

# Predgovor

Odgoj i obrazovanje djece i mladih stalni je izazov različitim društvenim čimbenicima. Javna i medijska jeka redovito se povećava kada odgoj i obrazovanje djece, učenika i mladih nije u skladu s očekivanjima obitelji, škole, obrazovne politike, gospodarstva, poslovnog svijeta, lokalne zajednice ili građana. Povremeni ekstremno loši događaji vezani za odgoj ili obrazovanje uznemiruju cjelokupnu javnost. Informacijsko-komunikacijske tehnologije su s pandemijom COVID-19 ušle u obrazovne sustave svih zemalja na široka vrata, što je bio supstitut školskom radu tijekom nevoljnog vremena. Globalizacijski utjecaji gotovo su nevidljivo implementirani u sve segmente sustava obrazovanja i kurikulumske dijelove. Zdravstveni sektor upozorava na pogoršanje mentalnog zdravlja djece i odraslih. U nedostatku radne snage gospodarski sektor krivca nalazi u obrazovnom sustavu. Istodobno, nema čimbenika koji nema ideju za promjenom. Odgovornosti se prebacuju s jednog čimbenika na drugog. Odgojitelji, učitelji i nastavnici kao da su na ispitu nadređenih i javnosti. Jedni bi mijenjali osnovnu školu, drugi bi reformirali srednjoškolsko obrazovanje. Neki se obrušavaju na pedagoške stilove roditelja i skrbnika. Pod kritikom je i visoko obrazovanje. Izgleda kao da su odgoj i obrazovanje u stalnoj krizi.

Svu širinu odgojno-obrazovnih problema stavili smo pod naslov međunarodne znanstveno-stručne konferencije *Kakav odgoj želimo?/What kind of upbringing and education we want?*, koja je održana na Sveučilištu u Zadru od 18. do 20. svibnja 2023. u organizaciji Odjela za pedagogiju i sveučilišnog centra „Stjepan Matičević“ te u suorganizaciji partnerskih sveučilišta iz EU-CONEXUS zajednice europskih sveučilišta – Sveučilišta u Klaipedi (Klaipeda University) iz Litve, Katoličkog sveučilišta u Valenciji (Catholic University of Valencia) iz Španjolske i Frederic sveučilišta (Frederic University) iz Cipra. Suorganizaciji konferencije pridružila se i Akademija primijenjenih znanosti u Tarnówu (Akademia nauk stosowanyck w Tarnowie) iz Poljske. Agencija za strukovno obrazovanje i obrazovanje odraslih i Agencija za odgoj i obrazovanje spremno su prihvatili poziv za suorganizaciju konferencije uključivanjem svojih savjetnika.

Nakon primljenih sažetaka izlaganja Programski odbor je donio odluku o objavljivanju znanstvene monografije s naslovom *Kakav odgoj želimo?* povjeravajući mi urednički posao pristiglih radova nakon održane konferencije. Svi radovi su upućeni na recenziranje domaćim i/ili stranim recenzentima (dvostruka slijepa recenzija) te su u potpunosti uređeni u skladu sa znanstvenim standardima. Radovi su pisani na hrvatskom i engleskom jeziku. Veći dio radova je iz polja pedagogije, a dio je interdisciplinarnog karaktera.

Monografiju obilježava sadržajno-tematska raznolikost autorskih priloga i razvedenost znanstvenih interesa, što je u uredničkom poslu otežavalo metodološku preciznost klasifikacije radova u određena poglavlja ili pak uredničku sintezu zaključaka. Uredničku dvojbu pomogli su riješiti recenzenti monografije: prof. dr. sc. Milena Ivanuš Grmek s Pedagoškog fakulteta Sveučilišta u Mariboru (Slovenija) i prof. dr. sc. Neven Hrvatić s Fakulteta hrvatskih studija Sveučilišta u Zagrebu (Hrvatska), koji su uočili istu razvedenost problematike odgoja i obrazovanja kao današnju specifičnost. Budući je riječ o trideset autorskih radova, preglednosti sadržajne strukture monografije doprinijeli smo podjelom radova u pet poglavlja: 1. Od odgojno-obrazovnih vrijednosti i ciljeva do njihovog ostvarenja, 2. Inovativni odgojni stilovi, metode i sredstva, 3. Izazovi odgojno-obrazovnih čimbenika, 4. Obitelj, odgojitelj, učitelj i 5. Međunarodna perspektiva odgoja i obrazovanja.

Već iz sadržajne strukture monografije razvidno je da se kolege s inozemnih visokih učilišta (radovi na engleskom jeziku) suočavaju s istim problemima, osobito u zamjećivanju širine odgojno-obrazovne problematike i posljedica reformskih „valova“. Problemsko-tematska raznolikost posredno pokazuje poziciju pedagogije kao znanosti u smislu potrebe približavanja jednih drugima umjesto razgraničavanja i problemskog udaljavanja. Pretenzije autora nisu ni bile odgovoriti na sva pitanja, niti su sadržaji monografije pedagoški recepti za odgojno-obrazovno djelovanje. Također, autorski radovi ne odišu ni polemičkim nabojem, nego omogućuju bolje razumijevanje pedagoškog diskursa, pobuđuju znanstveno-teorijsku refleksiju stapajući je u pedagoški kontekst.

