

Why still **ČEMU JŠ**
OBRAZOVANJ education

Međunarodna konferencija / **International conference**

Čemu još obrazovanje? / **Why still education?**

Kovačica, 6-8. Jun/e 2014.



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Organizacioni i programski odbor / Organisational Board and Program Board

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Čemu još obrazovanje ? (vizija konferencije) /

Konferencija *Čemu još obrazovanje?* zamišljena je kao otvoreni naučni forum koji će doprineti promišljanju i razvoju obrazovnih strategija, omogućiti prostor razmene iskustava i znanja i podstaći na plodotvorno iskušavanje postojećih obrazovnih praksi. Namera Konferencije je da na jednom mestu okupi teoretičare obrazovanja različitih provenijencija i orijentacija (filozofe, sociologe, pedagoge, andragoge, psihologe, politikologe, antropologe, istoričare, stručnjake za upravljanje obrazovnim sistemima), kao i obrazovne praktičare (nastavnike, autore udžbenika, inicijatore dopunskih obrazovnih aktivnosti, predstavnike alternativnih obrazovnih programa). Budući da treba da poveže istraživače i praktičare iz disciplinarno različitih oblasti istraživanja, kao i iz različitih kulturnih sredina, konferencija bi obuhvatila (mada se ne bi nužno i iscrpela u) tri tematske celine: "Istorija i teorije obrazovanja", "Obrazovanje u tranziciji" i "Nastavnik na sceni".

Istorija i teorija obrazovanja. Poželjno je promišljanje svrha i delotvornosti obrazovanja, problema institucionalizacije obrazovanja i obrazovnih politika, pitanja statusa i dometa, smisla i funkcije obrazovnog preduzeća, obračuna dobitaka i gubitaka, nužnosti i izlišnosti obrazovnih zahvata, analiziranje karaktera i vrsti obrazovnih poduhvata. Posebna pažnja biće posvećena priložima koji tematizuju ustanovu škole u svetlu investiranja u njen emancipatorski potencijal i njene već hronične krize: priložima koji preispituju organizaciju razredne nastave i modele univerziteta, detektuju egalitarne i diskriminativne dimenzije obrazovanja, ukazuju na aporije obaveznog, opšteg i stručnog obrazovanja, obrazovanja dece i obrazovanja odraslih, obrazovanja za poziv i neprekidnog obrazovanja, univerzalnog obrazovanja i obrazovanja osetljivog na kontekst, imperijalizma i tradicionalizma obrazovnih sadržaja i tako dalje. Pristupi ovim pitanjima mogu uključivati antičke, srednjevekovne i moderne obrazovne koncepte (*paideia*, *Bildung*, samo-obrazovanje), a mogu imati u vidu i vrlo aktuelne sporove oko

Why Still Education ? (conference vision)

Why still education? conference is conceived as an open forum for reflection on and development of educational strategies, which will provide the space for the exchange of experiences and knowledge, and encourage challenges to the existing educational practices. The purpose of the conference is to gather in one place researchers of education in the fields of philosophy, sociology, pedagogy, andragogy, psychology, political theory, anthropology, history, and experts in education management, as well as practitioners: teachers, textbook authors, initiators of supplementary educational activities, representatives of the alternative educational programs, etc. Since it aims to connect researchers and practitioners from various disciplinary and cultural areas, the conference will include three thematic domains: "History and theories of education", "Education in Transition", and "Teacher on the Stage".

History and theories of education. Within this domain we would wish to reflect on the purposes and effectiveness of education, problems of institutionalisation of education and education policies, the issues of the status, scope and function of educational enterprise, its gains and losses, necessity and redundancy of educational operations, as well as the analyses of character and types of education. Special attention will be given to contributions which focus on the institution of the school in the light of investments into its emancipatory potential and its already chronic crises: contributions that question organisation of class teaching and models of university; detect egalitary and discriminatory dimensions of education; point to aporias of compulsory, general and vocational education, education of children, adult and life-long learning, universal and contextual education, imperialism and traditionalism of educational content, etc. Approaches to these issues may include educational concepts from classical antiquity, Middle Ages and Modern age (*paideia*, *Bildung*, self-education), or may follow the present-day controversies around the Bologna process, PISA

primene Bolonjske deklaracije, uspeha na PISA testu, zahteva postavljenih tokom studentskih protesta i slično.

Obrazovanje u tranziciji. Druga tematska celina je hotimice (najmanje) dvoznačna. S jedne strane ona naslovom referiše na regionalni kontekst postsocijalističkih zemalja: pre svega samostalnih država nastalih raspadom bivše Jugoslavije, ali i susednih zemalja – Bugarske, Mađarske, Rumunije i Albanije – koje baštine zajedničko nasleđe političkih i obrazovnih režima. Promene socijalističke paradigme obrazovanja i prelazak na nešto drugo, za šta nije uvek jasno da li se ravna isključivo prema merkantilnim uzusima, apstinira od svake ideologije ili počiva na nekoj novoj ideologiji, poželjno je da se izloži i problematizuje u vidu studija slučaja ili na način uporedne analize. S druge strane, obrazovanje je neminovno u „tranziciji“ i kad ona nije politički uslovljena: postindustrijska i, sada već, postinformatička društvena stvarnost transformiše lik i zadatke obrazovanja, nove tehnologije dovode u pitanje i prirodu i vrednost „klasičnog“ znanja, a globalna perspektiva (ili perspektiva globalizacije) čini se da zahteva drugačije pristupe, ako ne i kompletnu (re)konstrukciju društvenog (pod)sistema obrazovanja u skladu sa svojim potrebama. Verujemo da je i inspirativno i produktivno tematizovati ova kretanja.

Nastavnik na sceni. Treća tematska celina posvećena je neposrednoj prosvetnoj akciji i pitanjima koja su samo naizgled čisto didaktička. Ona bi prevashodno problematizovala obrazovni „prenos“ znanja i veština i, posebno, uloge učesnika u tom procesu. Očekuje se da naročita pažnja bude posvećena preispitivanju (ne)udobne pozicije nastavnika kao „funkcionera znanja“ koji generiše (ne)zadovoljstvo učenika/studenata. U tom sklopu, poželjno je ne samo ukazivanje na moguće inovativne momente i metode u nastavi, nego i *pokazivanje* alternativnih modela učenja: ogledne radionice i demonstracije novih pristupa, pokazne vežbe, obrazovni projekti, makar su jednako dobrodošli kao i teorijske elaboracije njihovih osnova i učinaka.

test, requirements brought out during the students' protests etc.

Education in Transition. The title of the second domain is purposely ambiguous. On the one hand, it refers to the regional post-socialist context, primarily of successor states of Yugoslavia, but also of its neighbouring countries – Bulgaria, Hungary, Romania, and Albania – that share common political and educational legacy. The shift in socialist educational paradigm brought transition to something whose name and content is yet to be determined, because it is not clear if it conforms only to mercantile criteria, if it abstains from any ideology or rests upon a certain new ideological matrix. Case studies and comparative analyses of this transition would be desirable. On the other hand, education itself is inevitably “in transition” even if it is not politically conditioned: post-industrial and now already post-information age transforms the idea and the tasks of education, new technologies question both nature and value of “classic” knowledge, and global perspective (or perspective of globalisation) seems to require different approaches if not a total (re-)construction of the social (sub-)system of education. It is our belief that these motions may be inspiring for a productive exchange.

Teacher on the Stage. The third thematic domain is devoted to the immediate educational action and issues which are purely didactic only on the surface level. We seek to problematise educational “transfer” of knowledge and skills, and especially the role of the participants in this process. Special attention will be given to the examination of the (un)comfortable position of a teacher as a “functionary of knowledge” who is able to generate (dis)satisfaction of pupils/students. Within this domain, we seek to gather innovative moments and methods in teaching processes, and also to *present* alternative models of learning: experimental workshops, demonstration of new approaches and educational projects are equally welcome as theoretical elaborations of their foundations and effects.



**Program
konferencije /
Conference
Program**

**Petak, 6. Jun 2014. /
Friday, June 6, 2014**

14:00 – 16:00

Dolazak, registracija i smeštaj učesnika /
Arrival, registration and accommodation
of participants

16:30 – 16:45

Otvaranje konferencije i pozdravni govori /
Opening ceremony and welcoming address

16:45 - 19:00

Plenarna sesija 1 /
Plenary Session 1 (English & BHS)

Perspectives of world education? / Perspektive svetskog obrazovanja?

Dipannita Datta,

‘Open-Education’:
A Challenge to Education in Transition /
‘Otvoreno obrazovanje’:
izazov obrazovanju u tranziciji

Michaela Schulze,

More Benefits for Education and Participation?
The German Educational Package and the cur-
rent Discussion about Social Inequality /
Više koristi za obrazovanje i povećanu partici-
paciju? Nemački obrazovni paket i aktuelne
rasprave o društvenoj nejednakosti

Imtiaz Ahmed,

Water Education: Securing the Future /
Obrazovanje o vodi: kako da obezbedimo
budućnost?

