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Obrazovanje odraslih

Časopis za obrazovanje odraslih i kulturu

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Sadržaj:

Uvodna riječ glavne i odgovorne urednice

9

ČLANCI

Aldina Leto, Haris Šunje, Dijana Ivanišević

Analiza povezanosti stresa, profesionalnog sagorijevanja i organizacijskih faktora kod nastavnika i učitelja

17

Kornelija Mrnjauš

Karijerno usmjeravanje u doba umjetne inteligencije

35

Amela Frljučkić

Kultura kao prostor političkog izraza: društveno angažovana muzika u protestima i društvenim pokretima

45

Frosina Ristovska

Karakteristike radnog okruženja: eksplorativna analiza zahtjeva i resursa na poslu među zaposlenima u različitim industrijama i fazama karijere u Sjevernoj Makedoniji

65

Liljana Lazova

Pregled procesa validacije neformalnog i informalnog učenja u oblasti obrazovanja odraslih u Sjevernoj Makedoniji

85

Sehija Dedović

Holistički pristup učenju i obrazovanju odraslih: Lični razvoj i društveni utjecaj programa Centra za edukaciju i istraživanje „Nahla”

97

Content:

Editorial	9
ARTICLES	
Aldina Leto, Haris Šunje, Dijana Ivanišević Analysis of the Relationship between Stress, Professional Burnout and Organisational Factors among Teachers and Educators	17
Kornelija Mrnjaus Career Guidance in the Age of Artificial Intelligence	35
Amela Frljučkić Culture as a Space for Political Expression: Socially Engaged Music in Protests and Social Movements	45
Frosina Ristovska Characteristics of Work Environment: Exploratory Analysis of Job Demands and Job Resources among Employees across Different Industries and Career Stages in North Macedonia	65
Liljana Lazova Overview of the Validation Process for Non-Formal and Informal Learning in North Macedonia's Adult Education Area	85
Sehija Dedović Holistic Approach to Adult Education: Personal Development and Social Impact in the Programmes of the "Nahla" Education and Research Centre	97

Inhalt:

Einführungswort der Chefredakteurin	9
ARTIKEL	
Aldina Leto, Haris Šunje, Dijana Ivanišević Analyse des Zusammenhangs zwischen Stress, beruflichem Burnout und organisatorischen Faktoren bei Lehrkräften und Erziehern	17
Kornelija Mrnjauš Berufsberatung im Zeitalter der Künstlichen Intelligenz	35
Amela Frljučkić Kultur als Raum des politischen Ausdrucks: Sozial engagierte Musik bei Protesten und sozialen Bewegungen	45
Frosina Ristovska Merkmale des Arbeitsumfelds: Eine explorative Analyse der Anforderungen und Ressourcen am Arbeitsplatz von Beschäftigten verschiedener Branchen und Karrierestufen in Nordmazedonien	65
Liljana Lazova Überblick über den Validierungsprozess des non-formalen und informellen Lernens in der Erwachsenenbildung Nordmazedoniens	85
Sehija Dedović Ganzheitlicher Ansatz in der Erwachsenenbildung: Persönliche Entwicklung und soziale Auswirkungen der Programme des „Nahla“ Bildungs- und Forschungszentrums	97



UVODNA RIJEČ GLAVNE I ODGOVORNE UREDNICE

U savremenom društvu, sve više se prepoznaje značaj obrazovanja odraslih u osnaživanju pojedinaca, prilagođavanju svijetu rada i jačanju demokratskih vrijednosti. Izdanje časopisa *Obrazovanje odraslih* koje je pred vama okuplja radove koji odražavaju složenu i dinamičnu stvarnost obrazovanja odraslih – od izazova s kojima se suočavaju profesionalci u obrazovnom sektoru, preko utjecaja vještačke inteligencije, do važnosti kulturnih, ekonomskih i političkih dimenzija cjeloživotnog učenja.

Rad Aldine Leto, Harisa Šunje i Dijane Ivanišević bavi se ispitivanjem povezanosti stresa i profesionalnog sagorijevanja kod nastavnika i učitelja u Mostaru, s posebnim fokusom na organizacijske faktore koji utječu na njihove svakodnevne profesionalne izazove. Rezultati istraživanja ukazuju na statistički značajnu povezanost stresa i sagorijevanja, pri čemu su nastavnici u razredničkoj ulozi prepoznati kao podložniji većem stresu. Ovo istraživanje ističe potrebu za sistemskom podrškom nastavnicima i prepoznavanjem njihovih profesionalnih opterećenja.

Kornelija Mrnjaus otvara važno pitanje kako će se tradicionalne uloge stručnjaka za karijerno usmjeravanje transformisati pod utjecajem sveprisutne umjetne inteligencije. Rad analizira moguće scenarije razvoja – od potpunog preuzimanja dijela savjetodavnih usluga od strane tzv. robo-savjetnika za karijeru, do modela saradnje čovjeka i tehnologije u cilju pružanja efikasnije, personalizirane i dostupnije podrške korisnicima. Poseban fokus stavljen je na etička pitanja, autonomiju savjetnika i odgovornost u korištenju vještačke inteligencije u kontekstu karijernog razvoja. Time ovaj rad otvara prostor za promišljanje uloge tehnologije u obrazovanju odraslih, ali i za redefinisane koncepta stručne podrške u dobu brzih tehnoloških promjena.

Amela Frljučkić u svom radu prikazuje kulturu kao značajan prostor političkog izraza, fokusirajući se na društveno angažovanu muziku kao sredstvo mobilizacije građanskog nezadovoljstva tokom protesta i društvenih pokreta. Kroz teorijske uvide i primjere iz Bosne i Hercegovine, Srbije, Sudana i Sjedinjenih Američkih Država, autorica pokazuje kako muzika ne samo da artikulira stavove i poruke, već i osnažuje učesnike protesta i jača koheziju pokreta. Na osnovu analize medijskih sadržaja i materijala s društvenih mreža, rad potvrđuje da je društveno angažovana muzika važan faktor u

emocionalnoj motivaciji kolektivnog djelovanja, čime kultura dobiva aktivnu političku funkciju i edukativni potencijal.

U međunarodnom kontekstu, Frosina Ristovska nudi empirijski utemeljenu analizu karakteristika radnog okruženja u Sjevernoj Makedoniji, koristeći model zahtjeva i resursa na poslu. Na uzorku zaposlenih iz sektora zdravstva, obrazovanja, administracije, ljudskih resursa i informacionih tehnologija (IT), istraživanje pokazuje značajne razlike u percepciji emocionalnog opterećenja, složenosti posla i odnosa s kolegama. Posebno se ističe IT sektor s pozitivnijim ocjenama radnog okruženja, dok razlike između ranih i kasnijih faza karijere ukazuju na potrebu za individualiziranim pristupom profesionalnom razvoju.

Liljana Lazova donosi pregled procesa validacije neformalnog i informalnog učenja u Sjevernoj Makedoniji, oslanjajući se na preporuke Vijeća Europske unije u kojima se ističe važnost prepoznavanja svih oblika znanja za unapređenje zapošljivosti, mobilnosti i cjeloživotnog učenja. Validacija neformalno stečenih znanja omogućava pojedincima da prenesu svoja iskustva i kompetencije u nove profesionalne kontekste, čime se jačaju fleksibilnost, samopouzdanje i socijalna kohezija – što je od posebnog značaja u okruženju koje se brzo mijenja.

Rad Sehiye Dedović predstavlja primjer uspješnog holističkog pristupa obrazovanju odraslih kroz programe Centra za edukaciju i istraživanje „Nahla”. Analizom pet ključnih područja – mentalnog i fizičkog zdravlja, životnih vještina, roditeljstva, razvoja kreativnih kompetencija i aktivnog građanstva – autorica pokazuje kako su obrazovni programi CEI „Nahla” oblikovani da odgovore na konkretne potrebe žena u zajednici. Programi demonstriraju snažan multiplikativni efekat: žene koje steknu znanja ne samo da jačaju vlastite kapacitete, već ih prenose dalje, doprinoseći razvoju i osnaživanju cijele zajednice. Ovaj model obrazovanja odraslih pokazuje kako lični razvoj može imati snažan društveni i ekonomski utjecaj, time što povezuje obrazovanje s održivim razvojem zajednice i osnaživanjem kroz cjeloživotno učenje.

Svi priloženi radovi zajednički doprinose razumijevanju obrazovanja odraslih kao kompleksne, višedimenzionalne oblasti koja u sebi sažima brojne teme iz ličnog, društvenog ili radnog života čovjeka, te kao takva traži osjetljivost na kontekst i stalno propitivanje svrhe, metoda i vrijednosti koje obrazovanje odraslih predstavlja.

Koristim ovu priliku da se zahvalim sekretarki Redakcije časopisa Adnani Emirhafizović na ažurnosti i toplom ljudskom odnosu u komunikaciji, prof. dr. Senadi Dizdar na podršci koju kontinuirano pruža bibliografskoj opremljenosti članaka, lektorici mr. Sandri Zlotrg i prevoditeljici/lektorici mr. Dženiti Pašić, na brizi za jezičku korektnost svakog članka. Posebno se zahvaljujem cijenjenim recenzentima koji svojim vrijednim evaluacijama doprinose unapređenju kvaliteta objavljenih članaka.

Za kraj, izražavam nadu da će cijenjene čitateljice i čitaoci na stranicama koje su pred nama naći koristan sadržaj i inspiraciju za dalja promišljanja i istraživanja.

S poštovanjem,

doc. dr. Amina Isanović Hadžiomerović

EDITORIAL

In today's society, the importance of adult education is increasingly recognised as a vital mechanism for empowering individuals, adapting to the world of work, and strengthening democratic values. This issue of the *Journal of Adult Education* brings together papers that reflect the complex and dynamic reality of adult education, from the challenges faced by professionals in the education sector, to the impact of artificial intelligence and the cultural, economic and political dimensions of lifelong learning.

The paper by Aldina Leto, Haris Šunje, and Dijana Ivanišević examines the relationship between stress and professional burnout among teachers in Mostar, with a particular focus on organisational factors that influence their everyday professional challenges. The research findings indicate a statistically significant correlation between stress and burnout, with class master teachers identified as more prone to higher levels of stress. This study highlights the need for systemic support for teachers and recognition of their professional burdens.

Kornelija Mrnjaus raises an important question about how the traditional roles of career guidance professionals will transform under the influence of ubiquitous artificial intelligence. The paper analyses potential development scenarios – from the complete takeover of some advisory functions by so-called career robo-counsellors to collaborative models between humans and technology aimed at delivering more efficient, personalised, and accessible support to users. Special emphasis is placed on ethical issues, the autonomy of counselling, and the responsibility in applying artificial intelligence in the context of career development. This contribution opens space for reflecting on the role of technology in adult education, and for redefining the concept of professional support in an era of rapid technological change.

In her article, Amela Frljučkić presents culture as a significant arena of political expression, focusing on socially engaged music as a means of mobilising civic dissatisfaction during protests and social movements. Through theoretical insights and examples from Bosnia and Herzegovina, Serbia, Sudan, and the United States, the author demonstrates how music not only articulates positions and messages, but also empowers protest participants and strengthens the cohesion of movements. Based on analysis of media content and materials from social media, the paper confirms that

socially engaged music is a key factor in the emotional motivation of collective action, making culture an active political force with educational potential.

In an international context, Frosina Ristovska provides an empirically grounded analysis of the characteristics of the work environment in North Macedonia, using the job demands–resources model. Based on a sample of employees from the healthcare, education, administration, human resources, and IT sectors, the research shows significant differences in the perception of emotional burden, job complexity, and relationships with colleagues. The IT sector stands out with more positive evaluations of the work environment, while differences between early and late career stages indicate the need for an individualised approach to professional development.

Liljana Lazova presents a review of the process of validating non-formal and informal learning in North Macedonia, drawing on recommendations from the Council of the European Union that highlight the importance of recognising all forms of knowledge to improve employability, mobility, and lifelong learning. Validation of informally acquired skills allows individuals to transfer their experience and competencies into new professional contexts, thereby strengthening flexibility, self-confidence, and social cohesion, especially important in a rapidly changing environment.

The article by Sehija Dedović presents a successful example of a holistic approach to adult education through the programs of the “Nahla” Research and Education Centre. By analysing five key areas—mental and physical health, life skills, parenting, development of creative competencies, and active citizenship—the author shows how Nahla’s programmes are tailored to meet the concrete needs of women in the community. These programmes demonstrate a strong multiplier effect: women who acquire knowledge not only strengthen their own capacities but also pass it on to others, contributing to the development and empowerment of the entire community. This model of adult education illustrates how personal development can have a significant social and economic impact, linking education to sustainable community development and empowerment through lifelong learning.

All contributions in this issue collectively deepen our understanding of adult education as a complex, multidimensional field that encompasses a wide range of topics from personal, social, and professional life. As such, it requires contextual sensitivity and ongoing reflection on the purposes, methods, and values it conveys.

I take this opportunity to express sincere gratitude to the journal's editorial secretary Adnana Emirhafizović for her responsiveness and warm human approach to communication; to Prof. Dr. Senada Dizdar for her continued support in the bibliographic preparation of articles; and to language editor Sandra Zlotrg, M.Sc., and translator/language editor Dženita Pašić, MA, for ensuring the linguistic accuracy of each article. Special thanks go to the esteemed reviewers, whose valuable evaluations contribute to the continuous improvement of article quality.

Finally, I hope that our esteemed readers will find the content of these pages both useful and inspiring for further reflection and research.

Sincerely,

Assist. Prof. Dr. Amina Isanović Hadžiomerović

ČLANCI

ARTICLES

Aldina Leto¹
Haris Šunje²
Dijana Ivanišević³

Analiza povezanosti stresa, profesionalnog sagorijevanja i organizacijskih faktora kod nastavnika i učitelja

Sažetak: Cilj istraživanja bio je ispitati povezanost stresa i profesionalnog sagorijevanja među nastavnicima u Mostaru, te utvrditi da li postoje razlike među nastavnicima i učiteljima s obzirom na pojedine organizacijske karakteristike koje utječu na nivo stresa i profesionalnog sagorijevanja. Istraživanje je provedeno u oktobru i novembru 2024. godine, a učesnici su bili učitelji i nastavnici na području grada Mostara. Od mjernih instrumenata korištena je skala DASS-21, iz koje smo koristili supskalu stresa koja se sastoji od sedam čestica, te Oldenburški upitnik sagorijevanja, sa dvije supskale, otuđenost i iscrpljenost. Također, za potrebe ovog istraživanja osmišljen je i sociodemografski upitnik. Istraživanje je provedeno online, a korištena je platforma Google form. U istraživanju je učestvovalo ukupno 124 ispitanika. Rezultati su pokazali da postoji statistički značajna pozitivna povezanost između stresa i sagorijevanja kod učesnika ovog istraživanja. Također, dobiveni rezultati ukazuju da ne postoji statistički značajna razlika na skali sagorijevanja (iscrpljenost i otuđenost) s obzirom na radni staž nastavnika. Naposljetku, rezultati su pokazali da nastavnici koji obnašaju funkciju razrednika doživljavaju viši nivo stresa u odnosu na nastavnike koji ne obnašaju ulogu razrednika.

Ključne riječi: stres, sagorijevanje, nastavnici, učitelji, razrednici

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Uvod

Posao nastavnika je veoma odgovoran i izazovan, ali iznad svega i mnogo stresan. Nastavnici imaju ulogu obrazovati djecu i pripremiti ih za budućnost, koja s vremenom postaje sve neizvjesnija. Smjenjivanjem raznih reformi u obrazovanju, uloga i odgovornost nastavnika postaje još izazovnija. Prema Jepsonu i Forrestu (2006), posao nastavnika ima višu razinu stresa od ostalih. Visoka razina stresa nastavnika uzrokuje razočaranje, agresivno ponašanje, anksioznost, izbjegavanje posla, izostanak s posla i lošu radnu produktivnost (Montgomery i Rupp 2005). Nastavnički stres definira se kao neugodan osjećaj, negativna emocija poput ljutnje, tjeskobe, pritiska i razočaranja koja proizlazi iz njihovih aspekata rada kao nastavnika (Kyriacou i Sutcliffe 1978). Obično visoka razina stresa dovodi do nezadovoljstva na poslu, izostanaka s posla i napuštanja posla. Reakcije nastavnika na stres očituju se kroz psihičke reakcije (tjeskoba i tuga), fiziološke (glavobolja, visoki krvni tlak) i ponašajne (ovisnost o alkoholu i pušenju, način života i nesanica) (Von der Embse i sar. 2019).

Savremena istraživanja u području obrazovanja naglašavaju sve veću važnost razumijevanja organizacijskih karakteristika u kontekstu nastavnog procesa koje doprinose razvoju stresa i sagorijevanja kod ovog kadra. U Bosni i Hercegovini, obrazovni sistem suočava se s brojnim izazovima, uključujući nezadovoljavajuće radne uslove, nesigurnost u vezi ugovora te razlike u pristupu obrazovnim resursima, što može značajno utjecati na psihički i profesionalni razvoj nastavnog kadra. Nastavnici u Bosni i Hercegovini često rade pod uslovima koji uključuju privremene ugovore ili kratkoročne angažmane, što može imati direktan efekat na njihov osjećaj sigurnosti i zadovoljstva u radu. Osim toga, učitelji se suočavaju s izazovima vezanim uz preopterećenje, nedostatak adekvatnih resursa i nedovoljnu podršku obrazovnih institucija i zajednice. Povećanje obveza i odgovornosti uzrokuje frustraciju i stres kod nastavnika. Veliki broj istraživanja ukazuje na to da se u obrazovnim sistemima, a posebno u Bosni i Hercegovini, sve češće susrećemo s pojavama stresa učitelja i nastavnika, te da je nastavnička profesija jedna od vulnerabilnijih na stres (Hasanagić i sar. 2021). Stres na radnom mjestu, uzrokovan visokim zahtjevima, niskom platom, nedefinisanim radnim uslovima te nedostatkom profesionalne podrške, sve više postaje prepoznat kao jedan od ključnih faktora koji dovode do sagorijevanja kod nastavnika. Dodatno, sagorijevanje, koje se često manifestira kroz emocionalnu iscrpljenost, smanjenje motivacije i profesionalne efikasnosti, postaje ozbiljan problem u obrazovnim institucijama, što ima negativne posljedice na kvalitetu obrazovanja (Čirić i sar. 2024).

Postoje mnoge teorije o stresu, a koncept stresa među prvimima objasnio je endokrinolog Selye kroz generalni adaptacijski sindrom, kojim se nastojalo objasniti

kako tijelo reagira na stres (Selye 1946). Ovaj teoretski koncept objašnjava fiziološke i psihičke reakcije na stres u tri različite faze. Prva faza je faza alarma u kojoj tijelo prepoznaje stresor te aktivira odgovor „bori se ili bježi”. U ovoj fazi dešavaju se fiziološke promjene u smislu da se oslobađaju hormoni povezani sa stresom poput adrenalina i kortizola, a kao psihosomatski simptom povećava se broj otkucaja srca i krvni tlak, što posljedično utječe na nivo energije. Svrha ove faze jeste da se tijelo pripremi za suočavanje ili bijeg od stresa. Druga faza predstavlja fazu otpora, u kojoj se tijelo pokušava prilagoditi stresu ukoliko stresor potraje. U ovoj fazi dolazi do kontinuiranog oslobađanja hormona stresa, a energija se preusmjerava na upravljanje stresom i održavanje homeostaze. Iako u ovoj fazi tijelo održava produljenu budnost i energiju za suočavanje sa stresorom, tijelo ipak počinje trošiti svoje resurse. Posljednja faza predstavlja fazu iscrpljenosti. Naime, dugotrajna izloženost stresu iscrpljuje tjelesne resurse, što dovodi do narušavanja u fizičkom i mentalnom funkcionisanju. Ta narušenost se ogleda kroz oslabljen imunološki sistem, povećanu osjetljivost na bolesti ili hronična stanja, fizičko i psihičko sagorijevanje. Ova faza označava da se tijelo više ne može nositi sa stresom i treba mu oporavak.

Dugotrajna izloženost stresu može dovesti do sagorijevanja koje se ogleda u fizičkoj, mentalnoj i emotivnoj iscrpljenosti. Termin sagorijevanje na poslu (engl. *burnout*) prvi je uveo psiholog Herbert Freudenberger (1974), koji ga definira kao stanje preopterećenosti ili frustracije izazvane prevelikom privrženosti i odanosti nekom cilju. Nadalje, isti autor opisuje sagorijevanje kao negativno psihičko stanje vezano uz posao, a koje obuhvata cijeli niz simptoma, uključujući tjelesni umor, emocionalnu iscrpljenost i gubitak motivacije. Dosadašnja istraživanja pokazuju da su sindromu sagorijevanja najviše izložene osobe uz čiji posao se podrazumijeva i visoka razina odgovornosti (Mazzi i Ferlin 2004), što možemo povezati sa odgovornostima nastavničke profesije. Iako istraživanja pokazuju da je većina nastavnika izložena stresu, važno je naglasiti da sama izloženost stresorima ne dovodi nužno do sagorijevanja, nego da je za sagorijevanje potrebna interakcija više faktora, kako vanjskih tako i individualnih (Kokkinos 2007). Od individualnih faktora najviše se ističu strategije suočavanja sa stresom koje obuhvataju načine na koje se pojedinci suočavaju sa zahtjevima okoline na ponašajnom i kognitivnom nivou. Istraživanja ukazuju na to da odabir strategije suočavanja sa stresom kod nastavnika moderira efekte profesionalnog stresa na njihovu dobrobit, pri čemu neefikasne strategije suočavanja sa stresom s vremenom mogu rezultirati sagorijevanjem na poslu (Borg i Riding 1991; Chan 1998). Način na koji se nastavnik suočava sa stresom ovisi o njegovim ličnim sposobnostima, pri čemu veliku ulogu igra i sama percepcija određene stresne situacije (Jepson i Forrest 2006).

Iako postoje mnoga istraživanja o stresu, tek sredinom 1970-ih počele su se pojavljivati publikacije koje se direktno odnose na stres u nastavi (Coates i Thoresen 1976; Kyriacou i Sutcliffe 1977). Tokom 1980-ih broj studija koje su izvještavale o stresu nastavnika brzo je rastao (Kyriacou 1987). Do kraja 1990-ih istraživačka literatura o stresu nastavnika postala je obimna (Dunham i Varma 1998; Vandenberghe i Huberman 1999; Kyriacou 2000). Mnoga istraživanja su pokazala da je ovo jedno od najstresnijih zanimanja u svijetu, kao i da pretjerani stres može imati negativan učinak na fizičko i mentalno zdravlje učitelja i nastavnika (Yang i sar. 2024). Također, istraživanja su pokazala da obrazovni kadar zbog velike izloženosti stresu ranije odlazi u mirovinu, a neki čak daju otkaz na poslu (Taris i Schaufeli 2015). Ovu izloženost stresu možemo povezati sa prirodom nastavničke profesije koja zahtijeva kontinuirano usavršavanje, unapređivanje ili prilagođavanje u kontekstu obrazovanja. Opterećenost poslom, oblik hroničnog stresa, može povećati rizik od somatskih i mentalnih sindroma kao što su iscrpljenost, psihički stres i sagorijevanje. Posljednjih godina nastavnici pokazuju više nepovoljnih psihičkih simptoma i posljedično veće stope bolovanja (Ozamiz-Etxebarria i sar. 2023). Sociodemografske karakteristike smatraju se važnim faktorima koji se odnose na kvalitetu života nastavnika. Također, na zdravlje učitelja utječu i organizacijski faktori kao što je preopterećenost poslom, vremenski pritisak i neadekvatni resursi kakvi su nedostatak socijalne podrške i racionalnog suočavanja (Yang i sar. 2009).

Suočavanje sa stresom sastavni je dio života odrasle osobe. Jedan od glavnih faktora koji uzrokuju stres je posao. Radni se život smatra stresnim, između ostalog, zbog natjecateljske prirode radnog okruženja. Stoga mnogi ljudi većinu svog vremena provode na poslu ignorišući druge aspekte života kako bi imali dobar rezultat. Dugoročno, to ima negativne posljedice na njihovo zdravlje, ali i na njihov društveni život (Greenhaus i Allen 2011). Stres na radnom mjestu često utječe na način na koji se nastavnici ponašaju i komuniciraju s kolegama, prijateljima i članovima porodice. Mogu se osjećati frustrirano ili sagorjeti kada se kontinuirano suočavaju s problemima s kolegama i učenicima. Ovaj fenomen može negativno utjecati i na samu organizaciju. Stoga je vrlo važno da poslodavac i zaposlenici shvate stres i faktore stresa kao prijetnju koja proizvodi niz negativnih učinaka, koji se reflektiraju i na samu ustanovu (Kavita i Hassan 2018).

Istraživanje koje su proveli Antoniou i sar. (2006) pokazalo je da su se najviše ocijenjeni izvori stresa među nastavnicima odnosili na probleme u interakciji s učenicima, nedostatak interesa, niska postignuća i obrazovanje učenika s teškim ponašanjem. Istim istraživanjem dokazano je da su nastavnice u odnosu na nastavnike iskusile značajno više razine profesionalnog stresa, posebno u odnosu na interakciju s učenicima i kolegama

te na radno opterećenje. Nadalje, istraživanje koje su proveli Johari i Noornazifah (2018) pokazalo je da učitelji osnovnih škola doživljavaju nisku razinu stresa, a drugo istraživanje koje je proveo Nurul Izzah (Nurul Izzah i sar. 2010) u osnovnim školama pokazalo je da većina učitelja doživljava umjerenu razinu stresa (71,7%), a samo 12,1% ima nizak status mentalnog zdravlja. Studija je zaključila da su ti učitelji osnovnih škola doživjeli stres uglavnom zbog lošeg ponašanja učenika, a na njihovo mentalno stanje utjecalo je radno opterećenje. Uglavnom su učiteljice pokazivale značajnu povezanost s nižim statusom mentalnog zdravlja.

Istraživanje Kamaruzamana (2007, prema Kavita i Hassan 2018) pokazalo je da je čak 57,2% učitelja iskusilo srednje razine stresa na poslu, 37,2 % nisku razinu stresa na poslu, dok je samo 4,7% učitelja iskusilo visoku razinu stresa na poslu. Ova je studija također pokazala da je loše ponašanje učenika najznačajniji faktor koji dovodi do stresa na poslu. Istraživači su predložili da škola treba primijeniti disciplinske mjere protiv provođenja pravilne politike, osnovna sredstva koja pomažu u podučavanju i učenju, odgovarajuću podjelu dužnosti i osjetljivost u odnosu među učiteljima te organizirati obuke ili vještine upravljanja stresom na poslu među učiteljima. S druge strane, studija Azizija i Nika (2009, prema Kavita i Hassan 2018) utvrđuje da su aspekti stresa u školi radno opterećenje, međuljudski odnosi, problemi s disciplinom učenika i školska pravila. Sličnu studiju provela je i Raja Maria (2011, prema Kavita i Hassan 2018) kako bi ispitala razinu stresa na poslu i faktore koji uzrokuju stres među nastavnicima. Nalazi su pokazali da stres na poslu temeljen na faktorima stresa daje srednje rezultate u rasponu 2,10–2,66 na umjerenoj razini. Faktor vremenskog ograničenja imao je najveću srednju ocjenu (2,66), zatim veliko opterećenje (2,58), a najnižu srednju ocjenu faktor pritiska učenika (2,10). Stres kod učitelja povećao se posljednjih godina na međunarodnoj razini (Gu i Day 2013; Katz i sar. 2018), što dovodi do izgaranja i iscrpljenosti, posebno kod učitelja na početku karijere i nastavnika koji rade u urbanim školama i školama s visokim stepenom siromaštva (Brunetti 2006; Ellison i MaysWoods 2019).