Monografija je namijenjena svim nositeljima odgojno-obrazovnog rada u formalnom i neformalnom obrazovanju, kako bi ih potaknula na podizanje odgojno-obrazovne učinkovitosti i provedbu akcijskih istraživanja. Namijenjena je studentima svih razina studija pedagogije i drugih polja u području društvenih znanosti jer će na ovim sadržajima moći graditi svoja razmišljanja o odgoju i obrazovanju te s novim znanstvenim propitivanjima preduhitriti one prijetnje koje mogu dovesti (nerijetko i dovode) bavljenju posljedicama loših odgojno-obrazovnih učinaka. Vjerujemo da će jednaku korist imati obrazovna politika i osnivači odgojno-obrazovnih ustanova, kao i šira javnost.

Prof. dr. sc. Dijana Vican

# Foreword

Upbringing and education of children and youth represent a constant challenge to various social factors. Public and media backlash often grows when education and upbringing of children, students, and youth do not meet the expectations of families, schools, educational policies, economy, business world, local communities, or citizens. Occasional, extremely bad events related to upbringing or education, disturb and upset the general public. With the COVID 19 pandemic, information and communication technologies have made a grand entrance into the educational systems of all countries as an alternative form of schooling during those adverse times. Globalization influences are almost invisibly implemented in all segments of the education system and curriculum parts. Health officials are warning of a significant decline in mental health, affecting both children and adults. The economic sector is attributing the problem of labour shortage to deficiencies in the education system. At the same time, none of the factors is satisfied with the current state of affairs. Responsibilities are being passed on from one factor to another. Preschool teachers, school teachers and educators seem to feel like they are being tested by their superiors and the public. Some would change primary schools, while others would reform secondary education; some are swooping down on the pedagogical styles of parents and caregivers. Higher education is often criticised, as well. It appears the upbringing and education are in constant crisis.

We have gathered a full range of educational problems under the title of the international scientific and professional conference *What Kind of Upbringing and Education Do We Want?* The conference took place at the University of Zadar, Croatia, from the 18th to the 20th of May 2023, organized by the Department of Pedagogy and the “Stjepan Matičević” Center of the University of Zadar, and co-organized by partner universities from the EU CONEXUS Community of European Universities: Klaipeda University from Lithuania, Catholic University of Valencia from Spain and Frederick University from Cyprus. The conference was co-organized by the University of Applied Sciences in Tarnow, Poland. The Croatian Agency for Vocational Education and Training and Adult Education, as well as the Education and Teacher Training Agency, readily accepted the invitation for co-organization of the conference by involving their advisors.

After receiving the abstracts of the presentations, the Programme Committee made the decision to publish a scientific monograph entitled *What Kind of Upbringing and Education Do We Want?*, and I was assigned the editorial task of reviewing the submitted papers after the conference. All papers were sent for

review by domestic and/or foreign reviewers (double blind review) and were fully edited in accordance with scientific standards. The papers were written in Croatian and English. Most focus primarily on pedagogy and some share an interdisciplinary approach.

The monograph is characterized by diverse content and wide range of scientific interests represented by the authors. Therefore, it was challenging to classify the works into specific chapters according to strict methodological criteria or to provide a comprehensive synthesis of the conclusions. Reviewers of the monograph, Prof. Milena Ivanuš Grmek, PhD, from the University of Maribor, Faculty of Education (Slovenia), and Prof. Neven Hrvatić, PhD, from the Faculty of Croatian Studies of the University of Zagreb (Croatia), helped resolve the editorial dilemma. They observed the same diversity in today's upbringing and education as a sign of the times. Since there were thirty author's works altogether, we contributed to the transparency of the content structure of the monograph by dividing the works into five chapters: 1. From educational values and goals to their realization, 2. Innovative educational styles, methods and means, 3. Challenges of educational factors, 4. Family, preschool teacher, teacher, and 5. International perspective of upbringing and education.

The content structure of the monograph clearly shows that colleagues from foreign universities (papers written in English) are facing the same challenges, especially in observing the breadth of educational issues and consequences of reform "waves". The diversity of problems and themes indirectly reveals the position of pedagogy as a science that needs to foster greater unity rather than division and fragmentation. The authors did not aim to provide definitive answers to all questions nor does the monograph offer a step-by-step guide to educational practices. Also, the papers do not exude a polemical charge, but rather enable a better understanding of pedagogical discourse and stimulate scientific and theoretical reflection by merging it with the pedagogical context.

The monograph is intended for educators in both formal and informal education settings, to encourage them to increase educational effectiveness and engage in action research. It is intended for students of all levels of pedagogy and other fields of social sciences, as they will be able to use these contents to build their views on education. Also, with new scientific inquiries, they will be able to anticipate and prevent threats that can (and often do) lead to dealing with the consequences of poor educational outcomes. We believe that educational policymakers, founders of educational institutions, and general public alike, will equally benefit from this monograph.

Prof. Dijana Vican, PhD