Marija Sakač, Saša Marković, Mia Marić,

Obrazovanje u uslovima tranzicionih promena u
zemljama balkanske regije /
Education in Conditions of transitional Changes
in the Balkan Region

Rasprava / Discussion

oko / around **18:00**

Pauza za kafu / Coffee Break

19:30 to 22:00

Večera (etno motivi) /
Dinner (traditional motifs)

**Subota, 7. jun 2014. /
Saturday, June 7, 2014**

10:00 – 11:45

Paralelna sesija A1 /
Parallel session A1 (English)

Philosophy of Education: Philosophy and/or Education / Filozofija obrazovanja – filozofija i/ili obrazovanje

Marjan Šimenc,

Philosophy and the Therapy of Education /
Filozofija i terapija obrazovanja

Aleksandra Maksić,

International Philosophy Olympiad as a
Community of Free Thinkers /
Međunarodna filozofska olimpijada kao zajed-
nica slobodnih mislilaca

Janez Vodičar,

Paolo Freire’s Concept of Conscientization and
Archetypal Reflectivity by Clifford Mayes /
Freireov pojam konscijentizacije i arhetipska
refleksivnost Kliforda Majesa

Rasprava / Discussion

10:00 – 11:45

Paralelna sesija B1 /
Parallel session B1 (BHS)

Učionica, udžbenik, učenik / Classroom, Textbook, Pupil

Aleksandra Ilić Rajković,

Učionica iz Lovrakove radionice /
The Classroom out of Lovrak’s Workshop

Snežana Bisenić, Ratomir Milikić,

Kreiranje udžbenika istorije za osnovne škole u
dvadesetprvom veku – izazovi i problemi /
Designing History Textbooks for Primary
Schools in the 21st Century – Challenges and
Problems

Ljiljana Marković, Marko Božović,

Autonomija učenika u nastavi japanskog jezika /

The Autonomy of Pupils in the Teaching of Japanese Language

Rasprava / Discussion

11:45 – 12:15

Pauza za kafu / Coffee Break

12:15 – 14:00

Paralelna sesija A2 / Parallel session A1 (BHS)

Vrednost(i) obrazovanja: teorijski projekti i projekcije / Value(s) of education: Theoretical Projects and Projections

Aleksandar Dobrijević,

Epikurejska koncepcija obrazovanja / The Epicurean Concept of Education

Nebojša Grubor,

Hajdegerovo shvatanje suštine univerziteta / Heidegger's Understanding of the Essence of the University

Adriana Zaharijević,

Klasno oblikovanje građana nejednakim obrazovanjem / Class Mould of Citizenship by Unequal Education

Jelena Đurić,

Tranzicija obrazovanja / Transition of Education

Rasprava / Discussion

12:15 – 14:00

Paralelna sesija B2 / Parallel session B1 (English)

Teaching against Discrimination / Nastava naspram diskriminacije

Tunde Adeleke,

Martin R. Delany's Philosophy of Education / Filozofija obrazovanja Martina R. Dilejnija

Elisabeth Plate,

Inclusion and Standardisation in Education – Consequences for the Roles of Teachers /

Inkluzija i standardizacija u obrazovanju – posledice po ulogu nastavnika/ce

Zoran Velkovski, Elena Rizova,

Social Dialogue and Partnership in Vocational Education and Training / Socijalni dijalog i partnerstvo u stručnom obrazovanju i obuci

Rasprava / Discussion

14:00 – 15:00

Ručak / Lunch

15:00 - 17:30

Slobodne aktivnosti, fakultativni obilasci, relaksacija / Free activities, Optional Tours, Relaxation

17:30 - 20:00

Plenarna sesija 2 / Plenary Session 2 (English & BHS)

Naturalisation of the Foreign / Odomaćenje stranog

Grupa 484 / 484 Group,

Mi i oni drugi / We and the Others (Vođenje kroz izložbu jednog obrazovanog programa / Guided Tour through the Exhibition of an Educational Program)

Mehmet Mart, Zeynep Duran Karaoz,

Ismail Karaoz,
Preschool Teachers' Perceptions of Teaching English as a Foreign Language in Early Years' Settings / Zapažanja vaspitača o učenju engleskog kao stranog jezika u ranom uzrastu

Milica Jotov,

Periodicals as Indispensable Educational Materials for Teaching Japanese Language / Periodika kao nezamenljiv nastavni materijal za učenje japanskog jezika

Marjike Hoftijzer,

The Green Lyceum / Zeleni licej

Rasprava / Discussion

oko / around 18:45
Pauza za kafu / Coffee Break

20:30
Večera / Dinner

**Nedelja, 8. jun 2014. /
Sunday, June 8, 2014**

10:30 – 11:30
Plenarna sesija 3 / Plenary Session 3 (BHS)

Obrazovanje i rod / Education and Gender

**Jelena Čeriman, Nađa Duhaček,
Ksenija Perišić,**

Rodno zasnovano nasilje u osnovnim i
srednjim školama u Srbiji /
Gender-based Violence in Primary and
Secondary Schools in Serbia

Daša Duhaček , Dragana Popović,
Odgovornost visokoškolskog obrazovanja u
Srbiji danas: rodna perspektiva /
Responsibility of Higher Education in Serbia
Today: a Gender Perspective

Dijana Subotički,
Održivost rodni studija na Univerzitetu u
Novom Sadu: 2003-2013 /
Sustainability of Gender Studies at the
University of Novi Sad: 2003-2013

11:30 – 12:00
Pauza za kafu / Coffee Break

12:00 – 13:00
Plenarna sesija 4 /
Plenary Session 4 (BHS & English)

Završna rasprava i zatvaranje konferencije / Closing Discussion and closing of the Conference

Gazela Pudar Draško, Predrag Krstić,
Čemu još obrazovanje: retrospekcija i inspekcija
/ Why Still Education: retrospected & inspected

Rasprava / Discussion

13:00 – 14:00
Ručak / Lunch

14:15
Organizovani polazak učesnika za Beograd /
Organised departure of participants to Belgrade



**Rezimei izlaganja /
Paper abstracts**

Martin R. Delany's Philosophy of Education

The debate on the right approach to education for Blacks in America has been a consistent theme in American history. From time immemorial leading Blacks debated and advanced conflicting theories on the appropriate education that would further the cause of Black liberation. Some argued passionately for liberal education (Classical Education) as the means for producing the kind of intelligentsia that would lead the Black struggles. Others argued for a more practical approach to education; one that would instill knowledge of practical skills for "making a living." Martin Delany (1812-1885) was one of the leading activists of the 19th century Black struggles whose ideas on education influenced future generations of American educators such as Booker T. Washington. Delany's philosophy of education engaged both the debate between liberal and practical education, and a gendered perspective that addressed the importance of female education. He argued passionately for linking female education to the overall progress of the Black community and success in their struggles. Thus, he could be regarded as a pioneer feminist educator. This paper is an examination and analysis of Delany's philosophy of education, a subject that has not received any scholarly attention, particularly in the field of Education.

Key words: Martin R. Delany, Black liberation, liberal education, practical education, female education, nineteenth-century America

Filozofija obrazovanja Martina R. Dilejnija

Rasprava o pravom pristupu obrazovanju za crnce u Americi predstavlja prepoznatljivu temu američke istorije. Vodeći crnci su od pamtiveka raspravljali i razvijali sukobljene teorije o prikladnom obrazovanju koji bi unpedilo cilj njihovog oslobođenja. Neki su strastveno zastupali liberalno obrazovanje (klasično obrazovanje) kao sredstvo za proizvodnju one vrste inteligencije koja bi predvodila borbu za prava crnaca. Drugi su zastupali praktičniji pristup obrazovanju, pristup koji bi usadio znanje onih praktičnih veština kojima bi se „zaradilo za život“. Martin Dilejni (1812-1885) je bio jedan od vodećih aktivista devetnaestovekovne borbe crnaca. Njegove ideje o obrazovanju uticale su na buduće generacije američkih edukatora, između ostalih i na Bukera T. Vašingtona. Dilejnijeva filozofija obrazovanja se angažovala kako u raspravi između liberalnog i praktičnog obrazovanja, tako i oko rodne perspektive koja je obratila pažnju na značaj obrazovanja žena. On se strasno zalagao za povezivanje obrazovanja žena sa ukupnim napretkom zajednice crnaca i uspehom njihove borbe. Tako se on može smatrati pionirovom feminističke edukacije. Ovaj rad predstavlja ispitivanje i analizu Dilejnijeve filozofije obrazovanja, teme koja nije dobila nikakvu pažnju naučnika, posebno ne naučnika iz oblasti obrazovanja.

Ključne reči: Martin R. Dilejni, oslobođenje crnaca, liberalno obrazovanje, praktično obrazovanje, obrazovanje žena, devetnaestovekovna Amerika



Water Education: *Securing the future*

Some sixteen years back in 1997 Ashis Nandy, Ajaya Dixit and I, while writing what probably must have been the first South Asian manifesto on the politics and knowledge of water, came to the following conclusions:

Till now, the approach to water management and water development has been fragmentary. Not only has it dealt with sea, river and groundwater separately, it has been 'land-centric'. Water management, we believe, should centre around water; it must be based on the recognition of the wholeness of water and its intrinsic function in nature. A comprehensive view also demands critical interventions in the curricula at all levels of education. The principal challenge is, therefore, to integrate the global and the local, to alter the structure and nature of current decision-making models, and the educational context within which they are generated, not only to accommodate a plurality of views, but also to generate options that would reflect the larger reality of water in nature and human society. The transition towards a more secure future for water begins with participatory, consensus-seeking, democratic, accountable governance.

Nothing much has changed since then.

Water education in South Asia, whether at the primary, secondary or tertiary levels, still remains marginal and fragmentary. Two factors seem to have contributed to this. First, the hegemony of science over social science. This becomes apparent with respect to our understanding of water, for instance, when it is viewed only in terms of its chemical composition, that is, H₂O (twice hydrogen plus oxygen), without querying about its relevance in our society and in everyday use.

