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RELATIONSHIP BETWEEN EDUCATION AND ECONOMIC SYSTEM: HOW TO EDUCATE, WHAT TO EDUCATE AND WHOM TO EDUCATE – EXAMPLE OF CROATIA

POVEZNICA EDUKACIJSKOG SUSTAVA S EKONOMSKIM SUSTAVOM: KAKO EDUCIRATI, ŠTO EDUCIRATI I KOGA EDUCIRATI – PRIMJER HRVATSKE

Economic development creates the knowledge of how to produce products and services that customers will buy! Therefore, the knowledge delivered to educational system should have the greatest possible transformational (economic) value.

ABSTRACT

The economic system and its development is essentially connected with the educational system, because knowledge is the basis of any economic system. To achieve closer cooperation between this two systems management is necessary to meaningfully connect them. The above connection can be achieved in a way to give coherent answers to the classic questions of economic organization: what, how and for whom to produce and educate, then to elaborate the basic functional adaptation of the educational system based on the responses:

1) STRATEGIC ADAPTATION . This adjustment relates to the formation of economics identity and its economic compatible educational identity and strategic formal education planning (professions and their levels with respect to the number and structure) and defining the desired strategic quality educational outcomes. For Croatia, can be recommend the formation of economic identity in three basic areas : Mediterranean , continental Central and entrepreneurial. For strategic formal education planning is necessary to conduct screening required professions and formal educational levels (primary, secondary , tertiary , post - tertiary) with respect to the required number and structure. Also i necessary to define the desired educational quality of personnel needed.

2) TACTICAL-OPERATING ADJUSTMENTS. This adjustment relates to the definition of specific tactical and operational educational outcomes at every level of the educational areas and levels of education, as well as any specific educational institutions . This refers to the specific knowledge and skills, as well as specific values, attitudes and habits, respectively

professional competence. Generally speaking, the knowledge needed to achieve economic development are: factual, procedural, scientific, heuristic, managing skills and effective use of information. Values, attitudes and habits that are consistent with economic development include the value of education to economic development, such as: discipline, diligence, patience, orderliness, thrift, honesty, initiative, urgency and efficiency. This adjustment includes the sound system establishment of tactical management of human resources at the national educational system, but also the operational level of each educational institution. Educational policy should be connected in a stated way with economic policy (development strategy), and that is the way functional human capital can be formed, which will be the carrier of the future economic development, with a wide demand and supply component. Specifically meaningful national educational policy (strategy) should be associated with all other sectoral, development and economic strategy in particular.

Keywords: *educational policy, economic policy, management of human resources in education, educational strategic objectives, operational objectives of education*

SAŽETAK

Ekonomski sustav i njegov razvoj suštinski je povezan s edukacijskim sustavom, jer znanje je osnovica svakog ekonomskog sustava. Da bi se ostvarila tješnja suradnja ova dva sustava potreban je menadžment koji će ih smisleno povezati. Navedeno povezivanje može se ostvariti tako da se prvo daju suvisli odgovori na klasična pitanja ekonomske organizacije: što, kako i za koga proizvoditi odnosno educirati, a zatim da se na osnovu dobivenih odgovora razrade temeljne funkcionalne prilagodbe edukacijskog sustava:

- 1) STRATEGIJSKA PRILAGODBA. Ova prilagodba tiče se formiranja ekonomskog identiteta i njemu sukladnog edukacijskog identiteta odnosno strateškog planiranja formalne edukacije (profesija i njihovih razina s obzirom na broj i strukturu) te definiranja željene strategijske kvalitete edukacijskih ishoda. Za Hrvatsku se može preporučiti formiranje ekonomskog identiteta u tri osnovna područja: mediteranski, kontinentalno-srednjoeuropski i poduzetnički. Za strateško planiranje formalne edukacije potrebno je provesti projekcije potrebnih profesija i formalnih edukacijskih razina (primarno, sekundarno, tercijarno, post-tercijarno) s obzirom na potreban broj i strukturu. Također potrebno je definirati i željenu edukacijsku kvalitetu potrebnih kadrova.*
- 2) TAKTIČKO-OPERATIVNA PRILAGODBA. Ova prilagodba se odnosi na definiranje konkretnih taktičkih i operativnih obrazovnih ishoda na razini svakog obrazovnog područja odnosno razina edukacije, te svake konkretne edukacijske institucije. To se odnosi na konkretna znanja i vještina, kao i konkretnih vrijednosti, stavova i navika, dakle stručnih kompetencija. Općenito rečeno znanja potrebna za postizanje ekonomskog razvoj su: činjenična, proceduralna, znanstveno-heuristička te vještine snalaženja i efikasne upotrebe informacija. Vrijednosti, stavovi i navike koje su sukladne ekonomskom razvoju podrazumijevaju odgoj vrijednosti za ekonomski razvoj kao što su primjerice: discipliniranost, marljivost, strpljivost, urednost, štedljivost, poštenje, poduzetnost, urgentnost, inicijativnost, učinkovitost. Ova prilagodba podrazumijeva i taktičku uspostavu kvalitetnog sustava menadžmenta ljudskih resursa na razini nacionalnog edukacijskog sustava, ali i operativnu na razini svake pojedine edukacijske ustanove.*

Edukacijska politika bi se na navedeni način povezala sa ekonomskom politikom (razvojnou strategijom), a to je način na koji se može formirati funkcionalni ljudski kapital koji će biti nositelj budućeg ekonomskog razvoja, s razvijenom potražnom i ponudbenom komponentom. Naime smisljena nacionalna edukacijska politika (strategija) treba biti povezana sa svim drugim sektorskim strategijama, a razvojno-ekonomskom strategijom napose.