Uzimajući u obzir navedene teorijske spoznaje i rezultate dosadašnjih istraživanja, željeli smo utvrditi povezanost stresa i sagorijevanja nastavnika i učitelja u Mostaru, te provjeriti da li različite organizacijske karakteristike utječu na nivo stresa i sagorijevanja kod ove populacije uz pretpostavku da će osobe koje imaju duži radni staž postizati više rezultate na skali sagorijevanja (uključujući otuđenost i iscrpljenost) u odnosu na ispitanike koji imaju kraći radni staž. Nadalje, pretpostavljeno je da će nastavnici koji obnašaju funkciju razrednika postizati više rezultate na skali stresa u odnosu na nastavnike koji nisu razrednici.

Metode istraživanja

Ispitanici

U istraživanju su učestvovali nastavnici i učitelji osnovnih škola u Mostaru, regrutovani kroz organizovane edukacije za učitelje i nastavnike osnovnih škola u Mostaru. Ukupno je učestvovalo 124 ispitanika. Ispitanici se razlikuju po dobnoj i spolnoj strukturi, a heterogenost se ogleda i u različitim organizacijskim karakteristikama poput stručne spreme, vrste ugovora, uloge razrednika i dužine radnog staža. Detaljniji podaci o ispitanicima prikazani su u narednim tabelama.

Tabela 1. Podaci o dobnoj i spolnoj strukturi ispitanika

	Frekvencije	Procenat
Spol učesnika	<i>f</i>	%
Muški	30	24,19
Ženski	94	75,81
Ukupno	124	100
Dob učesnika	M=41,54 (SD=8,29)	

Napomena: *f*=frekvencije, %=postotak, *M*=prosječna vrijednost, *SD*=standardna devijacija

Tabela 2. Podaci o stručnoj spreml ispitanika i vrsti ugovora o radu

	Frekvencije	Procenti
	<i>f</i>	%
Stručna sprema		
Magistri nauka	38	30,65
Visoka stručna sprema	86	69,35
Vrsta ugovora		
Ugovor na neodređeno	92	74,19
Ugovor na određeno	32	25,81
Ukupno	124	100

Napomena: *f*=frekvencije, %=postotak

Tabela 3. Obnašanje uloge razrednika

	Frekvencije	Procenti
Da li obnašate ulogu razrednika	<i>f</i>	%
Da	77	62,10
Ne	47	37,90
Ukupno	124	100

Napomena: *f=frekvencije, %=postotak*

Tabela 4. Dužina radnog staža ispitanika

	Frekvencije	Procenat
Dužina radnog staža	<i>f</i>	%
1–5 godina	31	25
6–10	34	27,42
11–15	15	12,10
16–20	19	15,32
više od 20 godina	25	20,16
Ukupno	124	100

Napomena: *f=frekvencije, %=postotak*

Instrumentarij

Upitnik sociodemografskih karakteristika

Za potrebe ovog istraživanja kreiran je sociodemografski upitnik. Odlučeno je da se za potrebe ovog istraživanja prikupe podaci o sljedećim sociodemografskim i organizacijskim karakteristikama: spol, dob, dužina radnog staža, vrsta ugovora, nivo obrazovanja, obnašanje uloge razrednika, opis radnog mjesta.

Skala DASS-21

Skala DASS (engl. Depression, Anxiety and Stress Scale; Lovibond i Lovibond 1995) razvijena je na nekliničkom uzorku odraslih ljudi i adolescenata. Postoji duža i kraća verzija skale DASS. Duža verzija obuhvata 42 čestice, a kraća 21 česticu. Za potrebe

ovog istraživanja koristila se supskala stresa, na bosanskom jeziku. Ukupno se sastoji od 7 čestica, Likertovog je tipa, a ljestvica za procjenu kreće se u rasponu od 0 do 3, pri čemu 0 znači nimalo ili nikad, a 3 uglavnom ili skoro uvijek. Izvorno, pouzdanost supskale stresa iznosi $\alpha = .81$. Ukupan rezultat oblikuje se kao linearna kombinacija procjena supskale. U našem istraživanju pouzdanost supskale stresa iznosi $\alpha = .92$.

Oldenburški upitnik sagorijevanja

Oldenburški upitnik sagorijevanja (engl. *The Oldenburg Burnout Inventory*; Demerouti i Bakker 2008) konstruiran je s ciljem mjerenja dvije dimenzije sagorijevanja na poslu: iscrpljenosti i otuđenosti. Skala se sastoji od 16 čestica. Skala iscrpljenosti sastoji se od osam čestica, pri čemu su četiri tvrdnje usmjerene na pozitivne aspekte (npr. „Kada radim, obično se osjećam pun/a energije.”), a preostale četiri na negativne aspekte (npr. „Ima dana kada se osjećam umorno i prije nego što dođem na posao.”). Na isti su način uravnotežene tvrdnje i kod skale otuđenosti, koja se također sastoji od ukupno osam čestica (primjeri pozitivno i negativno formulisanih čestica: „Uvijek pronalazim nove i zanimljive aspekte u svom poslu.” i „Sve češće se događa da o svom poslu pričam na negativan način.”). Ispitanici procjenjuju svoj stepen slaganja s česticama na ljestvici od 4 stepena, pri čemu 1 označava neslaganje sa zadanom tvrdnjom (1 = „Uopće se ne slažem”), a 4 označava potpuno slaganje (4 = „Potpuno se slažem”). Viši ukupni rezultat na skalama sagorijevanja podrazumijeva viši stupanj sagorijevanja na poslu, odnosno veću iscrpljenost i otuđenost. Izvorno, obje supskale imale su zadovoljavajuće pouzdanosti tipa unutrašnje konzistencije – za skalu iscrpljenosti ona je iznosila $\alpha = .84$, a za skalu otuđenosti $\alpha = .76$. U našem istraživanju, i obje supskale sagorijevanja imaju zadovoljavajuće pouzdanosti tipa unutrašnje konzistencije, i to skala iscrpljenosti $\alpha = .75$, a supskala otuđenosti $\alpha = .73$.

Postupak

Istraživanje je provedeno u oktobru i novembru 2024. godine, te je realizirano online putem. Upitnik je bio anoniman, pa su ispitanici zamoljeni da odgovaraju iskreno. Naglašeno je da će rezultati biti predstavljeni u okviru empirijske analize i u svrhu istraživanja, te se u druge svrhe neće koristiti. Ispitanici su imali mogućnost da pošalju upit na e-mail ukoliko bude nejasnoća.

Rezultati

Prije provedbe statističkih analiza ispunjeni su preduslovi za njihovu implementaciju (Tabela 5). Kolmogorov-Smirnovim testom ispitana je normalnost distribucije i na temelju dobivenih rezultata distribucija odstupa od normalne. Stoga smo ispitali asimetričnost i zakrivljenost distribucije i dobili parametre koji impliciraju da vrijednosti ne odstupaju od normalne distribucije (Tabachnick i Fidell 2007). Na temelju toga smo odlučili koristiti parametrijsku statističku analizu za ispitivanje pretpostavljenih hipoteza.

Tabela 5. Pokazatelji normalnosti distribucije, K-S, asimetričnost (skewness) i zakrivljenost (kurtosis)

	M	SD	Asimetričnost	Zakrivljenost	K-S	α
Stres	7,10	5,27	,830	,103	,000	,92
Otuđenost	20,81	2,91	,479	,113	,002	,73
Iscrpljenost	21,47	2,61	,568	,653	,000	,75

Napomena: *M=aritmetička sredina, SD=standardna devijacija, K-S=Kolmogorov-Smirnov test, α =Cronbach α*

Kako bismo ispitali povezanost između stresa i sagorijevanja (otuđenosti i iscrpljenosti) prikazali smo Pearsonov koeficijent korelacije. Rezultati ukazuju (Tabela 6) da postoji statistički značajna pozitivna povezanost umjerenog do visokog intenziteta između stresa i obje supskale sagorijevanja, otuđenost (,619, $p<,01$), iscrpljenost (,627, $p<,01$). Na temelju dobivenih rezultata može se zaključiti da je potvrđena pretpostavljena hipoteza.

Tabela 6. Pearsonov koeficijent korelacije između izgaranja i stresa kod učitelja i nastavnika

	Otuđenost	Iscrpljenost
Stres	,619**	,627**

Napomena: ** $p < ,01$

Nadalje, kako bismo ispitali da li postoji statistički značajna razlika na skali sagorijevanja s obzirom na radni staž ispitanika koristili smo jednosmjernu analizu varijanse. Dobiveni rezultati ukazuju da ne postoji statistički značajna razlika na skali sagorijevanja, s obzirom na radni staž zaposlenih (Tabela 7). Na temelju dobivenih rezultata zaključujemo da pretpostavljena hipoteza nije potvrđena.

Tabela 7. Sagorijevanje nastavnika s obzirom na radni staž

Otuđenost	M	SD	F	p
Od 1 do 5 godina	21,87	2,82	2,260	,067
Od 6 do 10 godina	22,29	2,50		
Od 11 do 15 godina	23,73	4,18		
Od 16 do 20 godina	21,05	2,36		
Iznad 20 godina	21,52	2,48		
Iscrpljenost				
Od 1 do 5 godina	22,53	2,68	1,765	,140
Od 6 do 10 godina	23,23	2,51		
Od 11 do 15 godina	24,20	4,60		
Od 16 do 20 godina	22,26	2,53		
Iznad 20 godina	22,04	2,38		

Napomena: *M=aritmetička sredina, SD=standardna devijacija, p=statistička značajnost*

Nadalje, analiza razlika s obzirom na ulogu razrednika pokazala je da postoji statistički značajna razlika u nivou stresa s obzirom na obnašanje uloge razrednika. Naime, rezultati t-testa su pokazali da nastavnici koji obnašaju funkciju razrednika doživljavaju viši nivo stresa u odnosu na nastavnike koji nisu razrednici. Na temelju dobivenih rezultata zaključujemo da je pretpostavljena hipoteza potvrđena (Tabela 8).

Tabela 8. Stres nastavnika s obzirom na ulogu razrednika

Razrednik	M	SD	t	p
Da	8,89	6,57	-3,051	,003
Ne	6,01	3,94		

Napomena: *M=aritmetička sredina, SD=standardna devijacija, p=statistička značajnost*

Diskusija

Rezultati ovog istraživanja ukazuju na nekoliko značajnih nalaza vezanih uz stres, sagorijevanje i specifične karakteristike radnog okruženja nastavnika. Statistički značajna pozitivna povezanost između stresa i sagorijevanja sugerira da povećani stres može biti

ključni faktor koji doprinosi emocionalnoj iscrpljenosti i otuđenju među učiteljima. Ova veza je u skladu s brojnim prethodnim istraživanjima koja pokazuju da visoki nivoi stresa mogu dovesti do sagorijevanja (Maslach i sar. 2001), osobito u profesijama koje zahtijevaju visoki emocionalni angažman, kao što je to slučaj u nastavi. Kumulacija stresa kroz dugotrajnu izloženost preopterećenju, nerealnim očekivanjima i drugim izazovima može negativno utjecati na emocionalnu i psihičku dobrobit nastavnika. Poznato je da stres utječe na gotovo sva zanimanja (Macdonald 2003). Međutim, može se reći da je nastavničko zanimanje među najviše proučavanim zanimanjima u literaturi o radnom stresu i sagorijevanju (Guglielmi i Tatrow 1998; Klusman i sar. 2008; Mearns i Cain 2003). Postoji značajna konzistentnost u prirodi stresora koji se prijavljuju u svakodnevnom životu nastavnika, kao što su administrativno opterećenje i problemi sa disciplinom kod učenika (Bradley 2007; Gold i Roth 1993). Međutim, čini se da postoji značajna razlika u iskustvu radnog stresa kod nastavnika, kako u pogledu unutarličnih razlika, tako i u radu u različitim okruženjima (Milstein i Farkas 1988). Nastavnička profesija, koja spada u oblasti humanih i uslužnih zanimanja, često je bila kontekst za istraživanje i sagorijevanja (Ben-Ari i sar. 2003; Guglielmi i Tatrow 1998). Herbert J. Freudenberger, psihoterapeut, zaslužan je za prvi akademski opis termina "sagorijevanje" (Pines 1993). Međutim, vjerovatno najutjecajniji rad u ovom području dolazi od autorice Maslach i sar. (Aluja i sar. 2005; Maslach i Jackson 1981; Maslach i Leiter 2008), kroz razvoj alata Maslach Burnout Inventory (MBI), koji se fokusira na mjerenje fenomena sagorijevanja kroz tri dimenzije: emocionalnu iscrpljenost, depersonalizaciju i smanjeni osjećaj ličnog postignuća. Emocionalna iscrpljenost odnosi se na osjećaj iscrpljenosti koji se ne može objasniti pretjeranom fizičkom aktivnošću. Depersonalizacija označava smanjenje brige za dobrobit drugih osoba. Važno je naglasiti da Demerouti i sar. (2010) definiraju osnovne dimenzije sagorijevanja nešto drugačije u odnosu na raniju konceptualizaciju. Njihov koncept sagorijevanja podrazumijeva dva segmenta, iscrpljenost i otuđenost, kako je sagorijevanje posmatrano i u ovom radu. Iscrpljenost, naime, definiraju kao posljedicu intenzivnoga fizičkog, afektivnog i kognitivnog stresa, dok se otuđenost odnosi na vlastitu distanciranost od posla općenito. Ovakva konceptualizacija iscrpljenosti pokriva različite aspekte, što nije slučaj s konceptualizacijom autorice Maslach u kojoj je istaknuta samo emocionalna komponenta. Nadalje, i dimenzija otuđenosti šira je od dimenzije depersonalizacije koja podrazumijeva samo odnose s klijentima (Demerouti i sar. 2010).

U ovom istraživanju postoji statistički značajna pozitivna povezanost između stresa i obje dimenzije sagorijevanja. S obzirom na to, nalazi ove studije ukazuju da stres i sagorijevanje nisu izolirani fenomeni, već međusobno povezani procesi koji zajedno

doprinosu nižem nivou profesionalne motivacije, smanjenju radne angažiranosti i pogoršanju psihičkog zdravlja nastavnika. Ovi rezultati podržavaju teorije koje sugeriraju da povećani stres kod učitelja, ako se adekvatno ne tretira, može dovesti do dugoročnih posljedica, uključujući smanjenje kvalitete nastave, emocionalnu iscrpljenost i produženje bolovanja (Hakanen, Bakker i Schaufeli 2006). Stres i sagorijevanje su konceptualno različiti. Pines (1993) tvrdi da stres doživljava svako, a sagorijevanje ne. Ona opisuje sagorijevanje u kontekstu visoko motivirane osobe koja doživljava egzistencijalnu krizu: „Ne možete sagorjeti ako niste prethodno bili na vatri” (Pines 1993: 386). Učitelj koji ulazi u profesiju s visokim očekivanjima može biti razočaran svojim iskustvima u stvarnoj situaciji. Iako Pines (1993: 378) navodi da „stres kao takav ne uzrokuje sagorijevanje”, Maslach i Jackson (1981: 99) navode da „hronični stres može emocionalno iscrpiti i predstavljati rizik od sagorijevanja”. Možda je zajedničko to da stres, čak i intenzivan stres, sam po sebi ne mora nužno dovesti do sagorijevanja, ali može ako postane hroničan i neriješen. Ključna razlika između stresa i sagorijevanja leži u progresiji i intenzitetu. Stres je prirodan odgovor na zahtjeve ili izazove, dok sagorijevanje nastaje nakon dužeg izlaganja visokim nivoima stresa, naročito kada osobe osjećaju ili percipiraju da njihovi naponi ne dovode do smislene promjene. Ovo je naročito očigledno u nastavničkoj profesiji, gdje idealistička motivacija za pomaganjem drugima može doći u sukob sa zahtjevima i ograničenjima posla. Sagorijevanje često uključuje osjećaje emocionalne iscrpljenosti, otuđenja od posla i osjećaj smanjenog ličnog postignuća. Ovi simptomi se pojavljuju nakon perioda intenzivnog truda bez dovoljnih ličnih ili profesionalnih nagrada. Dok je stres univerzalno iskustvo, sagorijevanje se obično javlja kod onih koji su duboko posvećeni i inicijalno motivirani svojim poslom, da bi se nakon toga osjećali iscrpljeno i neučinkovito nakon stalnih neispunjenih očekivanja (McCormick i Barnett 2011). Da bi se spriječilo sagorijevanje, ključno je pristupiti prevenciji u smislu rješavanja izvora hroničnog stresa, pružanja podrške i stvaranja radnog okruženja u kojem ljudi mogu postići osjećaj postignuća uz održavanje zdrave ravnoteže. Uprkos inherentnim složenostima fenomena profesionalnog stresa i sagorijevanja, te spoznaji da postojanje jednog ne mora nužno dovesti do drugog, neki autori su postavili i empirijski demonstrirali povezanost između njih, uključujući u kontekstu nastave (Burke i Greenglass 1995; Mearns i Cain 2003).

Nadalje, rezultati u ovom istraživanju impliciraju da ne postoji statistički značajna razlika na skali sagorijevanja s obzirom na radni staž zaposlenih. Radni staž, koji se često smatra mjerilom iskustva i otpornosti na stres, zapravo nema direktan utjecaj na nivo sagorijevanja kod nastavnika. Na našem uzorku dužina radnog staža nije presudan faktor sagorijevanja kod nastavnika. Sagorijevanje je kompleksan fenomen koji se razvija

kao rezultat interakcije brojnih individualnih, profesionalnih i organizacijskih faktora. Prevencija sagorijevanja zahtijeva holistički pristup, uključujući stvaranje podržavajućeg radnog okruženja, kontinuirani profesionalni razvoj i strategije za upravljanje stresom. Ovakvi rezultati mogu sugerisati da stariji nastavnici nisu nužno otporni na stres ili sagorijevanje samo zbog svojih godina staža. Ovo može biti iznenađujuće, jer se često pretpostavlja da dugogodišnje iskustvo može pomoći nastavnicima da se bolje nose s radnim izazovima i smanje stresne reakcije.

Također, rezultati su pokazali da nastavnici koji obnašaju ulogu razrednika doživljavaju veći nivo stresa u odnosu na nastavnike i učitelje koji nisu razrednici. Ovo može biti povezano s dodatnim odgovornostima koje dolaze s upravljanjem razredom, komunikacijom s roditeljima, kao i rješavanjem ličnih i emocionalnih potreba učenika. Osim toga, razrednici često imaju više administrativnih obveza i izazova u organizaciji nastave i događanja unutar škole. Stres može utjecati na njihovu profesionalnu dobrobit i na kvalitetu nastave, što je važno za podršku u daljnjem razvoju sistema obrazovanja. Ovaj nalaz može biti razumljiv s obzirom na dodatne odgovornosti koje razrednici preuzimaju, uključujući upravljanje razrednim ponašanjem, organizaciju aktivnosti i izravnu odgovornost za emocionalni i akademski razvoj učenika. S obzirom na to da razrednici često djeluju kao posrednici između učenika, roditelja i drugih nastavnika, njihova funkcija može biti izuzetno zahtjevna i podložna visokom stresu, osobito ako nemaju adekvatnu podršku škole i kolega (Klassen i Chiu 2010).

Iz svega navedenog čini se jasnim da su odgovori pojedinaca na profesionalne stresore i potencijal za profesionalno sagorijevanje idiosinkratski, odnosno da ovise i o pojedincu i njegovom odgovoru na okolinu. Međutim, postoji fenomen koji leži u temelju ovog okvira, a to je ljudska kognicija (Lazarus i Folkman 2004). Iako se razlikujemo u percepcijama, uvjerenjima i vrijednostima, svako od nas ih organizira kognitivno na vrlo sličan način. Kognicija, kao ključni element ljudskog doživljaja i odgovora na stres, igra značajnu ulogu u tome kako pojedinci interpretiraju i reagiraju na stresore na radnom mjestu (Tuckey i Brewer 2009). Naša sposobnost da prepoznamo, procijenimo i odgovorimo na izazove može značajno utjecati na to da li ćemo doživjeti stres, sagorijevanje ili čak pronaći načine za upravljanje tim iskustvima. Kognitivni procesi stoga ne samo da oblikuju naše svakodnevne reakcije na stres, već također oblikuju dugoročne ishode poput sagorijevanja, što nas podsjeća na važnost samosvijesti i razvoja kognitivnih vještina za suočavanje sa stresom u profesionalnom okruženju (Maslach i Leiter 2016). S obzirom na to da su stres i sagorijevanje često povezani sa percepcijama koje imamo o svom poslu, utjecaju na njega i svojoj sposobnosti da se nosimo s izazovima, važno je prepoznati kako naše misli, vjerovanja i kognitivne strategije

moгу ili olakšati ili otežati naše suočavanje sa stresom i prevenciju sagorijevanja. Ovo nas usmjerava na kognitivne intervencije kao ključne alate u smanjenju negativnih posljedica stresa i sagorijevanja, te na ulogu obuke, samorefleksije i emocionalne regulacije u profesionalnom životu (Maslach i Leiter 2016). Kognitivne tehnike, kao što su prepoznavanje negativnih automatskih misli, njihovo izazivanje i zamjena sa zdravijim, realističnijim stavovima, mogu pomoći pojedincima da prepoznaju stresore prije nego što se razviju u ozbiljan problem. Samosvijest također igra važnu ulogu, jer razumijevanje vlastitih granica i sposobnosti može pomoći u prevenciji sagorijevanja i održavanju profesionalne motivacije (Beck 1976). Dakle, iako su stres i sagorijevanje ozbiljni problemi u mnogim profesijama, s pravilnim pristupom i intervencijama, moguće je smanjiti njihov utjecaj i potaknuti veće zadovoljstvo i postignuća na radnom mjestu. Na temelju dobivenih rezultata, važno je preporučiti organizacijske intervencije koje bi mogle pomoći u ublažavanju stresa među nastavnicima, kao što su programi za smanjenje stresa, psihološka podrška te promjena u radnim uslovima. Također, buduća istraživanja trebaju dodatno istražiti kako specifične funkcije unutar nastavničkog rada, poput razredničkih uloga, utječu na dugotrajni stres i sagorijevanje, te razviti strategije za unapređenje radnih uslova za nastavnike svih iskustvenih razina.

Zaključak

Stres se često javlja kao odgovor na zahtjeve i izazove koje nastavnici doživljavaju u svom radu, dok sagorijevanje predstavlja dugoročni odgovor na hronični stres i preopterećenost. Povezanost stresa i sagorijevanja u našem istraživanju potvrđuje jedno od ključnih saznanja u području psihologije rada, posebno u obrazovnom sektoru. Istraživanja općenito ukazuju na to da stres, kada postane hroničan, može dovesti do sagorijevanja što je ozbiljan problem za nastavnike i druge zaposlene u visokostresnim profesijama. Iako bi mogla postojati određena veza između dužine radnog staža i sagorijevanja kod nastavnika, rezultati ovog istraživanja pokazali su da sama dužina radnog staža nije uvijek ključni prediktor sagorijevanja. Nadalje, istraživanje je pokazalo da nastavnici koji obnašaju funkciju razrednika izvještavaju o višem nivou stresa u odnosu na kolege koji nemaju tu funkciju. Nastavnici koji nisu razrednici, te imaju manju količinu administrativnih zadataka i odgovornosti, mogu se fokusirati isključivo na nastavu. Iako i oni mogu doživjeti stres, posebno u izazovnim nastavničkim situacijama, manja količina dodatnih obveza obično smanjuje ukupni stres u odnosu na razrednike. Ovo istraživanje naglašava važnost razumijevanja veza između stresa i sagorijevanja kod nastavnika, te sugerira da bi organizacijske promjene, kao i pružanje odgovarajuće podrške nastavnicima, mogli biti

ključni faktori u smanjenju negativnih efekata stresa na njihov rad i ličnu dobrobit. S obzirom na specifičnosti vezane uz razredničke dužnosti, preporučuje se dodatna pažnja i podrška za nastavnike koji preuzimaju ove odgovornosti, kako bi se smanjio njihov emocionalni stres i poboljšalo opće mentalno zdravlje.

Analysis of the Relationship between Stress, Professional Burnout, and Organisational Factors among Teachers and Educators

Abstract: This study aimed to examine the relationship between stress and professional burnout among teachers in Mostar, and to determine whether differences exist between teachers and educators regarding specific organisational characteristics that influence the levels of stress and professional burnout. The research was conducted during October and November 2024, with participants comprising teachers and educators from the Mostar area. The measurement instruments employed included the Depression, Anxiety and Stress Scale (DASS-21), from which the stress subscale, consisting of seven items, was utilised, as well as the Oldenburg Burnout Inventory, which encompasses two subscales: alienation and exhaustion. Additionally, a sociodemographic questionnaire was specifically designed for this study. The research was conducted online using the Google Forms platform, with a total of 124 participants. The results revealed a statistically significant positive correlation between stress and burnout among the participants. Furthermore, the findings indicated no statistically significant differences in burnout levels (exhaustion and alienation) with respect to teachers' years of service. Finally, the results demonstrated that teachers holding the position of class teacher experienced higher levels of stress compared to teachers who did not hold this role.

Keywords: stress, burnout, teachers, educators, class teachers

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Karijerno usmjeravanje u doba umjetne inteligencije

Sažetak: Tradicionalno su usluge usmjerene na pomoć osobama svih dobni skupina u upravljanju karijerom, uključujući odabir obrazovanja, osposobljavanja i zanimanja koji najbolje odgovaraju njihovim ambicijama, interesima, kvalifikacijama, vještinama i talentima, pružali stručnjaci za karijerno usmjeravanje. Međutim, s nedavnim prodorom umjetne inteligencije u područje karijernog usmjeravanja i tržišta rada, uloga ljudskih savjetnika prolazi kroz značajnu transformaciju. Time se otvara pitanje hoće li uloga stručnjaka za karijerno usmjeravanje u budućnosti biti dodatno osnažena suradnjom s novim tehnologijama ili će je postupno preuzeti tzv. robo-savjetnici za karijeru. Ovaj se rad bavi istraživanjem implikacija umjetne inteligencije na razvoj karijera, razmatra prednosti i rizike primjene umjetne inteligencije u karijernom usmjeravanju te analizira mogućnosti suradnje između ljudskih savjetnika i tehnologija temeljenih na umjetnoj inteligenciji u svrhu pružanja učinkovitije podrške korisnicima.