A decade back Ajaya Dixit and I redefined water from the standpoint of social science and called the composition H₂OP₄, that is, twice hydrogen plus oxygen *plus* pollution, power, profit and politics. In fact, one can get H₂O only

Obrazovanje o vodi: *Kako da obezbedimo budućnost?*

Pišući verovatno prvi južnoazijski manifest o politici i znanju o vodi pre nekih šesnaest godina, 1997. godine Ašis Nandi, Adžaja Diksit i ja smo došli do sledećih zaključaka:

Do sada je pristup rukovođenju vodom i razvoju vode bio samo fragmentaran. Ne samo da se morima, rekama i nadzemnim vodama nije pristupalo kao pojedinačnim fenomenima, već je čitav pristup bio „kopno-centričan“. Rukovođenje vodom treba u svom središtu da ima vodu; mora biti zasnovano na priznanju njene zaokruženosti i njene intrinzične funkcije u prirodi. Takav obuhvatan pogled takođe zahteva kritičke intervencije u nastavnom planu na svim nivoima obrazovanja. Ključni izazov se stoga odnosi na integrisanje globalnog i lokalnog, na promenu strukture i prirode postojećih modela odlučivanja i obrazovnih konteksta koji ih generišu, i to ne samo zato da bi se omogućilo mnoštvo različitih perspektiva, već i da bi tako nastale opcije koje će odražavati širu stvarnost vode u prirodi i ljudskom društvu. Uvođenje bezbednije budućnosti za vodu počinje participativnim, konsenzualnim, demokratskim i odgovornim upravljanjem vodom.

Od tada se nije mnogo toga promenilo.

Obrazovanje o vodi u južnoj Aziji, na svim nivoima, i dalje ostaje marginalno i fragmentarno. Tome su doprinela dva faktora. Prvo, hegemonija prirodne nad društvenom naukom. To postaje očigledno kada razmotrimo kako razumemo vodu: na primer, posmatramo je samo u svetlu njenog hemijskog sastava, to jest kao H₂O (dva hidrogena plus vodonik), ne ispitujući njen značaj za naše društvo i za svakodnevnu upotrebu.

Deceniju ranije, Adžaja Diksit i ja smo redefinisali vodu iz perspektive društvene nauke, opisujući njen sastav kao H₂OP₄, to jest dva hidrogena plus vodonik *plus* zagađenje (*pollution*), moć (*power*), profit i politika. U stvari, H₂O se

in the laboratory; outside the laboratory the social science meaning of water is more real and relevant. Not exposed to such societal meaning of water, young minds dilute the importance of water from the beginning and keep reproducing the diluted version even when becoming adult to the neglect of water itself.

Second, developmentality. The craze for 'land-centric' development cannot be denied. Indeed, it has come to a level that critics now humourously point out that when an engineer is brought to a river, s/he cannot think anything else other than building a bridge! Disciplinary obsession could be the reason, but there is no denying the fact that modern education nurtured a precise 'mentality' which privileged the land over water. Europe's geomorphology and the geopolitical thrust of colonialism could be responsible for this, but in places and regions where there is either surplus or deficit of water the privileging of land over water could only limit the potentials of water-centric development. With the 'mind' colonized, indeed, dazzled by modernity's appetite for land, post-colonial societies, including South Asia, continue to ignore water in development, from transportation, tourism to building housing infrastructure. It is in this context, *water education*, from primary to tertiary levels, becomes vital to secure a better future. After all, as Immanuel Kant once wrote, "Human is the only being who needs education." And that is precisely the reason 'why still education' is so relevant. The paper will examine this issue further.

Key words: water, education, science, land-centrism, South Asia

može dobiti samo u laboratoriji; izvan laboratorije je značenje koje vodi daje društvena nauka stvarnije i značajnije. Budući da nisu izložena takvim društvenim značenjima vode, mladi umovi od samih početaka umanjuju važnost vode i nastavljaju da reprodukuju to shvatanje u zrelosti zanemarujući vodu.

Drugo, pitanje razvoja. Zaslepljenost „kopno-centričnim“ razvojem ne može se poricati. Uistinu, došlo je do toga da kritičari sada šaljivo ukazuju na to da kada neko stručno lice poseti reku ono ne može misliti ni na šta drugo osim kako da izgradi most! Disciplinarna opsesija mogla bi se navesti kao razlog za to, ali je nemoguće poricati činjenicu da moderno obrazovanje gaji upravo takav „mentalitet“ koji privileguje kopno nad vodom. Evropska geomorfologija i geopolitički pritisci kolonijalizma mogu biti odgovorni za to, ali na mestima i u regijama u kojima ili ima viška ili manjka vode privilegovanje kopna nad vodom može samo da ograniči potencijale vodo-centričnog razvoja. Tamo gde je „duh“ kolonizovan, štaviše, zaslepljen modernim apetitom za osvajanjem kopna, postkolonijalna društva, uključujući južnoazijsko, nastavljaju da ignorišu vodu u razvoju. U ovom kontekstu, *obrazovanje o vodi* na svim nivoima postaje od presudnog značaja da bi se obezbedila bolja budućnost. Najzad, kako je Imanuel Kant pisao, „čovjek je jedino biće kome je potrebno obrazovanje“. I upravo je to razlog zbog kog je obrazovanje i dalje važno. Ovo izlaganje će produbiti to pitanje.

Ključne reči: voda, obrazovanje, nauka, kopnocentrizam, Južna Azija



Kreiranje udžbenika istorije za osnovne škole u dvadesetprvom veku – izazovi i problemi

Autori su u radu, na primeru sopstvenih realizovanih projekata, analizirali elemente neophodne za stvaranje modernog i kvalitetnog udžbenika istorije za osnovne škole u Republici Srbiji, polazeći od implementacije zvaničnih dokumenata koje je preporučilo Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije, pravnog okvira i standarda, kao i strategije obrazovanja i savremene tendencije u obrazovanju, potrebe učenika i moderne nastavne standarde u Evropi.

Rad pokušava da odgovori da li su moderne tehnologije, multidisciplinarni pristup i međupredmetne korelacije u nastavi istorije faktori koji utiču na lakše savladavanje gradiva. Autori postavljaju pitanje da li je učenik u prvom planu i u kojoj meri je moguće ostvariti tu premisu u savremenim udžbenicima. Autori analiziraju usklađenost nastavnih sadržaja i raznolike mogućnosti njihove prezentacije sa uzrastom učenika i osobenostima vremena u kome živimo. U radu se daje i kratak osvrt na određene sadržaje propisane planom i programom čiju adekvatnost treba ispitati. Dodatno se ukazuje na odnos nacionalne i opšte istorije u predviđenim planovima i programima i usklađenost sa propisanim fondom časova. U radu se objašnjava koje se metode prilikom izrade udžbenika mogu koristiti da bi se olakšalo učenicima savladavanje gradiva.

Autori posebno ukazuju i na moderne trendove u Evropi kada je reč o pisanju udžbenika istorije, kao i na preporuke Saveta Evrope, zajedničke međudržavne udžbenike i izučavanje nacionalne istorije. Rad pokušava da da odgovor na pitanje da li je moguć koncept zajedničkih udžbenika.

Ključne reči: Nastava istorije, udžbenici istorije, izdavaštvo, osnovna škola, nacionalni obrazovni standardi, multidisciplinarnost

Designing History Textbooks for Primary Schools in the 21st century – Challenges and Problems

Based on the examples of their own completed projects, the authors have in this paper analyzed the necessary elements for the production of a modern and high quality history textbook for primary schools in the Republic of Serbia. These elements range from the implementation of the official documents recommended by the Ministry of Education, Science and Technological Development of the Republic of Serbia, the legal framework and standards, to the strategies of education and the contemporary educational tendencies, the needs of pupils and the modern standards of teaching in Europe.

The paper aims to answer the question whether the modern technologies, the multidisciplinary approach and the correlations between different subjects in the teaching of history are all factors that enable an easier appropriation of the subject matter. The authors pose the question whether the pupil is the main focus and to what extent this precondition is realizable in contemporary textbooks. The authors analyze to what extent the contents of the taught subjects are mutually adjusted as well as the diverse possibilities for their presentation given the age of the pupils and the characteristics of the present time. The paper briefly considers certain contents that have been defined by a plan and programme whose adequacy should be examined. In addition, the paper points toward the particular relationship between the national and general history within the proposed plans and programmes and to what extent these have been adjusted to the proposed number of classes per year. The paper explains which methods could be used in the process of designing textbooks in order to facilitate the pupils' appropriation of the subject matter.

The authors especially point out the current trends in Europe when it comes to writing history textbooks, as well as the recommendations of the Council of Europe, and also when it comes to the common textbooks shared by different

states and the study of national history. The paper aims to answer the question whether the concept of common textbooks is viable.

Key words: teaching history, history textbooks, textbooks publishing, elementary school, national education standards, multidisciplinary



Rodno zasnovano nasilje u osnovnim i srednjim školama u Srbiji¹

Društvene promene u tranzicionom srpskom društvu uticale su na nastanak rodnog režima koji karakteriše istovremeno ispoljavanje „protestne muškosti“ i jačanje ideologije porodice zasnovane na heteronormativnim vrednostima, ali i jačanje koncepta individualizma koji pravi prostor za promenu diskursa o rodnosti. U ovakvom kontekstu, istraživanje problematike rodnosti u obrazovnom sistemu čini se više nego primamljivim, kako zbog činjenice da se u osnovnoškolskom i srednjoškolskom uzrastu strukturiraju i utemeljuju poželjni i nepoželjni oblici rodnih identiteta i rodnih uloga, a neretko i vrše različiti oblici diskriminacije i rodno zasnovanog nasilja prema deci koja ne žele da se inkorporiraju u patrijarhalni sistem vrednosti, tako i zbog značaja uloge koja se daje obrazovnom sistemu u procesu opšte demokratizacije srpskog društva i postizanju rodne ravnopravnosti.

Dosadašnja istraživanja rodno zasnovanog nasilja i diskriminacije na osnovu roda u školama u Srbiji uglavnom su se odnosila na analizu udžbenika i nastavnih planova i programa, a u manjem broju slučajeva na analizu vrednosnih stavova svih učesnika/ca u obrazovanju.