Cilj ovog rada je prikazati kako funkcionira obrazovni sustav u Republici Hrvatskoj, koji su mu ciljevi i kako je on (ne)usklađen sa potrebama tržišta rada. Nadalje, cilj je prikazati i strategije kojima se obrazovni sustav može uskladiti sa tržištem rada, odnosno što, kako i za koga educirati, što će posljedično dovesti do kvalitetnije radne snage i veće efikasnosti u poduzećima.

Ključne riječi: *edukacijska politika, ekonomska politika, menadžment ljudskih resursa u edukaciji, strategijski edukacijski ciljevi, operativni edukacijski ciljevi.*

1. Introduction

The educational system is a very complex system, due to the nature of its subject (the transformation of human beings), because of its size, of the large number of formal rules, of the diversity of educational practice, of the many differences and conflicts over fundamental issues, due to the very long perspective in which his accommodation effects. It is a system that is bureaucratic and hierarchical system and has numerous connections with the outside world (the labor market, education, media, knowledge sources, families, professions, local communities and politics. It is also a system with lots of participants and their strategy (Lesourne, 1993, 17). Despite such complexity an educational system is essential to economic concerns in particular because of its important role in economic development, and therefore certainly requires specific management, thus the confrontation with the goals, the best use of existing resources, motivation, planning, processing, facilitating, controlling, success measurement, setting standards, budgeting, execution and operation (cf. Templar, 2011, xv).

In addition to the current socio-economic environment with high certainty it can be argued that the present globalization process which still increases the speed of rotation of all routes: acceleration time, speeding up the flow of information, accelerating mobility of goods, services, labor, capital, the struggle for talents, transparent process of restructuring the global economy under pressure of increased international division of labor (carriers of this pressure are the most developed of the world economy). In such conditions (turbulence) as a consistent response to the aforementioned intensive processes there is a need for rapid learning and rapid application of the learned. Therefore, knowledge and technological innovation as results of modern education argue that special attention should be given to the formal educational system. The formal education system is a fundamental component of the national innovation system (Schwarz , 2011).

Education (as a basic investment in human resources) should be understood as an investment activity with defined outcomes (refunds), which can have a number of potential positive effects on both the national and international level, but also the negative economic effects if it is not compensated for the cost of education (justify) plus economic performance. In fact, investment in education can have different economic returns to a total, aggregate education and also on the types and levels of education. Thus, some authors state that the most cost-effective investment for society in primary and vocational education, and that the most cost-effective higher level of the individual (cf. Pastuović, 1999). However, some authors say that the university employee in Croatia is the most competitive employee (cf. Pološki-Vokić &

Frajlić, 2004). Also, the cost-effectiveness of education depends on the knowledge that is claimed by the economic and other social sectors. According to Bejaković, (2004, 22) educational system should be transformed from a system governed by the offer, to the demand-driven system. Namely, if a complex and sophisticated knowledge are very little or not at all required they are actually national cost because it does not generate the expected return and can only be adequately engage the wider transnational labor market (the export of brains in the country, which they demand).

Also, if the labor market massively demand only low skills (called " living labor ") then actually higher and especially long-term training is not economically justified, but is actually a national economic cost. High quality education at national and international level macroeconomic perception encourages the mobility of human resources (the question is to what extent is it desirable for a country with demographic problems such as Croatia) and to successfully communicate with the domestic and international markets of goods and services, human resources, and creates a distinctive national identity (the marketing function).²²

If you would like to evaluate the size of the contribution of the formal system of education to economic development, then we must take into account the modern theory of economic development, which indicate a high degree of interdependence between investment in education, research and development, the actual rate of growth of national income and organizational well-being, called. theories of human and intellectual capital (cf. Stewart, 1997). This is corroborated by the observation that today decisive competitive struggle is not about production and sales , but in terms of human resources and that becomes so dominant. "Mental globalization" (Simon, 1998th, according Ph.D., 2000). By this is meant that economic development under dominant influence of the creative power of human brains, and they are crucial for the economic development of the human resources of a certain quality associated with production (industries) where such knowledge can capitalize and develop, and for this purpose to support it is needed to establish modern innovation system that will connect knowledge with innovative products to the market (Aralica & Bacic, 2005). Therefore, every national economy, and in this paper we will discuss the Croatian example, in the context of strengthening its economy must take into account the strategy, and objectives and instruments of educational policy to prevent the 21st century lagged behind these trends in their environment. These fundamental questions of meaning, and therefore the management of the educational system questions what, how and for whom to educate, and are derived from the basic economic questions of the what, how and for whom to produce (Samuelson & Nordhaus, 1992). More specifically, management in education also needs to answer basic questions of economic organization

- 1) What train? How to form a strategic national educational choices and accordingly answer the first question.
- 2) What are the desired educational outcomes, and how to achieve them?
- 3) Whom to educate, for that sector, profession, society/country?

Possible meaningful answers to these questions (and not exclusive) are:

²² For example, the constant presence of native scholars and professors at universities abroad and institutes strongly affirm national scientific identity. However, it's characteristics are that higher emigration and vital quality staff (human capital) demographic vacant nacional space where we can talk about the less desirable appearance - "negative selection", and accordingly to the fact that domicile engage in less high-quality human resources. The effect of lower quality human resources can be compared with the use of lower quality materials in a product which has a dominant component of the material, and then is the final product questionable quality.