Ključne riječi: karijerno usmjeravanje, umjetna inteligencija, etička pitanja, stručnjaci za karijerno usmjeravanje, robo-savjetnici za karijeru

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Uvod

U suvremenom kontekstu, obilježenom ubrzanim razvojem umjetne inteligencije (UI), mijenjaju se temeljni obrasci rada, potrebne vještine te načini donošenja karijernih odluka. Klasični modeli karijernog usmjeravanja, poput Hollandove i Savickasove teorije, polazili su od pretpostavke relativno stabilnog tržišta rada i predvidivih obrazovnih i profesionalnih putova. Međutim, tehnološke promjene zahtijevaju redefiniranje postojećih teorijskih pristupa, odnosno razvoj novih teorijskih okvira. Suvremeno poslovno okruženje obilježavaju ubrzana automatizacija poslova, promjene u potražnji za kompetencijama te porast neizvjesnosti u razvoju karijere. Unatoč tim izazovima, u znanstvenoj literaturi i dalje postoji izražen nedostatak integriranih modela koji bi povezivali tradicionalne pristupe karijernom usmjeravanju s izazovima koje donosi umjetna inteligencija, uključujući primjenu prediktivne analitike u savjetodavnom radu, etičke dileme te razinu digitalne pismenosti korisnika. S obzirom na navedeno, cilj je ovoga rada istražiti mogućnosti prilagodbe karijernog usmjeravanja kontekstu u kojem umjetna inteligencija ne samo da oblikuje tržište rada, nego istovremeno postaje i sredstvo u samome procesu karijernog usmjeravanja.

Pojam *karijera* u literaturi se koristi u dvostrukom značenju. S jedne strane, odnosi se na individualnu radnu povijest, a s druge strane označava uzlazni profesionalni napredak unutar određenoga zanimanja ili općenito u životu (Greenhaus i Callanan 2006: 60). U ovome se radu pojam karijere razmatra u značenju individualne radne povijesti, što obuhvaća odabir zanimanja, traženje zaposlenja te promjene posla tijekom radnog vijeka. Učinkovito usmjeravanje karijere podrazumijeva proces čiji je cilj osnažiti pojedince za jasnije i svjesnije razumijevanje sebe i vlastitih potencijala, s ciljem planiranja i ostvarivanja budućeg profesionalnog razvoja.

Karijerno usmjeravanje obuhvaća usluge koje pomažu osobama svih dobnih skupina u upravljanju vlastitom karijerom te donošenju obrazovnih, stručnih i profesionalnih odluka koje su za njih najprimjerenije. Ono pomaže pojedincima da promisle o svojim ambicijama, interesima, kvalifikacijama, vještinama i talentima, te da to znanje o sebi povežu s mogućnostima koje im pruža tržište rada. Karijerno usmjeravanje uključuje niz međusobno povezanih aktivnosti, među kojima su pružanje informacija o karijeri, individualno i grupno vođenje odnosno savjetovanje, procjene koje podupiru samoprocjenu i istraživanje karijere, iskustveno učenje i suradnja s poslodavcima, te obrazovanje za karijeru. Svrha karijernog usmjeravanja jest razvoj vještina upravljanja

karijerom, čime se građanima omogućuje da tijekom cijeloga života aktivno upravljaju svojim obrazovnim, profesionalnim i radnim putevima (Cedefop et al. 2021).

Ključno obilježje *umjetne inteligencije* je sposobnost stroja da demonstrira određenu razinu inteligencije i izvede širok raspon funkcija i zadataka koji zahtijevaju ljudske sposobnosti kao što su učenje, donošenje odluka i prilagodba okolini (Chen, Chen i Lin 2020: 75267; cf. Mrnjauš, Vrcelj i Kušić 2023).

Karijerno usmjeravanje u doba umjetne inteligencije možemo sagledavati na dva načina. Jedan način istražuje kako karijerno usmjeravati u vremenu u kojem primjena umjetne inteligencije u poslovnim organizacijama mijenja načine poslovanja i opise radnih mjesta. Drugi način istražuje primjenu umjetne inteligencije u samom procesu karijernog usmjeravanja. U ovom ćemo radu staviti naglasak na ovom potonjem.

Tradicionalno su usluge koje pomažu ljudima bilo koje dobi da upravljaju svojim karijerama i da naprave izbor obrazovanja, osposobljavanja i zanimanja koje im odgovara, da razmisle o svojim ambicijama, interesima, kvalifikacijama, vještinama i talentima pružali stručnjaci za karijerno usmjeravanje. Međutim, posljednjih godina, ulaskom umjetne inteligencije i na područje karijera i zanimanja (Baruch i Sullivan 2022), uloga stručnjaka za karijerno usmjeravanje prolazi kroz duboku transformaciju te se postavlja pitanje hoće li se uloga ljudskih savjetnika povećati ili će ih istisnuti robo-savjetnici za karijeru.

Alati za karijerno usmjeravanje vođeni umjetnom inteligencijom sve su sofisticiraniji i pristupačniji te bi trebali olakšati pronalaženje informacija, savjeta i smjernica za podršku pojedincima i njihovom donošenju odluka. Analizom golemih skupova podataka (uključujući analizu osobina ličnosti, kognitivnih sposobnosti, pa i emocionalne inteligencije) i korištenjem prediktivnih algoritama, umjetna inteligencija može pružiti personalizirane preporuke koje su u skladu s vještinama i interesima pojedinca, olakšavajući time proces odabira profesije, traženja posla i upravljanja karijerom. Za razliku od tradicionalnih metoda, koje se često oslanjaju na statične podatke, ovi alati koriste snagu oblaka za pružanje povratnih informacija i preporuka u stvarnom vremenu omogućujući tako stručnjacima uvid u najrelevantnije vještine ili kvalifikacije potrebne za poslove u nastajanju (Hughes 2023).

Istraživanje implikacija umjetne inteligencije na karijere

U relevantnoj literaturi i dalje je prisutan nedostatak sustavnih istraživanja o širim implikacijama umjetne inteligencije na karijere pojedinaca. Značajan doprinos ovom području dali su Bankins i sur. (2024), koji su proveli istraživanje uključujući sustavni pregled literature usmjeren na ispitivanje implikacija, prepreka i čimbenika primjene umjetne inteligencije unutar pojedinih stadija karijere, kao i između njih. Također su istražili na koji način uporaba umjetne inteligencije utječe na razvoj kompetencija pojedinaca u kontekstu karijernog razvoja. Nalazi bibliometrijske analize pokazali su kako je postojeće istraživanje o primjeni umjetne inteligencije u području karijere izrazito fragmentirano; obilježeno je malim, međusobno nepovezanim klasterima te ograničenim brojem međusobnih referenci (Bankins i sur. 2024).

Prema nalazima Bankins et al. (2024), načine primjene umjetne inteligencije u karijernom usmjeravanju moguće je sagledati kroz tri ciljne skupine: učenike osnovnih i srednjih škola, studente te zaposlene osobe. Karijerno usmjeravanje učenika osnovnih i srednjih škola uključuje uporabu umjetne inteligencije kako bi im se omogućilo istraživanje različitih zanimanja i karijernih putova te kako bi se pružile relevantne smjernice za izbor karijere. U tom se kontekstu koriste chatbotovi i virtualni akademski savjetnici u različite svrhe povezane s profesionalnim razvojem. Uporaba umjetne inteligencije obuhvaća i tzv. distalno profesionalno usmjeravanje (npr. pomoć učenicima u donošenju informiranih odluka o obrazovnim putevima koji vode prema određenim karijernim opcijama) te proksimalno profesionalno usmjeravanje (npr. omogućavanje pristupa mentorima i modelima učenja). Umjetna inteligencija također se primjenjuje u svrhu razvoja *AI pismenosti* učenika. Pojam *AI pismenost* odnosi se na „skup kompetencija koje pojedincima omogućuju kritičko vrednovanje tehnologija umjetne inteligencije, učinkovitu komunikaciju i suradnju s umjetnom inteligencijom te korištenje umjetne inteligencije kao alata u različitim okruženjima, uključujući *online* prostore, dom i radno mjesto” (Ng i sur. 2023: 4). Razvijanjem tih kompetencija ne samo da se unaprjeđuju karijerno relevantne vještine, već se učenicima pruža i uvid u karijere izravno povezane s razvojem i primjenom umjetne inteligencije.

U karijernom usmjeravanju studenata umjetna se inteligencija koristi na više načina. Prije svega, primjenjuje se u svrhu karijernog usmjeravanja i akademskog savjetovanja, što uključuje pružanje ciljanih informacija studentima o mogućnostima usklađivanja određenih akademskih programa s različitim karijernim putovima te o

čimbenicima koji utječu na pozitivne ili negativne karijerne ishode. Time se studentima omogućuje donošenje informiranih odluka o vlastitom obrazovanju i profesionalnom razvoju. U tom se kontekstu naglašavaju šire prednosti umjetne inteligencije kao alata koji nadopunjuje rad ljudskih savjetnika za karijeru (Westman i sur. 2021). Posebno se ističe i važnost razvoja *AI pismenosti* među studentima. Primjerice, studenti medicine predviđaju sve širu primjenu umjetne inteligencije u svojem budućem profesionalnom okruženju, zbog čega smatraju da bi se AI pismenost trebala razvijati već tijekom studija (Al Saad i sur. 2022; Teng i sur. 2022). Umjetna inteligencija ujedno se koristi kao analitički alat za procjenu vještina koje zahtijevaju različite profesije (Mantai i Marrone 2022), za utvrđivanje usklađenosti kompetencija razvijenih u okviru visokog obrazovanja sa zahtjevima tržišta rada (Fenton i sur. 2022), kao i za predikciju rizika od napuštanja studija ili nižeg akademskog uspjeha na temelju identifikacije ranjivih skupina studenata (Perchinunno i sur. 2021; Singh i sur. 2024; Vidal i sur. 2022; Bankins i sur. 2024).

U kontekstu karijernog usmjeravanja stalno zaposlenih osoba, istražuje se utjecaj umjetne inteligencije na upravljanje karijerom zaposlenika, uključujući i tzv. „tamnu” stranu (npr. strah od zamjene ljudskog rada umjetnom inteligencijom) te „svijetlu” stranu njezine primjene. Pritom se razmatra i uporaba umjetne inteligencije kao alata za procjenu radnog učinka te za predviđanje mogućih budućih karijernih puteva radnika na temelju mjerljivih pokazatelja učinkovitosti. Na toj se razini umjetna inteligencija primjenjuje i u svrhu oblikovanja preporuka za stjecanje novih vještina i obrazovnih sadržaja. U kontekstu karijernog usmjeravanja, pokazalo se da pristupi temeljeni na strojnome učenju mogu postići veću točnost u predviđanju karijernih izbora temeljenih na profesionalnim interesima pojedinaca, u usporedbi s tradicionalnim metodama (Song i sur. 2024; Bankins i sur. 2024).

Rizici uporabe umjetne inteligencije u karijernom usmjeravanju

Odabir karijere ne utječe samo na život pojedinca u određenom trenutku, već može imati dugoročne posljedice koje oblikuju profesionalni i osobni razvoj tijekom cijeloga životnog vijeka. Takvi izbori mogu znatno utjecati na mogućnosti za ostvarenje smislenog i dostojanstvenog rada, adekvatnog prihoda i razvoj osobnih potencijala. Zbog toga je od ključne važnosti tko, na koji način i uz pomoć kojih alata pruža savjetodavnu podršku u izboru, razvoju i promjeni karijere.

Primjena umjetne inteligencije u području karijernog usmjeravanja, kako je prethodno istaknuto, nosi brojne prednosti. Sustavi temeljeni na umjetnoj inteligenciji mogu doprijeti do šire publike, pružaju personalizirane preporuke i uvide temeljene na analizi velikih skupova podataka (npr. *Jobiri* – prvi savjetnik za zapošljavanje koji se u potpunosti oslanja na umjetnu inteligenciju i nudi sveobuhvatne, individualizirane savjete), troškovno su učinkoviti, mogu predvidjeti smjerove razvoja pojedinih industrija, pomažu u procjeni kompetencija i povezivanju individualnih profila s novim radnim ulogama, čime omogućuju dinamičniji pristup planiranju karijere u stvarnom vremenu. Međutim, korištenje umjetne inteligencije u ovom kontekstu otvara i niz (etičkih) izazova i ograničenja. Među najčešće isticanim zabrinutostima su pitanja pristranosti i (ne)pravednosti, potencijalno pojačavanje postojećih nejednakosti i diskriminacije na tržištu rada, pitanja privatnosti i sigurnosti (osobnih) podataka, opasnosti od masovnog nadzora te bojazan da bi umjetna inteligencija mogla dovesti do potpunog istiskivanja ljudskih savjetnika (Hughes, 2023).

Modeli umjetne inteligencije temelje se na predviđanju budućih ishoda na osnovi prošlih podataka, što može rezultirati pristranim rezultatima. Jedan od primjera takvih rezultata jest reprodukcija sustavnih društvenih nepravdi prema manjinskim skupinama. Dodatno, umjetna inteligencija pokazuje smanjenu točnost predikcija za zanimanja s ograničenim brojem radnika (Song et al. 2024) što otvara pitanja o učinkovitosti takvih sustava pri usmjeravanju pojedinaca prema jedinstvenim ili netradicionalnim karijernim putovima. Time se povećava rizik da bi pojedinci mogli biti obeshrabreni u odabiru određenih karijera (Bankins i sur. 2024).

Unatoč obilju dostupnih podataka, modeli umjetne inteligencije i dalje mogu biti nedostatni u prepoznavanju svih čimbenika relevantnih za predviđanje složenih fenomena. To se osobito odnosi na one čimbenike koje je teško kvantificirati, a koji se mijenjaju tijekom života pojedinca, poput nada, težnji, vrijednosti i sklonosti. Iako su ovi elementi teško mjerljivi, oni imaju presudnu ulogu u oblikovanju individualnih karijernih izbora te značajno doprinose subjektivnom osjećaju zadovoljstva u karijeri. Njihovo izostavljanje može negativno utjecati na prediktivnu točnost modela umjetne inteligencije (Alghamdi i Rahman 2023; Usman i sur. 2017), što potencijalno može dovesti do pogrešnih zaključaka i neodgovarajućih preporuka krajnjim korisnicima. Također se u literaturi učestalo raspravlja o zabrinutostima vezanim uz privatnost korisničkih podataka i sigurnost informacija koje se koriste u sustavima temeljenima na umjetnoj inteligenciji (Jang i Kyun 2022; Su i Yang 2023; Westman i sur. 2021). Usto,

sve češće se postavlja pitanje hoće li sveobuhvatna integracija umjetne inteligencije u domenu karijernog usmjeravanja dovesti do prekomjernog oslanjanja na algoritamska predviđanja, čime će se istovremeno potiskivati uloga slučajnosti i nepredvidivih okolnosti koje također oblikuju karijerne putanje pojedinaca (Bankins i sur. 2024).

Uočen je i izražen jaz u korištenju umjetne inteligencije tijekom različitih faza karijere, pri čemu su posebno zanemarene skupine izvan kategorije mladih i već etabliranih radnika. Stariji i umirovljeni radnici pritom su često isključeni iz programa osposobljavanja te se suočavaju s teškoćama u razumijevanju koncepata vezanih uz umjetnu inteligenciju. Nedostatak strukturiranih i ciljanih pristupa razvoju njihove AI pismenosti otvara pitanja digitalne isključenosti i smanjuje mogućnosti za inkluzivnu digitalnu tranziciju (Bankins i sur. 2024; Bankins, Hu i Yuan 2024). Ove okolnosti ukazuju na potrebu za razvojem specifičnih programa podrške usmjerenih na starije dobne skupine, koji uključuju prilagođene metode poučavanja, odgovarajuće alate i jasno definirane mehanizme evaluacije u okviru karijernog usmjeravanja.

Umjesto zaključka – Ljudski vs. robo-savjetnici za karijeru

U neznanstvenoj literaturi uglavnom prevladavaju pozitivni, često i idealizirani prikazi primjene umjetne inteligencije u karijernom usmjeravanju. Unatoč nedvojbenim prednostima, rezultati istraživanja upućuju i na potencijalne rizike te potrebu za opreznim i odgovornim korištenjem umjetne inteligencije u ovom području. Među najčešće spominjanim rizicima ističu se etički izazovi (npr. pristranost, nedostatak transparentnosti), emocionalna ograničenost i smanjeno povjerenje korisnika, kao i nemogućnost potpune autonomije algoritamskih alata i generativne umjetne inteligencije u osiguravanju personaliziranih i djelotvornih usluga karijernog usmjeravanja (Bankins i sur. 2024; Trujillo, Pozo i Suntaxi 2023; Teachflow.ai 2024). Kako, dakle, pristupiti karijernom usmjeravanju u eri umjetne inteligencije?

Hughes (2023) predlaže hibridni model karijernog usmjeravanja u kojemu ljudska podrška, alati umjetne inteligencije, virtualna stvarnost, edukativne igre, chatbotovi i podacima potkrijepljeni uvidi djeluju komplementarno. Ovaj pristup kombinira prednosti ljudske empatije i stručnosti s mogućnostima umjetne inteligencije, s ciljem pružanja personalizirane, pristupačnije i učinkovitije profesionalne podrške. Tehnologija se pritom ne promatra kao zamjena, već kao saveznik i podrška u procesu donošenja karijernih odluka.

Hoće li budućnost biti isključiva ili će dovesti do hibridnog modela u kojem će se povezati prednosti umjetne inteligencije s ljudskom empatijom i stručnošću čime bi se poboljšalo pružanje personalizirane podrške te kvaliteta i raspon usluga profesionalnog usmjeravanja, možemo samo nagađati. Ipak, težnja bi trebala biti usmjerena prema optimalnom iskorištavanju potencijala umjetne inteligencije kao podrške u donošenju informiranih karijernih odluka i kao saveznika u izgradnji održivih profesionalnih putova.

U tom kontekstu, budućnost karijernog savjetovanja nije crno-bijela. Malo je vjerojatno da će ljudski savjetnici biti potpuno zamijenjeni, no isto tako nije realno očekivati zadržavanje dosadašnjih modela. Umjesto toga, rješenje se nalazi u povezivanju najboljih obilježja oba pristupa: brzine i skalabilnosti algoritama s jedne strane, te ljudske empatije, etičke prosudbe i prilagodbe individualnim potrebama s druge. Ključni je cilj takvoga pristupa da umjetna inteligencija bude podrška, a ne zamjena – alat koji olakšava donošenje informiranih karijernih odluka, povećava učinkovitost korisnika i proširuje dostupnost usluga, uz nužno zadržavanje ljudskog nadzora i osjećaja personaliziranoga savjetovanja (Teachflow.ai 2024).

Career Guidance in the Age of Artificial Intelligence

Abstract: Traditionally, services aimed at supporting individuals of all ages in managing their career development—including choosing education, training, and occupations aligned with their aspirations, interests, qualifications, skills, and talents—have been provided by professional career counsellors. However, with the recent emergence of artificial intelligence (AI) in the domain of career guidance and the labour market, the role of human counsellors is undergoing a significant transformation. This raises the question of whether the role of career professionals will be further enhanced through collaboration with new technologies, or whether they will be gradually replaced by so-called career robo-advisors. This paper explores the implications of artificial intelligence for career development, examines the advantages and risks associated with the use of AI in career guidance, and analyses the potential for collaboration between human counsellors and AI-based technologies to deliver more effective support to clients.

Keywords: career guidance, artificial intelligence, ethical issues, career counsellors, career robo-advisors

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Amela Frljučkić¹

Kultura kao prostor političkog izraza: društveno angažovana muzika u protestima i društvenim pokretima

Sažetak: Ovaj rad istražuje kako se društveno angažovana muzika koristi kao kulturno sredstvo tokom mobilizacije i artikulacije građanskog nezadovoljstva tokom protesta i društvenih pokreta. Cilj rada je da se kroz teorijske uvide i konkretne primjere iz Bosne i Hercegovine, Srbije i Sudana kao i Sjedinjenih Američkih Država prikaže na koji način muzika doprinosi iskazivanju građanskog nezadovoljstva i jačanju kohezije grupe. Metodološki okvir temelji se na kvalitativnoj analizi sadržaja javno dostupnih digitalnih izvora – medijskih izvještaja, snimaka i sadržaja s društvenih mreža uz interdisciplinarnu teorijsku literaturu iz oblasti sociologije, kulturnih studija, muzikologije i politologije. Rezultati ukazuju na to da društveno angažovana muzika ima respektabilnu ulogu u emotivnom osnaživanju učesnika protesta i učestalo se tako primjenjuje, što kulturu čini relevantnim prostorom za iskazivanje političkih stavova.

Ključne riječi: kultura, društveno angažovana muzika, protesti, društveni pokreti

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Uvod

Kultura je skup naučnih, umjetničkih, tehnoloških dostignuća jednog društva kao i ustaljenih vjerovanja, ponašanja, običaja i normi. Zbog svega što obuhvata možemo reći da je kultura svojevrsna vrsta „lične karte” svakog društva te je kao takva integralni dio identiteta svakog pojedinca. Kroeber i Kluckhohn (1952: 59) ističu da je „kulturno ponašanje [je] uvijek naučeno ponašanje”, što znači da je transmisija kulture, odnosno učenje o kulturi i usvajanje kulturnih normativa sastavni dio iskustva čovjeka bez obzira na to kojoj zajednici pripada, a njen edukativni karakter je jedan od njenih integralnih temelja. Pozicija kulture u procesima socijalizacije je nesporna, što je rezultat same njene prirode koja prožima sve druge društvene aspekte. Zbog toga je podložna interdisciplinarnim istraživanjima, što će biti slučaj i u ovom radu gdje ćemo se fokusirati na korelacije između kulturnog i političkog. Konkretno, fokus će biti na društveno angažovanoj muzici koja je usmjerena na komentarisanje društveno-političkih dešavanja u cilju iskazivanja neslaganja sa stanjem u društvu, a posebno na muzici tokom protesta i društvenih pokreta.

Učestala pojava društveno angažovane muzike čini je zanimljivim predmetom naučnih istraživanja. Tako skorija istraživanja ukazuju na značaj izvođenja muzike u cilju konstituiranja javnog prostora za političku kritiku (Bøhler 2017; Tausig 2019; Dirksen 2020; Gooding, Yamane i Salter 2021; Espada-Brignoni 2024), ali ukazuju i na veze između popularnih pjesama i političkog uticaja vladajućih političkih grupa (Way 2018; Stevens Booth 2021; Hermosilla 2022). Muzika, koju uzimamo kao integralni dio kulture, uvijek je plod kulturnog konteksta u kojem nastaje, te se zbog toga ne trebaju zanemariti ni šire teorijske rasprave. Tako su brojni autori (Benjamin 1992; Berghaus 1996; Foster 1996; Rancière 2006, 2009; Bishop 2012; Šuvaković 2012; Lechaux 2017; Bakić 2021) razvili teorije i o odnosu kulture i politike sa različitih pozicija (filozofije, sociologije, teorije umjetnosti, politologije, muzikologije itd.) tokom XX i XXI vijeka, što je pomoglo da se bolje razumiju njihove kompleksne relacije.

Cilj ovog rada je analizirati ulogu muzike u mobilizaciji i iskazivanju političkog neslaganja kroz primjere protesta u Srbiji, Bosni i Hercegovini i Sudanu tokom protekle dvije decenije, ali i kroz starije primjere antiratnih i radničkih protesta iz Sjedinjenih Američkih Država tokom XX vijeka. Posebnu pažnju stavili smo na analizu funkcije muzike tokom protesta, a kao teorijsku osnovu uzimamo Lewisovu (1985) teoriju upotrebe muzike u društvenim pokretima, s tim da pravimo i širi pregled interdisciplinarne

literature koja obuhvata oblasti sociologije, muzikologije, kulturnih studija. Metodološki okvir se temelji na kvalitativnoj analizi sadržaja kroz javno dostupne digitalne izvore koji dokumentuju proteste organizovane u navedenim državama. Za potrebe ovog rada analizirani su medijski izvještaji, tekstovi sa portala i sadržaji sa društvenih mreža (uključujući i snimke), u cilju razumijevanja i opisivanja načina na koji se muzika koristi za mobilizaciju, jačanje kohezivnosti grupe i jačanje protestne atmosfere. Ovaj pristup smo odabrali jer omogućava kombinaciju teorije i empirijskih primjera, što osigurava da se tema društveno angažovane muzike sagleda kroz različite teorije i praksu u različitim društveno-političkim kontekstima.

Postavljajući početni argument da je kultura integralni temelj svakog društva te kao takva povezana i sa društveno-političkim djelovanjima čovjeka, u nastavku ćemo napraviti pregled ključnih koncepata definiranja i razumijevanja kulture, zatim predstaviti relevantna teorijska tumačenja značaja društveno angažovane muzike tokom protesta, te analizirati konkretne primjere u kojima se kulturni sadržaj, konkretno muzika, koristio u cilju jačanja političkog građanskog aktivizma u vanparlamentarnim² djelovanjima.

Definiranje i percepcija kulture

Kulturu u kontekstu ovog rada posmatramo kao sistem normi i vrijednosti koje oblikuju zajednicu, ali i kao skup kreativnih i intelektualnih dostignuća jednog društva. Polazeći od ove konceptualizacije, kulturi dajemo značaj osnove na kojoj počiva kolektivni identitet iz kojeg proizilaze i društvene i političke akcije. Muziku kao dio kulture u skladu s tim definiramo šire od uobičajenog razumijevanja koje je pozicionira samo kao kreativni izražaj pojedinaca. U ovom radu muziku definišemo i kao kulturno sredstvo koje ima potencijal da oblikuje i/ili promoviše određene vrijednosti. Stoga ćemo, pozivajući se na relevantne autore, u nastavku napraviti kratak pregled definiranja i konceptualizacije kulture kako bismo istakli njen značaj, uključujući i ulogu muzike kao njenog sastavnog dijela.

Etimološka osnova riječi kultura se izvodi iz latinskog glagola *colere* što u prevodu znači njegovanje ili kultivacija (Kroeber i Kluckhohn 1952). Definicije kulture su brojne, a u prilog tome govori i veoma uticajno djelo objavljeno 1952. godine *Kultura: kritički*

² Kao osnovu razumijevanja vanparlamentarne političke participacije u ovom radu koristimo konceptualizaciju Ekmana i Amnae (2012) koji su napravili klasifikaciju aktivnosti koje ulaze u ovu kategoriju, a koja će biti obrazložena u empirijskom dijelu rada.

osvrt na koncept i definicije u kojem su Kroeber i Kluckhoh analizirali približno 300 antropoloških radova i napravili klasifikaciju prikupljenih definicija na sedam grupa³ i deset podgrupa. Navedena klasifikacija ukazuje na kompleksnost konceptualizacije i definiranja kulture, odnosno na veliki broj fenomena sa kojima povezujemo kulturu. Iako danas u svakodnevnicima imamo okvirni konsenzus šta sve podrazumijevamo pod kulturom – bilo da je to umjetnost koja se svrstava pod posebna kulturna dostignuća ili svakodnevno ponašanje koje označavamo (ne)kulturnim, značenje pojma kultura je kroz istoriju imalo svoje varijacije.

