through improved employability and man force adjustment. European Parliament strongly encourages lifelong education seeing it as a key to ensuring society integration and equal opportunities and possibilities for everyone (Report on the European Commission report on the implementation, results and overall assessment of the European Year of Lifelong Learning, 1996). Knowledge and skills gained at home, in school, at college need to be expanded. Lifelong learning process is exactly what enables continuous education.

There are three types of education:

Formal education: organized learning, conducted through organized educational institutions, after a successful completion of the formal education a diploma (certificate) is gained, diploma confirms a certain level of education. Institutions that conduct formal education are: schools, colleges, universities and other official institutions¹.

Non-formal education: conducted regardless of official educational system and usually does not lead to getting an official confirmation. Conducted through different activities by societies and organizations (non-profit organizations, civic organizations, unions). Serves as a supplement to formal educational system.

Infomalno učenje: appears in every day life .What makes it different from formal and non-formal education is that it does not have to be conducted consciously so sometimes the participants do not necessarily recognize it. Common attribute of them all is that they increase knowledge and skills.

2. Non-formal education in the Republic of Croatia

As well as all around the world, the importance and role of non-formal education as a lifelong learning segment has been recognized in Croatia. Non-formal education is getting bigger and bigger role in

¹ International Standard Classification of Education (ISCED) was developed by UNESCO to make it easie to compare statistical data and indicators about education in different countries based on equal and internationally agreed terms; International Standard Classification of Education, 2000., Zagreb, Public Institute for Statistics (original: International Standard Classification of Education. 1997. Paris: UNESCO)

Croatia nowadays. As the conscious about lifelong learning is growing, Croatian Qualification Frame will also have an important role in the future. Croatian Qualification Frame should enable recognition of competences gained through non-formal education. Knowledge and skills that individual should gain through non-formal learning should be seen as mutual and reciprocal relationship between the society and the individual that is involved in non-formal learning process. The importance of mutual relationship was recognised in Croatia, and The Network of Young People of Croatia has launched The Catalogue of Programme of Non-formal Education in 2015. Before this catalogue there was no place about to post and get all the information about programmes that are conducted as non-formal education. Idea is to have both offers and needs for non-formal educational programmes at one place. Catalogue gives an overview of workshops, trainings, seminars and other educational programmes that organisations in Croatia conduct. Those programmes are not a part of formal educational system (schools, colleges, universities...). Different organisations have developed and they conduct quality educational programmes in different fields – from social, human, political to inter(cultural), economic or ecological. Catalogue gives an overview of these programmes, and is prepared for all citizens who want to improve or build their knowledge and skills through non-formal education. Catalogue is an excellent way to promote civic society organisations because it gives an opportunity to organisations to present their educational programmes and get to the user easily. Catalogue was a result of the project „New age of human rights and democracy in schools“ whose aim was to contribute and integrate the Civic Education in schools through cooperation of civic organisations and public institutions. The catalogue has a special value because it encourages the cooperation between schools and organisations in the local communities through integration of non-formal education programme. Non-formal education programme should be implemented in Civic education classes. Except for that, programmes presented in the catalogue could be an important tool for teachers' professional development in order to conduct Civic Education classes (<http://edukatalog.info/o-projektu>). Almost a half of the citizens are aware of different programmes conducted by different education institutions. If regions are compared, societies in different regions are not equally informed about non-formal education offers. Also, evidently there are different reasons why individuals get involved with non-formal education programmes (self-existence vs. personal needs) (Simel, 2011, 56).

3. Formal education in the Republic of Croatia

Formal education is conducted based on the programme approved by Ministry of Science, Education and Sports with aim to gain professional knowledge, skills and competences. It includes basic primary adult education, secondary adult education and higher adult education. Formal adult education is conducted in accordance with special regulations for these kind of activities, except when there are rules provided by Law of Adult Education. According to the Law of Adult Education, formal education can be conducted by open universities, primary schools, secondary schools, universities, language schools, institutions that take care of people with special needs and disabilities and other institutions that fulfil the preconditions stated in the law.

According to the Croatian Qualification Frame, formal education if the Republic of Croatia has eight following levels:

1. primary education
2. vocational training
3. one year and two years long secondary vocational education
4. three year long vocational education and secondary grammar schools education, for and five year long vocational secondary education

5. professional study programmes with less than 180 ECTS points, professional specialist development and training, programmes for craftsmen with two years of evaluated experience
6. university undergraduate study programmes, professional undergraduate study programmes
7. university graduate study programmes, specialized graduate professional study programmes, postgraduate specialist study programmes
8. postgraduate scientific master study programmes and postgraduate doctoral study programmes, doctoral dissertation

Law about Croatian Qualification Frame was published on February 22 in 2013 in Public newspapers. Croatian Qualification Frame is an instrument that implements European Qualification Frame into the whole education system in the Republic of Croatia, and serves to connect qualifications gained after a level of education with qualifications in other European countries. Croatian Qualification Frame regulates the lifelong learning system and ensures pupils/students to have their qualifications (knowledge and skills) clearly defined on a certain level of education system both in the Republic of Croatia and abroad.