1) Educate is necessary to support the national economic development, hence the educational system is important for national economic identity.²³

2) The desired educational outcomes are: defined cognitive skills and values attitudes and habits (can be called and defined competencies for economic development). They can be realized in a way that you can define, plan, organize direct and control them.

3) Education is necessary for specific socio-economic sectors (not just the abstract members, for example the EU) and for the specific profession which should be a function of the specific socio-economic sectors, primarily for the needs of national economic development, and secondarily for global development(development of other companies, continents and humanity (civilization) in its entirety).²⁴

This work is a contribution to the effort to explore and elaborate the basic elements of the adjustment of the educational system for Croatian economic development is structured into four main parts. After an introduction, in Part 2 is discussed the possible Croatian educational objectives in the context of economic development. Part 3 discusses the diagnosis of Croatian educational system with recommendations for strengthening the "weak links". Finally, the fourth part summarizes the main findings and concludes.

2. Croatian possible strategic educational goals in the context of economic development

The role of the educational system should be observed with respect to the strategic economic commitment of state and society. For example, if the basic strategic orientations are trade and tourism in the economic structure, if it is not industrial production, manufacturing (creative) interest and knowledge will be less demand and then comes to a situation where it is less able to compete with knowledge, but competition remains "alive work" and sweatshops (cf. Santini, 2011., 8). For this reason, economic (industrial) stagnation consequently leads to educational stagnation, because there is less complex knowledge required to educate. The educational system should deliver good knowledge, good motivation and good training for certain professions, which should be reflected in concrete economic effects. If that is not achieved, it's means that these systems function are separated and independent from each other and management is required to connect them.

Gathering the Croatian economic identity for European abstract, waiver or dissciate of their own, consequently leads to the degradation of their own educational identity, creating not only a dependence on goods and services (called 'economic inferiority') but also the mental, educational dependence, with an ideology that is all better abroad, creating a sense of inferiority, called. 'educational, cultural, civilizational inferiority'!

²³ There can be heard different opinions, such as Croatia should educate for jobs in the European Union and the world. This kind of thinking does not seem to be economically justified, because the conditions of competition prevailing in the world economy today, no rational economy does not produce something that does not favor it, but someone else. The exchange at the international level either in history or today is not philanthropic, but economic.

²⁴ This is something that can be experienced differently (cosmopolitan), respectively primarily be trained for the international division of labor, and secondarily for domicile. However, such a strategy is questionable due to the existence of national societies and states as subjects of culture and civilization. Awareness of self value can not be built on the idea of putting their own best human resources function in the development of other people's power and dependency on other people's economic, social and cultural identity, such as by defining themselves as inferior nations.

Thus, the knowledge, skills and values that are transmitted with education should be purposeful, or in a function, and one of the basic functions and role of education is certainly economic one. Therefore, education should be linked to the economic system, that would have not only social scientists, but also economic development function. Thus, the educational system is fundamentally linked to the economic system and its planning and adjustment of the socio- economic needs can not be performed regardless of the diagnosis of the condition (insights) in the economic sectors of society. When planning the educational system of a society, it is necessary to take into account two basic components. These are: a) strategic educational objectives, b) tactical-operative educational goals.

2.1. Strategic Croatian educational goals

Croatia needs a long-term economic and immanent (strategic) educational planning. This should identify the desired educational outcomes (results) to be achieved in a long-term perspective (for example, 10 or more years), and links with the labor market.

More specifically, this means that it should determine the direction of education, the preferred number and structure of educated people with regard to their level (primary, secondary, tertiary, post - tertiary) and also with regard to the profession, which will besides general humanistic and democratic needs meet economic-social needs (cf. Bogdanovic & Zelenika, 2011).

The specific desired educational outcomes required by individual occupations/professions should be also defined. To achieve a balance between the needs of the economy and society of human resources and to enable educational coverage of the school population, for each level of education, it is necessary to elaborate projections of long-term development of education. This is not a simple and easy task, especially in turbulent times (cf. Kodrzycki & others 2002). As essential steps in Croatian educational strategy can be specified:

- a) The formation of Croatian economy identity and its compliant formal educational system (cf. Bogdanovic & Ateljevic, 2012);
- b) Strategic defining of croatian educational system quality.

2.1.1. Formation of Croatian economy and its identity Compliant formal educational system

To answer the first problem, ie the question of what needs to be educated (this is the most difficult problem in a changing environment) should come not only from the formation of an imaginary offers educational outcomes²⁵ but also on the economic demand for the educational outcomes of the process (educational system needs to have a strong demand side) or the formation of Croatian economic identity and to form the basis of Croatian educational identity.

Because of educational system increasingly requires close connection with economic needs and economic development, Croatia could her economic identity locate for example as follows :

²⁵ The simplest is that the educational system is organized bid (ie a self-service, and no insight into the needs). In such a system, some educational institutions offer educational services, and people are buying them, and without a clear understanding of individual and social economic benefits of such purchase. In such a system, the problems of costs and benefits at different levels of aggregation, whose share price paid by the national economy.

- 1) MEDITERRANEAN for region and coast located population along with the maritime and industrial orientation;
- 2) CONTINENTAL-CENTRAL EUROPE for the region and the population located in the continental part, with agro-industrial orientation.
- 3) BUSINESS intended for all Croatian regions and population.