U periodu prije nove ere pojam kultura se javlja kod sofista u antičkoj Grčkoj. Njihovo filozofsko učenje je doprinijelo tome da se „čovjek ne shvata statično, nego dinamično. Na njima svojstven način, oni ukazuju na spornost viših društvenih slojeva... negirajući taj ‘pedigre’, kao stecište vrlina i savršenstava, sofisti uverljivo pokazuju da kultura nije samo ono što dobijamo nasleđem i poreklom, već i ono što učinimo od nasleđenih dispozicija kao i od tradicije i sadašnjosti” (Božović 1998: 14). Sofisti, dakle, promatraju čovjeka kao aktivnog člana zajednice koji gradi i utiče na kulturu, a ne kao pasivnog primaoca onoga što je dobio po rođenju, a što je nepromjenjivo samo po sebi. Srednji vijek je istorijski period koji je obilježila dominantna moć Crkve te je kultura tog vremena uglavnom bila u saglasnosti sa religijskim poimanjem svijeta. Renesansa donosi ideološki zaokret koji se odnosi na procvat slobodnog čovječjeg duha, uz ideju nezavisnosti sekularnog od teološkog. Ovaj period donosi talas promišljanja protiv vladajuće religijske ideologije te ostavlja svoj trag i na kulturu koja se „uglavnom upotrebljava u kontekstu sintagme *cultura mentis*/intelektualna kultura” (Petković 2015: 22). Krajem druge polovine XVIII vijeka, Johann Christoph Adelung objavljuje djelo *Istorija kulture* (1782) i od tada se ovaj pojam pojavljuje u rječniku u dvije semantičke nijanse: „s prvom se susrećemo kod Humbolta, koji pod kulturom razume vladavinu čovjeka nad prirodom, koristeći nauku i zanatska iskustva; to je tehnička kultura (civilizacija), koja označava tehničke i praktične moći čovjeka. Druga nijansa odnosi se na kulturu kao skup duševnog i duhovnog bogatstva čovjeka, na njegov intelekt” (Božović 1998: 15). U drugoj polovini XIX vijeka Edward Tylor daje opširniju definiciju kulture, koja po njemu predstavlja sklop koji obuhvata „znanje, vjerovanje, umjetnost, moral, pravo, običaje i sve druge sposobnosti i navike koje je čovjek usvojio kao član društva” (Tylor 1924: 1).

³ U pitanju su: enumerativno deskriptivne, istorijske, normativne, psihološke, strukturalne, genetičke i nepotpune definicije.

Istraživači su se tokom druge polovine XX vijeka usmjerili na istraživanja odnosa kulture i raznih fenomena modernog društva. Tako Moren (1979) moderna društva označava polikulturalnim zbog postojanja više kulturnih žarišta kao što su: religija, nacionalna država, tradicija humanističkih nauka i masovna kultura. Posebno se bavi masovnom kulturom za koju kaže da je stvorena prema normama masovne proizvodnje i širi se sredstvima masovne difuzije, ali i da je nadgradnja nacionalne, humanističke i religiozne kulture. Također, navodi da masovna kultura nije potpuno autonomna jer istovremeno napaja sve tri navedene kulture, a s druge strane sve tri kulture utiču na masovnu kulturu. Ova konceptualizacija masovne proizvodnje u kulturnom kontekstu je itekako relevantna, što zbog broja država koje djeluju po principu slobodne tržišne ekonomije, što zbog načina lakog širenja kulturnih proizvoda na globalnom nivou. U prilog tome možemo navesti platforme kao što su YouTube ili Spotify putem kojih se muzički sadržaji lako distribuiraju i kao takvi dobijaju popularnost i slušaju se bez obzira na geografsku lokaciju korisnika. Masovna distribucija kulturnih sadržaja i konkretno distribucija društveno angažovane muzike pogoduje tome da se aktivističke poruke šire brzo i lako, što potencijalno omogućava da lokalni problem postane prepoznat na globalnom nivou.

Odnosima između društva i kulture te važnošću kulture za razvoj društva bavi se i savremeni sociolog Anthony Giddens u djelu *Sociologija* (2007). On razlikuje pojmove društva i kulture,⁴ ali među njima nalazi bitne veze. Smatra kako bez kulture nema društva, a ni obratno, bez društva nema kulture te da „bez kulture mi ne bismo bili ‘humani’, u smislu u kojem se obično koristimo tim pojmom. Ne bismo imali jezik kojim bismo izrazili svoje mišljenje, ne bismo imali samosvijest, a naša sposobnost mišljenja i zaključivanja bi bila ograničena” (Giddens 2007: 22). Dalje, određujući aspekte kulture kaže kako „kultura nekoga društva obuhvaća nevidljive aspekte, uvjerenja, ideje i vrijednosti koje tvore njezin sadržaj; i vidljive aspekte, objekte, simbole i tehnologije koji predstavljaju taj sadržaj” (Ibid.).

Postmodernizam dovodi u pitanje sve tradicionalne vrijednosti pa tako i „značenje koje je kultura imala duži vremenski period, kao domen posebne vrijednosti, kao polje u kome su sva društva kreirala svijet na osnovu nekog dubljeg značenja i smisla, predvođena velikim umovima i ličnostima, nestaje u postmodernom svijetu...

⁴ Za Giddensa (2007: 22) društvo je „sustav uzajamnih odnosa koji povezuju pojedince”, dok „kultura označava način života pojedinaca u društvu ili društvenim skupinama. Ona uključuje način odijevanja, običaje u vezi sa svadbom, obiteljski život, vrste rada, vjerske svečanosti i korištenje slobodnog vremena.”

kultura u postmodernom društvu se udaljava od koncepta univerzalnosti, vrijednosti i nezavisnosti u odnosu na politiku i ekonomiju” (Bakić 2007:43). Vrijednost kulturalne intelektualne nezavisnosti značajno slabi jer je u ideologiji kapitalizma profit osnova svega,⁵ što znači da ono što ne može napraviti profit nije toliko vidljivo niti značajno. U tom pravcu se razvijaju i istraživanja koja se baziraju na finansijskim analizama u sektoru kulture. Jedan od relevantnih istraživanja je *Creative Economy Report* koji navodi kako „kreativna ekonomija doprinosi između 0,5% i 7,3% bruto domaćem proizvodu i zapošljava između 0,5% i 12,5% radne snage u zemljama za koje su dostupni podaci. Pored toga, ukupan izvoz kreativnih usluga dostigao je rekordnih 1,4 biliona američkih dolara u 2022. godini, što je gotovo dvostruko više od izvoza kreativnih dobara, koji je iznosio 713 milijardi američkih dolara, čime se naglašava značajan doprinos ovog sektora međunarodnoj trgovini” (UN Trade and Development 2024: 1). Mada je profit svakako važan, ipak nije jedina stvar koja utiče na kulturu. Na primjer, autonomija umjetničkog stvaralaštva zavisi i od društvene percepcije njegove važnosti, političkih okolnosti kao i od zakonskih normativa koji uređuju sferu kulture. Ovakve relacije nam ukazuju na često zamagljene granice između kulture, politike i ekonomije, što postaje posebno relevantno u vremenima društveno-političkih kriza. Istovremeno, razumijevanje tih isprepletenosti je ključno za sagledavanje potencijala koji muzika pruža za društveno-politička djelovanja.

U prožimanjima kulture, politike i društvenih zahtjeva javlja se muzika kao medij izražaja kolektivnih poruka koje se tiču politike i ekonomije, ali i brojnih drugih pitanja koja utiču na zajednicu. U nastavku teksta ćemo napraviti pregled teorijskih okvira koji objašnjavaju ulogu muzike u društvenim pokretima i protestima.

Društveno angažovana muzika – teorijski koncepti

Pod društveno angažovanom muzikom podrazumijevamo muziku koja prevazilazi čisto estetsku funkciju i služi kao sredstvo za izražavanje neslaganja, kritike, mobilizaciju zajednice ili ukazivanje na neke probleme kako u virtuelnom prostoru, tako i pri konkretnim događajima kao što su protesti ili društveni pokreti. Ova vrsta muzike je prostor gdje dolazi do isprepletanja političkog i kreativnog. Tako Eyerman i Jamison (1998: 1) ukazuju kako društveni pokreti „pružaju prostor za kulturni rast i

⁵ O vezama između kulture i profita pišu predstavnici Frankfurtske škole Horkheimer i Adorno (1989) u svom djelu *Dijalektika prosvjetiteljstva: filozofijski fragmenti* posebno kroz koncept „kulture industrije” u kojem kritikuju odnos profita i masovne kulture.

eksperimentisanje, za miks muzičkih i drugih umjetničkih žanrova i za umetanje novih značenja u muziku”.

Politički građanski aktivizam kroz kulturno djelovanje i muziku specifično je nešto što u teoriji dominantno vezujemo za period koji počinje od Francuske revolucije. Ipak, jedan od najpoznatijih primjera suptilnog protesta kroz umjetničku muziku u cilju borbe za radnička prava prije ovog događaja vezujemo za anegdotu koja prati jednog od najvećih kompozitora Josepha Haydna i njegovu Simfoniju br. 45 u fis-molu, poznatiju kao „Oproštajna simfonija”. Naime, kako Haydnov prvi biograf Georg August Griesinger opisuje (prema: Brown 2002), Haydnov orkestar je boravio tokom ljeta u prinčevom ljetnom dvorcu, kada je princ Esterházy odlučio da produži svoj boravak za par nedjelja, što je značilo i da muzičari moraju ostati. To se nije svidjelo mladim muzičarima pa je Haydn kao gest prema vladaru, a kako bi prenio poruku nezadovoljstva muzičara, napisao posljednji stavak ove simfonije koji uključuje performans napuštanja scene. Ovakva poruka je bila uspješna jer je princ sutradan donio odluku da završi boravak u ljetnom zamku. Iako navedeni primjer ne predstavlja slučaj radikalne pobune, važan je kao vrsta ovakvog pionirskog koraka u muzičkom svijetu. Ovo posebno postaje interesantno ako usporedimo društvenu moć vladara i orkestarskih muzičara i kompozitora u tadašnjem društvenom kontekstu. U muzičkom smislu, ovaj performativni potez je uticao na druge kompozitore koji su kasnije u svojim djelima koristili neke slične postupke (Siegert 2011), iako ne nužno u kontekstu protesta.

Nakon Francuske revolucije, dolazi do promjene društveno-političkog sistema, prvo u Francuskoj pa postepeno i širom Evrope te do toga da se muzika, slikarstvo, književnost, teatar, a kasnije fotografija i film kao posebno popularni mediji sve češće koriste za širenje političkih ideja, bile one prorežimske ili opozicione. Ovo ide paralelno sa postepenom izgradnjom vrijednosti participativne političke kulture gdje je pojedinac aktivan učesnik političkog odlučivanja putem pasivnog i aktivnog prava glasa koje tokom XX vijeka prestaje biti privilegija manjina, već zagarantovano građansko pravo. Prateći proteste kroz savremenu istoriju možemo vidjeti potencijal kulture u podsticanju i jačanju političkog građanskog aktivizma koji ima dva cilja: prvi se odnosi na informisanje društva o nekom problemu, a drugi podrazumijeva poziv na pokret, tj. poziv na konkretne aktivističke korake u pravcu rješavanja tog problema. Istraživači su kroz terenska istraživanja pratili korištenje muzike na protestima te su izdvojili glavne elemente koji muziku čine poželjnim protestnim sredstvom.

Lewis u svojoj teoriji o ulozi muzike u popularnim socijalnim pokretima ističe da je muzika „posebno jedinstvena i efektivna snaga za mobiliziranje nezadovoljstva

unutar potlačene populacije” te izdvaja pet elemenata društveno angažovane muzike kojima argumentuje svoju tvrdnju (Lewis 1985: 155). Tvrdi kako se putem muzike može jasno definisati stanje socijalnog nezadovoljstva te se elementi socijalne ideologije mogu ojačati. Ovo prepoznamo u tekstovima društveno angažovanih pjesama kroz koje se implicitno (kada se uzimaju, na primjer, pjesme iz prošlosti koje su nastale prije protestnih dešavanja) ili eksplicitno (kada se pjevaju pjesme u kojima se jasno prozivaju „krivci”, kao što su na primjer vlade, korporacije ili određene grupe) šalju protestne poruke. Zatim, Lewis posebno prepoznaje ulogu muzike u emotivnom podražavanju i izgradnji solidarnost među protestantima. Tako navodi kako je kroz muziku moguće projektovati snažne emotivne poruke koje mogu biti učinkovitije u promociji solidarnosti nego „racionalniji” načini komunikacije. Dalje, konstatuje kako muzika u emocionalnoj komunikaciji „može napraviti naboj interesa grupe, uzdižući ih do intenziteta moralnih prava” (Ibid.), te izdvaja i to što muzika može osnažiti socijalne pokrete prema tradicionalnim vrijednostima i simbolima. To se može postići korištenjem tradicionalnih folklornih muzičkih formi, instrumenata, plesova, a navedeni performansi mogu biti praćeni i tradicionalnom odjećom i simbolima. Ovo može biti posebno efektno kada se pjevaju pjesme koje imaju veze sa nekim značajnim događajima iz prošlosti zato što se pravi snažna poveznica sa sličnim borbama iz dalje prošlosti. Tako, na primjer, današnji antifašistički protesti koji su usmjereni na borbu protiv rasta nacizma ili protjerivanja migranata koriste pjesme koje se uzimaju kao pobjedničke u sličnim borbama prije par decenija. Tu se pravi poveznica između predaka koji su se borili za slične ili iste ideale i današnjih generacija koje nastavljaju da se bore za očuvanje tih vrijednosti. Posljednji element koji Lewis izdvaja je to što postoji manja vjerovatnoća da će muzika biti cenzurisana u odnosu na druge forme komunikacije kao što su govori ili pamfleti, što muziku čini poželjnim protestnim sredstvom.

Denisoff u djelu *Sing a song of social significance* (1972) prepoznaje šest primarnih ciljeva upotrebe „pjesama uvjeravanja” (engl. *songs of persuasion*). Prvo, pjesme nastoje pridobiti podršku i saosjećanje šire javnosti za određeni društveni ili politički cilj. Drugo, ove pjesme jačaju vrijednosne stavove pojedinaca koji aktivno podržavaju pokret ili ideologiju. Treće, pjesme doprinose stvaranju kohezije, solidarnosti i visokog morala unutar organizacije ili pokreta koji dijeli isti pogled na svijet. Četvrto, pjesme nastoje da regrutuju pojedince u društveni pokret. Peto, pjesme pozivaju na rješenja u vezi sa stvarnim ili zamišljenim društvenim problemima, sa ciljem ostvarivanja željenih promjena. I šesto, pjesme ukazuju na određene društvene probleme ili nezadovoljstva, obično izražene

emotivno (Denisoff 1983: 2-3). Važno je napomenuti da pojam „uvjeravanje” ovdje označava svrhe kojima pjesme doprinose u oblikovanju javnog mnijenja i ponašanja, a ne nužno i namjeru samog kompozitora. Kako Denisoff tvrdi, „jedna od glavnih funkcija pjesama uvjeravanja je da se kreira solidarnost, ili ‘mi’ osjećaj u grupi ili pokretu na koji je pjesma verbalno upućena” (Denisoff 1983: 4).

Bianchi (2018) opisuje funkcije muzike i njenu relevantnost za društveni pokret Gezi. Navodi kako je ovaj pokret imao duboku povezanost sa muzikom zbog dva razloga: dužine trajanja političke akcije i značenja muzike u Republici Turskoj. Autorica značaj protestne muzike nalazi u tome što ona ispunjava ključne elemente za učesće u bilo kojem društvenom pokretu,⁶ a to su: nepravda i moralno ogorčenje, kolektivni identitet i djelovanje. Bianchi moralno ogorčenje prije svega prepoznaje u tekstovima pjesama koje su pisane za ovaj pokret. Za kolektivni identitet kaže da je bio „doživljen cijelim tijelom” putem izvedbi koje su koristile tradiciju anadolijske protestne muzike i plesova. Posebno je interesantan opis protestanata kao kolektiva različitosti koji je bio učvršćen kroz svoj antagonizam prema Tayyipu.⁷ Djelovanje prepoznaje kroz grupu Gezici Müzisyenler koja je bila oformljena tokom trajanja ovog pokreta. Bianchi ukazuje na promjenu funkcije muzike koja se dešava onda kada društveni pokreti traju dugo. Tako zaključuje kako se „funkcija muzike [se] pomjerila od pukog oblikovanja protesta ka podsticanju političkog djelovanja i jačanju osjećaja pripadnosti kolektivnom identitetu pokreta” (Bianchi 2018: 232-233).

Kao i u Lewisovoj teoriji, Denisoffovoj klasifikaciji, tako i u Bianchinim zaključcima prepoznamo isto, a to je da je muzika tu prije svega za emotivni podsticaj koji služi jačanju kohezivnosti grupe i njihovog kolektivnog identiteta usmjerenog ka zajedničkom cilju. Interesantan je tekst *Connecting Music to Ethics* (Higgins 2018) u kojem autorica obrazlaže zašto muzika pomaže u stvaranju i jačanju ljudskih veza. Prije svega navodi kako je osnova u samoj psihologiji slušanja, jer muzika ima moć da kreira veze između ljudi zbog rezonance koju pravi u tijelu kod onih koji slušaju. Potom ukazuje na sluh na koji se oslanjamo od samog rođenja kako bismo uočili i pratili druge te služi za povezivanje sa drugima, te primjećuje kako dok slušamo muziku imamo tendenciju da sinhronizujemo ritam pokreta sa onima oko nas. Osjećaj zajedništva kroz muziku autorica nadovezuje na mišljenje Alfreda Schutza (1951) koji ukazuje na subjektivni i objektivni aspekt vremena koji ljudi dijele onda kada izvode ili slušaju

⁶ Bianchi se poziva na klasifikaciju autora Githens-Mazer (2008).

⁷ Ovo je lično ime trenutnog predsjednika Republike Turske, Recepta Tayyipa Erdoğan.

muziku. Kao posljednji argument, iako sama kaže da se svi teoretičari ne slažu s tim, ističe da to zajedničko emocionalno iskustvo, posebno kada uključuje izraženo fiziološko uzbuđenje, podstiče povezivanje.

Iz prethodno navedenih teorija jasno je da muzika ima ulogu u jačanju kolektivnog identiteta i solidarnosti tokom protesta i društvenih pokreta. U nastavku ćemo prikazati konkretne primjere upotrebe muzike kao sredstva pobune i kritike u različitim oblicima aktivizma.

Društveno angažovana muzika: empirijski primjeri

Ekman i Amnå (2012) prave razliku između *formalne* političke participacije i *vanparlamentarne* političke participacije. U prvu ubrajaju participaciju putem glasanja na izborima, referendumu, pa i deliberativne političke poteze kao što je odluka da se ne izađe na izbore ili da se preda prazan glasački listić. U ovu kategoriju ulazi i individualni nivo formalne participacije koja podrazumijeva direktno obraćanje političarima ili državnim službenicima, kao i kandidovanje za obavljanje javnih funkcija. Pod formalne kolektivne forme političkog ponašanja autori svrstavaju i članstva, u partiji ili bilo kojoj organizaciji sa jasnom političkom agendom. S druge strane, vanparlamentarnu participaciju dijele na legalnu i ilegalnu. Pod legalnom ubrajaju štrajkove, demonstracije kao i druge forme protestnih akcija, ali i članstvo u grupama ili strankama koje su van parlamentarne sfere, kao što su socijalni pokreti ili političke akcione grupe različitih vrsta. Na individualnom nivou prepoznaju participaciju koja podrazumijeva potpisivanje ili skupljanje peticija, dijeljenje političkih letaka ili bojkot. U posljednjem slučaju bojkot može bit različit, na primjer, ekonomski, kulturni, sportski, akademski ili politički. Ilegalna vanparlamentarna participacija po autorima uključuje učešće u nezakonitim političkim aktivnostima kao što su ilegalne demonstracije ili učešće u nasilnim protestima koji se graniče sa neredima. Sve do sada navedene aktivnosti Ekman i Amnå svrstavaju u manifestnu političku participaciju. S druge strane prepoznaju i latentnu političku participaciju, odnosno društvenu participaciju koja uključuje diskusije o politici, doniranje novca, reciklažu, volonterski rad kao i rad koji uključuje rješavanje lokalnih problema ili poboljšanje uslova za određene grupe u društvu. U privatni domen latentne društvene participacije ulazi i društvena involviranost koja podrazumijeva zainteresovanost za društvo i politiku kao i percepciju važnosti politike.

Nije rijetka pojava da tokom vanparlamentarne participacije jedno od sredstava komunikacije bude i kolektivno izvođenje pjesama ili prikazivanje vizuelnih radova kojima se iskazuje političko neslaganje. Protestne pjesme kao kulturalni artefakt možemo svrstati u dvije kategorije: postojeće pjesme nastale prije protesta i nove pjesme koje nastaju tokom protesta. U prvu kategoriju ulaze pjesme koje nisu napisane eksplicitno za te proteste na kojima se pjevaju, ali koje zbog značenja teksta i/ili istorijskog konteksta u kojem su nastale postaju interesantne kao protestno sredstvo. Ovo je i vremenski racionalna opcija zbog toga što se protesti uglavnom najavljuju u kratkom vremenskom roku podstaknuti iznenadnim događajima (nesrećama, ubistvima, hapšenjima i sl.) ili protest nastaje uslijed spontanog okupljanja građana. U drugu kategoriju ulaze pjesme koje su nastale podstaknute aktuelnim događajima, te ostaju kao trajni muzički zapis date situacije. Zavisno od konteksta protesta tekstovi pjesmama ostaju isti ili se adaptiraju. Ovo drugo se naziva *contrafactum*, a to označava „zamjenu jednog teksta drugim bez značajnih promjena u muzici”, dok se *contrafacta* „može posmatrati kao umjetnička ekspresija mobilizacije tradicije; žanr ili tradicija iz prošlosti koji se koriste za oblikovanje (novog) izvora kolektivnog identiteta” (Salerno i Warenburg 2023: 166). Primjer je partizanska pjesma *Bella ciao* iz II svjetskog rata, kao jedan od najpoznatijih muzičkih kulturnih artefakata, koja se pojavljuje na brojnim protestima, kao na primjer u Ukrajini kao reakcija na agresiju Rusije ili u Poljskoj na protestima protiv zabrane abortusa. Salerno i Warenburg (2023) zaključuju kako su korijeni ove pjesme u mnogo starijoj narodnoj pjesmi i da ona živi kroz brojne *contrafacte* koji su vjerovatno počeli sa feminističkom verzijom *mondine*. Iako je ova pjesma veoma poznata antifašistička himna, posebnu komercijalizaciju je doživjela u posljednjih nekoliko godina zahvaljujući globalnoj popularnosti serije *La casa de papel* (2017) na platformi *Netflix* u kojoj se pojavljuje.

U nekim slučajevima, protestima se priključuju i muzičari, ali i stvaraoci iz drugih grana umjetnosti koji pjevaju i/ili sviraju na protestima i na taj način iskazuju svoju podršku rješavanju određenog problema, te podižu raspoloženje među protestantima. Pored navedenog, u medijskom smislu može biti koristan i njihov doprinos porastu vidljivosti protestnih zahtjeva putem društvenih mreža i izjava za medije. To je zbog toga što javne ličnosti uživaju popularnost, te uglavnom imaju društvene mreže sa mnogo pratilaca, a njihova promišljanja izazivaju dodatno interesovanje tradicionalnih i digitalnih medija. Muzičari koji su cijenjeni zbog svog rada imaju određenu mogućnost posebnog pristupa ličnom prostoru onih koji „konzumiraju” njihove radove. Na

primjer, istraživanje Paping i sar. (2021) o slušanju muzike kod adolescenata putem ličnih uređaja za slušanje muzike u Rotterdamu (uzrast 12-15 godina) pokazalo je da je prosjek slušanja muzike 2,1 dan nedjeljno. Ovo ukazuje na to da su mladi značajno izloženi idejama koje se plasiraju putem muzike. Interesantno je kako putem muzike određeni problem može izaći van granica jedne države i kako se određena ideja može popularizovati na brz način putem muzike među većim brojem ljudi. Na ovaj način muzičari postaju glasnogovornici određenih ideja i stavova te često i bivaju zapamćeni u istoriji kao muzičari aktivisti. Jedan od takvih primjera u muzičkom svijetu iz XX vijeka je jedan od najpoznatijih američkih folk muzičara Pete Seeger, o kojem piše muzički kritičar Jon Pareles (2014). U ovom tekstu pravi pregled nekih najznačajnijih događaja iz života ovog muzičara. Izdvaja kako je Seeger 40-ih i 50-ih godina prošlog vijeka pjevao za radnički pokret, zatim 60-ih na marševima za građanska prava i na skupovima protiv rata u Vijetnamu, te za okoliš i protiv rata 70-ih godina, a i kasnije. U doba McCarthyja, Seegerove političke afilijacije, uključujući i članstvo u komunističkoj partiji 40-ih godina, dovele su ga na crnu listu, a kasnije je optužen i za nepoštovanje Kongresa. Zbog tih optužbi (po deset tačaka) 1961. godine biva osuđen na godinu dana zatvora. Međutim, sljedeće godine apelacioni sud odbacuje optužbu kao neosnovanu. Iako je do kraja šezdesetih bio zabranjen i na komercijalnim televizijama, to ga nije spriječilo da nastavi da se bavi muzikom. Pjesma koja je obilježila njegov aktivistički put i postala jedna od najpoznatijih himni tadašnje borbe za građanska prava Afroamerikanaca jeste *We shall overcome*.⁸ Pareles navodi kako je Seeger inspirisao brojne umjetnike kao što su Bob Dylan, Don McLean i Bernice Johnson Reagon. Seegera su jako podržavali borci za ljudska prava, a u jednom intervjuu na pitanje „Koja je najizraženija stvar za koju ste vidjeli da je pjesma uspjela da postigne?” odgovorio je kako su „Pjesme [su] uradile mnogo za sindikate, ali građanski pokret za ljudska prava ne bi uspio da nije bilo svih tih pjesama. Pjevane su u zatvorima, na linijama i paradama. Ljudi su ih šaptali kada su ih najviše tukli” (Kupfer 2011). Seeger je održao veliki broj koncerata u znak solidarnosti s velikim brojem ljudi kako u Americi tako i šire te je na taj način širio ideje građanskih prava.