Rezultati istraživanja koje ćemo predstaviti u ovom radu dobijeni su u celoškolskom istraživanju (ispitani su svi učenici/ce, kao i nastavnici/e i stručni saradnici/e u školama koje su ušle u uzorak) o rodnim aspektima svakodnevnog života u školi, kao i o rodno zasnovanom nasilju prema učenicima i učenicama. Zaključci istraživanja ukazali su na moguće preventivne aktivnosti kojima bi se učinio napredak u ovoj oblasti.

¹ Podaci koji će biti predstavljeni u ovom radu dobijeni su u okviru programa „Škola bez nasilja“, koji se realizuje uz stručnu i finansijsku podršku kancelarije UNICEF-a u Srbiji. Pogledi izraženi u radu su autorski i ne moraju nužno da predstavljaju stavove kancelarije UNICEF-a u Srbiji.

Gender-based Violence in Primary and Secondary Schools in Serbia²

Social changes in Serbian society in transition have influenced the emergence of gender regime that is characterized by simultaneous expression of “protest masculinity” and the strengthening of the ideology of the family based on heteronormative values, but also the strengthening of the concept of individualism that makes room for change in the gender discourse. In this context, the study of gender issues in the education system seems to be more than tempting, due to the fact that the desirable and undesirable forms of gender identity and gender roles are structured and founded in the primary and secondary school age, while at the same time, various forms of discrimination and gender-based violence towards children who do not want to be incorporated into the patriarchal system of values are being carried out. The study of gender issues in the educational system is also important because of the significance of the role given to the education system in the general democratization of Serbian society and achieving gender equality.

Previous studies of gender-based violence and discrimination based on gender in schools in Serbia were mostly related to the analysis of textbooks and curricula, and in a few cases included analysis of value judgments of all participants in education.

Research results presented in this paper were obtained in a whole school survey (respondents were all of the students, teachers and associates in schools included in the sample) on the gender aspects of daily life in the school, as well as gender-based violence towards students. Research findings indicated a possible preventive actions to making progress in this area.

Key words: education, attitudes, gender-based violence, gender roles, Serbia

² Data presented in this paper was obtained as part of the “School without Violence” program, implemented with technical and financial support from UNICEF in Serbia. Views expressed in the paper do not necessarily represent the views of UNICEF in Serbia.

Ključne reči: obrazovanje, stavovi,
rodno zasnovano nasilje, rodne
uloge, Srbija



“Open-Education”: A Challenge to Education in Transition

Education is a process of interaction and it cannot be a process of hierarchy. Yet, the forces of imperialistic tendency in education are far too fierce blurring the lines between traditional/vernacular/local education system and the modern/global education system. While representing the precision of uniformity, the imperialistic tendency masks many nations at the same time, which actually represents no country. On the other hand, it distorts the dynamics of education — the links between National/local education and Global education and their varied nuances. Considering the complexities of continuity and discontinuity of the discourses on local–global education, the article suggests that the very word “Education” puts a significant challenge to the entire world, especially to the ones at the margins. The world today, in the era of globalism is divided into Global-North and Global-South and further fragmented into several invisible layers as it were in the days of colonialism/imperialism. To build up a transnational solidarity that would lead to a peace-process, negotiation of “open-education” is perhaps a healthy and reasonable alternative to humanity amidst war and conflicts. This assumption, however, does not propose a homogenous education strategy that the new techno-centric-education promotes. Rather, while analysing the practicability of the neo-institutional-theory within the harsh binaries of power structure operational in society, the proposition problematises the conflicts of universalising homogeneity and monolithic constructs about the differences of the identity of education itself. The current concern attempts to address: negotiation of respectful accommodation of differences in education-cultures-sans-boundaries, can help to move towards an effective human-centric-education without homogenising an education system.

Key words: differences, national, global, open-education

„Otvoreno obrazovanje”: izazov obrazovanju u tranziciji

Obrazovanje je interaktivan proces i on stoga ne može biti hijerarhijski. Pa ipak, imperijalističke tendencije u obrazovanju su toliko silovite da zamagljuju linije razlikovanja između tradicionalnog/vernakularnog/lokalnog obrazovnog sistema i modernog/globalnog obrazovnog sistema. Nastojeći da se predstave kao jednobrazno, imperijalističke tendencije prikrivaju mnoštvo nacija, ne predstavljajući nijednu zemlju. S druge strane, one izopačuju dinamiku obrazovanja – veze između nacionalnog/lokalnog i globalnog obrazovanja i njihovih mnogobrojnih nijansi. Uzimajući u obzir složenost kontinuiteta i diskontinuiteta diskursa o lokalnom–globalnom obrazovanju, izlaganje će sugerisati da sama reč „obrazovanje” predstavlja bitan izazov čitavom svetu, a posebno onom na marginama. Svet je danas, u doba globalizma, podeljen na globalni Sever i globalni Jug, a dodatno je fragmentisan nekolicinom nevidljivih slojeva kao u doba kolonijalizma/imperijalizma. Pregovori oko „otvorenog obrazovanja” možda su ona zdrava i razumna alternativa čovečanstvu koje se nalazi usred sukoba i rata, alternativa kojom bi se izgradila transnacionalna solidarnost koja će voditi mirovnom procesu. Ova pretpostavka ne polazi od homogene obrazovne strategije koju promovise novo tehnocentrično obrazovanje. Umesto toga, analizirajući praktične aspekte neoinstitucionalne teorije unutar oštih binarnih suprotnosti strukture moći koja operiše u društvu, ona problematizuje sporove univerzalizujuće homogenosti i monolitnih konstrukata oko razlika u identitetu samog obrazovanja. Želim da sugerisem da pregovaranje o obzirnom smeštanju razlika u obrazovanju bez kulturnih granica može da nam pomogne da se pokrenemo ka jednom delotvornom ljudskocentričnom obrazovanju, ne homogenizujući obrazovni sistem.

Ključne reči: razlike, nacionalno obrazovanje, globalno obrazovanje, otvoreno obrazovanje



Epikurejska koncepcija obrazovanja

Prema Epikuru, čitavu teoriju i praksu helenskog obrazovanja (*paideia*), koje je mahom elitističko i koje prethodi njegovom učenju, treba odbaciti zarad uspostavljanja koncepcije neelitističke koncepcije *filozofskog* obrazovanja kakvu sam nudi. Ipak, uzevši u obzir Epikurov otvoreni prezir prema „mnoštvu“, ta neelitistička koncepcija obrazovanja za predmet oblikovanja uzima individuu, nezavisno od njene starosne dobi. Drugim rečima, nikad nije ni isuviše rano ni isuviše kasno prionuti na filozofiranje, pod uslovom da su pojedinci spremni da se – rukovodeći se epikurejskim terapeutskim i purgatornim uputima (kao tehnikama samopreobražaja i samoobrazovanja) koji se samo pogrdno i anahrono, pa dakle pogrešno, mogu nazvati arhaičnim *self-help* priručnikom – oslobode bargaža i naslaga prethodnog obrazovnog modelovanja.

Epikurove tehnike samopreobražaja najtemeljnije su prikazane u njegovom takozvanom etičkom korpusu, budući da po prirodi stvari tek na tlu moralnog delanja te tehnike (pre svega, memorizacija i internalizacija etičkih načela i, najzad, njihova konkretna primena) mogu ispoljiti svoje praktično dejstvo.

Pojam i proces samoobrazovanja (*to autodidaktōn*) ima poseban status ne samo kod Epikura, već i kod njegovih čuvenih sledbenika, pre svega Lukrecija i Filodema. Osim što su ga proglasili *protoautodidaktom* (što je Epikur morao biti ukoliko je, nasuprot tradiciji, prava *paideia* započinjala od usvajanja i primene njegovog učenja), njegovi su ga sledbenici zapravo smatrali *jedinim* autodidaktom čije će apoftegme biti naizust učene i sadržane u svim budućim pažnje vrednim didaktikama.

Ključne reči: Epikur, *paideia*, samoobrazovanje

The Epicurean Concept of Education

According to Epicure, the whole theory and practice of ancient Greek education (*paiedia*), which predated his own doctrine and was mostly elitist, should be discarded in favor of a non-elitist conception of a *philosophical* education that Epicure himself is offering. However, if one takes into account Epicure's explicit hatred towards the "masses", this non-elitist conception of education considers the individual to be its object, regardless of her age. In other words, it is never too early or too late to devote oneself to philosophizing, provided that the individuals – guided by the Epicurean therapeutical and purgatory instructions (as techniques of self-transformation and self-education), which can only in a pejorative sense and anachronistically, and therefore wrongly, be called an archaic *self-help* manual – are ready to throw away the burden and the layers of their earlier educational forming.

Epicure's techniques of self-transformation are most thoroughly presented in his so-called ethical body of work, since these techniques can only demonstrate their practical value in the area of moral action.

The concept and the process of self-education (*to autodidaktōn*) has a special status not only in Epicure's works, but in those of his most famous disciples, above all Lucretius and Philodem. Not only did these disciples give Epicure the name of *protoautodidakt* (which Epicure had to be if, contrary to the tradition, the real *paideia* began with the reception and the implementation of his doctrine), they in fact considered him to be the *only* autodidact whose apophthegmas would be learnt by heart and would be found in all future didactics worthy of attention.