The first two identities (Mediterranean and continental-central) stem from the geographic, resource and historical differences (different ways of living and doing business), so that we can speak about different mentalities, which could be economically used. Entrepreneurial identity actually is universal economically, because only businesses and entrepreneurs build a welfare society by creating jobs (economic prosperity). According to the aforementioned economic identities, educational system could be customized. Due to doing business strategies, educational system could be adapted, in accordance with the concept of comparative advantage. For example, profit agriculture continental type with larger arable land is not adequately to educate the coast dominated by debris, like extensive mountainous agriculture is not appropriate in the continental flat part (eg Slavonia). Therefore, in the coast areas should take into account the comparative advantages of the position (shipbuilding, marine, Mediterranean agriculture, building materials industry-because of abundant stone resources, water economy tourism, etc.).

Here in the Mediterranean and Central European continental area can exist common educational base, according to similar development-industrial capabilities, and there also comes to the fore third entrepreneurial identity .

For entrepreneurship development would be important to introduce Entrepreneurship and Entrepreneurship psychology²⁶ basics from the end of primary education, to begin to internalize the culture of entrepreneurship.

Entrepreneurs need maximum operational knowledge, therefore such knowledge and skills (competencies) that can be converted into a money. Specifically, for economic development, especially the development of entrepreneurship should stop looking at the educational activity formalistic and idealistic²⁷, but in a way that the economic category only knowledge that can be transformed into money.²⁸

²⁶ International expert on entrepreneurship, professor. dr. Kiril Todorov from the University of St. Kliment Ohridski Sofia, Bulgaria emphasizes the need for education in the field of psychology of entrepreneurship and according to him, without foregoing, entrepreneurship in practice can work better (source: personal communication).

²⁷ Formalism in the students knowledge do not correspond with the actual necessary operational skills claimed by modern economies and entrepreneurs.

²⁸ In fact the capitalist socio - economic formation, the market economy, humanistic vision of knowledge, where knowledge is value in itself, is replaced by the vision of its ability to create money. Knowledge is what can make money, and how bigger is this possibility, the greater is its value. Following this understanding, knowledge, low and no economic value of knowledge that does not have this ability to exchange or transformation of the generally accepted value. Of course, when buying knowledge (costs related to the acquisition of a diploma) and acquired (learning) is not always easy to determine how much it will be able to create money. It is more difficult due to the fact that there are no measurements and records (eg completion of certain studies on specific faculty , what will be the expected average wage for) in the Republic of Croatia. Therefore, neither the students do not know precisely what to study from an economic point of view, because they have no clear idea how their knowledge can later be cashed. If you do not really know what purchased knowledge obtained, then the structure of demand for educational resources can say that the purchase of knowledge (graduation) actually largely buys and hopes to be able to earn a degree and live, and it may not be rational assumption. In ancient times Socrates had

In this context, knowledge that can be quickly and easily make specified transformation is the most valuable. The second step would be to strategically plan a formal education due to the economic identity defined and there should be defined:

- 1) required profession with regard to the number and structure (educational level).
- 2) levels, levels of formal education considering the number and structure.
- 3) The value orientation or forming economic growth and development culture.²⁹

2.1.2 . Strategic defining quality Croatian educational system and educational products

The quality of education depends primarily on the holders (institutions) education at all levels (educators) whose effectiveness depends mainly on the system of management of human resources in the education system (see Chapter 4) that are fundamentally be reduced to the following :

- The process of selection of students and teachers
- Formation of professionals teachers, scientists;
- Motivating teachers (financially rewarding and socio- economic status);
- Development of teaching staff (permanent learning by forms of informal, non-formal, formal);
- Establishment of appropriate educational characteristics of pupils/students;
- Establishment of an educational system that raises, rewards and gives a clear improvement to the criteria;
- The formation of social culture that respects education, educators as highly valuable, not a marginal activity.

So, if you want quality outcomes, educational system should apply basic knowledge of human resource management in the educational system. In fact, if we accept the concept that human resources are the most important factors of economic development of a society, then the system of human resources in education is crucial for the creation of its quality.

In the context of the desired "knowledge society" inevitably arises the question of quality of educational products (experts/scientists), so this product should satisfy many important criteria, such as (holly, 2007, 96-97):

1. quality educational product would have to be ethical or moral;
2. quality educational product should be theoretically and practically usable;
3. quality educational product would have to be competitive on a national and global education market, market knowledge, market skills;
4. quality educational product would have to be compatible and complementary with the best quality products such international education;

warned Athenian citizens to beware of buying knowledge of the Sophists, because they do not know what they are buying!

²⁹ Croatian economy and society are not only in the economic but also the prepayment crisis and how the author known about the problem, they are very modestly to discuss, much less a recent work on the subject of encouraging the culture of economic development, with the exception of some authors who recently handled securities issues in the context of economic and social development (for example: Bogdanovic, 2013; Bogdanovic, 2013b; Bogdanovic, 2012; Bogdanovic & Ateljevic, 2012; Bogdanovic, 2011).

5. quality educational product had to be at the stage of maturity lifecycle ' live ' at least five to ten years from the time that it is possible to effectively serviced (ie develop innovations, improvements, modifications...extend their life stage of maturity...);
6. quality educational product should be manufactured in the future, for the knowledge society, intelligent society, the welfare society;
7. quality educational product to be measured according to universal global standards (eg according to ISO standards);
8. quality of the educational product must be able to effectively manage;
9. quality of the educational product should and must be able to control.