Korištenje muzike na protestima nije uobičajeno samo za određeno geografsko područje. Možemo govoriti o uopštenoj primjeni muzike (pored ostalih sredstava) na protestima. Lewisova teorija se može odlično primijeniti na sljedeći primjer protesta

⁸ Bobetsky (2014) je napravio interesantnu analizu sedam pjesama čije se melodije i/ili tekstovi povezuju sa ovom pjesmom jer postoje brojne diskusije o porijeklu ove pjesme koju je Seeger proslavio.

u Africi. U aprilu 2019. godine na društvenim mrežama, a potom i u medijima (Elmendorp 2019) proširio se snimak studentice Alaa Salah kako u Kartumu u Sudanu tokom antivladinog protesta sa krova automobila uzvikuje stihove sudanskog pjesnika Azharija Mohameda Alija pod nazivom *Metak ne ubija. Ono što ubija je tišina ljudi*. Kolektivno učešće u izvedbi se ogledalo u usklađenosti solo pjevanja sa kolektivnim uzvikivanjem riječi *Thawra* (revolucija) drugih protestanata. Sudeći po dostupnim snimcima, ova pjesma koju je Salah uz pratnju ostalih protestanata izvela poslala je snažnu emotivnu poruku i ujedinila okupljene u tom momentu te je jedan od simbola otpora. U samom tekstu pjesme u svega par stihova⁹ objašnjen je problem kako vlast zloupotrebljava religiju kako bi vršila represiju nad građanima. Elamin i Ismail (2019) obrazlažu kako Alaain nastup nije izuzetak zato što u tradiciji sudanskih žena postoji običaj izvođenja pjesama i pohvala u čast mrtvima, te za jačanje morala ratnika i pokazivanje prkosa vođama pjesmom. Pored pjevanja, Salah je također ostavila jak utisak svojom tradicionalnom odjećom. Ona je osnažila protest tradicionalnim elementima, počev od načina performansa, preko izbora pjesme pa do samog izgleda. Po analizi navedenog performansa vidi se da je zastupljeno svih pet navedenih elemenata po Lewisu. Snimak je postao viralan kako zbog poruke pjesme tako i zbog činjenice da je u društvu koje se percipira kao represivno prema ženama upravo žena ta koja je u jednom momentu predvodila masu. Pored pjevanja, na protestima se danonoćno plesalo, ali i sviralo na muzičkim instrumentima.

Kako u Sjedinjenim Američkim Državama, Sudanu, tako se i u Bosni i Hercegovini na nekim protestima nezadovoljstvo izražavalo i muzikom. Protesti povodom neusvajanja zakona o jedinstvenom matičnom broju građana 2013. godine bili su jedni od najmasovnijih protesta u posljednji dvadeset godina u Bosni i Hercegovini. Ovaj protest se nazivao i *Bebolucijom* i dao je rezultat jer je zakon na kraju i usvojen. Najveći protesti su bili ispred zgrade Parlamenta Bosne i Hercegovine u Sarajevu, gdje je 18. juna 2013. godine održan i koncert *Protest uz pomoć bh. bendova*, i to bendova Dubioza kolektiv, Letu Štuke, Zoster, Frenkie, Skroz, Dvadesetorica, Grof Đuraz i Gospoda, KZU ole ole & PZU oje oje i Billy Andol (Al Jazeera Balkans 2013). Kako prenose mediji, po riječima organizatora, „bendovi su se okupili oko ideje da ‘ugroženim parlamentarcima svojom muzikom pruže bar malo utjehe i podstreka za efikasniji rad i brže donošenje

⁹ „They imprisoned us in the name of religion, burned us in the name of religion ... killed us in the name of religion... But Islam is innocent. Islam tells us to speak up and fight against tyrants ... the bullet doesn't kill. What kills is the silence of the people” (Elamin i Ismail 2019).

zakona” (Ibid.). Sljedeći veliki protesti u Bosni i Hercegovini desili su se u februaru 2014. godine, a povod je bilo ekonomsko i socijalno nezadovoljstvo te „konačni rezultat protesta bile su ostavke četiri kantonalne vlade” (Al Jazeera Balkans 2015). Jedan od najpoznatijih bosanskohercegovačkih bendova, Dubioza kolektiv, podržao je proteste na način da su odlučili da sviraju besplatno „na ulici za raju” te da se na taj način solidarišu i da podrže „sve građane koji se bore za bolji sistem” (RTCG 2014). Pored nastupa na ulicama u više bh. gradova, ovaj bend je objavio i spot za pjesmu *Vlast i policija* kao podršku protestima. U odnosu na prethodni primjer, a uzimajući Lewisovu teoriju kao osnovu analize, primjećujemo da u slučaju ovih protesta ne nailazimo na tradicionalne muzičke elemente, što je u datom kontekstu racionalan izbor protestanata uzimajući u obzir da bi korištenje tradicionalnih pjesama u podijeljenom društvu potencijalno moglo izazvati rasipanje grupe.

U Novom Sadu, 1. 11. 2024. godine na željezničkoj stanici obrušila se nastrešnica uslijed čega je stradalo 16 osoba, među kojima i djeca (BBC News na srpskom 2025). Ovo je pokrenulo talas građanskih protesta¹⁰ širom Srbije i u inostranstvu, zatim blokade različitog tipa (Radenković Jeremić 2025; Vukadinović 2025; Al Jazeera Balkans 2025) kao i blokade preko 60 fakulteta i visokoškolskih ustanova (Studentske blokade 2025). Studenti su postali glas otpora i zahtjeva za djelovanjem državnih institucija i vladavinu prava. Proteste i blokade prate vizuelna sredstva, kao i muzika. Na jednom od najgledanijih *show* programa u Srbiji *24 minuta sa Zoranom Kesićem* bend studenata Muzička produkcija (naziv benda odgovara odsjeku na kojem studiraju) Akademije umetnosti u Novom Sadu izveo je pjesmu *Svi u blokade* koja je nastala na akademiji tokom perioda blokiranja rada univerziteta. Ovo je primjer pjesme sa veoma eksplicitnom porukom koja glasi „Svi u blokade, ne daj da te Vlada krade, dođi pliz u blokade, da blokiramo zgrade”. U digitalnoj sferi kao i na protestima koristile su se i pjesme starijih generacija, kao što su *Živeti slobodno* Đorđa Balaševića, *Pada vlada* Momčila Bajagića Bajage, *Zemlja* grupe EKV, potom i pjesme novijeg datuma kao što su *Ne želim da se plašim mraka* Marčela i Marka Luisa, *Ne diktaturi* benda 5 minuta slave, kao i pjesme nacionalnih boja kao što su *Vostani Serbie*, *Marš na Drinu* te himna Srbije *Bože pravde* (Mitrović 2025). Spoj pjesama iz prošlosti koje veličaju slavnu prošlost Srbije, savremene pjesme modernog zvuka i kritičkog teksta u kombinaciji sa sekularnim i religijskim simbolima (crvena ruka, ikone, kritički transparenti) pokazuju društveni kontekst koji je kombinacija tradicionalnog i modernog, nacionalnog i građanskog.

¹⁰ U pitanju su protesti koji i dalje traju, na dan 27. 3. 2025.

Na kraju, važno je napomenuti da muzika nije uvijek etički ispravna, odnosno da se pjesme ne pišu i ne koriste samo u moralno ispravnim težnjama ka slobodi, ravnopravnosti i pravdi. Neke pjesme su tu da podstiču ksenofobiju, nacionalizam, rasizam i slične destruktivne fenomene. Time podstiču određene grupe na mržnju, netrpeljivost i nasilje prema onima koji nisu pripadnici te grupe, jer to je ono što muzika radi – ujedinjuje i povezuje ljude oko određene ideje te je zbog toga važno znati kontekst nastanka određene pjesme i poruku koja se tako šalje. Ovakve pjesme, pored toga što podstiču jačanje mržnje prema određenim grupama, podstiču i na konkretne radnje koje mogu ugroziti te grupe. Mnoge od takvih pjesama koje i dalje koriste neofašističke grupe u zemljama bivše Jugoslavije nastale su tokom zločinačkih radnji, kao što su na primjer ustaške i četničke pjesme iz II svjetskog rata. U određenim situacijama ove pjesme se i danas pjevaju te se tako veličaju tadašnji zločini. Neki pjevači su izgradili svoju reputaciju upravo kao nacionalistički pjevači, te je njihova karijera vezana uz veličanje nacionalističkog identiteta grupe za koju se vezuju.

Zaključna razmatranja

Društveno angažovana muzika ima svoju poziciju u političkom aktivizmu zapaženu na protestima u raznim društvenim kontekstima i zajednicama. Razlog je psihički uticaj koji muzika ostvaruje na grupu, ali i njeno jednostavno korištenje na protestima. Glas kao „instrument” koji nosimo u sebi je odličan i praktičan „alat” koji se može iskoristiti bez posebnih priprema, što je posebno korisno pri masovnim okupljanjima. Isto tako, ako te pjesme prate instrumenti, kao na primjer bubnjevi, nije neophodan veliki broj svirača za pratnju, što je još jedna logistička prednost. Emotivni naboj koji pjesme pojačavaju kod protestanata najvažniji je element koji ostvaruje muzika na protestima. Zahvaljujući pjevanju dolazi do zajedničkog verbalizovanog izražaja grupe, što je povezuje na način poznat još od prvih zajednica.

U radu smo naveli više primjera u kojima se koristila muzika koja ima jaku istorijsku priču i koja se vezuje za periode iz dalje prošlosti. U pitanju su pjesme koje su nastale u kontekstu velikih istorijskih borbi, koje su važne za to društvo. U psihološkom smislu ovakve pjesme daju snažan emotivni naboj grupi kroz princip kolektivnog sjećanja na pretke iz prošlosti, te osjećaja da oni kao protestanti na neki način nastavljaju njihovu borbu za slobodu. Higgins izdvaja koristi koje muzika donosi, kao što su „prepoznavanje zajedničkih čulnih modaliteta, oživljavanje infantilnog osjećaja sigurnog zbližavanja,

zabave”, što dovodi do „oslobađanja oksitocina” te ovo „zajedničko emocionalno iskustvo doprinosi muzičkoj moći podsticanja solidarnosti” (Higgins 2018: 5). Pri dužim protestima postojanje kulturnih sadržaja (grupno pjevanje, nastupi pjevača, puštanje muzike, instalacije...) ima i ulogu popunjavanja vremena i usmjeravanja pažnje ka onome što bi trebalo biti tema protesta. Tu je i element kreativnosti i individualnosti koji se može pokazati i muzikom inspirisanom aktuelnim društveno-političkim situacijama. Dodatno, element kreativnosti se ogleda i u postupcima *contrafactum* kada dolazi do prilagođavanja već postojećih tekstova potrebnoj situaciji.

Iako je fokus ovog rada bio na društveno angažovanoj muzici kao sredstvu podsticanja borbe za građanska prava, ne smije se zanemariti ni ona druga strana političkog aktivizma kroz kulturu koja ima neetične ciljeve. Štaviše, zauzimajući poziciju da kultura treba biti neodvojiva od etike, onda primjere korištenja kulture na drugi način, suprotno od toga, možemo označiti kao njenu zloupotrebu. Dodatno, treba obratiti posebnu pažnju i u teoriji i u praksi na uticaj muzike čiji tekstovi podstiču i hvale zločine, pogotovo ako uzmemo u obzir laku mogućnost njihovog digitalnog širenja.

Uzimajući u obzir brzinu mijenjanja stvari u današnjici kao i prisustvo umjetne inteligencije, nema sumnje da će pitanje kulture, a posebno njene primjene sa ciljem uticaja na društvo i politiku biti važna tema za teoretičare i u budućnosti.

Culture as a Space of Political Expression: Socially Engaged Music in Protests and Social Movements

Abstract: This paper explores how socially engaged music is used as a cultural medium during the mobilisation and articulation of civic discontent in protests and social movements. The aim of the paper is to present, through theoretical insights and specific examples from Bosnia and Herzegovina, Serbia, Sudan, and the United States, the ways in which music contributes to expressing civic dissatisfaction and strengthening group cohesion. The methodological framework is based on qualitative content analysis of publicly available digital sources—media reports, video recordings, and social media content—combined with interdisciplinary theoretical literature from sociology, cultural studies, musicology, and political science. The results indicate that socially engaged music plays a significant role in the emotional empowerment of protest participants and is frequently used, making culture a relevant space for the articulation of political positions.

Keywords: culture, socially engaged music, protests, social movement

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Characteristics of the Work Environment: An Exploratory Analysis of Job Demands and Job Resources among Employees across Different Industries and Career Stages in North Macedonia

Abstract: Building on the Job Demands-Resources model (Bakker & Demerouti, 2007) this research aims to identify differences in the characteristics of the work environment perceived by employees at varying career stages and across diverse industries (healthcare, education, administration, HRM, IT) in North Macedonia. The Questionnaire on the Experience and Evaluation of Work (QEEW2.0), developed by Van Veldhoven and Meijman (1994), was utilised for data collection. The sample comprised 229 participants (Nfemale = 194, Mage = 36.15, Std = 0.360) with data analysed using both parametric and non-parametric tests Results indicate significant variations in job demands and resources perception across industries, with the IT sector often reporting more positive work environment characteristics. Additionally, notable distinctions were observed between employees in early and later career stages regarding emotional load, complexity, and colleague relationships. While these findings suggest that both industry and career stage may influence how employees perceive job demands and resources, they should be interpreted with caution due to the relatively small sample size. Nonetheless, the observed trends provide preliminary insights that can guide the design of more supportive work environments conducive to employee well-being and satisfaction.

Keywords: job demands, job resources, career stage differences, industries

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Introduction

Building on the Job Demands-Resources model (Bakker & Demerouti 2007), this research aims to identify differences in the characteristics of the work environment as perceived by employees at various career stages and across diverse industries (healthcare, education, administration, HRM, IT) in North Macedonia using the Questionnaire on the Experience and Evaluation of Work (QEEW2.0) (Van Veldhoven et al. 2015). The Job Demands-Resources model illustrates the characteristics of the work environment by recognising the dynamic and interactive nature of job demands and resources. It also acknowledges individual differences, links well-being and job performance, and provides insights for organisations to create a positive and supportive work environment for their employees.

Job Resources

Job resources are defined as physical, psychological, social, or organisational aspects of the job that help achieve work goals, reduce the impact of job demands, or stimulate personal growth and development (Bakker & Demerouti 2007). These resources can be internal, such as cognitive or behavioural strategies, or external, including social support and organisational structures. Job resources play a crucial role in fostering employee well-being, buffering the effects of job demands, and enhancing motivation. Within the Job Demands-Resources (JD-R) model, job demands refer to aspects of the job that require sustained effort and are associated with physical or psychological costs. The model posits that excessive job demands can lead to exhaustion, while insufficient resources may trigger withdrawal behaviours and eventual disengagement from work. Despite theoretical support for the interaction between job demands and resources in burnout development, empirical evidence remains sparse (De Jonge & Kompier 1997; Hockey 1993).

While extensive research has explored the impact of job demands and resources on employee mental health, burnout, and engagement (Bakker & Demerouti 2017; Schaufeli & Taris 2014), much of this work has been conducted within Western European contexts. However, the manifestation of these constructs may vary across different socio-economic and cultural settings. The North Macedonian labour market presents a unique context characterised by high unemployment, skill mismatches, and the effects

of economic migration, which create specific stressors and opportunities within its work environments (European Commission 2023). These regional dynamics highlight the need for localised investigations that examine how job demands and resources are experienced in industries shaped by distinct structural and cultural conditions.

To bridge this gap, this study investigates whether five diverse industries—healthcare, education, administration, HRM, and IT—are characterised by distinct levels of perceived job demands and job resources. Additionally, we investigate whether the perception of job demands and resources differs based on the career stages of employees, specifically distinguishing between early and later stages of their careers.

Career development theories (Super 1990; Savickas 2005) suggest that individuals experience the work environment differently depending on their career stage, which is shaped by evolving professional priorities, coping capacities, and role expectations. Empirical research has shown that knowledge-intensive industries, such as IT, often offer greater job resources—such as autonomy, learning opportunities, and supportive environments—while demanding less emotional labour compared to public sectors like healthcare or education, where resource constraints and emotional demands are typically higher (Bakker et al. 2005; Demerouti et al. 2001). Additionally, studies indicate that early-career employees tend to report higher emotional strain and lower autonomy, as they are still developing their professional identity and navigating organisational expectations (Ng & Feldman 2007; Sullivan & Baruch 2009). Based on this theoretical and empirical foundation, this study hypothesises that: (1) employees in knowledge-intensive industries (e.g. IT) will perceive higher job resources and lower job demands compared to those in public sectors (e.g. healthcare, education), and (2) early-career employees will report higher emotional demands and lower job autonomy than their later-career counterparts.

Job resources, whether organisational or personal, are crucial for achieving work goals, reducing stress, and fostering engagement. Resources such as learning opportunities, role clarity, and supportive relationships are particularly relevant for employees navigating complex work environments. Previous studies have demonstrated that resources serve as a protective factor against high demands, helping to prevent burnout (Hakanen Bakker & Demerouti 2005). Conversely, excessive job demands, such as emotional load, mental load, and work pace, can result in strain and withdrawal behaviours (Schaufeli 2017).

While the Job Demands-Resources model emphasises the importance of balancing demands and resources, cultural factors play a crucial role in shaping this balance (Xanthopoulou et al. 2007). In collectivist cultures characterised by strong social interdependence and group orientation—such as those commonly found in Southeast Europe, including North Macedonia (Hofstede Insights 2023), social resources such as peer support may hold amplified importance compared to individualistic contexts. By focusing on the local labour market, this research contributes to a growing body of literature that seeks to adapt and expand the Job Demands-Resources model to diverse socio-economic and cultural settings.

By conducting this research, the aim is to enhance the understanding of how the Job Demands-Resources model manifests in diverse work environments. This will provide valuable insights that can inform strategies for enhancing employee.

Method

Research Design and Setting

This study utilised a quantitative, non-experimental, cross-sectional design conducted in North Macedonia. Data were collected in the first half of 2023 through online self-report questionnaires distributed electronically to employees in various industries. The main goal was to investigate the perception of job demands and resources across different sectors and career stages, based on the theoretical framework of the Job Demands-Resources (JD-R) model.

Participants and Sampling

The sample consisted of 229 participants ($N_{\text{female}} = 194$, $M_{\text{age}} = 36.15$), employed across various industries in North Macedonia. Participants were recruited through convenience sampling, utilising professional networks, company partnerships, and social media channels to reach a wide variety of sectors. The study focused on employees working in both knowledge-intensive industries (e.g. IT) and public-sector industries (e.g. healthcare, education).

For analysis purposes, participants were categorised into two groups based on career stage: early career ($n = 175$) and later career ($n = 53$). The division of research participants into two career stages—early career (under 40 years) and later career (40 years and above)—was based on established theoretical models and a commonly used age-based threshold in empirical research. The classification into career stages was informed by Super's lifespan, life-space theory (1990), which outlines developmental

stages such as exploration, establishment, maintenance, and disengagement. Similarly, Savickas (2005) emphasises the evolving priorities across career stages, with early stages focusing on growth and skill acquisition, and later stages prioritising stability and legacy building.

Empirical studies have validated age as a significant criterion in differentiating career stages, noting that early career individuals often face challenges related to role ambiguity and skill development (Kanfer et al. 2012), while late-career professionals manage responsibilities associated with organisational stability and career culmination (Zacher 2015).

Instrument and Procedure

The Questionnaire on the Experience and Evaluation of Work (QEEW2.0) was utilised to evaluate the fundamental constructs of the Job Demands-Resources model (Demerouti et al. 2001; Bakker & Demerouti 2007). The QEEW2.0 is a standardised instrument designed to evaluate the organisation of work and its psychological effects, and it has been widely used in organisational and occupational health research.

The questionnaire comprises 42 short subscales, each measuring specific aspects of the work environment. These subscales are grouped into six higher-order dimensions: Job Demands, Job Resources, Job Conditions, Organisational Context, Vitality, and Diagnostic Indicators. Responses to items are gathered using two formats: a five-point Likert scale (e.g. 1 = strongly disagree to 5 = strongly agree) and a four-point frequency scale (e.g. 1 = never to 4 = always), depending on the construct being assessed. The psychometric evaluation of the QEEW2.0 shows strong internal consistency. The internal consistency of the QEEW2.0 subscales was evaluated using Mokken scale analysis, with Rho coefficients ranging from .67 for the Staffing scale to .95 for the Tiredness during work scale (van Veldhoven et al. 2015).

For the purposes of this study, a targeted selection of subscales from the QEEW2.0 was utilised, in line with the theoretical framework of the Job Demands-Resources model. From the Job Demands dimension, the following subscales were included: Emotional Load, Mental Load, Complexity, Pace and Amount of Work, and Role Conflict. From the Job Resources dimension, the selected subscales included: Job Autonomy, Learning Opportunities, Role Clarity, and Relationship with Colleagues. An additional subscale, Career Opportunities, was taken from the Job Conditions dimension. The internal consistency of these subscales within the current sample ranged from $\alpha = .50$ (Relationship with Colleagues) to $\alpha = .93$ (Career Opportunities), indicating acceptable to excellent reliability across most measures.

Data collection was conducted online using a secure digital platform. The survey was distributed electronically to employees across various industries in North Macedonia through company networks, professional associations, and targeted outreach. Participation was voluntary and anonymous.

Data were analysed using IBM SPSS Statistics (Version 29). Both parametric and non-parametric tests were applied based on the distribution characteristics of the variables. Parametric tests (e.g. ANOVA) were used for normally distributed data, while non-parametric tests (e.g. Kruskal–Wallis) were employed where assumptions of normality were violated, ensuring robust and reliable insights.

Results

To examine how perceptions of job demands and resources vary across industries and career stages, we will first present descriptive statistics for all measured variables (Table 1), followed by group comparisons using parametric and non-parametric tests based on distribution characteristics.

Table 1. Descriptive statistics of the measured characteristics of the work environment

	N	M	SD	Mdn	Min.	Max.	Skewness	Kurtosis
Emotional load	226	8.69	3.007	9.00	0	15	-.297	-.161
Mental load	227	2.31	2.225	2.00	0	12	.849	.525
Complexity	226	6.02	2.005	6.00	0	9	-.835	.750
Pace and amount of work	225	10.33	3.118	11.00	0	17	-.455	.194
Role conflict	226	11.33	2.616	12.00	3	15	-.716	.279
Role clarity	227	9.11	2.547	9.00	1	12	-.845	.335
Relationship with colleagues	226	13.21	3.063	13.00	5	18	-.041	-.943
Learning opportunities	227	8.98	2.246	9.00	2	12	-.705	.188
Career opportunities	227	7.68	3.135	8.00	0	12	-.508	-.293
Job autonomy	227	8.54	2.643	9.00	0	12	-.498	-.496

Table 1 summarises the central tendencies and variability for each construct. Among job demands, the highest mean was reported for pace and amount of work ($M = 10.33$, $SD = 3.12$), followed by role conflict and emotional load. Mental load showed the lowest average, with a positively skewed distribution. For job resources, participants rated their relationship with colleagues ($M = 13.21$, $SD = 3.06$) and role

clarity ($M = 9.11$, $SD = 2.55$) highest. Career opportunities had the lowest mean among the resources. Most variables demonstrated acceptable levels of skewness and kurtosis, indicating approximately normal distributions, except for complexity, which showed slight negative skew and moderate kurtosis.

These results provide a descriptive overview of how employees perceive key aspects of their work environment and serve as a basis for the group comparisons reported below.

The results shown in Table 2 and 3 indicate a statistically significant difference in the perceived characteristics of the work environment across various industries for all measured job demands (emotional load, mental load, complexity, pace and amount of work, role conflict) and job resources (role clarity, relationship with colleagues, learning opportunities and career opportunities) except for one job resource (job autonomy).

Table 2. Results of the ANOVA and Tukey HSD post-hoc test: differences in perception of work characteristics between employees from various industries

Dependent variable			Mean difference	Std. Error	p	F	df	p
Emotional load	IT	Healthcare	3.660*	.583	.000	11.205	4	.000*
		Education	1.903*	.648	.030			
		Administration	1.360	.607	.169			
		HRM	2.489*	.644	.001			
	Healthcare	IT	-3.660*	.583	.000			
		Education	-1.757*	.568	.019			
		Administration	-2.301*	.521	.000			
		HRM	-1.171	.564	.233			
	Education	IT	-1.903*	.648	.030			
		Healthcare	1.757*	.568	.019			
		Administration	-.543	.593	.890			
		HRM	.586	.631	.885			
	Administration	IT	-1.360	.607	.169			
		Healthcare	2.301*	.521	.000			
		Education	.543	.593	.890			
		HRM	1.130	.588	.310			
	Human Resource and Recruitment	IT	-2.489*	.644	.001			
		Healthcare	1.171	.564	.233			
		Education	-.586	.631	.885			
		Administration	-1.130	.588	.310			

Dependent variable		Mean difference	Std. Error	p	F	df	p
Relationship with colleagues	IT	Healthcare	2.010*	.622	.012	5.306	4
		Education	2.050*	.692	.028		
		Administration	2.099*	.648	.012		
		HRM	.244	.687	.997		
Healthcare	IT	Healthcare	-2.010*	.622	.012		
		Education	.040	.606	1.000		
		Administration	.090	.556	1.000		
		HRM	-1.766*	.602	.030		
Education	IT	Healthcare	-2.050*	.692	.028		
		Education	-.040	.606	1.000		
		Administration	.050	.633	1.000		
		HRM	-1.806	.673	.060		
Administration	IT	Healthcare	-2.099*	.648	.012		
		Education	-.090	.556	1.000		
		Administration	-.050	.633	1.000		
		HRM	-1.855*	.628	.028		
Human Resource and Recruitment	IT	Healthcare	-.244	.687	.997		
		Education	1.766*	.602	.030		
		Administration	1.806	.673	.060		
		HRM	1.855*	.628	.028		

The results of the ANOVA showed a statistically significant difference at the $p < .01$ level in the perception of emotional load and relationship with colleagues among the five industry groups. A post-hoc Tukey HSD test was conducted to determine which specific groups differed from each other. From Table 2, it is evident that there is a statistically significant difference in the perceived emotional load between employees in the IT industry and those in healthcare, education, and HRM respectively. Furthermore, there is a statistically significant difference in the perceived emotional load between employees working in healthcare and those in education and administration. Regarding the relationship with colleagues, there is a statistically significant difference in the perceived quality of relationships between employees in the IT industry and those in healthcare, education, and administration. Additionally, there is a statistically significant difference in the perceived quality of relationships between employees in healthcare and those in HRM, as well as between employees in administration and those in HRM.