Key words: Epicure, *paideia*, self-education



Odgovornost visokoškolskog obrazovanja u Srbiji danas: rodna perspektiva

Na osnovu statističkih podataka iz najnovije publikacije Statističkog Zavoda Srbije, *Žene i muškarci u Srbiji* (2011), u kojoj je naveden i podatak da je u Srbiji u 2009. godini broj žena i muškaraca koji su dobili doktorske diplome izjednačen, moglo bi se zaključiti da je u akademskim strukturama postignuta rodna ravnopravnost. Ovaj rad će preispitati taj zaključak, i to, polazeći ne od razmatranja pitanja ko ima pristup obrazovanju, već pre svega od pitanja *šta čini* i na šta se zapravo oslanjaju (privilegovani) *sadržaji* obrazovnih procesa. U razmatranju ovog pitanja posebnu odgovornost ima visokoškolsko obrazovanje, i to ne samo zato što se tim putem obrazuju svi oni koji posle i sami učestvuju i daju obrazovanje na svim ostalim nivoima školovanja, već i zato što upravo akademska zajednica daje legitimitet obrazovnim sadržajima na svim nivoima obrazovanja. Iz tog razloga će u ovom radu naglasak biti na pitanjima visokoškolskog obrazovanja u Srbiji. S obzirom na to da su programski sadržaji koji bi trebalo da su u fokusu ovakvog istraživanja teže merljivi, a i najteže dostupni, oslonac u ovom radu će biti istraživanja materijalnih tragova obrazovnog materijala. Osim toga, za analizu visokoškolskog obrazovanja veliki značaj imaju istraživanja stavova koje akademska zajednica u Srbiji ima o rodnoj ravnopravnosti, a posebna pažnja u radu će biti posvećena i pitanjima institucionalizacije studija roda.

Ključne reči: visokoškolsko obrazovanje, obrazovni materijal, rodne uloge, rodna ravnopravnost, odgovornost akademske zajednice, studije roda/ženske studije.

Responsibility of Higher Education in Serbia Today: a Gender Perspective

Based on statistical data from the Statistical Office of the Republic of Serbia's most recent publication, *Men and Women in Serbia* (2011), in which fact is provided that in 2009 there has been an equal number of men and women who have successfully acquired doctorate diploma, we could conclude that in academic structures gender equality has been achieved. This paper will question this conclusion, not by inquiring about who has access to education, but rather about *what constitutes* the educational processes and what is the backbone upon which (privileged) *contents* of educational processes rely. While examining this question, we place particular responsibility on higher education, not merely because those who went through it themselves later take part in providing education on all levels of schooling, but also because academic community gives legitimacy to educational contents on all levels. Therefore, in this paper we will put special accent on issues of higher education in Serbia. Since the program contents which should be in the center of this research are hard to be measured, and hard to obtain, we will rely on research of trace evidence of the educational material. Apart from that, of big importance for the analysis of higher education is research on attitudes which academic community in Serbia has towards gender equality, and attention will be given to the issue of institutionalization of gender studies.

Key words: higher education, educational material, gender roles, gender equality, responsibility of the academic community, gender studies/women's studies



Tranzicija obrazovanja

Pokušaji da se ljudski problemi sagledavaju kao organski problemi života i zajednice pokazuju se neuspešnim u okviru dominantanog pogleda na svet koji previđa da uticaji uslova u okruženju deluju na celokupni svet života, te da i ljudska bića mogu uspevati samo u sinergiji sa okruženjem. To je posebno važno u obrazovnim institucijama, jer su to institucije sistema koje oblikuju podmladak za budućnost. Nepoželjne posledice standardizacije i depersonalizacije znanja, koje proističu iz dominacije logocentričnog mišljenja, ukazuju na to da je vitalnost sadržana u promeni ove konceptualne sheme i njenoj tranziciji ka antropološki svesnom modelu strukture razvoja ličnosti. Naravno, s obzirom da je obrazovanje deo kulture, ono treba da bude i u funkciji društvene ekonomije, ali da bi to zaista bilo moguće, treba voditi računa o ljudskim potencijalima koji jedino mogu da omoguće preobražaj. Zato je važno imati u vidu da obrazovanje uključuje ljudski sistem koji deluje na osnovu odnosa – osećanja, zainteresovanosti, nadahnuća, angažovanja svakog učenika – što zahteva da sposobnosti svakoga budu prepoznate. To je temelj društvene promene.

Ključne reči: obrazovanje, okruženje, (de)personalizacija znanja, razvoj ličnosti, ljudski sistem

Transition of education

Attempts to consider human problems as organic problems of life and of community appear to be unsuccessful within a dominant worldview which disregard that influences of environmental conditions affect the overall world of life, and that human beings can succeed only in synergy with the environment. This is especially important in the educational institutions, as they are institutions of a system which shape the offspring for the future. Undesired consequences of standardization and depersonalization of knowledge, which originate from the dominance of logocentric thinking, show that vitality is embedded within the change of this conceptual scheme and its transition towards anthropologically conscious model of the structure of personality development. Certainly, as the education is part of culture, it has to be in the function of social economy, but to make it really possible, human potentials, which could only enable the transformation, should be taken care of. Thereafter, it is important to bear in mind that education encloses human system which works on the basis of relationship – feelings, curiosity, inspiration, inclusion of every student – requiring everyone's abilities to be recognized. This is a basis for social change.

Key words: education, environment, depersonalization of knowledge, development of personality, human system



Hajdegerovo shvatanje suštine univerziteta

U radu se razmatra Hajdegerovo shvatanje suštine univerziteta i suštine akademskog studija. Najpre se objašnjava Hajdegerovo shvatanje univerziteta iz njegovih predavanja „O suštini univerziteta i akademskog studija“ (1919) i „Uvod u akademski studij“ (1928), kao i nastupnog predavanje „Šta je metafizika?“ (1929), u kojima se razvija ideja o tome kako bi trebalo da univerzitet (ponovo) bude uspostavljen kao mesto povezivanja istinske i prave naučne svesti sa svetom života. Zatim se tumači Hajdegerovo shvatanje da naučno istraživanje mora da bude vodjeno jednostavnim postavljanjem pitanja koje je povezano sa ljudskim životom i povesno-duhovnim svetom, kao i njegova ideja o tome kako nauka i obrazovanje na univerzitetu ne smeju da budu shvaćeni kao čisto teorijsko pregnuće, već prvenstveno kao oblici čovekovog praktičnog odnošenja. Najzad, sledi pokušaj objašnjenja Hajdegerovog pretumačenja zahteva za reformom univerziteta u smislu njegovog uklapanja u konkretnu povezanost ljudskog sveta života, u pravcu zahteva za revolucionarnim i radikalno politički instrumentalizovanim preoblikovanja univerziteta koje je skicirano u njegovom rektorskom govoru „Samopotvrđivanje nemačkog univerziteta“ (1933) i tekstovima iz okruženja ovog govora.

Ključne reči: Univerzitet, filozofija, nauka, život, Hajdeger

Heidegger's Understanding of the Essence of the University

The paper discusses Heidegger's understanding of the essence of the university and academic studies. The author first explains Heidegger's understanding of the university articulated in his lectures "On the Essence of the University and Academic Studies" (1919) and "An Introduction into Academic Studies" (1928), as well as his inaugural lecture "What is Metaphysics" (1929), in which he develops his idea of how the university should (once again) be constituted as a space which brings together the genuine and scientific consciousness, on the one hand, and the lifeworld, on the other. The author then interprets Heidegger's view that scientific research has to be guided by a simple procedure of asking questions related to human life and the historical-spiritual world, as well as his idea that science and education at the university must not be understood as purely theoretical endeavors, but primarily as modalities of a human being's self-relation. Finally, the author attempts to explain Heidegger's re-formulation of the imperative of university reform in the sense of its incorporation into the concrete interconnectedness of the human lifeworld and in the direction of a revolutionary and, in political terms, radically instrumentalized reshaping of the university, which is outlined in the speech Heidegger gave as a university rector, entitled "The Self-Affirmation of the German University" (1933), and in the texts that were written around the time of the speech.

Key words: university, philosophy, science, life, Heidegger



The Green Lyceum

Especially for gifted teenagers who prefer practical work over theoretical, we have developed The Green Lyceum. This is an experimental form of agricultural education that enables students to obtain a MBO-diploma in six years instead of the standard eight years. In our Green Lyceum we do many projects, often outside the school in the “real” world, that aim at personal development. The normal lessons are scheduled on four days a week, the fifth day is our project day. In these projects, our students show what they have learned in other classes. Starting in the first year already our students have internships in the workfield.

In my presentation I would like to show some examples of the projects these students do and I would like to give an insight in how they experience this form of education. I am very much interested in similar projects on other schools and in other countries.

Key words: project education, secondary school, fast track, agricultural education

Zeleni licej

Zeleni licej smo osnovali posebno imajući u vidu nadarene tinejdžere koji praktični rad pretpostavljaju teorijskom radu. To je jedan eksperimentalni oblik poljoprivrednog obrazovanja koji omogućava polaznicima da za šest, umesto za standardnih osam godina, dobiju diplomu MBO. U našem Zelenom liceju poduhvatamo se mnogih projekata – često izvan škole, u „stvarnom“ svetu – čiji je lični razvoj. „Normalni“ časovi su raspoređeni na četiri dana u sedmici, a peti dan je naš dan projekata. U tim projektima, naši polaznici pokazuju ono što su naučili na drugim časovima. Počevši već od prve godine, naši polaznici praktikuju rad na terenu.

U svojoj prezentaciji bih želela da pokažem neke primere projekata koje su radili polaznici. Želela bih takođe da bacim svetlo na način na koji oni doživljavaju ovaj vid obrazovanja. Veoma sam zainteresovana za slične projekte u drugim školama i u drugim zemljama.