For these reasons more and more in modern educational systems seek to establish, build and improve quality systems, to control processes between inputs (input values in the educational process) and outputs (the output size of the learning process), which should be systematically linked to economic system.

2.2. Tactical and operational Croatian educational goals

Tactical goals of educational systems follow up the strategic relationships and they are related to establishing a system of human resource management at the system level and its management of such systems in order to operability in each component of the system.

Operating Croatian educational goals build on the strategy and at the level of each entity or educational components of the educational system (eg, elementary, middle, high school, college) should elaborate on two main sections concerning:

- a) defining learning outcomes (cognitive and psychomotor skills, as part of the cognitive competence);
- b) the definition of educational outcomes (values, attitudes and habits) as part of the affective-motivational competencies;
- c) management of human resources in the education system and institutions

2.2.1 . Defining educational outcomes

According to modern educational insights, knowledge and skills are inseparable from the values (cultural basis of what is right and what is wrong with the power of motivational orientations) and knowledge can't be developed independently of the values. Thus, the Anglo-Saxon vocabulary and introduces the word competence (competences) that combines a composite cognitive and value. Holistic education for competence (ability/skill for something) includes valuable knowledge base and knowledge base value. Education is therefore an interactive process that includes both education (acquisition of cognitive knowledge and psychomotor skills and education (acquisition of values, attitudes and habits)), (cf. Pastuović, 1999). It becomes clear that the very process of education in addition to its complexity is very diverse and requires different methods to achieve the objectives established for the acquisition of competencies. In this context, OECD researchs point out four types of knowledge that play an important role in scientific and organized economy which tends Republic of Croatia and its syntagm "knowledge society" (Ph.D., 2000, 197):

- Know what? refers to factual knowledge.

- Know why? refers to the scientific knowledge that is based on natural law as the basis of most industrial sectors that make up the starting point of technological development and technological processes.
- Know how? refers to the qualifications or ability to know something to do, or procedural knowledge.
- Know who? includes information about who knows something about something particular, and who knows how something should be done.

A good framework of educational outcomes offers Bloom's taxonomy of knowledge in addition to the type of knowledge that should be adopted (factual, conceptual, procedural, metacognitive) states and the processes underlying its adoption (memory, comprehension, application, analysis, evaluation, creation-creation) that also need to be educated (cf. www.carnet.hr/obrazovni/spzit/pismeni/teorija/bloom).

A similar but much simpler framework of educational outcomes offers traditional modular hierarchical triangle with the knowledge to be acquired (knowledge of recognition-lowest level, playback, application, and creative/creative application of knowledge-highest level). In addition to the above knowledge, which are discussed in the pedagogical and psychological literature modern economy highlights the essential/basic attitude towards practice (knowledge usable in the economy), the internationalization of education systems (target classes in English as the universal language of science and knowledge) and metacognitive skills, which means that pupils/students should learn how to teach future employees that they are willing and capable of self-study, self-education and self-organization in the concept of lifelong education (cf. Delors, 1998, Lauc, 2000, Zelenika, 2007).

In planning educational outcomes should act prudently with regard to the perceived emergence of different types of educational crises that may affect the realization of the planned educational outcomes (Denzin, 1997 by Foxall, Goldsmith and Brown, 2007, 247) as follows:

- 1) The intellectual crisis that manifests itself as a crisis of representation, respectively models that explain reality are not suitable for specific tasks. Education in any society is the intellectual crisis (due to the requirement of economic development) if the transferred knowledge/skills poorly applicable or not applicable at all to the specific practice.
- 2) The crisis of legality, which is characterized by an unsatisfactory evaluation criteria value of the findings of scientific research. Scientific research through a crisis of legality if the criteria for assessment are set in a way that favored methodologically rigorous works precisely because of its strictness and methodological focus on one paradigm (eg, reductionist that values only research that establishes a simple cause-and- effect relationships between two variables), low-valued works of different paradigmatic forms, interdisciplinary projects or that stands out from the usual way of interpreting the results.
- 3) Practice crisis characterized by insufficient contributions of science in solving even explaining the practical problems. It highlights research approaches that are abstract, fundamental theoretical and practice poorly connected. Such practices than offset research activities clearly discourages scientists-researchers to conduct research applicable application needed to solve a specific problem, ie to improve some aspects of the current socio-economic development. Specifically research in the social sciences should be not only a basic-

fundamental, but also applied and evaluative.³⁰ Economic development should be aware of the existence of the aforementioned crises that could slow down efforts towards the implementation of an imaginary "knowledge society".³¹

Educational outcomes should be designed on the internalization of defined outcomes, and to avoid the educational crisis and the "disease" that can easily grasp its essence.

