

OBRAZOVANJE I ZAPOŠLJAVANJE

Osmogodišnju školu polazimo kako bi stekli osnovno, za današnje vrijeme minimalno obrazovanje. Zatim se odlučujemo hoćemo li to osnovno obrazovanje nadopuniti srednjoškolskim dodatnim znanjima kroz gimaziju, a potom se usmjeriti na strukovno veleučilišno ili pak fakultetsko obrazovanje, ili odmah nakon osnovnog krenuti u srednje strukovno, što ne isključuje visoko strukovno obrazovanje.

Naš odabir utjecan je sklonostima prema određenim zanimanjima, obiteljskim i gospodarskim okruženjem, ali nažalost najmanje se pozornosti obraća potrebama društvene zajednice za određenim kadrovima i mogućnostima zapošljavanja u pojedinoj struci. Tko je kriv da djeca završavaju škole a zaposlenja u odnosnoj struci nema, dok društvo troši ogromna financijska sredstva za ono što mu ne treba? Učenici i studenti te njihovi roditelji ponajmanje su krivi. Gdje je tu Ministarstvo znanosti, obrazovanja i športa i Ministarstvo rada, gospodarstva i poduzetništva. Na temelju čega Ministarstvo znanosti, obrazovanja i športa otvara nove srednje strukovne škole i nova veleučilišta i određuje upisne kvote?

Nas naravno posebno zanima kakvo je stanje u šumarskoj struci danas. U tekstu M. Skoke u ovome broju Šumarskoga lista iščitavamo da je upisna kvota za šk. god. 2011/2012. za zanimanje šumarski tehničar 290 učenika u 11 (!) srednjih šumarskih škola, dok je istovremeno u Hrvatskom zavodu za zapošljavanje prijavljeno preko 500 nezaposlenih šumarskih tehničara. Interesantno bi bilo vidjeti stručne programe i posebno njihovo ostvarenje u pojedinim srednjim šumarskim školama, a posebice znati tko su predavači stručnih predmeta. Prisjećamo se prije samo nekoliko godina slučajno dobivenog podatka, da u jednoj od njih jedan šumarski stručnjak i to pripravnik predaje sve stručne predmete. Drugim riječima, da li je kvaliteta naših šumarskih škola usporediva i nisu li neke od njih otvorene samo da bi zbrinule višak nastavnika općih predmeta i zadovoljile nerealne zahtjeve lokalnih zajednica. Svojevremeno zatvorena je stručno i kadrovski kvalitetna šumarska škola u Delnicama, upravo zbog nemogućnosti zapošljavanja tolikog broja tehničara, smatrajući kako nam je dovoljna ona u Karlovcu, a onda ih je niklo nekoliko upitne kvalitete u odnosu na spomenute.

I danas, gledajući potrebe za kadrom šumarski tehničar, mislimo da nam je ona dovoljna, a ostale bi možda trebalo preoblikovati u škole za šumske radnike. Sa stručnoga gledišta glede karlovačke škole navodimo 25 stručnih predmeta, od botanike, pedologije, fitocenologije, šumarske genetike, ekologije, anatomije i tehnologije drva, uzgajanja šuma itd., pa do uređivanja šuma, ekonomike šumarstva i terenske nastave, koje predaju 7 šumarskih stručnjaka-profesora, od kojih su tri mentora i jedan profesor savjetnik. Jednom rječju škola zadovoljava sve materijalne, kadrovske i prostorne uvjete.

Isti problem je i u visokoškolskom obrazovanju ustrojstvom i osnivanjem šumarskih studijskih programa diljem države, gdje je također problem od prostora, nastavnih pokušališta, sve do upitne kvalitete znanstvenih i nastavnih akreditacija predavača, kako se također navodi u ovome broju Šumarskoga lista u prikazu dekana prof. dr. sc. Milana Oršanića, aktualne šumarske teme na Danima hrvatskoga šumarstva "Reforma nastavnoga programa Šumarskoga fakulteta Sveučilišta u Zagrebu". To predstavlja, kaže se u izlaganju, degradaciju kvalitete studiranja i stavlja u neravnopravan položaj polaznike "izvornih i dislociranih studija", koji se naposljetku, unatoč razlikama izjednačavaju u kompetencijama. Duga povijest Šumarskoga fakulteta, velika uložena finacijska sredstva u znanstveno-stručni kadar, prostor i opremljenost, jamče kvalitetu i međunarodnu prepoznatljivost nastavnoga programa i uključenje u zajednicu znanja proklamiranu "bolonjskim procesom", te dostatan broj šumarskih stručnjaka kojima je moguće osigurati zapošljavanje u šumarskoj praksi.