Ključne reči: projektno obrazovanje, srednja škola, „najbržim putem“, poljoprivredno obrazovanje



Učionica iz Lovrakove radionice

Nova škola i nova pedagogija, koje su zasnovane na ideji o obrazovanju kao snazi koja će obezbediti svetski mir, ekonomsko blagostanje i razvoj individualnih potencijala, intenzivno se razvijaju na evropskom i američkom tlu u godinama nakon Prvog svetskog rata. Nasuprot stare škole u kojoj se uloga učenika svodila na pasivno usvajanje sadržaja propisanih nastavnim programom, između dva rata razvijeno je više modela nove škole zasnovanih na principima aktivnosti, slobode i kreativnosti učenika. Jugoslovenska pedagoška javnost bila je u toku sa ovim novinama, a brojni učitelji, među kojima i Mato Lovrak (1899-1974), nastojali su da ih implementiraju u svoju praksu. U radu se analizira Lovrakova praktična interpretacija koncepta nove škole kroz razradu više pitanja koja se odnose na uređenje školskog prostora, motivaciju učenika, usvajanje i utvrđivanje znanja, razvoj sposobnosti i veština učenika i ocenjivanje. Na primer, kako učionicu pretvoriti u radionicu koju partnerski uređuju učitelj i učenici? Gde pozicionirati školsku tablu? Da li je potrebna katedra? Zašto izloženi crteži učenika nisu potpisani? Šta znače table sa imenima istorijskih ličnosti ili geografskih regija na školskim klupama? Kako uređivati zidne novine i u čemu je njihov pedagoški značaj? Zašto je osnovana đачka zadruža? Kako dramatizacija školskog gradiva doprinosi kvalitetu nastave i opštem razvoju učenika? Kako razvijati učenikovo umeće pisane reči? Da li je formalno ocenjivanje učenika zaista neophodno? I tako dalje. Na kraju rada ukazuje se na aktuelnost koncepta nove škole, na školsku praksu kao područje za kreativni izraz svih učesnika i na Lovrakov rad kao inspirativan u tom smislu.

Ključne reči: nova škola, školska praksa, život i škola, Mato Lovrak

The Classroom out of Lovrak's Workshop

The new school and a new pedagogy based on the idea of education being a force that will ensure world peace, economic prosperity and development of individual potential, was extensively developed in Europe and U.S. in the years following the First World War. In contrast to the old school where the role of student was reduced to passive learning of the prescribed curriculum, between the two wars several models of the new school based on the principles of activity, freedom and creativity of students were developed. Yugoslav pedagogical public followed the trend and a number of teachers, including Mato Lovrak (1899-1974), sought to implement the novelties to their practice. This paper analyzes Lovrak's practical interpretation of the concept of a new school through elaboration of several issues related to the organization of school facilities, students' motivation, adoption and establishment of knowledge, development of skills and abilities of students and evaluation. For example, how to convert a classroom into a workshop which is governed by the teacher-students partnership? Where to posit the school board? Is teacher's desk (cathedra) really necessary? Why are students' exhibited drawings not signed? What is the purpose of the boards with the names of historical figures or geographic regions in a classroom? How to edit newspaper on the classroom walls and what is its pedagogical significance? Why was the students' cooperative established? How does a dramatization of the school curriculum contribute to the quality of teaching and general development of students? How to develop students' written word skills? Is a formal evaluation of students really necessary? Etc. At the end of the paper we point out the actuality of the concept of the new school, including school practice as an area for the creative expression of all participants and the Lovrak's work as inspiration in this regard.

Key words: new school, school practice, life and school, Mato Lovrak



Periodicals as Indispensable Educational Materials for Teaching Japanese Language

In accordance with the professional and personal aspirations of the author, the aim of this paper would be to examine the phenomenon of significant newspapers' language, which is a specific register of the Japanese language, interesting for purely linguistic – lexicological, syntactic and semantic – analyses, and corpus in which a lot can be found out about the specifics of Japanese culture and lifestyle. Study conceived in that way, would therefore like to examine linguistic, as well as, cultural aspects of newspapers language in Japanese language and show to what extent the sociolinguistic and cultural differences affect and hinder the teacher to, through interaction classes, transfer knowledge well and faithfully to students regardless of whether they had or not empirical insight into the field of study.

Finally, as a teacher of Japanese as a foreign language, the author of this review wants to devote particular attention to the difficulties that foreigners face in dealing with this distant language. In this context, in addition to the common use of textbooks in the classroom, analysis of periodicals is very interesting, since the knowledge of traditional techniques of translation with which students encounter on our Faculty of Philology can not fully help to understand properly these register of Japanese language. Syntactic cutting, specific vocabulary, orthographic conventions and abundance of metaphors, sometimes unusual for students from the West, make understanding the language of the newspapers very difficult segment to foreign students of Japanese that they should learn.

It seems that a complete knowledge of Japanese as a foreign language, with the classic skills such as speaking, reading, writing and understanding should include the issue of language of periodicals: this small correction in programs for learning Japanese as a foreign language could be of great importance for future students.

Periodika kao nezamenljiv nastavni materijal za učenje japanskog jezika

U skladu sa profesionalnim i ličnim aspiracijama autora, cilj ovog rada bio bi da ispita značajan fenomen jezika štampe, koji predstavlja specifičan registar japanskog jezika, zanimljiv za čisto lingvističku – leksikološku, sintaksičku i semantičku – analizu, ali i korpus na kome se dosta može saznati o specifičnostima japanske kulture i načina života. Tako koncipiran rad bi, dakle želeo da ispita kako lingvističke, tako i kulturološke aspekte jezika štampe u japanskom jeziku i prikaže u kojoj meri sociolingvistička i kulturološka različitost utiču i otežavaju nastavniku da kvalitetno i verno kroz interakcijsku nastavu prenese znanje studentima bez obzira da li su oni imali empirijski uvid u oblast proučavanja.

Konačno, kao nastavnik japanskog kao stranog jezika, autor ovog pregleda želi da posveti određenu pažnju i teškoćama sa kojima se stranci suočavaju pri savladavanju ovog dalekog jezika. U tom kontekstu, osim uobičajenog korišćenja udžbenika u nastavi, analiza periodike jako je zanimljiva, budući da poznavanje tradicionalnih tehnika prevodjenja sa kojima se studenti susreću i na našem fakultetu, ne može u potpunosti da pomogne da se dobro razume ovaj registar japanskog jezika. Sintaksičko skraćivanje, specifičan vokabular, ortografske konvencije i obilje metafora, ponekad neobičnih za studente sa Zapada, čine razumevanje jezika štampe jako teškim segmentom koji strani student japanskog jezika treba da savlada.

Čini se da potpuno poznavanje japanskog kao stranog jezika, uz klasične veštine kao što su govorenje, čitanje, pisanje i razumevanje, treba da uključi i pitanje jezika periodike: ovakva mala korekcija u programima za učenje japanskog kao stranog jezika mogla bi da bude od velikog značaja za buduće studente.

Ključne reči: periodika, jezik štampe, japanski kao strani jezik, obrazovni materijal

Key words: periodicals, newspapers
language, Japanese as a foreign language,
educational materials



International Philosophy Olympiad as a Community of Free Thinkers

We are living in the teacher-centered schools systems with the main goal of reproductive knowledge which is the consequence of listening and remembering. This base is convenient for obedient student and future “good citizen” that can be easily manipulated. Teachers should not treat their students as empty vessels waiting to be filled with knowledge, but rather to challenge existing assumptions and encourage critical thinking. This training in independent thinking, that philosophy as a teaching subject in schools can provide, is powerful instrument and very important factor in individual spiritual development of an adolescent. Students have to become constituents rather than recipients of their education by articulating ideas clearly, debating about personal standpoints and criticizing general views. One of the examples of critical deconstruction that philosophy in secondary schools can carry out is International Philosophy Olympiad, a competition in writing essays, founded in 1992, with the main objective to promote philosophical education and to encourage the development of national, regional and local contests in philosophy among pre-university students world-wide, to contribute the development of critical and creative thinking, to cultivate the capacity for ethical reflection on the problems of modern world. This paper will attempt to give the reflection on the importance of this community of teachers and students around the world committed to the idea of pure philosophical beauty of ideas.

Key words: reproductive schools system, adolescence, philosophical essay, free thinkers

Međunarodna filozofska olimpijada kao zajednica slobodnih mislilaca

Živimo u vremenu u kom se školski sistemi orijentišu oko nastavnika i uglavnom ciljaju na sticanje reproduktivnog znanja koje nastaje kao posledica slušanja i pamćenja. Takva osnova pogoduje razvoju poslušnog učenika i budućeg „dobrog građanina“ kojim se može lako manipulirati. Nastavnici ne treba da se odnose prema učenicima kao da su prazne table na koje tek treba da se upiše znanje, nego da ih podstiču da dovode u pitanje vladajuće pretpostavke i ohrabruju kritičko mišljenje. Osposobljavanje za samostalno mišljenje koje filozofija kao nastavni predmet može da pruži, moćan je instrument i veoma značajan činilac u individualnom duhovnom razvoju adolescenata. Učenici moraju da postanu ne primaoci, već aktivni učesnici u sopstvenom obrazovanju, putem jasne artikulacije ideja, raspravljanja o ličnim stanovištima i kritikovanja usvojenih gledišta. Jedan od primera kritičke dekonstrukcije koju filozofija u srednjim školama može da sprovede je Međunarodna filozofska olimpijada. Reč je o takmičenju u pisanju eseja, osnovanom 1992. godine, čiji je glavni cilj da se filozofsko obrazovanje unapredi i da se podstakne razvitak nacionalnih, regionalnih i lokalnih takmičenja u filozofiji među učenicima završnih razreda srednjih škola širom sveta. Međunarodna filozofska olimpijada ujedno nastoji da doprinese razvijanju kritičkog i stvaralačkog mišljenja učenika i da neguje sposobnost etičke refleksije o problemima savremenog sveta kod njih. U ovom radu biće ponuđen osvrt na značaj takve svetske zajednice nastavnika i učenika posvećenih ideji čiste filozofske lepote ideja.