2.2.2. Education outcomes defining

Education is a term which is organized or deliberate way of affective learning values, interests, attitudes and habits so that they learn the motives, such as values and interests which willing component is getting stronger, and attitudes where strong affective component. (cf. White, C. 1999). Education today is also considered as a key factor for progress and development about what is leading EU country, Germany, talking - a key element in the education and development of modern economies is values orientation (which are actually the core of highly motivated workforce), which means that education can not be reduced to simple transmission of knowledge and functional skills, but also to mediation virtues that have significance in the context of the development of human capital, and relate to, for example: reliability, punctuality and discipline (according to Herzog Ph.D., 2000, 199). The main goal of education is turn internalization values (ie acting on emotional-motivational complex man) who have moral and ethical character. Although increasingly recognizes the importance of moral and ethical for Economic Development (Lauc, 2000, Landes, 2003), there is very little practical guidance for learning and development of moral and ethical skills while at the same time simply presupposes the possession. Also those who need to educate (parents, teachers, key social person and all those who are responsible for the upbringing of young people), don't organized learn how to raise³² other people and their training is mainly based on the transfer of knowledge to teach (cognitive knowledge and psychomotor skills). Due to this perceived deficit of teachers should be trained for the transfer of content to be considered universally desirable and have economic significance.³³

³⁰ Basic (pure) research aimed at improving knowledge, and their primary purpose is to describe the existing world, not change it, so that each utility is irrelevant for the type of research. Applied research (or research policy, action/useful research) seeking to understand current social problems and provide (policy makers) well established instructions for action. Evaluation research (research or evaluation/assessment or social accounting) evaluated the outcomes of specific programs, such as the profitability of a program. The above and on research in the social sciences exceptional clarity manual explains the design of research plans and social measurements (Miller, 1991).

³¹ For these crises a bit humorous work "Lagad Academy and its successors" with regard to Croatia scientific reality/practice by the deceased academician Ivo Perišin (2005).

³² How to raise, it is difficult philosophical question, and much depends on the values that are desirable in society. If the society for survival or normal life individuals need a certain amount of immoral behavior, should people accordingly to that learn others to be like that? If the status in life largely depends on flattery boss, and you should educate young generations in the spirit of this or not? This paper does not address these aporias, but it is assumed that the core values of absolute and universal categories that should be represented timeless in all cultural contexts.

³³ About this here will not elaborate in detail because of the alleged author of the work reported in „Adaptation of Croatian cultural climate for economic development" (Bogdanovic, 2011) and "How to get more integrity in managerial behavior? The role of morality in learning management morale crisis condition" (Bogdanovic, 2013). It is about the internalization of economically important values such as discipline, diligence, patience, orderliness, thrift, honesty, initiative, urgency, initiative, efficiency (Landes, 2003), the fundamental values of scientific management: survival, success, health, happiness (Luksic, 1995) and basic humanities (spiritual) values: right action, truth, love, peace, non-violence (Zanko, 2005).

2.2.3. Human resources management in educational system and institutions

Human resources in education are key determinants of creating quality human resources in the economy and other social activities. Therefore, this area should be given to exceptional (strategic) attention. According to research Pastuović and Stancica, they came to the conclusion that there does not exist a complete care for human resources, and educational institutions do not have sufficient work in this area (Faculty, 2006, 62). In order to achieve the economic goals of human resource management, in education should be provided adequate number of educators and their respective competences, set them in the right jobs, develop and motivate. The stated aim of education should implement the following functions of management of human resources:

- Strategic management of human resources-linked economic and social educational needs with its performance. This could be the task of the Institute for Education Planning;
- Planning the required number and structure of employees in education. Apart from mere planning should be carried out and the rehabilitation of deficits, surpluses and maintenance personnel with regard to natural flows;
- Analysis of the design of jobs and places in schools. According to the work that needs to be done, to determine the positions and meaningful shape them (productivity and quality);
- Recruitment, selection and introduction of meaningful work at the position (the principle of professional orientation and affinity);
- Assessment and evaluation of impacts, motivating, rewarding performance at work. The tracking system, encouraging, evaluation criteria and achievements Compliant rewarding;
- Education and development of educators. In accordance with the needs of the economy and the ways of the community and educators to educate and develop. You should solve the question of their training, professional development and advancement;
- Create appropriate organizational climate and culture in educational institutions (creating psychosocial, material and legal conditions that will affect the motivation and incentive to refer people to the collective work). This can be considered as a measure of achievement of other functions of human resource management);
- Labor relations and status issues (level of stability, security job in education in order to promote the achievement of work commitments);
- Other functions of human resource management (protection and improvement of living and working conditions, safety and occupational health, health care, pension and disability insurance, social protection, rights, standard of care for personnel, recreational and cultural needs, a variety of services to employees (benefits)).

Achieving quality education system depends primarily on the smooth functioning of HRM in education. Investing in this key resource education should be treated without long term in order to achieve its full potential and impact.

3. Diagnosis of croatian educational system with recommendations of improvement of individual segments

Planning of education for economic purposes should start from the diagnosis of the condition, or present state of competitiveness of Croatian workforce. According to research by the Institute of Public Finance (Bejaković & Lowther, 2004) labor force in Croatia does not have the necessary knowledge, skills and expertise to achieve the overall competitiveness in the production of goods and services, so competition in the EU market. Identify the shortcomings of the educational system in terms of the focus on factual knowledge, a lack of focus on

problem solving, neglected life-long education, insufficiently effective public administration and the unfavorable ratio of labor productivity and its cost in comparison with similar economies. Today, instead of merely memorizing material by the Austro-German model, people seek self-analytical and critical thinking and deduction, an innovative approach and the focus on analytical capabilities, seeking and selecting information, clarification of problems, formulating hypotheses, validation and assessment of the evidence and finding solutions (Bejaković, 2004, 3).