Table 3. Results of the Kruskal-Wallis test: differences in perception of work characteristics between employees from various industries

		N	Rank	df	χ^2	P
Mental load	IT	35	131.40	4	34.91	.000***
	Healthcare	63	77.78			
	Education	38	149.53			
	Administration	52	113.12			
	HRM	39	123.46			
	Total	227				
Complexity	IT	35	141.13	4	9.67	.046***
	Healthcare	63	99.49			
	Education	38	109.92			
	Administration	50	111.75			
	HRM	40	116.98			
	Total	226				
Pace and amount of work	IT	35	139.77	4	13.96	.007***
	Healthcare	63	100.64			
	Education	37	116.84			
	Administration	51	123.42			
	HRM	39	91.67			
	Total	225				
Role conflict	IT	35	139.29	4	9.82	.044***
	Healthcare	63	102.51			
	Education	38	124.76			
	Administration	51	109.49			
	HRM	39	102.38			
	Total	226				
Role clarity	IT	35	106.24	4	18.64	.001***
	Healthcare	63	136.65			
	Education	38	112.53			
	Administration	51	118.18			
	HRM	40	81.19			
	Total	227				

Learning opportunities	IT	35	139.49	4	14.26	.007***
	Healthcare	63	106.93			
	Education	38	116.82			
	Administration	52	92.38			
	HRM	39	128.63			
	Total	227				
Career opportunities	IT	35	159.21	4	38.73	.000***
	Healthcare	62	104.73			
	Education	38	85.96			
	Administration	52	92.81			
	HRM	40	142.99			
	Total	227				
Job autonomy	IT	35	131.36	4	5.29	.250
	Healthcare	62	103.73			
	Education	38	116.13			
	Administration	52	106.60			
	HRM	40	122.34			

The results of the Kruskal-Wallis test, as shown in Table 3, indicated that there are differences in the perceived characteristics of the work environment across various industries. These differences were observed for all measured job demands and job resources except job autonomy. Upon reviewing of the mean ranks for the groups, it was found that the IT group had the highest scores in six out of the eight measured characteristics of the work environment. This suggests that they likely perceive and evaluate their work environment more positively, with higher job resources and potentially lower job demands. These factors may be associated with better employee well-being and satisfaction.

Table 4 and Table 5 present findings that highlight significant differences in how employees in early and later career stages perceive specific aspects of their work environment.

Table 4. Results of the ANOVA test: differences in perceived work characteristics between employees in early and later stage career

		N	M	SD	F	t	df	p
Emotional load	Later career stage	53	7.77	2.812	.094	-2.652	223	.009***
	Early career stage	172	9.01	3.000				
Relationship with colleagues	Later career stage	53	12.30	3.029	.233	-2.532	223	.012***
	Early career stage	172	13.51	3.025				

The findings in Table 4 indicate that career stage significantly influences employees' perceptions of two aspects of the work environment. Results from the independent samples t-test revealed that early-career employees reported significantly higher levels of emotional load ($M = 9.01$, $SD = 3.00$) than those in the later career stage ($M = 7.77$, $SD = 2.81$), $t(223) = -2.652$, $p = .009$. Similarly, early-career employees rated relationships with colleagues more positively ($M = 13.51$, $SD = 3.03$) than their later-career counterparts ($M = 12.30$, $SD = 3.03$), $t(223) = -2.532$, $p = .012$. These findings suggest that employees earlier in their careers may experience more emotional strain and place greater value on collegial support.

Table 5. Results of the Mann-Whitney U test: differences in perceived work characteristics between employees in early and later stage career

		N	Mean Rank	Sum of Ranks	U	z
Mental load	Early career stage	173	115.74	20022.50	4197.500	-.947
	Later career stage	53	106.20	5628.50		
Complexity	Early career stage	172	116.85	20098.00	3896.000	-1.620
	Later career stage	53	100.51	5327.00		
Pace and amount of work	Early career stage	171	115.17	19694.00	4075.000	-1.113
	Later career stage	53	103.89	5506.00		
Role conflict	Early career stage	172	113.78	19571.00	4423.000	-.328
	Later career stage	53	110.45	5854.00		
Role clarity	Early career stage	173	108.85	1883.00	3780.000	-1.955
	Later career stage	53	128.68	6820.00		
Learning opportunities	Early career stage	173	113.05	19557.50	4506.500	-.191
	Later career stage	53	114.97	6093.50		
Career opportunities	Early career stage	173	114.14	19745.00	4474.500	-.267
	Later career stage	53	111.42	5905.50		
Job autonomy	Early career stage	173	114.95	19886.50	4333.500	-.607
	Later career stage	53	108.76	5764.50		

The results from the Mann–Whitney U test, as shows in Table 5, indicate that there were no statistically significant differences in mental load, complexity, pace and amount of work, role conflict, learning opportunities, career opportunities, or job autonomy across career stages. However, there was a trend towards significance in role clarity, with later-career employees tending to perceive higher clarity ($z = -1.955$, $p = .051$).

In summary, these findings suggest that career stage influences perceived emotional demands and interpersonal dynamics, though not consistently across all job demands and resources. Early-career professionals may experience more emotional strain and prioritise collegial relationships, possibly due to developmental and socialisation factors in the workplace. Overall, these results indicate that industry and employees' career stages impact the perception of job demands and resources within the work environment.

Discussion

The conducted statistical analyses have provided significant insights into how perceptions of the work environment vary across industry sectors and career stages. These findings underscore the intricate interplay between context and career trajectory in shaping an employee's workplace experience. This discussion synthesises the core findings, acknowledges the study's limitations, and proposes future research directions, emphasising their implications for organisational practices and policies aimed at enhancing employee well-being and satisfaction.

The analyses revealed notable differences in perceptions of work environments across industries and career stages, highlighting the dynamic relationship between job demands, resources, and contextual factors. These findings align with existing literature, which emphasises the influence of both industry-specific (Bakker et al. 2004; Schaufeli 2017) and career stage-related differences (Super 1990; Kanfer et al. 2012) in shaping workplace experiences. For example, research shows that high-demand industries such as IT frequently offer greater autonomy and learning opportunities (Taris et al. 2001), while early-career employees typically report higher stress and a stronger need for peer support as they navigate role clarity and integration (Savickas 2005; Zacher 2015).

Our research identified significant disparities among industry groups. The Information Technology (IT) sector exhibited higher scores on six of the ten evaluated work environment characteristics, suggesting a more supportive environment potentially marked by abundant job resources and relatively lower job demands. Such conditions contribute to greater employee well-being and satisfaction, underscoring the critical role of industry context in shaping workplace experiences. These findings align with prior research indicating that knowledge-intensive industries often invest heavily in resource-rich environments to attract and retain talent (Wang & Netemeyer 2002). In contrast, sectors such as healthcare and education face structural challenges, including resource constraints and bureaucratic demands, which are more pronounced in public sector industries (Bakker et al. 2020). These observations highlight the need for policymakers and organisational leaders to tailor interventions to address industry-specific dynamics.

The analysis also revealed significant differences across career stages. Early-career employees reported higher emotional loads, reflecting heightened uncertainty and role ambiguity often associated with entry-level positions (Feldman & Beehr 2011). Conversely, later-career employees perceived stronger relationships with colleagues,

suggesting the importance of accumulated social capital and workplace integration over time. These findings underscore the necessity of organisational strategies tailored to the unique needs and challenges of employees at different career stages.

Together, these insights emphasise the significance of both industry context and career stage in shaping perceptions of job demands and resources. This aligns with Conservation of Resources (COR) theory, which posits that individuals strive to acquire and protect resources to manage stress (Hobfoll 1989). Employees with abundant resources, such as supportive colleagues or developmental opportunities, are better equipped to navigate demands and maintain engagement. Moreover, the findings reinforce the Job Demands-Resources model's proposition that fostering job resources not only mitigates the negative effects of demands but also promotes proactive behaviours such as innovation and knowledge sharing (Tims et al. 2011).

Recognising these variations is essential for organisations aiming to cultivate supportive and nurturing workplaces that cater to diverse workforce needs. This knowledge can inform targeted interventions to enhance employee well-being, job satisfaction, and overall organisational success.

Conclusion

This study adds to the growing body of research that examines how contextual and individual factors, such as industry sector and career stage influence employee perceptions of job demands and resources. Utilising the Job Demands-Resources model, the findings demonstrate that these variables are not experienced uniformly across the workforce, but are influenced by the structural and developmental aspects of one's occupational setting and career trajectory.

By studying a diverse sample of employees from various industries in North Macedonia, the research provides a context-specific perspective that enriches the predominantly Western-centric literature on workplace well-being. The results indicate that employees in high-knowledge sectors such as IT report more positive work environments, likely due to increased autonomy, learning opportunities, and peer collaboration. Conversely, employees in public sector environments, such as healthcare and education, may face higher job demands without sufficient compensatory resources, highlighting systemic structural imbalances that require targeted policy and leadership interventions.

Furthermore, early-career employees were found to experience higher emotional demands while also reporting stronger collegial relationships, possibly due to their need for social support during role adjustment. Later-career employees, on the other hand, appeared to benefit from accumulated workplace experience and greater role clarity. These findings reinforce the importance of career stage-sensitive approaches to employee development and support.

In this study, we examined the relationship between industry, career stage, and perceptions of job demands and resources using a cross-sectional design. While this approach allowed for data collection at a single point in time, it inherently limited our ability to infer causality within these associations. Future investigations could benefit from adopting longitudinal methodologies to examine how these relationships evolve over time, thereby providing a more comprehensive understanding of the dynamics at play.

Another important consideration is the reliance on self-reported measures. While self-reporting is a widely used and valuable method in research, it is susceptible to response bias. Participants may not always accurately assess or report their perceptions and experiences, which may lead to potential distortions in the data. This highlights the need for incorporating additional objective measures or triangulating data sources in future studies to mitigate these limitations.

The generalisability of our findings is also a consideration. Our study population was drawn exclusively from North Macedonia, and as such, the results reflect the specific cultural, economic, and industrial context of this region. The extent to which these findings can be applied to other cultural or geographic contexts remains uncertain, underscoring the importance of conducting similar research in diverse settings to validate and possibly extend our insights.

Lastly, the selection of scales from the QEEW2.0 questionnaire to assess job demands and resources was driven by a desire for concise assessment. However, this approach may have inadvertently overlooked more nuanced aspects of job demands and resources that the full questionnaire is capable of capturing. Future research might consider employing the complete range of scales provided by the QEEW2.0 or integrating additional instruments to ensure a more detailed exploration of these constructs.

Future Directions

To further advance our understanding of job demands and resources, future research should focus on conducting longitudinal studies to monitor changes in employee perceptions over time. By combining quantitative data with qualitative methods, researchers can gain a deeper understanding of the nuances of workplace experiences. Additionally, broadening the scope to include cross-cultural comparisons and generational perspectives (e.g. Baby Boomers, Millennials, Gen Z) will improve the relevance and applicability of findings across various societal and demographic contexts.

Karakteristike radnog okruženja: eksplorativna analiza zahtjeva i resursa na poslu među zaposlenima u različitim industrijama i fazama karijere u Sjevernoj Makedoniji

Sažetak: Polazeći od modela zahtjeva i resursa na poslu (Bakker i Demerouti 2007), ovo istraživanje ima za cilj da identifikuje razlike u karakteristikama radnog okruženja kako ih doživljavaju zaposleni u različitim fazama karijere i u različitim industrijama (zdravstvo, obrazovanje, administracija, regrutacija i upravljanje ljudskim resursima – HRM, informacione tehnologije – IT) u Sjevernoj Makedoniji, putem Upitnika o iskustvu i procjeni rada (QEEW2.0), koji su razvili Van Veldhoven i Meijman (1994). Uzorak je obuhvatio 229 učesnika ($N_{\text{žene}} = 194$, $M_{\text{srednja starost}} = 36,15$, $\text{Std} = 0,360$). Za analizu podataka korišteni su i parametrijski i neparametrijski testovi. Rezultati analize otkrivaju značajne razlike između industrija u percepciji kako zahtjeva tako i resursa na poslu, pri čemu sektor informacijskih tehnologija često izvještava o pozitivnijim karakteristikama radnog okruženja. Također, uočene su značajne razlike između zaposlenih u ranoj i kasnijoj fazi karijere u procjeni emocionalnog opterećenja, složenosti posla i odnosa s kolegama. Iako ovi nalazi sugerišu da i industrija i faza karijere mogu biti povezani s tim kako zaposleni doživljavaju zahtjeve i resurse na poslu, treba ih tumačiti s oprezom zbog relativno malog uzorka. Ipak, uočeni trendovi nude preliminarne uvide koji mogu pomoći u oblikovanju podržavajućeg radnog okruženja koje doprinosi blagostanju i zadovoljstvu zaposlenih.

Ključne riječi: zahtjevi na poslu, resursi na poslu, razlike u fazama karijere, industrije

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Liljana Lazova¹

Overview of the Validation Process for Non-Formal and Informal Learning in North Macedonia's Adult Education Area

Abstract: Recognising non-formal and informally acquired knowledge, as recommended by the Council of the European Union, can promote employability and mobility, as well as increase motivation for lifelong learning, particularly in socio-economic contexts. Recognizing non-formal and informal learning is an important aspect of national lifelong learning programmes, bridging the gap between adult education and formal education. It improves individual competitiveness, employment opportunities, and social cohesion.

The evolving labour market demands adaptable and transferrable skills and competencies as technology, markets, and organisations evolve, creating a new work environment. Employees who resign from or lose their jobs must be able to transfer their knowledge and experience to a new company, industry, or even country.

Validating non-formal and informal learning (VNFIL) can significantly boost individuals' self-esteem and overall well-being, motivating them to pursue further education and improve their employment prospects. This contributes to a more open and adaptable education and training system that fosters social inclusion and builds more cohesive societies.

Keywords: adult education, validation, skills, training, lifelong learning

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Introduction

Validation is the process of identifying, assessing and recognising the broad range of skills and competences individuals develop throughout their lives and in various contexts, e.g. through education, work, and leisure activities (European Commission 2001). Validation is essential for recognising and valuing learning experiences throughout an individual's life. Change has become a constant feature of contemporary working life. Whether by choice or necessity, most employees will change jobs and careers multiple times over their working lives. As technologies, markets, and organisations evolve, the ability to transfer and adapt skills and competencies to new working environments is crucial. Employees who resign or are made redundant should be able to transfer their skills and knowledge to different companies, sectors, or countries.

Validation, first and foremost, recognises the diverse knowledge individuals acquire. This learning, often gained outside formal education and training—at home, in the workplace, or through leisure activities—is frequently overlooked or ignored. Validation helps learners leverage the outcomes of their non-formal and informal learning for further education learning or employment opportunities. (Cedefop 2015: 14)

The goal is to recognise an individual's overall knowledge and expertise, regardless of where it was acquired. Employers need to manage their human resources effectively, individuals need to value their own abilities, and society needs to maximise existing knowledge and experience to avoid duplication of effort and wasted potential.

The validation of learning acquired outside traditional educational frameworks has become increasingly important in education in recent years. Recognising complex knowledge gained across diverse fields presents challenges for educational institutions, which require rigorous quality assurance processes for evaluation and validation.

Validating non-formal and informal learning is increasingly important for adult education policies. Adult education involves integrating learning outcomes from diverse settings and contexts. Its full potential can only be achieved if non-formal education and training are recognised and valued.

The concept of validating prior learning is not new to adult education. Key figures in the field have long emphasised the importance of this type of learning and the need to consider it when developing and implementing curricula (Knowles, 1980). Therefore, validating learning acquired outside the formal system can play a significant inclusive

role in promoting inclusion by offering adults who have been unable to complete their formal education, or access it in the first place, the opportunity to have their knowledge and skills assessed and recognised.

The greatest benefit for individual adults is the opportunity to improve their educational and employment status. Recognition of their competence can enable them to pursue further education or move to more competitive roles in the labour market. Validation can also motivate adults to train for a different occupation, unrelated to their previous formal education.

Adult Education System in North Macedonia

Adult education in North Macedonia is governed by the 2008 Adult Education Act (Official Gazette of the Republic of Macedonia, 16/2009). It aims to promote lifelong learning for individuals of all ages, enhancing educational mobility for both young people and adults, and fostering active collaboration between educational institutions and the community. In 2008, the government of the Republic of Macedonia established an independent body responsible for adult education: the Adult Education Centre (AEC). The AEC is responsible for the following (Adult Education Act, 2008:4):

- Improving adult education to align it with technological and social developments;
- Supporting social partnership at all levels and stages of planning, developing, and delivering adult education;
- Linking adult education with employment within lifelong learning framework;
- Developing a European dimension in education;
- Preparing educational strategies.

In 2012, the AEC began verifying non-formal adult education programmes. Since then, it has verified around 1,000 programmes across all 15 vocational areas, in accordance with the National Classification of Occupations. Currently, 120 active providers of non-formal education training in North Macedonia have verified programmes with the AEC, representing various municipalities across the country. While participation in non-formal education is increasing year on year, awareness of the benefits of continuing education after completing formal education remains low. Funding for training also presents a significant challenge.

A new draft adult education act is currently undergoing public consultation. Its prompt enactment and clarification of next steps in the reform process are essential. While the government has approved the Adult Education Act, which governs the **validation of non-formal and informal learning**, the parliament is yet to enact it. However, the parliamentary elections in North Macedonia in May 2024 have stalled the enactment process. This delay prevents the adoption of regulations related to the validation of non-formal and informal learning, including the establishment of accreditation procedures for validation service providers and the creation of a register for these providers.

Definitions of Non-formal and Informal Learning

Interest in distinguishing between formal, non-formal, and informal learning started in the 1960s (Norqvist & Leffler, 2017:236). At that time, there was a growing belief that educational systems were not adapting to the changing needs of society, prompting consideration of how learning needs could be met through diverse learning arrangements. As the Cambridge Dictionary (Cambridge University Press, 2022) suggests, understanding learning that is not formally structured can inform curriculum development and the organisation of learning within schools (e.g. considering the optimal learning environment, format, and structure).

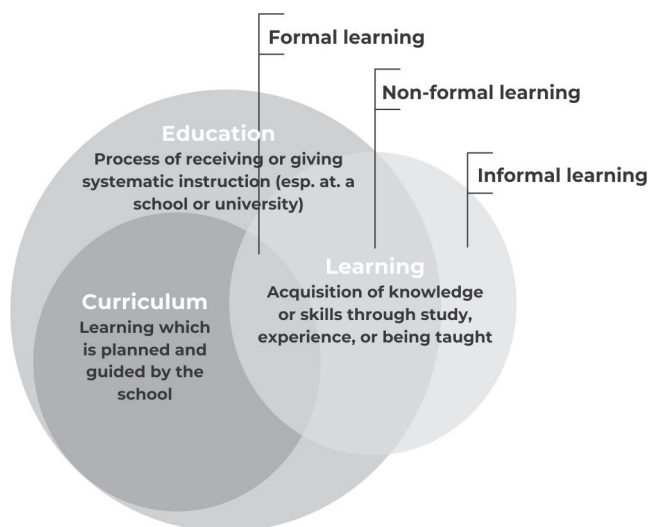


Figure 1: Relationships between the key terms (Johnson & Majewska, 2022)

Figure 1 illustrates the sometimes overlapping nature of the key terms: education, curriculum, and learning. However, learning can also take place outside formal curricular structures. This non-formal sphere, beyond the curriculum, is the focus of our review (Johnson & Majewska 2022: 6).

The European Youth Foundation's definitions of the different types of education (Council of Europe Recommendation 1437, 2000) are as follows:

Formal education refers to the structured education system that runs from primary (and in some countries from nursery) school to university level, encompassing specialised vocational, technical, and professional training programmes. Formal education typically includes assessment of acquired learning or competences and is based on a programme or curriculum that may offer limited flexibility to adapt to individual needs and preferences. It usually leads to formal qualifications and certification.

Non-formal learning/education refers to planned, structured programmes and processes of personal and social education for young people, designed to develop a range of skills and competences outside the formal education curriculum. Non-formal education takes place in settings such as youth organisations, sports clubs, and drama and community groups, where young people meet, for example, to collaborate on projects, play games, engage in discussions, go camping, or partake in music and drama activities.

Informal learning refers to a lifelong learning process through which individuals acquire attitudes, values, skills, and knowledge from the educational influences and resources within their environment and through daily experience. People learn from family and neighbours, in marketplaces, libraries, art exhibitions, workplaces, and through play, reading, and sports activities. The mass media, including plays, film, music, songs, televised debates, and documentaries, are an important medium for informal learning.

Research Methodology

The primary aim of this research is to gather relevant information on the validation process for non-formal and informal learning in North Macedonia. This will be achieved through an analysis of relevant documentation, information, implemented activities, laws, and strategies. To determine the effectiveness of the existing policies, it is crucial to analyse quantitative data and qualitative information regarding those to whom the policies apply.

Data was analysed using a specifically designed protocol:

- Protocol for analysing system-regulating documents.

Institutions involved in establishing the validation process for non-formal and informal learning in North Macedonia were asked to provide information on their progress to date. These institutions include Public Institution Adult Education Centre (PI AEC), project coordinators WE Global and Education for Employment, and the Ministry of Education and Science.

The following documents were included in the analysis:

- Current Adult Education Act (Official Gazette of the Republic of Macedonia, 16/2009);
- Draft Adult Education Act (pending enactment);
- 2018-2025 Education Strategy and Action plan, Republic of North Macedonia;
- 2016-2020 Adult Education Strategy, Republic of North Macedonia;
- Concept Paper for Non-formal Adult Education and Informal Learning in the Republic of Macedonia (2015);
- Roadmap for Implementing a System for VNFIL in the Republic of Macedonia (ETF, 2016);
- Guidance Note on VNFIL Processes (ETF, 2017);
- Specification for the Information/Methodology Package (ETF, 2017);
- Comparative Analysis of Institutional Frameworks, VNFIL Procedures and Instruments in Europe & Recommended Solutions in Macedonian Context (LLC, 2016).

Validation of Non-formal and Informal Learning in North Macedonia

As a candidate for EU membership, the Republic of North Macedonia must align its policies, legislation, and national systems with EU regulations. The European Union has developed reference tools to support national reforms by defining key competencies, ensuring quality in higher education and vocational education and training (VET), promoting mobility and lifelong guidance, facilitating the recognition of qualifications abroad, and validating non-formal and informal learning (VNFIL).

Member states and other participating countries, including North Macedonia, have agreed to establish a validation structure in accordance with the Council's recommendation (European Council 2012) for the validation of non-formal and

informal learning. This will enable individuals to gain qualifications, or parts of qualifications, based on validated knowledge, skills, and competences.

To this end, the Adult Education Centre and the Ministry of Education and Science, with the support from the European Training Foundation (ETF), produced a roadmap (as an internal document) as a basis for the creation of a concept paper and an action plan to support the development of non-formal adult education in North Macedonia. The Roadmap recommends developing a framework for validating non-formal and informal learning. VNFIL enhances citizens' skills and qualifications contributing to economic and social development and creating improved labour market opportunities.

The roadmap provides guidelines for developing and implementing a national policy for VNFIL. It aims to recognise achievements gained through non-formal education and informal learning, ensuring these are valued by individuals and recognised within the National Qualifications Framework (NQF).

This roadmap also incorporates validation guidelines (Cedefop, 2015), which indicate that the processes and procedures for VNFIL typically occur in four stages:

Identifying the individual's competencies (i.e. learning outcomes) acquired through non-formal and informal learning.

Documenting the individual's non-formal and informal learning outcomes, including supporting evidence.

Assessing the individual's learning outcomes by evaluating the evidence provided.

Certifying the individual's learning outcomes.

Although the processes for VNFIL in North Macedonia began approximately ten years ago, VNFIL has yet to be fully implemented. The newly drafted National Qualifications Framework Act (NQF) defines VNFIL as the process of evaluating learning outcomes acquired through non-formal and informal learning against pre-established criteria and standards, including government-recognized documented certification by an accredited body. New draft acts on NQF, vocational training, and adult education have been prepared and are expected to come into force shortly. These, along with several related strategic documents, are prerequisites for broader policy implementation of VNFIL measures.

The draft new Adult Education Act includes a chapter on VNFIL, outlining the procedures and stages of validation, as well as the conditions under which it will take place.

The 2018–2025 Education Strategy includes a pillar dedicated to adult education and VNFIL. Furthermore, in 2022, the Ministry of Education and Science (MOES) adopted the Concept for Establishment of Regional VET Centres (RVETCs). To date, five RVETCs have been established, each of which should have a VNFIL department. Three more RVETCs are planned, bringing the total number to eight.

VNFIL as a pathway to skills acquisition is also included in the latest Youth Guarantee Implementation Plan. This document integrates VNFIL into labour market policies targeting young people who are not in employment, education, or training (NEETs).

VNFIL is also an important component of the new Concept for Post-secondary Education, which is expected to be adopted by the Ministry of Education and Science shortly.

In addition to these documents, the AEC, with support of international donors, has implemented several training programmes related to VNFIL:

1. In November 2018, the AEC a five-day training (AEC, 2018) for trainers of assessors for the VNFIL process. Participants included representatives from various institutions: the Centre for Adult Education, the Centre for Vocational Education and Training, the Ministry of Education and Science, the Employment Agency of the Republic of Macedonia, the State Examination Center, Open Civil Universities, and the Chamber of Crafts Skopje. The training aimed to further develop the capacity of VNFIL evaluator trainers in North Macedonia, focusing on deepening their understanding of the VNFIL process, the different roles involved, various current issues such as communication and portfolio development.
2. In December 2018, a five-day training (AEC, 2018) was held for assessors involved in validating non-formal and informal learning. The training was designed for individuals from education and labour market experts who would participate in the piloting phase of the VNFIL process. (ETF support)
3. Between May 2020 and June 2021, the PI AEC, in cooperation with the Education for Employment project in North Macedonia (E4E@mk), “Lazar Tanev” Secondary School in Skopje, implemented activities related to piloting the validation of non-formal learning for the Waiter qualification (AEC, 2021). Seven experienced waiters with successfully completed the validation process, demonstrating their knowledge, skills, and competences. They were subsequently awarded certificates for the Waiter qualification.

4. In May 2024, a two-day training programme, supported by the ETF (AEC, 2024), was delivered to staff from the five existing RVETCs. The training introductory concepts related to VNFIL, the building blocks of validation, the validation process, and the roles of validation practitioners. Around 60 teachers from the RVETCs participated. The learning outcomes of this training were to:
- Understand the concept of validation, the validation process, and its stages;
 - Be able to take up a roles and tasks of validation assessors and counsellors;
 - Be able to take necessary further steps to prepare the tools and instruments for the validation process;
 - Become familiar with portfolios as an assessment tool and be able to support the validation candidates in portfolio development.

The information presented demonstrates considerable activity and document preparation towards VNFIL. However, the most important crucial step is the new Adult Education Act coming into force, enabling the implementation of this important process.

Furthermore, the research indicates that, despite VNFIL processes not yet being fully implemented in North Macedonia, substantial progress has been made in legal, policy, and institutional frameworks. Growing training and pilot initiatives paving the way for wider application in the future. The VNFIL roadmap, the establishment of regional centres, and capacity-building efforts all demonstrate clear progress towards a fully operational validation system aligned with EU standards.