Ključne reči: reproduktivni školski sistem, adolescencija, filozofski esej, slobodni mislioci



Autonomija učenika u nastavi japanskog jezika

Teorijske osnove autonomije učenika postavljene su radovima Dejvida Litla tokom devedesetih godina dvadesetog veka. Cilj autonomije učenika bio je postizanje efikasnog usvajanja znanja u akviziciji jezičkih veština u drugom, odnosno, nematernjem jeziku, uz afirmaciju triju principa autonomnog učenja: (1) Pripisivanje odgovornosti za sopstveno učenje, (2) stalno preispitivanje sebe u procesu učenja, (3) potpuna integracija učenja u biće i ličnost učenika. Ovu paradigmu nove didaktike primenili smo u nastavi japanskog jezika kao izbornog predmeta na Filološkom fakultetu Univerziteta u Beogradu i u Osmoj beogradskoj gimnaziji, u nastavi japanskog kao fakultativnog predmeta. Alat primene didaktike koja princip autonomije učenja pretače u nastavnu praksu predstavlja udžbenik *Kandji. Udžbenik za japanski jezik i pismo*, autora Ljiljane Marković, Divne Tričković, Marine Erdeljan i Simona Marića, u izdanju Filološkog fakulteta, Univerziteta u Beogradu, Beograd, 2013. godine. Udžbenik je podeljen u petnaest lekcija, a omogućava kako rad na času, tako i vođeno samostalno učenje, uz aparat koji razvija svest o postignutim znanjima i usvojenim jezičkim veštinama u svakoj od petnaest metodskih jedinica. Svaka metodska jedinica omogućava funkcionalno asocijativno i mnemoničko pamćenje japanskog ideogramskog pisma, uz primere složenica i najčešćih sintaksičkih konstrukcija u kojima se novouvedeni pojmovni znaci koriste, sa navedenim *on* i *kun* čitanjima, kao i zadatke, kvizove i pitalice, sa rešenjima, koji pojačavaju mogućnost asocijativnog pamćenja i usvajanja novog gradiva. Udžbenik omogućava uspešan rad na principima autonomije učenja, uz postizanje nivoa znanja A1 u govornom i pisanom japanskom jeziku.

Ključnereči: autonomija učenja, praksa autonomnog učenja, japanski jezik, japansko ideogramsko pismo

The Autonomy of Pupils in the Teaching of Japanese Language

The theoretical foundations of the autonomy of pupils were laid out in the works of David Little during the 1990s. The aim of giving pupils autonomy was to enable a more efficient acquiring of knowledge in the activation of language skills in a second, non-native language, and with the affirmation of three principles of autonomous studying: 1) taking responsibility for one's own studying, 2) constant self-questioning in the process of studying, 3) complete integration of studying into the broader personality of the pupil.

This paradigm of new didactics was used not only in the teaching of Japanese as an optional course at the Faculty of Philology in Belgrade and in the 8th Belgrade Grammar School, but in the teaching of Japanese as the main subject of academic studies. The tools of the didactics that transforms the principle of autonomy into a teaching practice is the textbook *Kanji. The Textbook of Japanese Language and Script*, by the authors Ljiljana Marković, Divna Tričković, Marina Erdeljan and Simon Marić, published by the Faculty of Philology, University of Belgrade, in 2013. The textbook is divided into 15 lessons, and is used both in class and in the guided individual learning, based on an apparatus which enables the development of a consciousness of one's own acquired knowledge and language skills in all of the 15 methodical units. Every methodical unit enables a functional associative and mnemonic memorizing of the Japanese ideogrammatic script, through the examples of composite words and the most common syntactic constructions where the newly introduced ideograms are used, with the *on* and *kun* readings, as well as particular tasks, quizzes and questions (including solutions) which enhance the student's capacity of associative memorizing and the appropriation of new subject matter. The textbook enables successful work based on the principles of the autonomy of studying, resulting in the acquiring of an A1 competence in written and spoken Japanese.

Key words: autonomy of studying, the practice of autonomous study, Japanese language, Japanese ideogrammatic script



Preschool Teachers' Perceptions of Teaching English as a Foreign Language in Early Years' Settings

This study aims to evaluate perceptions preschool teachers to teaching English to children in Early years' settings. The reason for this is: the assumption that the earlier a child starts learning a foreign language, the better s/he becomes is stated (Ellis, 2011; Saville-Troike, 2007).

Findings are available revealing early exposure with a foreign language (English) may result in better pronunciation, less strong foreign accent, more accurate production and perception of English vowels (Flege, Yeni-Komshian & Liu, 1999; Abrahamsson & Hyltenstam, 2009; Piske, Flege, MacKay & Meador, 2002; Guion, Harada & Clark, 2004). However, starting at an early age may not always mean success in language learning, and should be supported by some other factors at school (Edelenbos, Johnstone & Kubanek, 2006). Of these factors, our study focuses on teachers' perceptions to teaching English to children in early years' settings. Participants (initially 127) were among the teachers who works in preschools in Turkey. The quantitative data have been collected via self-designed questionnaire. The data have been analysed via SPSS 21. All the participants are informed about the exploitation of data. To ensure them about confidentiality, the findings will not be shared with second parties and be kept in a password protected computer.

The study is still in progress. Some initial findings are: - a strong agreement among teachers for English to be taught in preschools even if it doesn't exist in curriculum; - English should be taught in Music, Play and Language activities. According to results: - English learning activities can be suggested to be integrated in to the current preschool curriculum; - giving in-service and pre-service teachers language teaching training by academics.

Key words: language learning, early years' settings, teachers' perceptions, preschool education, children

Zapažanja vaspitača o učenju engleskog kao stranog jezika u ranom uzrastu

Cilj ove studije je da proceni kako vaspitači opažaju nastavu engleskog jezika za decu u ranom uzrastu. Kao njen razlog se navodi pretpostavka da što ranije dete počne da uči strani jezik, to će ga bolje on ili ona naučiti (Elis, 2011; Saville - Troike, 2007). Dostupni nalazi otkrivaju da rano izlaganje stranom (engleskom) jeziku može da dovede do boljeg izgovora, manje izraženog stranog akcenta, tačnije proizvodnje i percepcije engleskih vokala (Flege, Jeni-Komshian & Liu, 1999; Abrahamsson & Hyltenstam, 2009; Piske, Flege, Mackai & Meador, 2002; Guion, Harada & Clark, 2004). Početak učenja jezika u ranom uzrastu, međutim, ne mora uvek da znači uspeh u njegovom učenju; da bi to bio slučaj, njega moraju da podrže neki drugi faktori u školi (Edelenbos, Johnstone & Kubanek, 2006). Naša studija se, između tih faktora, usredsređuje na način na koji nastavnici doživljavaju nastavu engleskog jezika za decu u ranom uzrastu. U studiji su učestvovali nastavnici koji rade u predškolskim ustanovama u Turskoj (s početka njih 127). Kvantitativni podaci su prikupljeni putem upitnika koji smo samo sastavili. Ti podaci su analizirani pomoću softverskog statističkog programa SPSS 21. Svi učesnici su obavješteni o korišćenju podataka. Da bi se osigurala njihova poverljivost, nalazi istraživanje se neće deliti sa drugim licima i čuvaće se u lozinkom zaštićenom računaru.

Studija je još uvek u toku. Neki početni nalazi su sledeći: - izražena saglasnost nastavnika da engleski jezik treba podučavati u predškolskim ustanovama, čak i ako ne postoji u nastavnom planu i programu; - engleski treba učiti kroz muzičke i jezičke aktivnosti i kroz igru. Prema rezultatima: - može se sugerisati da se aktivnosti učenja engleskog jezika integrišu u trenutne nastavne planove i programe predškolskih ustanova; - da se nastavnicima koji su u službi ili namjeravaju da stupe u nju ponudi obuka stručnjaka za nastavu jezika.

Ključne reči: učenje jezika, ustanove za
deca u ranom uzrastu, percepcije nas-
tavnika, predškolsko obrazovanje, deca



Inclusion and Standardisation in Education – Consequences for the Roles of Teachers

Internationally, two agendas have dominated developments of education systems and institutions over the last twenty years: the so-called “inclusion agenda”, to support learning and participation for all young people in mainstream education and to reduce segregated schooling, and the “standards agenda”, to raise students’ standards of attainment through measures such as increased external target setting and school inspection. The noticeably contradictory aims of the two agendas have had a strong impact on the roles of teachers, which is explored in this paper based on findings of the international (German-English) ethnographic study *Staff support for inclusion*¹. It will be exemplified that teachers feel torn between the opposing governmental agendas and are increasingly required to act as state functionaries rather than participate in educational developments. This reduces the teachers’ capacities to support learning and participation for all young people and causes further excluding effects for them as well as their parents, colleagues and all others in schools. Therefore, the paper argues that participatory roles of teachers are a condition for developments of inclusion in education, and makes first suggestions how to increase the participation of teachers.

Key words: inclusion, standards, participation, roles of teachers

1 Plate, E. (2012), *Staff Support for Inclusion – an international study*, Canterbury: Christ Church University (Download: <http://learningwithoutlimits.educ.cam.ac.uk/relatedwork/plate/>).

Inkluzija i standardizacija u obrazovanju – posledice po ulogu nastavnika/ce

Dve agende su na međunarodnom nivou dominirale obrazovnim sistemima i ustanovama tokom poslednjih dvadeset godina: takozvana „agenda inkluzije“, čiji je cilj da podrži učenje i učešće svih mladih ljudi u obrazovnom sistemu i da redukuje segregirano školovanje, i „agenda standarda“, koja je trebalo da podigne standarde postignuća učenika posredstvom mera kakve su spoljno strukovno usmeravanje i inspekcija škola. U studiji zasnovanoj na nalazima međunarodne (nemačko-engleske) etnografske studije *Staff support for inclusion* istražuje se kako su приметно protivrečni ciljevi ove dve agende ostavili snažan trag na uloge nastavnika/ce.² Na primerima će se pokazati da se nastavnici/ce osećaju rastrzanim između ove dve suprotstavljene agende i da se od njih sve češće zahteva da delaju kao državni službenici, umesto da učestvuju u obrazovnom razvoju. To umanjuje kapacitete nastavnika i nastavnica da podrže učenje i učešće svih mladih ljudi i uzrokuje da oni, kao i njihovi roditelji, kolege i svi ostali zaposleni u školi, na nove načine budu isključeni. Ovo izlaganje stoga ustanovljuje da su participatorne uloge nastavnika/ca uslov za razvoj inkluzije u obrazovanju i nudi neke predloge kako da se poveća učešće nastavnika/ca.