In short, what the educational system seeks of students is not in compliance with the industrial and social needs. Uncompetitive Croatian workforce is seen in insufficient level of social capital, the lack of trust in society (poor cultural climate for development) unsatisfactory level of innovation and entrepreneurship in society, lack of rule of law, widespread and entrenched corruption and present informal economy, relatively expensive labor force (with respect to the relationship between wages and productivity), wasteful/inefficient state, unprofessional and incompetent public administration (Bejaković, 2004, 3-4).

From the findings of empirical research competitiveness of the labor force in the Republic of Croatia the Croatian employee is in his forties, unqualified, no mobile and no further educated, which was contrary to the Croatian managers (their competitors employees are young, educated, willing to learn, hardworking, persistent, ambitious). Most competitive proved to be highly educated, with flaws as well as in vocational education: poor management skills to others, working on the computer and foreign language skills (Pološki-Vokić & Frajlić, 2004, 73).

There has been a significant increase in the youth unemployment rate (the share of economically active 15-24 year) in recent years in the EU, which accounted for nearly one fifth of total unemployment, and these trends are present in Croatia. The relative position of young people in Croatia even more exacerbated during the recession. Despite the fact that young people are better educated than previous generations, it is clear that youth unemployment in most EU countries, more than twice the average unemployment rate of the total population, and RH recorded similar trends. One of the main causes of the problem are derived from the mismatch of the education system and labor market needs. Within the EU presence in recent years, certain changes were caused by the increasing flow of people, and migration, as well as due to a number of reforms (eg. pension, health care and school and education). In Croatia, a special problem is the mismatch of higher education system and the labor market, which indicates a questionable enrollment policy in the higher education system. Therefore the link between education and the labor market in recent times has increasing interest.

The quality of Croatian education system results showed the following: In preschool education, less than one-third attend kindergartens, which is important in the context of early childhood education and future workforce. In primary and secondary education is the focus on factual knowledge and passive learning, does not allow the acquisition of high-level technical, technological and social knowledge, expertise and skills in a competitive economy. Croatian textbooks are generally unsuitable for the subjects and skills that should serve. Teachers' salaries are low, and the social status is poor. This is the first result of the relatively low investment in education (she was in Croatia at the level of 3% for education, for science 0.9% according to Jašić, 2000, and according to the Strategy for Education, Science and Technology 2013th allocations for higher education are currently among the lowest in Europe,

amounting to 0.73% of GDP³⁴), what else is a result of the low valuation of the teaching profession in the general population.

In higher education, the programs are not well aligned with the needs of the labor market. Teachers are generally of poor quality, especially in terms of teaching methods and assessment. In the field of lifelong learning, participation rate is very low, especially in comparison with the EU countries, so employees can not adequately keep pace with technological advances or changes in the workplace (Lowther, 2004, 18-20). Also there is missing or is delayed education for entrepreneurship as well as the education of elementary knowledge about the realization of his own existence, which is particularly important in terms of the capitalist socio-economic formation characterized by cyclical and therefore intermittent unemployment. On the basis of this condition can be diagnosed provide basic (principal) recommendations for improvement:

- Croatian educational system is desirable to transform to be more demand and less supply driven (due to the problem of surpluses and shortages in staff structure);
- More educate values, attitudes and habits (education accountability) especially from preschool age in the primary system;
- The material basis of education (status educators) can be solved in a way that the same funds paid by a small number of people in the state and/or public administration, or to raise funds intended for education;
- Improve the general culture and attitudes towards the education of successful examples, information and educational programs;³⁵
- Organise a good system of management of human resources in the education system;
- At all school levels set standards of educational outcomes, for which the responsibility should be twofold: a) to institutions (who has completed a specific program should have some clearly defined skills and knowledge as well as value orientations), b) students should be accountable for their results, and award-winning target outputs (problem-solving skills, creativity, initiative), then the system should be regulated according to relevant criteria for economic development;
- Increase coverage of preschool education, informing the public about the importance of early education;
- Croatian educational system is corrected according to the results of international tests of knowledge;
- Organise a system of management of human resources in the education system.
- Organise a new system for determining, coordinating and controlling the entry quotas to higher education institutions in Croatia. The enrollment quotas in higher education in Croatia in recent years, reflecting to a large extent a wish list of higher education institutions and not the demands of the labor market for certain profiles of highly educated professionals. The consequence of such an enrollment policy has led to the fact that several colleges enroll more students in relation to the current needs of the labor market for these profiles. Primarily it is socially-humanities, while on the other side of the faculties of natural sciences and engineering graduates are in high demand enroll a relatively small number of students from the needs of the labor market

³⁴ A draft framework of Education, Science and Technology, p. 112 Free to Dalmatia, a part of spectrum of 23 11th 2013th, p. 11th author Professor Alexander Jakir, Dean of the Faculty of Philosophy in Split.

³⁵ For example, "Business Club" HTV and "Knowledge Capital" at the Business TV. Unfortunately the RC TV show "Business Club" and the TV business, which according to the author had good economic and business educational role are revoked.

