

RIJEČ UREDNIKA

Ovaj broj časopisa Revije za socijalnu politiku tematski je posvećen društvenim nejednakostima unutar obrazovnog sustava i socijalnim aspektima obrazovnih politika. Kao takav, on predstavlja svojevrsni nastavak prošlogodišnjeg foruma na temu »znanje (ni)je roba«, objavljenog u broju 2/2009.

Obrazovanje i obrazovne politike nisu dio tradicionalne jezgre socijalnih politika, ali ulaze u domenu socijalne politike. Naime, u suvremenim društvima razina stečenog obrazovanja vjerojatno je najznačajnija odrednica životnog uspjeha. Obrazovanije osobe brže nalaze posao, rade na prestižnijim, kvalitetnije ustrojenim i bolje plaćenim poslovima na kojima se dulje zadržavaju i teže ih gube. Obrazovanje je usko povezano sa socijalnim statusom pa i životnim vijekom pojedinca. Stoga nije iznenađujuće da su središnji socijalni rizici nezaposlenosti, siromaštva i invaliditeta kod manje obrazovanih osoba daleko viši – a kapaciteti da ih prevladaju daleko manji.

S obzirom na središnju ulogu obrazovanja u formiranju životnih šansi, osiguravanje dostupnosti i jednakosti pristupa obrazovnom sustavu predstavlja temeljnu odrednicu proaktivne socijalne politike. Institucionalni ustroj koji djeci iz pojedinih socijalnih skupina ograničava mogućnost uspješnog pohađanja ili završavanja bilo koje razine obrazovanja ne samo da perpetuira socijalne nejednakosti, osnažuje socijalne rizike i umanjuje socijalnu koheziju, već i suboptimalno razvija potencijal generacija čiji će ljudski kapital u budućnosti nositi ovu zemlju. Stoga inkluzivne obrazovne politike treba prvenstveno promatrati kao dugoročne socijalne investicije koje

A NOTE FROM THE EDITOR

This thematic issue of Croatian journal of social policy is devoted to social inequalities in educational system and social aspects of educational policies. In this fashion, we intend to provide a research-based follow-up of the discussion »education is (not) a commodity«, published in issue 2/2009.

Education and education policies are not a part of traditional core of social policy issues, yet there is little doubt that they belong to the domain of social policy. In contemporary societies, the achieved level of education is likely to be the strongest determinant of success in life. More educated persons in general manage to find their jobs faster and are less likely to lose them; they are employed in more prestigious, higher quality and better paid jobs, where they remain professionally active longer in the life-cycle. Education is closely related to social status and life expectancy of an individual. Therefore, it is not surprising that central social risks of unemployment, poverty and disability are higher among those least educated, while their capacity to overcome them are substantially lower.

Having in mind such a central role of education in the formation of life opportunities, policies which promote access and aim to overcome inequalities in education system are to be considered a central part of proactive social policy. Institutional setup which effectively limits the possibilities of children from some social groups to successfully participate or finish any given level of education not only perpetuates social inequalities, makes social risks stronger and social cohesion weaker, but is suboptimal in the realization of potential of the generations whose human capital will

istovremeno povećavaju produktivnost i socijalnu koheziju. U ovom tematskom broju kroz sedam priloga namjera nam je dati doprinos izučavanju ovog u Hrvatskoj akademski relativno zapostavljenog područja.

Nejednakosti u obrazovanju počinju se manifestirati od samih početaka obrazovnog procesa. Upravo je na rane nejednakosti bitno obratiti pozornost jer one utječu na razvoj znanja i sposobnosti za daljnje obrazovanje. Manifestirane kao razlike u školskom uspjehu u osnovnom obrazovanju, one o(nemo)gućuju upise u prestižnije i zahtjevnije obrazovne programe na višim razinama obrazovanja. Nažalost, u ovom broju ne postoji niti jedan prilog o nejednakostima u predškolskom ili osnovnom obrazovanju, ali se nekoliko članaka upravo ove tematika nalazi u pripremi za naredni broj našeg časopisa, zaokružujući na taj način temat započet ovim brojem.

Nejednakostima u srednjem obrazovanju bavi se prilog Margarete Gregurović i Simone Kuti. U njemu se temeljem podataka PISA istraživanja raščlanjuje u kojoj su mjeri pojedine karakteristike obitelji vezane uz prirodoslovnu pismenost petnaestogodišnjih učenika srednjih škola. Razina kulturnih i obrazovnih resursa dostupnih u kućanstvu pokazala se ponajviše važnom za učenička postignuća, iako zaseban doprinos socioekonomskog statusa i materijalnog stanja obitelji nije zanemariv. Neovisno o karakteristikama obitelji, istraživanje ukazuje i na određene (ali umjerene) regionalne nejednakosti.