Glede zapošljavanja u šumarstvu, Hrvatsko šumarsko društvo stavilo je na dnevni red još 1999. god. za Dane hrvatskoga šumarstva održane u Ogulinu-HOC Bjelolasici, stručnu temu pod naslovom "Zapošljavanje šumarskih djelatnika i razvoj poduzetništva u šumarstvu" (prikaz u Šum. listu 7–8, str. 363–371). Zbog aktualnosti i danas bi bilo uputno pročitati taj prikaz, ponajprije onima koji donose odluke, te obratiti pozornost na prijedloge za zapošljavanje i posebice mjere za razvoj poduzetništva u šumarstvu kao jedne od poluga zapošljavanja. Nećemo ni pitati zbog čega i tko je kriv, da vrijedni projekti ostaju mrtvo slovo na papiru.

EDITORIAL

EDUCATION AND EMPLOYMENT

We go to elementary school in order to acquire basic, minimal education. We then decide whether we will build on elementary education by continuing secondary education in grammar schools and then in vocational colleges or universities, or whether we will complement elementary education with secondary vocational schools, which nevertheless does not preclude higher vocational education. Our choice is mainly influenced by our affinity towards certain vocations and by family and economic circumstances. Only occasionally is our choice determined by the demands of the social community for certain professions and by employment opportunities. Whose fault is it that children finish schools but cannot find jobs in their chosen fields, while at the same time the society spends enormous sums of money on unnecessary things? School children, students and their parents are the least to blame. What role do the Ministry of Science, Education and Sport and the Ministry of Economy, Labour and Entrepreneurship play here? What basis does the Ministry of Science, Education and Sport use to open new secondary vocational schools and new colleges and how does it determine enrolment quotas?

We are, naturally, particularly interested in the current state of the forestry profession. In the article by M. Skoko in this issue of Forestry Journal we learn that for the academic year 2011/2012 the prescribed enrolment quota for forest technicians is 290 pupils in 11 (!) secondary forestry schools; at the same time, there are over 500 unemployed forestry technicians registered at the Croatian Employment Service. It would be interesting to see the curricula and their fulfilment in some secondary forestry schools, and even more interesting to learn who teaches vocational subjects. We recall to mind a piece of information obtained accidentally several years ago; in one such school all specialized subjects were taught by one single forestry expert, a trainee. In other words, is the quality of our forestry schools open to comparison, and were not some of these schools opened only to alleviate the problem of the surplus of teachers of general subjects and to satisfy some unrealistic demands of local communities? Some time ago, a forestry school in Delnice of very high reputation was closed precisely because there was not enough employment for such a large number of technicians and because it was estimated that the school in Karlovac was sufficient. Yet, several vocational schools of inferior quality sprang up soon afterwards. We still maintain that the school in Karlovac is capable of satisfying the needs for the jobs of forestry technicians and that the other schools should be transformed into schools training forest labourers. From a professional standpoint, the school in Karlovac offers 25 specialized subjects, which are taught by 7 forestry experts – teachers, of whom three are mentors and one is a teaching adviser. These subjects range from botany, pedology, phytocoenology, forest genetics, ecology, wood anatomy and technology, silviculture, etc, to forest planning, forest economics and field practice. In a word, the school meets all the material, staff and spatial requirements.

The article in this issue of Forestry Journal by Professor Milan Oršanić, Ph.D., Dean of the Faculty of Forestry, highlights current topics discussed at the Days of Croatian Forestry: The Reform of the Teaching Programmes at the Faculty of Forestry of the University of Zagreb“. These topics include, among others, problems of organizing forestry study programmes throughout the country, of the shortage of space and of teaching experimental sites, as well as the questionable quality of scientific and teaching accreditations of the lecturers. According to the author, all this degrades the quality of the study and puts the students in the „original“ faculties at a disadvantage compared to those in „dislocated“ faculties, since their competences eventually carry equal weight despite serious differences in the quality of studying.

The quality and the international recognition of the teaching plan, the inclusion into the knowledge society proclaimed by the „Bologna Process“, and the possibility of a large number of forestry experts to find employment in the forestry practice are guaranteed by the long history of the Faculty of Forestry, which invests large financial means in the scientific-professional staff, premises and equipment. With regard to employment in forestry, as far back as 1999 the Croatian Forestry Association put on the agenda of the Days of Croatian Forestry, held in Ogulin (Bjelolasica), a topic entitled “Employment of forestry personnel and the development of entrepreneurship in forestry” (presented in Forestry Journal 7–8, pp 363–371). It would be opportune for decision makers to read this article again and to pay close attention to proposals for employment, and particularly to measures for the development of entrepreneurship in forestry, as one of the employment leverages. We will not even ask why valuable projects remain a dead letter on paper and who is responsible for this.

Editorial Board