- The introduction of the concept of flexicurity changing labor legislation , active labor market policies and social security systems, and ensuring conditions for lifelong learning. Nekonkuretnost and labor market rigidities to reduce the number of existing jobs and narrow the space for new employment. In recent years, the labor market is increasingly used the concept of flexicurity, which in simple terms means simultaneous flexibility and job security. Flexicurity model was first introduced in Denmark. This is a new concept in the labor market that combines the flexibility of the labor market and a high degree of social and income protection and protection in employment. Simply said, it is a combination of easy hiring and firing (flexibility for employers) and high benefits for the unemployed (security for workers). Flexicurity policy for each country the issue of consensus among the major stakeholders in the labor market, where the main actors of the social partners. From this standpoint, flexicurity is a result of social dialogue and therefore can be expected to have different characteristics. Flexicurity policy unites the areas of labor law, the active employment policy, social security systems and lifelong learning. These four areas of action should define the system of flexicurity to job security has changed in the security of employability. The struggle for security should be kept in the background. Security workers now depends on their knowledge and skills , so the trade union should fight to ensure the conditions for lifelong learning and appropriate social protection in today 's increasingly frequent periods of unemployment and job search.
- Attitudes and educational culture should improve constantly informing, educational programs, but also good examples of successful individuals and organizations.
- In the context of economics crisis and unemployment, which is a permanent problem of the capitalist economy, it should promote the training of elementary knowledge about the realization of his own existence, to pupils/students (and perhaps since the end of primary education, but certainly in Secondary Education) to meet with basic elements of entrepreneurship and personal finance (Bogdanovic, 2009);
- Since the purpose of educational quality desirable weigh the international dimension of the Croatian educational system is to create good preconditions to be working on the international exchange of students, students and teachers , in order to facilitate the transfer of knowledge from abroad and to become as efficient users of international (global) scientific and technological achievements³⁶.

4. Conclusion

For economic development due to increasing process of "mental globalization", formal education becomes increasingly important system, which we need to focus on strategic and tactical-operational level for increasing the desired economic effects. The answer to the basic questions of the educational system: what, how and for whom to educate can be answered:

³⁶ However, it should be said also that in the context of developing critical thinking should not be any "blind beggars" (without critical analysis) to accept everything that comes as an idea or a solution from foreign educational milieu. The good elements of the existing system (power) is useful to retain and build on the good elements from abroad and weaknesses and deficiencies corrected. The bad can be a fashionable trend and uncritical thinking that the only courses in English quality mark, because the psychological fact just the opposite, that is, in their native language best thinking (since the depth of information processing, which is associated with early learning when the fastest learner, as long ekspozije native language, the man owns the largest aperceptivnu mass in his nervous system , and is thus physiologically predisposed to best thinking , understand and teach in that language. Therefore, education in the mother tongue can not be considered less valuable and effective, but the opposite. Only knowledge has the power to differentiate (good from bad), and ignorance is not anything different (paraphrase the late Professor. PhD. Ante Fulgosija).

- I. need to educate in the context of support for economic development, hence the educational system is important for national economic identity;
- II. The desired educational outcomes are defined cognitive skills and values attitudes and habits (defined competencies for economic development);
- III. Educate for specific socio-economic sectors (not just the abstract user) and specific professions, primarily for the purposes of the local socio-economic development, and secondarily for global development, namely the development of other companies continents and humanity (civilization) in its entirety.

Work has developed basic adjustments proposals of educational system for Croatian economic development and proposes:

a) STRATEGIC ADJUSTMENT OF EDUCATIONAL SYSTEM - refers to the formation of Croatian economic identity: Mediterranean, continental-central European identity and its compliant educational identity; strategic planning training through the Institute for educational planning and realization of quality education by organizing strategic management of human resources at the Croatian educational system.

b) TACTICAL-OPERATIVE ADJUSTMENT OF EDUCATIONAL SYSTEM - refers to the formation of human resources management in the educational system and all components of the educational system. In such a framework is particularly important to define the operational knowledge and skills for economic development as well as factual, procedural, scientific heuristic, coping skills and effective use of information, values, attitudes and habits for economic development, such as: discipline, diligence, patience, orderliness, thrift, honesty, initiative, urgency and efficiency.

In work was carried out and a basic analysis of the Croatian educational system and on the basis of this condition diagnosed and given basic (principal) recommendations for improving its overall:

- Croatian educational system is desirable to transform to be more demand and less supply driven (due to the problem of surpluses and shortages in staff structure);
- More educate values, attitudes and habits (education accountability), especially from preschool age in the primary system;
- The material basis of education (educator status) can be solved in a way that the same funds pay less people in the state and/or public administration, or to raise funds intended for education;
- Improve the general culture and attitudes towards the education of successful examples, information and educational programs;
- Organise a good system of management of human resources in the education system;
- At all school levels set standards of educational outcomes, for which the responsibility should be twofold: a) to institutions (who has completed a specific program should have some clearly defined skills and knowledge as well as value orientations), b) students should be accountable for their results, and award-winning target outputs (problem-solving skills, creativity, initiative), then the system should be regulated according to relevant criteria for economic development;
- Increase coverage of preschool education, informing the public about the importance of early education;
- Croatia should be actively involved in international PISA tests of knowledge, and on the results make corrections. Specifically the results of the PISA international tests of students in all

categories 2013., especially in the field of mathematical literacy are ranked below average Croatia examined 65 countries around the world;

- In the context of economics crisis and unemployment, which is a permanent problem of the capitalist economy, it should promote the training of elementary knowledge about the realization of his own existence, that pupils/students (and perhaps since the end of primary education, but certainly in Secondary Education) meet with basic elements of entrepreneurship and personal finance;

- Strive for the international dimension of the Croatian educational system and create conditions to strengthen international exchange of pupils, students and teachers.

In this way could Croatian formal educational system successfully adapt to the educational field (education and training) for the economic challenges of the 21st century, with strategic and tactical operational adjustments and thus create human capital that will be a carrier of the future of the local economic development.

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