Conclusion and Recommendations

A potential obstacle to VNFIL development is the slow pace of legislative processes, which has resulted in delays to VNFIL and minimal awareness of validation and its benefits. This, in turn, leads to a lack of trust in validation among some stakeholders such as educators and employers.

The aim should be to give greater prominence to skills acquired through professional development and social contributions. The focus should be less on qualifications gained after initial training and more on the outcomes of further training throughout an individual's working life.

Recognising non-formal and informal learning requires taking several steps to increase individuals' effective access to existing systems, ultimately supporting their career choices.

A key challenge for North Macedonia in implementing VNFIL will be gaining recognition from both the labour market/companies. Awareness of VNFIL's benefits for individuals and the North Macedonian economy is currently low among stakeholders in national institutions, the labour market, and potential validation candidates.

Collaboration between all stakeholders and promotion of the process are crucial. Such collaboration between stakeholders is expected to strengthen the use of validation of prior learning, create stable and visible processes, develop a common terminology, and facilitate knowledge exchange. Social partners, such as employers' associations and trade unions, are equally important for achieving policy goals and effective recognition practices.

Another challenge North Macedonia will face (AEC & MoES) is establishing quality assurance mechanisms for VNFIL, as these assurance measures still need to be defined after the enactment of the Adult Education Act.

The AEC currently lacks the capacity (both human and technical resources) to implement the VNFIL process effectively, with only 13 employees, including technical staff). Thus, capacity building is urgently required.

High-quality VNFIL systems have significant potential for development in North Macedonia. Recent legislative reforms have yielded some positive results, such as the established formal schooling arrangements, which provide a strong foundation for building the system. The legislation enables validation in almost every field.

Pregled procesa validacije neformalnog i informalnog učenja u oblasti obrazovanja odraslih u Sjevernoj Makedoniji

Sažetak: Prepoznavanje neformalnog i informalno stečenog znanja, prema preporukama Vijeća Europske unije, može unaprijediti zapošljivost i mobilnost, kao i povećati motivaciju za cjeloživotno učenje, posebno u socio-ekonomskim kontekstima. Prepoznavanje neformalnog i informalnog učenja je važan aspekt nacionalnih programa cjeloživotnog učenja, koji povezuje obrazovanje odraslih i formalno obrazovanje. To poboljšava konkurentnost pojedinaca, mogućnosti za zapošljavanje i socijalnu koheziju.

Tržište rada u razvoju zahtijeva prilagodljive i prenosive kompetencije, jer tehnologija, tržišta i organizacije evoluiraju, stvarajući novo radno okruženje. Zaposleni koji daju otkaz ili gube posao moraju biti u mogućnosti prenijeti svoje znanje i iskustvo u novu kompaniju, industriju ili čak zemlju.

Validacija neformalnog i informalnog učenja može značajno poboljšati samopouzdanje pojedinaca i njihovu ukupnu dobrobit, motivirajući ih da nastave sa obrazovanjem i poboljšaju svoje šanse za zapošljavanje. To doprinosi otvorenijem i prilagodljivijem sistemu obrazovanja i obučavanja, koji podržava socijalnu inkluziju i gradi kohezivnija društva.

Ključne riječi: obrazovanje odraslih, validacija, vještine, obuka, cjeloživotno učenje

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Sehija Dedović¹

Holistic Approach to Adult Education: Personal Development and Social Impact in the Programmes of the “Nahla” Education and Research Centre

Abstract: Adult education plays a crucial role in preparing individuals to tackle the challenges of modern society. This paper explores specific programmes offered by the Nahla Education and Research Centre (Nahla ERC) that focus on personal growth and development in five areas: mental and physical health, life skills, parenting, creative skills development, and active citizenship. These areas were selected due to the high demand for such programmes, the broad target audience, and the opportunity to assess the positive impacts on families, communities, and society as a whole through evaluations and feedback. The paper utilises both qualitative and quantitative data to gain insight into how these programmes affect participants' employability, entrepreneurship, self-confidence, and civic engagement. The findings show that women who participate in these programmes experience a sense of accomplishment, boost their self-esteem, and become more involved in community activities. There is a focus on the ripple effect of education: women who acquire knowledge often share it, creating a cycle of empowerment within their communities. The Nahla ERC model illustrates how adult education can serve as a catalyst for social change, beyond personal growth. This paper demonstrates how Nahla ERC's educational programmes exemplify a holistic approach to lifelong learning, with clear benefits at personal, social, and economic levels. It underscores the importance of incorporating personal development programmes into adult education offerings and their essential role in fostering sustainable community development.

Keywords: personal development, education, women, life skills, lifelong learning

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Introduction

Adult education is crucial for fostering personal growth and social development, particularly within transitional societies. It significantly contributes to cultivating deeper awareness and responsibility, as educated individuals are more likely to adopt healthier lifestyles, experience improved mental well-being, and engage less in risky behaviours. In this regard, adult education naturally aligns with an individual's personal development and well-being (Lopes, 2019). Within Bosnia and Herzegovina, continuous learning and professional development offer a path to more active participation in economic, family, and social life with research confirming its particular significance in empowering women (Ilieva-Trickova and Boyadjieva, 2023).

Nahla Education and Research Centre (Nahla ERC) is a non-governmental, non-profit organisation founded in 2000 in Sarajevo. It operates through three educational centres located in the Bosnian and Herzegovinian university cities of Sarajevo, Tuzla, and Bihać. The organisation is dedicated to the education and empowerment of women through various lifelong learning programmes. Nahla ERC offers a wide range of lifelong learning programmes, including both commercial and non-commercial options. Commercial programmes, primarily aimed at supporting the organisation's self-sustainability, include sports and recreational activities and courses available to the general public. In contrast, non-commercial programmes consist of free or subsidised activities funded by international donors and local partners, focusing on supporting the personal and professional empowerment of women.² For years, Nahla ERC's mission has been encapsulated in the message: *"By using the transformative power of knowledge, we drive change and build a better future for women in Bosnia and Herzegovina"* (Nahla ERC, 2021).

This paper explores Nahla ERC's long-standing practice, focusing on the period from 2020 to 2024. The aim is to analyse how adult education contributes to the personal growth of participants in Nahla ERC's programmes and to positive changes within the community. The introduction provides context and relevance, followed by a theoretical framework connecting lifelong learning, personal development, social capital, and gender equality. The methodology describes the research approach to Nahla ERC's educational programme offerings through a descriptive-analytical processing of data drawn from annual reports for the target period. The main section presents Nahla ERC's

² Information retrieved from: Nahla Education and Research Centre, available at: <https://nahla.ba/o-nama> (accessed: 6 April 2025).

programmes within five thematic areas: (1) mental and physical health, (2) life skills, (3) parenting and family communication, (4) creative and artistic programs, and (5) active citizenship. Based on this data, an analysis of the outcomes is provided, focusing on the effects of the programmes on the empowerment and well-being of women. Finally, the conclusion summarises the key findings and offers recommendations for adult education practices and policies that can be applied in Bosnia and Herzegovina and beyond.

Lifelong Learning and Women's Personal Development

The concept of lifelong learning is predicated on the idea that learning is not confined to formal education during youth but rather extends throughout one's life. It includes formal, non-formal, and informal modes of learning, with the aim of continuous personal, social, and professional development (UNESCO, 2020). Adult education allows individuals to gain new skills, broaden their knowledge, and realise their potential at different life stages. Jack Mezirow's theory of transformative learning emphasises that through reflection and learning, adults can alter their perspectives, develop personally, and adapt to changes in their environment (Fleming, 2018). Lifelong learning is particularly important for the empowerment of women, as it helps them to make up for missed educational opportunities, improve their socio-economic status, and build the self-confidence needed for active participation in both public and private life. Analyses by Nahla ERC of various learning outcomes show that involving women in various adult education programmes leads to increased self-awareness, self-respect, and a greater sense of competence in decision-making about their own lives (Nahla ERC, 2022). For example, an external evaluation of training at Nahla ERC revealed that 80% of participants experienced an increase in self-confidence and 81% of women reported valuing themselves more as individuals after the training (Nahla ERC, 2022). These findings support the theoretical assumptions that education can act as a catalyst for personal transformation and growth.

Social Capital Through Learning and Community

Social capital refers to networks of relationships, mutual trust, and shared values that facilitate coordination and cooperation within a society. In some domestic research,

the term ‘societal capital’ is also used, placing additional emphasis on the qualitative dimensions of these relationships—trust, normative expectations, and active participation in community life—as important factors of social cohesion (Spahić-Zekić, 2011). This differentiation can be useful in the local context, especially when examining the role of adult education in post-conflict societies such as Bosnia and Herzegovina. Robert Putnam particularly emphasises the role of social capital in strengthening social cohesion and community effectiveness, whereby adult education programmes can play a key role in connecting individuals and empowering communities (Putnam, 2000). Through adult education programmes, new social networks are often created and existing ones strengthened, thereby increasing a community’s overall social capital. Connecting women through shared educational activities fosters a sense of belonging and solidarity, producing multiple outcomes—from practical information exchange and mutual support to collective action towards shared goals. In theory, a distinction is made between “bonding” and “bridging” social capital; the former refers to close ties within a homogeneous group, and the latter to ties that connect different social groups (Ibid: 22-23). A study published in *Sociology of Education* notes that “women participating in educational programmes develop bonding ties within their groups, providing mutual support, while also building bridging capital through interactions with external institutions and employers, thus expanding their social networks and opportunities” (Heard, Gorman, Rangel, 2018). Programmes for women such as those offered by Nahla ERC contribute to both: women build a supportive community among themselves (bonding capital), and through the networks Nahla ERC establishes with employers, institutions, and other organisations, they also develop broader social ties (bridging capital). An example of this is Nahla ERC’s Business Community, a collaborative platform with companies that helps training participants establish contacts with employers and enhance their employability (Nahla ERC, 2022). Additionally, volunteer clubs and activist initiatives within Nahla ERC connect participants with local communities and international partners, serving as an important resource of social capital. By strengthening social capital through the education of women, communities become more resilient—they demonstrate greater capacity for mobilisation to address problems, foster a culture of mutual support, and promote positive social change.

Education, Empowerment, and Gender Equality

Gender equality entails providing equal opportunities, rights, and status for women and men in all aspects of life.³ Education plays a crucial role in empowering women by equipping them with skills and qualifications that enhance their competitiveness in the labour market, reduce economic dependence, and grant them more influence within the family and society.⁴ In addition to economic benefits, education also helps shift attitudes, both among women themselves (by raising awareness of their rights and potential) and in society at large by gender role stereotypes.

The concept of women's empowerment, as outlined by Kabeer (1999), includes three interconnected dimensions: resources (e.g. education and information), agency (the ability to make decisions), and achievements (measurable improvements in status and quality of life). The adult education programmes offered at Nahla ERC address all of these dimensions by providing knowledge and skills, strengthening agency through building self-confidence and leadership abilities, and leading tangible outcomes such as employment, entrepreneurship, or increased involvement in decision-making processes. For example, women who have completed professional training at Nahla ERC have successfully entered male-dominated fields like IT, breaking down gender barriers in STEM disciplines (Nahla ERC, 2022). These achievements not only benefit the individual woman but also contribute to gender equality in society as a whole. An empowered woman not serves as a role model for others and actively participates in social change, aligning with Nahla ERC's vision of "an educated and empowered woman who changes the world"⁵.

Methodology

This research utilises a descriptive-analytical methodology to investigate the impacts of adult education programs at Nahla ERC on participants' personal growth and community development. Data were gathered from Nahla ERC's annual reports spanning from 2020 to 2024, which are accessible in both printed and digital formats, as well as on the official website www.nahla.ba. The reports contain quantitative

³ UNESCO, Gender Equality and Education, available at: <https://www.unesco.org/en/gender-equality/education> (accessed: 26 March 2025).

⁴ World Bank, Gender Overview, available at: <https://www.worldbank.org/en/topic/gender/overview> (accessed: 26 March 2025).

⁵ Nahla Education and Research Centre, Annual Report 2021–2022, Sarajevo, 2022; Nahla ERC, "About Us", available at: <https://nahla.ba/o-nama> (accessed: 20 March 2025).

metrics (such as the number of courses offered, the number of participants, programme duration and frequency, and evaluation results) along with qualitative descriptions of the programmes and their outcomes. A case study approach was employed with Nahla ERC serving as a representative example of an adult education organisation focused on women's empowerment. Information from the reports was systematically reviewed and categorised into predefined thematic areas (mental/physical health, life skills, parenting, creativity, and active citizenship) to facilitate analysis. The quantitative analysis utilised descriptive statistical indicators from the reports (e.g. post-training employment rates, total education hours completed, number of counselling service users), while the qualitative analysis involved examining narratives and participant case studies included in the reports.

The reliability of the data is ensured by the fact that the reports are compiled by the organisation through systematic monitoring of programme implementation, with some data corroborated by external evaluators—often at the request of donors or partner organisations.⁶ The limitations of the research include reliance on internal reports (which may introduce bias in interpreting success) and the inability to accurately gauge the long-term impact of the programmes beyond the reporting period. Nevertheless, by triangulating quantitative and qualitative findings, a comprehensive understanding of the implemented activities was achieved. The subsequent section outlines the outcomes of Nahla ERC's programmes, organised by thematic area, followed by a synthesised analysis of their overall effects.

Results

The results of the research will be presented based on the thematic areas defined during the analysis: mental and physical health, life skills, parenting, development of creative skills, and active citizenship.

Mental and Physical Health

Care for mental and physical health is a fundamental component of Nahla ERC's holistic approach to women's personal development. The period from 2020 to 2024

⁶ DVV International commissioned an external evaluation of the effectiveness of selected training programmes, which was conducted by the company Qlity.ba (Nahla ERC, 2022).

was marked by the COVID-19 pandemic, which brought increased stress, isolation, and limited access to healthcare services—particularly during the first two years of the observed period. Nahla ERC responded innovatively by integrating mental health support services into its regular activities. In the 2020/21 period, it introduced online psychological counselling and psychotherapy as a regular part of its offering, ensuring continuity of support even for users who, due to the pandemic or geographic distance, were unable to attend sessions in person. These services also became available to the Bosnian diaspora—women living outside of Bosnia and Herzegovina—who found it important to receive counselling in their native language (Nahla ERC, 2021).

At the same time, Nahla ERC demonstrated social responsiveness by providing free psychotherapeutic assistance to women who were victims of sexual harassment and abuse, as a form of support to survivors and a stand against violence (Nahla ERC, 2021). In the centres in Sarajevo, Bihać, and Tuzla, the work of psychological counselling services was intensified in response to increased demand: during the 2020/21 period alone, a total of 1,590 therapeutic sessions (individual counselling and therapy) were conducted, representing a manifold increase compared to previous years.⁷

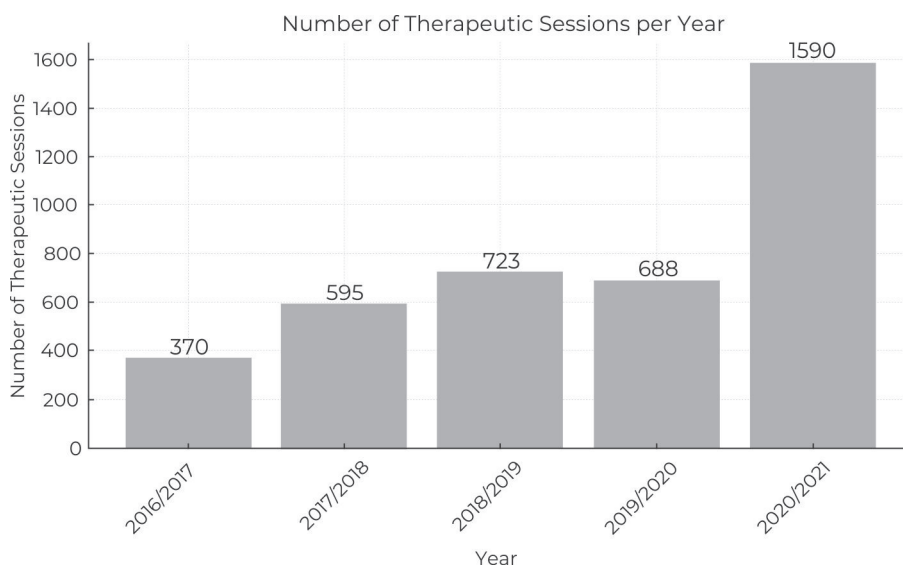


Chart 1: Growth in Demand for Psychological Counselling Services at Nahla ERC

⁷ For comparison: in 2016/17, the number of sessions was 370, while in 2019/20, a total of 688 therapy sessions were conducted (Nahla ERC, 2021).

The increase in demand for psychological support as graphically illustrated in the report as a continuous upward trend, testifies to the importance of mental health in times of crisis and Nahla ERC's readiness to address that need. A more detailed analysis of the specific psychosocial challenges faced by women during the COVID-19 pandemic can be found in the publication *Women and COVID-19 Pandemic: Psychosocial Challenges and Opportunities* (2022), which dedicates an entire chapter to examining Nahla ERC's contribution as a local non-governmental organisation in addressing the consequences of the COVID-19 crisis.

In addition to individual counselling, Nahla ERC organised a series of psychological workshops and seminars aimed at enhancing the mental resilience of its participants. For example, in Sarajevo in 2023, an online lecture series titled "A Journey Through Personal Change – The Power of Self-Confidence and Self-Respect" was held with 22 participants (Nahla ERC, 2024), focusing on building self-esteem during life transitions. Workshops such as "Increasing Psychological Resilience to Stress" with 37 participants and "Stress Coping Techniques" with 32 participants were also conducted, demonstrating women's interest in acquiring practical skills for maintaining mental health and overall well-being. In Bihać, the workshop "Better for Myself" was conducted, focusing on everyday self-care, along with various activities for the prevention of violence against women, including panel discussions on domestic violence and seminars on recognizing and preventing abuse (Nahla ERC, 2024). These programmes not only provide knowledge and strategies for coping with stress and trauma, but also foster a supportive group dynamic where women share experiences and encourage one another—further enhancing and strengthening their mental health. The participant testimonies below illustrate the outcomes of these educational programmes.

At Nahla, I began to live again, to breathe, to feel. I was reborn. After so many years of merely existing, I now rise above everything because I know I can. I matter to myself. I love myself. (Participant from Bihać, 57 years old)

Nahla gave me many beautiful moments, but the most important thing is that I learned how to take care of myself, accept myself, and become aware of how important my mental health and inner peace are—every day—and that I must invest in them. Now I know how important it is to pause, to focus on myself and my health, because only then can I be well for myself and for others. (Amila, Sarajevo)

Through Nahla's Leadership Programme and the workshops on self-confidence, leadership, our rights and responsibilities, I realised the importance of every individual in society. It made me more perceptive—to look at situations from different perspectives, to draw conclusions based on arguments, and to practice critical thinking. (Participant from Sarajevo, 25 years old)

"I came to the seminar on building healthy interpersonal relationships with certain expectations, but I received something entirely different. In fact, I realised that my expectations—both of myself and of others—were mistaken, and that was why I always had problems in relationships. The seminar gave me exactly what I needed, even though I myself didn't know that this was what I needed. Since I'm still a young person, these skills came to me at exactly the right time. (Elma, high school student)

This is my third time attending the seminar 'A Journey Through Personal Change', and I want to say that I am truly the best example of the transformation these seminars bring. From being a fearful adult who didn't dare express her opinion even in her own home, I have become someone who can now openly share her thoughts—agreements and disagreements—in front of this whole group. Now I feel like I can make much better use of everything life has to offer. I am deeply grateful for everything. (Lejla, 26 years old)

Physical health is another important dimension that Nahla ERC integrates into its adult education programs. All three Nahla ERC centres include fitness facilities and sports and recreational activities specifically designed for women. One example is Nahla ERC's *Hiking Club*, which organises group field trips into nature, combining physical activity with socialising and mental relief. In 2023 alone, more than 120 women participated in full-day hiking tours (Nahla ERC, 2024). In addition to recreational activities, attention is also given to education about healthy lifestyles. In the 2023/24 period, a series of seminars and webinars on cardiovascular health was organised, holistically addressing medical, psychological, nutritional, and physical aspects of heart care. Through these seminars, participants learned from cardiologists about the prevention, symptoms, and treatment of heart disease; from nutritionists about the impact of diet on heart health; and from fitness trainers about age-appropriate cardio exercises. Topics such as the importance of vitamin D for immunity and overall health

were also covered in parallel. Nahla ERC also offered structured programmes such as the “Healthy Nutrition School”. This was a 40-hour course held in 2023 in Bihać, where 12 participants acquired in-depth knowledge and practical skills for implementing healthy eating habits in daily life. The programme also included a hands-on half-day workshop focused on preparing healthy meals. In addition, Nahla ERC continuously provides support to pregnant women and mothers: lectures on pregnancy, childbirth, and breastfeeding are regularly organised (e.g. “Breastfeeding Basics”, “Preparation for Childbirth”, the seminar “Pregnancy, Childbirth, and the Baby at Home”) with the aim of educating expectant mothers about healthcare for themselves and their child. Such activities contribute to women’s physical health and sense of security during pregnancy and motherhood. As a socially responsible community, Nahla ERC also organises an annual blood donation campaign in cooperation with the Institute for Transfusion Medicine of the Federation of Bosnia and Herzegovina, involving a large number of female donors (Nahla ERC, 2024), thereby raising awareness of the importance of caring for the overall health of the community.

The seminar helped me realise, after 20 years of marriage, what I had been expecting from my husband all along but never told him, because I believed he should be able to guess what I wanted. That kind of behaviour created tension, as he often said I was unpredictable. On the other hand, I am fully aware that he loves me and that my feelings matter to him—I obviously just needed to be clearer and more vocal about my expectations. (Selma, 49 years old)

The lectures were rich in practical examples and used an interactive approach, which made understanding and applying what we learned much easier. This programme gave us an opportunity to connect and support each other, because during breaks we socialised, shared stories and experiences, and found emotional support in knowing we were not alone in our struggles. For me, it was especially important that my family enjoyed hearing about everything we went through and learned, and that I would talk to them after every lecture. (Fatima, 40 years old, Parenting School)

By integrating programmes on mental and physical health, Nahla ERC encourages participants to adopt a holistic approach to their well-being. The outcomes of this intervention are multifaceted: through numerous evaluations, women report reduced anxiety, improved coping with stress, and enhanced physical fitness. On the

community level, empowered and healthier women are more capable of contributing to their families and society.

The Traditional Embroidery course I attended at Nahla thrilled me from beginning to end, with every detail in which I felt truly myself. There I met different people who share the same interests. It reignited my passion for reviving traditional skills and brought back memories of our elders who raised us with those same traditions, as well as helped me form beautiful friendships. Honestly, I recommend every woman to become part of this team that empowers us and makes our smiles part of everyday life. (Ajla, 25 years old, Bihać)

Life Skills

Life skills encompass a broad range of knowledge and competencies that enable individuals to function effectively in modern society. These skills range from technical skills and digital literacy, to communication and financial capabilities, as well as time management and personal development. Nahla ERC places great emphasis on developing such skills among its participants to open new opportunities for employment, entrepreneurship, and active participation in life.

The observed period was marked by two major trends: the digital transformation of education necessitated by the pandemic, and the further expansion of vocational training programs tailored to labour market needs. The pandemic in 2020 forced many institutions and organisations to operate in online environments. Nahla ERC was well-prepared for this shift, thanks to its strategic investment in digitalisation. In 2020/21, the number of online educational programmes increased sharply; 46 programmes were conducted online, compared to just 14 in the previous year (Nahla ERC, 2021). This allowed Nahla ERC to reach participants who had previously been unable to attend due to distance or other barriers. At the same time, free webinars for the general public were organised throughout the year, covering a wide range of topics from IT and business skills to health and entrepreneurship. Between August 2020 and August 2021, a total of 32 webinars were held, followed live by over 1,700 individuals, while the overall online reach (via recordings and social media) exceeded 200,000 people (Nahla ERC, 2021).

The importance of online platforms and digital skills was further confirmed by data from Nahla ERC's 2022/23 annual report. During this period, more than 2,000 women participated in various training sessions in the fields of digital competencies,

online marketing, and digital content management, significantly increasing their competitiveness in the labour market and opening new professional opportunities (Nahla ERC, 2023). This level of engagement illustrates how digital education can multiply its impact. By making knowledge accessible online, Nahla ERC effectively created a virtual community of participants regardless of geography. A notable increase in participants from the Bosnian diaspora in online programs also confirmed the value of this approach for a population widely dispersed outside the borders of Bosnia and Herzegovina.

In the area of vocational and business skills, Nahla ERC continued and expanded its educational and mentoring programmes aimed at preparing women for the labour market. Recognising that even during times of crisis there are sectors that demand qualified workers, existing programmes were continued and new ones introduced. In Sarajevo, two entirely new training programmes for work in IT sectors were accredited and launched in 2020/21: *Accounting Assistant Training* and *Automated and Manual QA Software Testing Training*. These programmes are publicly recognised (accredited by the relevant ministry), which means that participants receive certificates valid in the labour market, thereby increasing their employment prospects. In addition, Nahla ERC in Bihać launched an accredited programme in *Social Media and Online Content Management*, while in Tuzla, *Web Programming Training* was developed for the first time. A certified training in *UI/UX Design* (design of web and mobile applications) was also launched—an innovative step within the Bosnian context (Nahla ERC, 2021). Through this programme, participants—including those with prior experience in graphic design—acquired advanced knowledge in designing user interfaces and user experiences; final projects in the form of application prototypes even served some participants as the foundation for potential start-up business ideas. Evaluations show that the results of these training sessions are quite positive—for example, the Data Science training programme led to the employment of participants in sectors such as banking, IT, healthcare, and sales, confirming that the acquired skills were in demand in the labour market (Nahla ERC, 2021).

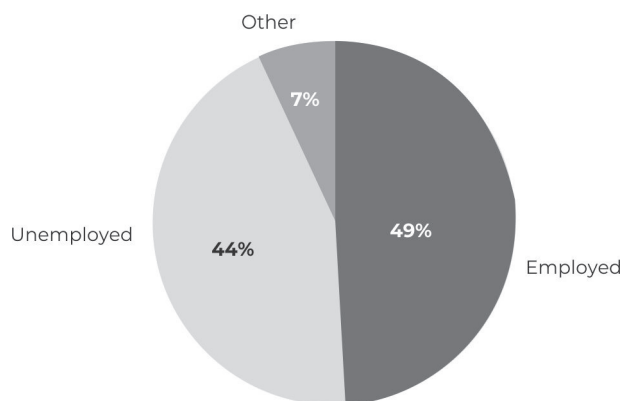


Chart 2: Employment Status of Participants at the Time of Enrolment

The evaluation conducted in 2022 showed that, in a sample of several Nahla ERC training programmes delivered between 2018 and 2021, **62% of participants found employment or paid internships during the course or within six months after completion**, indicating a high level of employability. Furthermore, the same study found that, through Nahla ERC's support in connecting participants with employers and through career counselling, women transitioned more easily from completing a course to securing a job (Nahla ERC, 2022). These figures are especially significant considering that most of the women were unemployed at the time of enrolment. Internal research found that the unemployment rate among the sample group dropped from 71% (before training) to 44% (after training), indicating a 27% reduction in unemployment. The majority of women (60%) found employment within six months of completing the training. These data confirm that developing life skills through adult education directly contributes to women's economic empowerment.⁸

⁸ Employability after Completion of Nahla ERC's Training Programmes: Evaluation Report (September 2022), Archive of the Nahla Education and Research Centre Sarajevo, 122 Džemala Bijedića Street.