4. Analysis of Croatian educational system, connection between educational system and competitiveness

Observing the workforce structure according to the level of formally gained professional qualification it is noticeable that the number of people with low professional qualification and unqualified people has decreased in a short period of time. The number of workforce with high and higher professional qualification has decreased.

Table 1 Workforce structure according to the level of professional qualification (%)

	Employment				Unemployment
	1981.	1986.	1996.	2001.	2001.
Total	100	100	100	100	100
Uncompleted elementary school	19	17	9	5	3
Basic school (8 years)	21	20	21	18	16
Grammar school	48	49	53	59	71
2-year non-university degree	5	6	7	6	4
University and postgraduate degree	7	8	10	12	6

Source: Bejaković, (2004, 9).

It is apparent that the number of those who have not finished primary school has decreased from 20 % to just 5 %. Positive increase is seen with people who have finished high school, from 48 % to almost 60 %. Furthermore, the number of people who finished some kind of professional training has also increased, and the number of people with finished university degree has almost doubled.

Observing the indicators that refer to the usage of modern technology it is noticeable that Croatian workers do not use personal computers to do their work. Lacking the research, it can be estimated that the usage of modern technology at work is similar to the computer usage in everyday life (Lowther, 2004, 21). Algebra, Croatian leading IT educational center and Prizma agency have conducted a survey about the computer usage and IT literacy of Croatian citizens. The survey has shown that

computers are mostly used for work (30%), leisure time (30%), and education (24%), while 15% of the citizens do not use personal computers at all. Observing the structure of the employed people it is noticeable that Croatia is following EU countries with the number of workers who have finished their tertiary education. That does not mean competitiveness at modern work place, and it seems that Croatian education system does not give a sufficient amount of workers with knowledge needed. Also, taking a look at population indicators according to their professional qualifications it is clearly seen that is has not change in a period of almost ten years. If we ignore the structure of ones that are employed with the lowest level of education it can be said that there was no change of workforce in Croatia. Having known that in order to make the economy competitive there should exist an educated workforce (she is the national economy competitiveness holder), it can be seen that according to the workforce structure it cannot be expected from Croatia to become more competitive in international context.

Table 2 *Distribution of working-age population, by education attainment and gender*

	2006. (%)	2013. (%)
Uncompleted elementary school	8,5	1,6
Basic school (8 years)	6,7	11
Grammar school	60,4	62,6
2-year non-university degree	7,9	8,1
University and postgraduate degree	16,5	16,7
Total (Persons in employment)	100	100

Source: authors' adjustment according to Statistički ljetopis Republike Hrvatske 2007 and 2014

As it can be seen from the table 2, in the structure of employed population there is only 25% of those who have higher or high education, and, comparing shown years, that number has increased for only 0,5 % . That level of education (high and higher education) is connected with highly developed skills needed for knowledge economy and with higher salaries. Therefore, one of the key indicators is the workforce's readiness to fulfil the requirements of knowledge economy having more educated people in workforce.

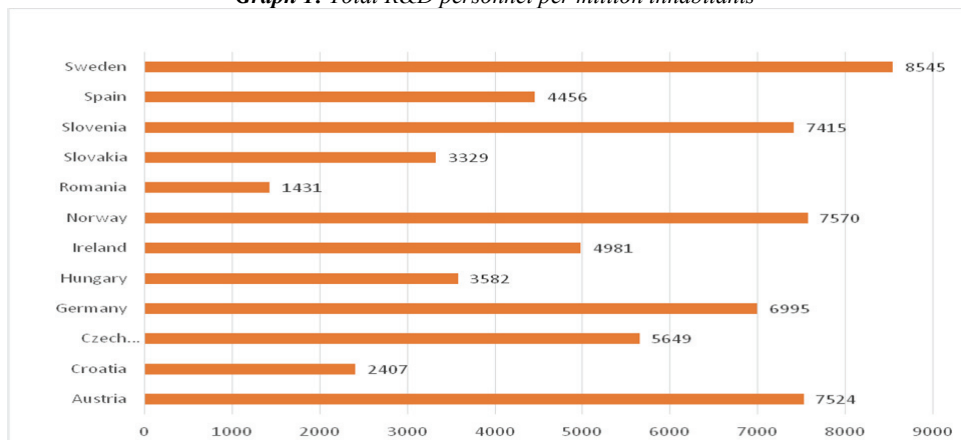
National council for competitiveness has set out the strategic aim for the Republic of Croatia to have 29% highly educated people in Croatian workforce by 2010 (available at: <http://nvk.multilink.hr/dokumenti/>). From the table 2 and as previously mentioned, it can be seen that by 2013, inclusive, that aim has not been achieved. Moreover, there is a 5 % of getting behind the aim. The Republic of Croatia is, according to other criteria like the average number of students per 1000 citizens, at the bottom of these indicators.