Svi se ostali prilozima u ovome broju odnose na pristup i prohodnost kroz visoko obrazovanje, teme koja je iz javnih rasprava prešla i u akademska istraživanja. Rad Maje Mihaljević Kosor istražuje na populaciji više generacija jedne visokoobrazovne institucije čimbenike povezane s neuspjehom na prvoj godini studija. Iako povezanost s

carry this country in the future. Thus inclusive educational policies are to be perceived as long-term social investments that both improve productivity and social cohesion. Through seven articles published in this thematic issue, we aim to make a contribution to the research of this underdeveloped field in Croatia.

Inequalities in education can be seen from the entry point in education process. Early inequalities are worthy of observation since they have an impact on the development of knowledge and skills necessary for further stages in education. When those inequalities materialize as differences in grades in compulsory education, they directly determine one's options of upper secondary education track. Unfortunately, this journal issue does not include any contribution about inequalities in pre-primary or compulsory education, but a few such articles are currently in the pipeline for the next issue of our journal, thus rounding the topic of this special issue.

In the first article, Margareta Gregurović and Simona Gregurović address the inequalities in upper secondary education in Croatia. Based on PISA study data, they try to disentangle to which extent various family traits are related to science literacy among Croatian 15 year olds. The level of available cultural and education-related resources in the household have turned out to be most important with respect to student achievement, although separate effects of parental job and material status are not to be overlooked. Their research also points to some moderate regional inequalities in science literacy.

All other contributions in this issue are dealing with the access to and outcomes of tertiary education. It seems that the public debate around those issues has ignited some academic research. Maja Mihaljević Kosor observes the determinants of non-completion of the initial study year among

roditeljskim obrazovanjem postoji, uspjeh na početku studija pokazao se najznačajnije povezan s vrstom prethodno pohađanog obrazovanja i školskim uspjehom u srednjoj školi, ukazujući na značaj jednakosti pristupa srednjem obrazovanju. Zanimljivo, uspjeh na samom prijemnom ispitu nije se pokazao povezanim s uspjehom na prvoj godini.

Povezanost socijalnog statusa, načina studiranja i studijskog uspjeha studenata sveučilišnog studija analiziraju Maja Vehovec, Iva Tomić i autor ovog uvodnika. Dobiveni rezultati ukazuju da su šanse za završavanje studija vezane uz socio-ekonomski status studenata, ali u nešto manjoj mjeri nego šanse za upis studija. Završnost je posebno lošija kod studenata iz nižeg socio-ekonomskog stratuma koji ne plaćaju školarinu, što sugerira da postojeći instrumenti financijske pomoći za neakademске troškove nisu dostatni ovoj skupini. Gledajući druge indikatore uspjeha, autori nalaze kako većoj brzini završavanja studija doprinosi razina troškova koje studenti imaju za plaćanje školarine, niži socio-ekonomski status studenta te primanje stipendija.

Na kvalitativnim uvidima temeljen rad Karin Doolan nadopunjava nalaze prethodnog rada i istražuje na koji način financijske okolnosti oblikuju iskustvo studiranja u Hrvatskoj. Predstavljeni podaci ukazuju na ključnu ulogu obitelji u pogledu financiranja troškova studiranja u hrvatskom kontekstu, koja dovodi do ograničenja mogućnosti izbora studija i tegobnijeg iskustva studiranja za studente iz obitelji nižeg ekonomskog statusa, posebno kod studenata koji ne žive u obiteljskom domu.

Nakon ovih radova koji se bave ustanovljavanjem nejednakosti i njihove geneze, slijede dva priloga koji prikazuju institucionalni okvir i mogućnosti djelovanja radi nadilaženja ovih nejednakosti. Thomas Farnell i Vesna Kovač predstavljaju raspra-

the population of several generations in one Croatian higher education institution. Although there is some evidence on parental education effect, the study success seems to be primarily associated with the track of secondary education previously taken and previous educational success. This indicates the importance of equality of access to (and chances in) earlier, pre-tertiary education cycles. Surprisingly, institutional entry exam score itself did not turn out to predict the success in completing the first year.

Maja Vehovec, Iva Tomić and Teo Matković took a complementary approach and explored the linkages between social status, educational arrangements and study success among academic tertiary education students. The results point at persistent relevance of socio-economic background for study completion, but its effect is weaker for completion than for selection into tertiary education. The completion is particularly lower among students from lower socio-economic strata who are not paying tuition fees, indicating that the existing instruments of financial aid for non-academic costs are not sufficient for this group. As for other indices of success, the speed of study completion seems to be higher among students who had to pay for tuition, who have disadvantaged background or are receiving scholarships.