Did You Have a Job After the Training?

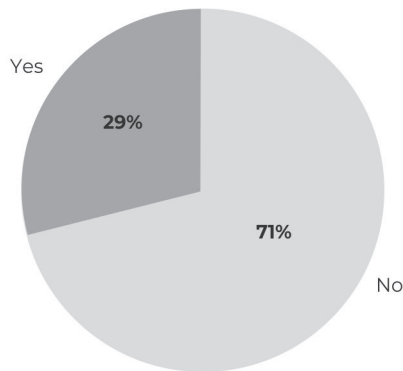


Chart 3: Participants’ Current Employment Status (Post-Training)

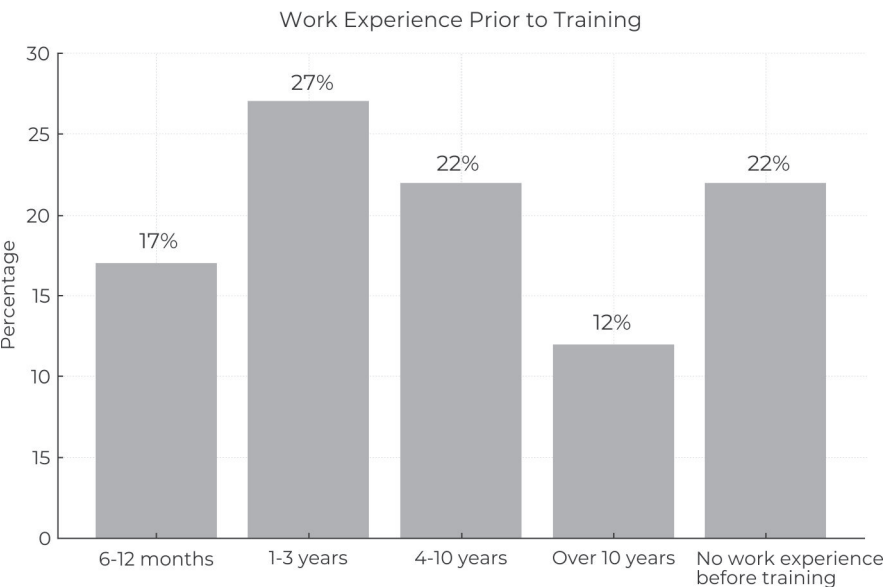


Chart 4: Participants’ Work Experience at the Time of Enrolment

Nahla ERC also organises short seminars and workshops focused on general life skills. In 2023, special emphasis was placed on financial and digital literacy, communication, and organisational skills. For example, a seminar series titled “*Financial Skills for Life*” was held in Sarajevo and Tuzla, attended by 57 participants (Nahla

ERC, 2024), providing knowledge on personal finance, saving, and budgeting. Topics related to digital marketing and branding were also included: the seminar “*Social Media Marketing*” and the workshop “*Social Media for Small Businesses*” aimed to help women improve the online presence of their businesses (Nahla ERC, 2024).

In Tuzla, seminars were held on time management (“*Effective Time Management and Planning*” with 22 participants, and the development of communication skills as a prerequisite for personal and professional growth with 18 participants. A public speaking workshop titled “*What Makes a Good Public Speech?*” was also organised with 25 participants (Nahla ERC, 2024). These programmes fall under the category of so-called soft skills, which are applicable in all areas of life and career. Their value lies in helping women become more confident in expressing themselves, more efficient in organising responsibilities, and more prepared to stand out in the labour market or within their communities.

In summary, the life skills thematic area in Nahla ERC’s programmes includes everything from professional training to personal development. Through flexible learning models (both in-person and online) adapted to contemporary challenges, Nahla ERC educated thousands of women during the observed period. Data from annual reports clearly show growth in participation: in 2020/21, 23% of all participants were enrolled in programmes under the category “Health and Life Skills” (Nahla ERC, 2021), while in 2023/24, that number rose to 35.76%, indicating growing interest in this type of content. The results are visible not only in employment statistics, but also in the personal stories of women⁹ who, thanks to newly acquired skills, launched their own businesses, became financially independent, or simply improved their quality of life—by better managing household budgets or navigating technology more confidently. At the community level, skilled and self-assured women contribute to overall economic development and represent a new pool of human capital that drives innovation and entrepreneurship.

Parenting and Family Communication

Adult education at Nahla ERC also includes support for women in their family roles—as mothers, spouses, and family members. Strengthening parenting skills and quality family communication is essential not only for the well-being of women but also for

⁹ See: Nahla Education and Research Centre, available at: <https://nahla.ba/o-nama>, Annual Reports Archive.

their children and extended families. Nahla ERC recognises that an empowered woman as a parent has a multiplier effect: the knowledge she gains is reflected in the healthy development of children and harmony within family life. Therefore, *parenting education programmes*, as well as family counselling services, have become an important component of Nahla ERC's work.

The "Parenting School" is a comprehensive programme for educating parents and other educational actors on contemporary challenges in child-rearing, and Nahla ERC has continuously offered this programme for more than 20 years. The aim of the Parenting School is preventive—to provide parents with knowledge before problems escalate. The programme consists of a series of seminars, lectures, and workshops on topics such as *prevention of addiction in children* (psychoactive substances, alcohol, gambling), *children's mental health*, *discipline and setting boundaries*, *media literacy*, and more. A distinctive feature of these activities is the inclusion of not only parents but also students of psychology/pedagogy and educators, creating an interdisciplinary approach—future professionals and parents learning from one another. In parallel with work involving parents, workshops for children aged 9–12 were organised on the same topics covered with parents (Nahla ERC, 2024). This model of parallel education ensures that the knowledge acquired is immediately applied in practice: while parents learn how to recognise and prevent early signs of addiction, children engage in interactive sessions about their rights, healthy habits, and how to seek help.

In addition to this project, Nahla ERC continuously organises individual seminars to help parents tackle specific challenges. At the start of each school year, the seminar "Successfully Navigating the Maze of School Responsibilities" is regularly offered to parents of school-aged children. Ahead of the 2023/24 school year, this seminar in Sarajevo attracted a large number of parents. Topics included child time management, development of independence, responsibility for schoolwork, the optimal level of parental involvement in learning, and setting boundaries for technology use. Discussions and expert advice helped parents better understand how to balance support and control in raising a school-age child under contemporary conditions. Nahla ERC also incorporates the dimension of family relationships from the perspective of values and culture. Through this lens, it seeks to integrate traditional and contemporary knowledge—linking universal family values with modern psychological and pedagogical insights.

Nahla ERC's *Family Counselling Service* also provides direct assistance to families in crisis or facing specific challenges. Psychologists and marital counsellors at Nahla ERC work with couples and families on conflict resolution, improving communication, and strengthening family cohesion. Reports indicate that many counselling sessions were focused on mitigating the consequences of the pandemic period—families facing job loss or prolonged isolation sought support to regain stability. Although such programmes may be less visible in numerical terms, they have a profound impact on the lives of participants: a woman who improves her parenting competencies and family relationships contributes to a healthier environment for raising the next generation and reducing intergenerational challenges (Nahla ERC, 2021).

Thus, Nahla ERC's parenting and family communication programmes uniquely combine prevention and practical solutions to existing challenges. Through education and counselling, women gain knowledge on how to build positive family relationships, raise children who grow into healthy and responsible individuals, and navigate the challenges of parenting in the digital age and a rapidly changing society. Indirectly, these programs also strengthen the position of women within the family—empowered by knowledge, the mother/leader in the household is better equipped to negotiate responsibility-sharing, advocate for the well-being of children, and implement healthy practices. In this way, Nahla ERC treats education not only as a tool for individual growth, but also as a means of family development and transformation.

Creative Expression

Adults often discover or further develop their creativity through artistic expression, which has a positive impact on their mental health and overall well-being. A study published in *Frontiers in Psychology* explores the value of creative arts therapies for healthy older adults, emphasising their role in preventing common age-related conditions. These findings support the idea that engagement in creative activities during adulthood can foster personal development and emotional well-being (Galassi et al., 2022).

The experience of beneficiaries at the Nahla ERC has confirmed that creative skills and expression through art, handicrafts, and hobbies play a significant role in personal growth and emotional wellness. By learning new creative techniques, a person develops imagination, patience, a sense of achievement, and self-esteem. For many women, creative courses also serve as a path towards finding their own voice or even starting a

small business such as crafting souvenirs or handmade products. Aware of these benefits, Nahla ERC has, over the years, developed a diverse programme of creative workshops and courses that have become highly sought after among participants.

In the period from 2020 to 2024, there was a noticeable increase in interest in creative courses, particularly during the pandemic. Isolation and stress led many women to turn to creative activities as a form of therapy and practical support such as sewing face masks, making soaps for home use, and similar activities. Nahla ERC responded by expanding and diversifying its offerings in this area. The range of creative courses was enriched with an enhanced photography course that combined classroom theory with hands-on fieldwork, product photography and digital marketing. In addition to photography, a variety of new or improved workshops was introduced, including patchwork (sewing fabric scraps), decoupage (decorating objects using napkin technique), glass painting, painting on aluminium foil, natural soap making, jewellery making, knitting, and more (Nahla ERC, 2023). The approach ensured that every participant could find something aligned with her interests and prior knowledge – from introductory creative workshops to more advanced courses.

The extent of women's participation in Nahla ERC's creative programmes illustrates their significance most effectively: during the observed period (2020-2024), an annual average of 16-20% of all education participants attended one of the creative courses, making them the third most popular category (following business-related education and health/life skills). These figures demonstrate that creative programmes fulfilled an important need for social interaction and productive use of time during challenging times. Nahla ERC also recognised the economic potential of creative skills, especially traditionally female crafts such as sewing. Noticing *a particularly strong interest in sewing courses*, Nahla ERC not only increased the number of such courses but also innovated their content: a Clothing Design Course was introduced (focused on pattern construction and design), providing an advanced level of skill for those who wish to pursue tailoring more professionally. Additionally, a specialised sewing course for teenage girls was introduced, tailored to this target group to help them acquire practical skills and spark interest in fashion design.

Nahla ERC conducts part of its educational activities—such as professional training or advanced creative courses — on a commercial basis, with participation fees. However, a large portion of Nahla ERC's programmes that are focused on personal growth and development—including workshops intended for vulnerable groups—

is implemented on a non-commercial basis or with minimal fees, in order to ensure accessibility for all. Alongside commercial courses, Nahla ERC has made continuous efforts to make creative programmes accessible to marginalised groups, recognising their potential for economic empowerment. Through partnerships and collaborations, free sewing courses were organised specifically for vulnerable groups. These courses enabled participants to acquire practical skills that could directly improve their economic situation, while also restoring a sense of self-worth through the experience of learning and social interaction. Community and solidarity were prominent aspects of these courses: women shared materials and ideas, supported one another, and in doing so, the process of learning creative skills was enriched with a valuable element of social capital.

Creative and artistic programmes are not viewed merely as hobbies at Nahla ERC, but rather as multidimensional initiatives: therapeutic (for mental health), educational (for skill development), and potentially economic (for self-employment). Participant testimonials reveal that creative workshops help them cope with anxiety and loneliness, while others have transformed their creativity into an additional source of income (selling handmade products at bazaars or online).

Knitting has given me confidence and enriched me as a person. *Personally, it has fulfilled and inspired me—through acquiring new skills and meeting new, dear people. I believe that programmes like this would benefit anyone in the third age of life because apart from being useful, they help us broaden our horizons and grow within our communities. Most importantly, they help us care for ourselves, as knitting has therapeutic effects. I am 71 years old, currently retired, and I remain very active. (Participant of the knitting course)*

Although my formal education and nine years of teaching experience were not related to the textile industry, my love for this kind of creative, manual work dates back to childhood. *[...] This training has made me more competitive in the labour market within the textile industry, and I can confidently say that it is easier to find a job after completing it. (Participant of the tailoring and sewing course)*

During the course, and even after completing it, I received a great deal of motivation and inspiration for photography as my hobby. *I also had more ideas for product photography and established new collaborations. The support I received from Nahla ERC was excellent. [...] The course is more than useful for business development, especially for those who want to stand out from the competition on social media. (Participant of the product photography course)*

I completed a Master's degree in Biology, but I have always been interested in fashion and practised sewing as a hobby in my free time. After some time, I heard about the programme at Nahla ERC, which further motivated me to turn my hobby into a business and professionalise it. I was further encouraged by the fact that completing the training at Nahla ERC provides a certificate—something very important for starting a business and opening a showroom, which is my great desire. I met wonderful people from whom I learned a lot—tidiness, precision, new skills, and valuable experiences. (Participant of the tailoring and sewing training)

Nahla ERC occasionally organises exhibitions of works created by participants of creative courses or supports them in networking with social enterprises and handmade goods markets, thus completing the circle from learning to practical application. This approach demonstrates how non-formal education in arts and crafts can be part of a broader strategy for women's empowerment, helping them enrich their daily lives and gain a sense of accomplishment in something they truly enjoy (Nahla ERC, 2021).

Active Citizenship

Active citizenship involves awareness, knowledge, and skills that empower individuals to actively participate in their community's social life, advocate for their rights, and contribute to the common good. For women who have historically been marginalised from public engagement, programmes that promote activism, volunteerism, and leadership skills are crucial. Nahla ERC educates women not only for personal success, but also as active agents of social change, as seen in its youth programmes, activist initiatives, and community engagement projects.

One of Nahla ERC's key initiatives in its active citizenship programme is the "FIRST" Initiative (Against Racial and Religious Intolerance) – a group of Nahla ERC's activists dedicated to promoting human rights, specifically the right to freedom of religion and belief. This informal initiative brings together women who want to combat discrimination and prejudice, providing them with training and a platform for action. In 2023, a special training programme was launched within the FIRST initiative for educators and activists working on defending the right to freedom of religion, combating Islamophobia, hate speech, and discrimination (Nahla ERC, 2024). The programme included seminars, workshops, and hands-on work. Additionally, through a separate project focused on protecting women's and children's rights, Nahla ERC

trained activists, high school students, and teaching staff to become educators children's rights and violence protection (Nahla ERC, 2024). Following the training, these young educators led a series of workshops for other women and children in local communities, spreading awareness about rights and protection mechanisms, creating a ripple effect of education within the community.

CER Nahla also places significant emphasis on training young female leaders and volunteers. Through its Youth Club "Tignum" and teenage club, the organisation works to raise awareness among girls about social issues, encourage critical thinking, and inspire action. Young activists have opportunities to engage in campaigns, volunteer work, and educational visits. A notable event occurred in 2023 when Nahla ERC's activists met with Tawakkol Karman, Nobel Peace Prize laureate (Nahla ERC, 2024). The messages of encouragement and determination shared during this meeting deeply impacted the young women, motivating them to persevere in their quest for a better society despite challenges. Such interactions and learning from successful activists serve as inspiration and boost the confidence of young women, showing them that they too can drive change.

In the field of active citizenship, Nahla ERC conducted training for young activists during 2022/23 through a special workshop series titled "Youth for Social Justice". The programme included training in the field of human rights, advocacy, and social activism, empowering a total of 70 young women to initiate local campaigns and actions aimed at raising awareness of gender equality and human rights (Nahla ERC, 2023).

Active citizenship also includes economic empowerment through networking and public events. In 2021, Nahla ERC began marking the Women's Entrepreneurship Day as part of Global Entrepreneurship Week, continuing this tradition in 2022 and 2023 in cooperation with local authorities. In Sarajevo, in partnership with the Sarajevo Canton Ministry of Economy, an event was organised that brought together over 60 entrepreneurs and aspiring entrepreneurs. C2B, B2B, and B2G info sessions and networking activities were held, offering participants the opportunity to engage directly with representatives of institutions, start-up incubators, law firms, and successful online businesswomen. A panel discussion titled "How to improve online business" also took place, attended by more than 80 participants (Nahla ERC, 2024), where important questions were raised regarding digital entrepreneurship in Bosnia and Herzegovina and adapting to market changes. These events combine education with practical activism,

advocating for better conditions for women entrepreneurs, networking as a form of collective action. Women are encouraged not to be passive recipients of knowledge but to create opportunities through networking and joint initiatives, and to seek support for their business ideas.

Through these examples, we can see that Nahla ERC's approach to active citizenship integrates education, empowerment, and action. Education about rights and civic participation skills gives women knowledge; empowerment through examples, mentorship, and networking gives them motivation and confidence; and action—whether through volunteering, participating in campaigns, or engaging in dialogue with institutions—enables them to apply that knowledge and motivation and gives them the opportunity to see tangible results. In this way, education is treated as a tool for social change: every empowered participant becomes a potential agent of positive change in her family, workplace, or local community.

Results Interpretation

An analysis of Nahla ERC's long-standing practice reveals consistent positive results of its educational programmes on participants' personal growth and broader societal well-being. Quantitative indicators demonstrate the wide reach and impact of these programs. Each year, several thousand women complete educational programmes at Nahla ERC, and this number continues to grow. Despite the pandemic, the number of participants in 2020/21 increased compared to the previous year, as well as to pre-pandemic years, thanks to a diversified programmes offering and the transition to online learning. The increase in the number of beneficiaries and the growing interest in these programs reflects both the agility and sustainability of Nahla ERC's model, as well as the need for and benefits of these programmes in women's lives — which is why many participants return and recommend the programmes to others.

Employability and economic empowerment of participants stand out as one of the most tangible outcomes. An internal survey conducted in Sarajevo (2020/21) found that the unemployment rate among former training participants dropped from 71% to 44% after completing the training, with 49% currently employed and 7% engaged in alternative forms of work (freelance, entrepreneurship), suggesting that the acquired skills were directly applicable and in demand (Nahla ERC, 2021). Nahla ERC encourages this trend not only through training but also through *support networks*

(collaboration with start-up centres, networking events) to help participants bridge the gap between a business idea and its implementation more easily.

Psychological empowerment and well-being resulting from these programmes are particularly reflected in the discovery of one's own potential – from women who gained qualifications at Nahla ERC and now compete equally in the labour market, to unemployed women who had been devoted solely to their families for years and are now developing their own career interests or business ventures. Moreover, mental health programmes have contributed to reducing stress and anxiety among participants, while parenting support programmes have lessened feelings of parental helplessness and improved family communication (according to post-seminar parent satisfaction surveys).

Enhanced social capital and networking are more subtle values, but they are a noticeable result of Nahla ERC's programmes, where women build new connections and find support. One aspect is horizontal networking – participants of the same courses often form informal networks even after the programme ends (social media groups, regular meet-ups, and even joint initiatives). Another aspect is vertical networking—Nahla ERC connects participants with professionals, mentors, and different institutions. Over 100 local and international organisations and companies have collaborated with Nahla ERC's programmes over the years, providing participants with access to resources beyond the Center itself. These connections represent significant social capital that remains available to women even after they complete a course – they know whom to approach for advice, how to find information or funding more easily, etc. Moreover, Nahla ERC nurtures an alumni community – former participants often return as volunteers, lecturers, or mentors for future generations, thus closing the loop and strengthening the development of social capital.

The contribution to gender equality and the transformation of social norms is one of the key outcomes of Nahla ERC's work. The fact that hundreds of women have entered “non-traditional” professions (such as IT, entrepreneurship, and project management) or achieved financial independence helps shift the boundaries of what society typically views as a woman's role. Women trained at Nahla ERC now work as programmers, graphic designers, project team leaders, but also as athletes and activists – a wide range of fields where increased female participation contributes to the establishment of more equitable relations. Additionally, the projects led by Nahla ERC in the field of human rights and freedoms directly address the protection of rights where they are deemed threatened, covering topics such as violence against women, women's right to work and education, freedom of religion, and similar issues. Evaluations of

these projects show an increased level of awareness among participants regarding the mechanisms available for protecting their rights, as well as a greater willingness to report discrimination or violence after taking part in such initiatives.¹⁰

Community resilience and social change represent perhaps the highest achievements of this type of education. Throughout the observed period, Nahla ERC has repeatedly demonstrated how such centres and, more broadly, civil society organisations can play a crucial role in overcoming crises. During the pandemic, the organisation quickly transitioned to online work, offered psychological support, and continued delivering educational programmes. This fast response mitigated the negative impact of the crisis on its beneficiaries (they continued learning, received psychological support, and remained well-informed) (Dedović 2022). Awareness of the importance of education as a public good has also increased within the community; each year, a growing number of citizens, organisations, and companies support Nahla ERC's initiatives, recognising it as a partner in community development. It can be said that Nahla ERC is building a model in which an adult education centre also serves as a community hub—a place for gathering, information-sharing, cultural events, and civic activism.

In short, the results of Nahla ERC's work during the observed period confirm that adult education for women's personal growth and development brings multiple benefits: women acquire knowledge and skills that make them more independent and fulfilled at the individual level; their families benefit from improved economic status and better-quality relationships at the family level; and the community gains more active, aware, and connected members who initiate change and contribute to overall progress at the societal level.

Conclusion and Recommendations

Adult education contributes to the development of more resilient communities by increasing both individual and collective capacities for adapting to change and responding to crises (UNESCO, 2020). Community resilience includes the ability to cope with challenges, mitigate their impact, and regenerate through social networks, education, and active citizenship.

¹⁰ Internal evaluation report of the project "For our Better Future – Education and Awareness-Raising for Bosnian Child's and Woman's Rights", Evidence-Based Development International, December 2023. Document available in the archives of Nahla ERC, 122 Džemala Bijedića Street, Sarajevo.

The experience of Nahla ERC during the 2020–2024 period offers a compelling example of the transformative power of adult education in empowering women and fostering resilient communities. Through a holistic approach – encompassing mental and physical health, professional and life skills, parenting support, encouragement of creativity and community engagement, Nahla ERC has positively impacted the lives of thousands of women, helping them realise their potential.

Formally, participants have earned various certificates and qualifications through Nahla ERC's educational programmes, which opened pathways for their further education and employment. However, even more important than the formal recognition were the values and changes resulting from the learning process itself: the development of self-confidence, the awakening of awareness about one's rights and possibilities, and the building of a sense of solidarity and community with other women. This model, in which education is treated as a tool for social transformation, and knowledge is directly translated into action for the benefit of individuals and the community, can serve as guidance and inspiration across the adult education sector.

Based on the conducted research, the following recommendations can be made:

Integration of a holistic approach into public adult education policies.

Policymakers should recognise the value of models that combine professional training with workshops on health, parenting, and personal development. It is recommended to include multidisciplinary programmes inspired by Nahla ERC in adult education and gender equality strategies, as these programmes demonstrate broader reach and sustainability of results (economic, social, and health effects).

Financial and institutional support for women's empowerment programs.

Nahla ERC is primarily an NGO and non-profit organisation, and its results show that investing in such centres yields a high social return. State institutions, local communities, and donors should strengthen support for these programmes—through co-financing courses for vulnerable groups, providing facilities, joint projects, etc.—in order for them to reach an even larger number of women, especially in rural areas where needs are significant.

Replication of good practices in other communities. It is recommended to establish similar centres or programmes in other cities/regions, modelled after Nahla ERC centres in Sarajevo, Bihać, and Tuzla. This can also include strengthening the

capacities of existing institutions to apply Nahla ERC's methodologies. The knowledge and curricula developed by Nahla ERC (e.g. accredited training courses for specific professions, parenting education modules) should be made more widely accessible through partnerships, enabling a broader group of women to benefit from these positive practices and raising the overall quality standards of women's education.

Networking and knowledge exchange between organisations. Nahla ERC can serve as a mentor or resource centre for other NGOs working with women by offering expertise in programme development, quality assurance, and outcome evaluation. Regular exchange of experiences—through conferences, joint projects, or online platforms—can improve the overall quality of the adult education sector and amplify its impact, as well as make innovations in practice more accessible and transferable.

In conclusion, the example of Nahla ERC serves as the best proof that investing in women's knowledge and personal development is not merely a matter of individual benefit, but a question of broader social value. Every woman who is educated and empowered has the potential to become a driver of positive change – fully aligned with Nahla ERC's vision of “an educated and empowered woman who changes the world”. By investing in such women, we are in fact investing in a better, more just, and more humane society. Adult education should therefore be viewed and strategically supported as a key tool for building social capital and more resilient communities in Bosnia and Herzegovina.

Holistički pristup učenju i obrazovanju odraslih: Lični razvoj i društveni utjecaj programa Centra za edukaciju i istraživanje „Nahla”

Sažetak: Obrazovanje odraslih ključni je faktor u izgradnji pojedinaca sposobnih za suočavanje s izazovima savremenog društva. Ovaj rad bavi se analizom specifičnih programa Centra za edukaciju i istraživanje Nahla (CEI Nahla), fokusiranih na lični rast i razvoj u pet oblasti: mentalno i fizičko zdravlje, životne vještine, roditeljstvo, razvoj kreativnih vještina i aktivno građanstvo. Ove oblasti odabrane su zbog velikog interesa za ovu vrstu programa, brojnosti ciljne grupe te mogućnosti da se kroz evaluacije i povratne informacije najbolje sagleda niz pozitivnih efekata na porodicu, zajednicu i šire društvo. Rad kombinuje kvalitativne i kvantitativne podatke i analize te donosi uvid u to kako ovi programi utječu na zapošljivost, poduzetništvo, samopouzdanje i građansku participaciju polaznica. Rezultati pokazuju da žene, uključivanjem u ovakve programe, razvijaju osjećaj postignuća, jačaju vjeru u vlastite sposobnosti i sve češće preuzimaju aktivne uloge u zajednici. Poseban naglasak stavljen je na multiplikativni efekat edukacije: žene koje steknu znanje često ga prenose dalje, stvarajući lanac osnaživanja u lokalnim zajednicama. Nahlin model pokazuje kako obrazovanje odraslih može biti, pored lične dobrobiti, i sredstvo društvene promjene. Ovaj rad pokazuje kako su obrazovni programi CEI „Nahla” primjer holističkog pristupa cjeloživotnom učenju, s jasno prepoznatim koristima na ličnom, društvenom i ekonomskom planu. Rad ukazuje na važnost razvijanja programa ličnog razvoja u okviru obrazovanja odraslih te njihovu neraskidivu povezanost s održivim razvojem zajednice.

Ključne riječi: lični razvoj, obrazovanje, žene, životne vještine, cjeloživotno učenje

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