According to the number of employed and work capable population, Croatia is also at the bottom when comparing it to the EU countries. Countries that have been into transition process, Czech Republic and Slovenia, have 10 % more employed people than Croatia (Sundać & Fatur Krmpotić, 2009, 323). There are only 3,91 % people working at knowledge intensive high technology sectors. Countries like Bulgaria and Romania, that became a part of European Union in 2007, have a bigger number of employed people in high technology sector. Croatia should strive to the percentage Slovenia has, it almost has 8 % of population employed in knowledge intensive sectors (Sundać & Fatur Krmpotić, 2009, 324).

There is an interesting number of researchers per million citizens according to which Croatia is last but one. Only Romania has a less number of researchers per million citizens than Croatia. That means that

in 2012 there were 2407 per million citizens in the Republic of Croatia. All of the countries in the transition, except for Romania, that had had a similar past to Croatian one have a much greater number of researchers per million citizens. Scandinavian countries are at the top of the chart.

Graph 1: Total R&D personnel per million inhabitants



Source: authors' adjustment according to <http://data.uis.unesco.org/#>

5. Final reflection

Both formal and non-formal education are parts of lifelong learning process. To be competitive on the market means to be a part of the lifelong learning process. The Republic of Croatia is faced with the challenges of improving its own highly proficient workforce so it could compete with employed population of other EU countries. In order to improve competitiveness of its own workforce it is necessary to use the opportunities of currently existing educational system, but also to ensure the availability of non-formal education. Non – formal education covers educational programmes that improve literacy, expand primary education, enable mastering new skills and better usage of educational resources. Since non-formal education can prepare every individual for the workforce market it is necessary to implement it more eagerly. Non – formal education, because of its quick and efficient effect, allows reactions in a short period of time, which can result in ensuring competitive advantage for all those who want to survive in global market game. When thinking about formal ways of education it is important to emphasize that competitiveness improvement has to be followed by appropriate economic politics. Nowadays, in the Republic of Croatia there has not been a significant change in the workforce structure. It is essential to improve the educational process for efficient knowledge creation and application. Formal educational institutions have to maximize their efforts in order to have a bigger autonomy, and capability to manage and lead them. Allocating more resources for education, research and science should be an imperative. Mentioned above should be realized through permanent rationalisation and better resource usage. Improving both formal and non – formal education lifelong learning is intensified which leads to human capital improvement that is ready to answer to the modern market.

REFERENCES

Babić, Z. (2004): **Participacija i ulaganje u obrazovanje u Hrvatskoj**, Privredna kretanja i ekonomska politika, 101 (4), pp. 28-53.

Bejaković, P. (2004): **Konkurentnost radne snage u Hrvatskoj: Stanje i problemi**. In: Bejaković, P.,

Lowther, J. (ur.), Konkurentnost hrvatske radne snage, Zagreb: Institut za javne financije, 2004., pp. 1-12.

Lowther, J. (2004): **Kvaliteta hrvatskog formalnog obrazovnog sustava**. In: Bejaković, P., Lowther, J. (ur.), Konkurentnost hrvatske radne snage, Institut za javne financije, Zagreb, pp. 12-25.

Simel, S. (2011): **Neformalno obrazovanje odraslih kao model obrazovanja**, Andragoški glasnik, Vol. 15, No. 1, pp. 47-59.

Sundać, D., Fatur Krmpotić, I. (2009): **Vrijednost ljudskog akapitala u Hrvatskoj – usporedba s odabranim europskim zemljama**, Ekonomski pregled, 60 (7-8), pp. 315-331.
<http://edukatalog.info/o-projektu>, (accessed 31 March 2015)

Report on the European Commission report on the implementation, results and overall assessment of the European Year of Lifelong Learning, 1996, dostupno na:
http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11024_en.htm, (accessed 23 March 2015)
<http://www.huo.hr/index.php?opt=news&act=mlist&id=1912&lang=hr> (accessed 25 March 2015)
<http://nvk.multilink.hr/dokumenti>, (accessed 27 March 2015)

Croatian Bureau of Statistics, Statistical yearbook 2007Croatian Bureau of Statistics, Statistical yearbook 2014