Karin Doolan took yet another complementary route by using qualitative approach in order to explore how financial circumstances shape the study experience in Croatia. The findings point to the dependence on family financial support for students in Croatia, consequently restricting the course choices and adversely affecting the study experience for students with lower levels of family financial means, especially among those who are studying away from their households.

After four papers concerned with establishing presence and genesis of inequality,

vu o proširivanju sudjelovanja u visokom obrazovanju. Pri tome se kritički osvrću na napore pojedinih država i nadnacionalnih dionika, usmjerene prema prevladavanju ustanovljenih nepravednosti te razmatraju implikacije njihovih dokumenata za razvoj sustava visokog obrazovanja u Hrvatskoj. Komplementarni prilog Jelene Budak, Sunčane Slijepčević i Sandre Švaljek pruža informativan pregled sustava financijskih potpora studentima u sustavima visokog obrazovanja širom Europe, kako onih izravnih (stipendiranja i kreditiranja) tako i neizravnih (subvencije smještaja i prehrane). Članak pruža i provizorni pregled postojećih izravnih i neizravnih potpora za zadovoljavanje neakademskih troškova studija u Republici Hrvatskoj. Ove potpore ne doimlju se posebno izdašne, ciljane prema kriteriju potreba, niti prilagođene trenutnoj veličini i strukturi studentskog tijela u Hrvatskoj.

Završni prilog Polone Domadenik, Marjane Drame i Daše Farčnik povezuje visoko obrazovanje s kasnijom zapošljivošću na primjeru osoba koje su završile neki od brojnih studija ekonomije u Sloveniji. U značajno većoj mjeri od osobnih karakteristika i okolnosti, kao glavni čimbenik zapošljivosti pokazala se institucija na kojoj je pohađan studij, pri čemu diplome novijih i privatnih visokih učilišta u manjoj mjeri omogućuju nalaženje posla. Ovakav uvid ukazuje da u kontekstu ekspanzije visokog obrazovanja dolazi i do stratifikacije učilišta prema kvaliteti programa i/ili kandidata, odnosno da pojedine diplome mogu imati ograničenu vrijednost.

Ovaj tematski broj donosi više tekstova koji problematiziraju društvene nejednakosti unutar obrazovnog sustava i razmjer u kojem se s njima nose obrazovne politike. Nadamo se da će kao takvi doprinijeti daljnjem razvoju istraživanja i javnih politika vezanih uz pristup obrazovanju. Nažalost, usprkos namjerama

the following two contributions are presenting the existing institutional framework and possibilities of policies aimed at overcoming given inequalities. Thomas Farnell and Vesna Kovač are introducing the debate on widening participation in higher education. The article presents a critical overview of the efforts of various countries and international stakeholders aimed at combating inequalities in education, while considering implications of their policy documents for development of higher education in Croatia. Jelena Budak, Sunčana Slijepčević and Sandra Švaljek follow up on this by an informative overview of direct (grants and loans) and indirect (accommodation and food subsidies) financial support instruments available to tertiary education students in various European countries. The authors also lay out a provisional overview of direct and indirect supports for non-academic study expenses in Croatia. They do not seem to be overtly generous, oriented in line with needs criteria, nor well adjusted to the current size and structure of the student body in Croatia.

The final contribution of Polona Domadenik, Marjana Drame and Daša Farčnik links tertiary education with employability in the case of school to work transition of graduates from numerous business schools operating in Slovenia. The analysis of matched employer-employee dataset established that individual traits and life circumstances of graduates play a secondary role with respect to their employability, while the outcomes for graduates were strongly associated with the institution they graduated from. Diplomas from private or recently established institutions provided worse outcomes, suggesting that in the context of tertiary education expansion, the institutions get stratified by the quality of their programs and/or candidates, limiting the labour market value of diplomas from lowly ranked institutions.

ovom prigodom nismo uspjeli ostvariti punu multidisciplinarnost u zaprimljenim priložima, ostavši ograničeni na priloge iz ekonomske i sociološke perspektive. Ipak, nadamo se da će ovdje objavljeni tekstovi potaknuti nastanak tematskih doprinosa iz perspektive pedagoške, političke i pravne i psihološke znanosti u nekoj od budućih publikacija.

Teo Matković
Urednik tematskog broja

Articles published in this thematic issue are focused on a particular side of education, namely social inequalities in the educational system and efficiency of educational policies in addressing them. We hope that they will spark further research and policy efforts in the field. Unfortunately, in spite of our best intentions, we have not managed to establish full multidisciplinary in received contributions, thus remaining limited to the papers written primarily from economic and sociological perspective. Still, we hope that articles published in this issue will entice creation of thematic contributions from the perspectives of pedagogy, psychology, political science and legal studies.

Teo Matković
Editor of the thematic issue