Ključne reči: inkluzija, standardi, učešće, uloge nastavnika

2 Plate, E. (2012), *Staff Support for Inclusion – an international study*, Canterbury: Christ Church University (Download: <http://learningwithoutlimits.educ.cam.ac.uk/relatedwork/plate/>).



Čemu još obrazovanje: retrospekcija i inspekcija

Ovaj rad nastoji da iznova propita samorazumljivu afirmaciju obrazovanja, kako u njegovoj modernoj realizaciji tako i u njegovoj istorijskoj zamisli. „Naivna“ pitanja koja postavlja sugerišu da smo zdravo za gotovo uzeli da je poželjno da obrazovanje bude masovno; da bude odgajanje; i, najzad, da je ono bolje nego neobrazovanje. Oslanjajući se na tradiciju koja osporava takvo razumevanje obrazovanja, autori ukazuju da neobračunati troškovi njenog diskvalifikovanja, prokrijumčareni i kamuflirani, dospevaju za naplatu kroz aktuelne dileme opšteprihvaćenih prosvetnih strategija. Karakterističan osećaj hronične krize onog modela koji je obrazovanje poprimilo u savremenosti, ne svedoči toliko o manjku alternativnih pristupa obrazovnom procesu, koliko o izvesnom nedostatku njegove temeljne autorefleksije.

Ključne reči: obrazovanje, škola, prosvetiteljstvo, odgajanje, znanje

Why Still Education: retrospected & inspected

This paper aims to question anew the supposedly self-evident affirmation of education, in its modern incarnation as in its historical notion. The “naive” questions suggest that we have taken for granted that education ought to be for the masses, that it ought to be upbringing, and that it is better than ignorance. Drawing on the tradition that calls such an understanding of education into question, the authors shows that the hidden costs of disregarding such reflection end up, camouflaged and smuggled, taxing the current debates regarding generally accepted education strategies. The characteristic feeling of the currently accepted model of education being in chronic crisis is less a testament to an absence of alternative approaches than to a lack of thorough self-reflection.

Key words: education, school, Enlightenment, rearing, knowledge



Obrazovanje u uslovima tranzicionih promena u zemljama balkanske regije

Tranzicione promene u zemljama balkanske regije ogledaju se u svim segmentima društva, te ni obrazovni sistem nije ostao izuzet od brojnih potencijalnih rizika. Cilj ovog rada predstavlja razmatranje aktuelnih pitanja pred kojima se nalazi obrazovanje u uslovima postsocijalističkih društava, koja još uvek nisu do kraja definisala svoje opšte norme, standarde i očekivanja, te i u sferi obrazovanja još uvek stoje otvorena brojna pitanja. Baš kao što se celokupna društvena slika balkanskih zemalja već duži niz godina nalazi na izvesnoj vrsti prekretnice u globalnom smislu, tako su i obrazovni ciljevi, zadaci, standardi i merila još uvek u procesu prilagođavanja, kreiranja, preispitivanja i provere. Na žalost, iako su evidentni napori da se prevaziđu postojeći problemi i teškoće, obrazovni sistemi ovih zemalja još uvek se nalaze u fazi ozbiljnog rizika da trenutna situacija preraste u određenu vrstu trajne krize obrazovnih vrednosti i nepovratnog pada kvaliteta obrazovnog sistema – na predškolskom, školskom i univerzitetskom nivou. Brojna su pitanja u ovom domenu – od pitanja vrednosti obrazovanja, materijalnih teškoća, preko uspešnosti implementacije bolonjskog procesa, kada je reč o višim nivoima obrazovanja, pa sve do problema funkcionalne pismenosti učenika osnovnih i srednjih škola, koja opet dalje otvaraju pitanja vrste sadržaja koji treba da se usvajaju, primerenosti sadržaja razvojnom nivou učenika i pitanja njihove primenljivosti u svakodnevnom životu. Kao zaključak se nameće činjenica da su aktuelni problemi obrazovanja u tranzicionim regijama suštinski, karakteristični za same početke razvoja određenog sistema, ali i za postojeće sisteme kojima pretila ozbiljna kriza, ukoliko se teškoćama ne pristupi sa mnogo odgovornosti i pre svega, sa jasno definisanim ciljevima.

Ključne reči: obrazovanje, rizici, tranzicione promene, balkanska regija

Education in Conditions of transitional Changes in the Balkan Region

Transitional changes in the countries of the Balkan region, with number of potential risks, are reflected in all aspects of society, including education system. The aim of this paper is the discussion of current issues faced by education in terms of post-socialist societies, societies that are still not fully defined its general norms, standards and expectations, leaving in the sphere of education many open questions. Just as the overall social picture of the Balkan countries for many years is at some kind of turning point in the global sense, so are the educational goals, objectives, standards and criteria still in the process of adaptation, designing, reviewing and verification. In spite of evident efforts to overcome the existing problems and difficulties, the education systems in these countries are, unfortunately, still in the phase of serious risk that the current situation will evolve in a certain kind of permanent crisis of educational values and irreversible decline in the quality of the education system – at all its levels. Problems of functional literacy in elementary and high schools and successfulness of the implementation of the Bologna process in higher levels of education, questions of the value of education and material hardship, in turn continues to raise questions of the types of content to be adopted, the appropriateness of the content to the developmental level of students and its applicability in everyday life. Conclusion detect the fact that the current problems of education in the transition regions are essential characteristic of the beginnings of the development of a system, but also of existing systems threatened by a serious crisis – if the difficulties are not approached with a lot of responsibility and, above all, with clearly defined objectives.

Key words: education, risks, transitional changes, Balkan region



More Benefits for Education and Participation? The German Educational Package and the current Discussion about Social Inequality

The discussion about social inequality in the field of education has gained widespread attention in Europe. PISA studies have shown that Germany is a country in which educational chances are closely connected to the social background (Cornelißen 2005, Diefenbach 2005, Geißler 2006, Geißler/Weber-Menges 2010, Holz 2003, Solga/Dombrowski 2009, Wössmann 2003). Besides, most studies show some progress. However, there is urgent need for action. The German government implemented the Educational Package (*Bildungs- und Teilhabepaket*) in 2011. Several arrangements have been resolved to fight social inequality in the field of education and to combat intergenerational “transfer” of inequality. On the one hand, the law is a promising approach (e.g. the connection between social and educational policy and a broad definition of education and inclusion). On the other hand, structural weakness is obvious (e.g. minor importance of tutoring) (Apel/Engels 2012; DGB 2012). Social science and inequality research have not discussed the educational package in a broad (historical) context (Demmer 2011).

Against this background, the main question of the paper can be summarized as follows: Which measures have been implemented with the educational package? How can we evaluate these measures against the background of other laws to combat inequality in the field of education? To answer the questions I will proceed as follows: After a short introduction, the most important problems (in the field of social inequality) of the German educational system are discussed. Afterwards, the theoretical framework on a close linkage of educational and social policy will be presented. In the third section, I will discuss the most important reforms since the end of the Second World War. Subsequently, the content of the German educational package will be discussed. Finally, I will review, to what extent the law contributes to a reduction of inequality.

Više koristi za obrazovanje i povećanu participaciju? Nemački obrazovni paket i aktuelne rasprave o društvenoj nejednakosti

U Evropi se poklanja sve veća pažnja raspravi o društvenoj nejednakosti u oblasti obrazovanja. PISA istraživanja su pokazala da je Nemačka zemlja u kojoj su šanse u sferi obrazovanja u tesnoj vezi s društvenom pozadinom (Cornelißen 2005, Diefenbach 2005, Geißler 2006, Geißler/Weber-Menges 2010, Holz 2003, Solga/Dombrowski 2009, Wössmann 2003). Najveći broj istraživanja ukazuje na to da je ostvaren izvestan napredak. Uprkos tome, postoji neodložna potreba za delovanjem. Nemačka vlada je 2011. godine implementirala Obrazovni paket (*Bildungs- und Teilhabepaket*). Nekoliko je aranžmana koji bi trebalo da demontiraju društvenu nejednakost u polju obrazovanja i da se uhvate u koštac s intergeneracijskim „transferom“ nejednakosti. S jedne strane, uvođenje zakona svakako obećava (recimo, povezivanjem društvene i obrazovne javne politike i široke definicije obrazovanja i inkluzivnosti). S druge strane, strukturne slabosti su očigledne (na primer, mali značaj podučavanja) (Apel/Engels 2012; DGB 2012). Društvena nauka i istraživanja nejednakosti do sada nisu razmatrali obrazovni paket u širokom (istorijskom) kontekstu (Demmer 2011).

Imajući u vidu ovu pozadinu, glavno pitanje koje će se postaviti u ovom tekstu je sledeće: koje su mere implementirane obrazovnim paketom? Kako možemo vrednovati ove mere s obzirom na druge zakone kojima se bori protiv nejednakosti u polju obrazovanja? Da bih odgovorila na ova pitanja, izlaganje ću strukturirati na sledeći način. Posle kratkog uvoda, izneću najvažnije probleme nemačkog obrazovnog sistema (u domenu društvene nejednakosti). Zatim će biti predstavljen teorijski okvir koji povezuje obrazovne i društvene javne politike. U trećem delu izlaganja, pomenuću najznačajnije reforme od kraja Drugog svetskog rata, da bih posle toga razmatrala sadržaj nemačkog obrazovnog paketa. Na kraju, pokušaću da ukažem na to u kojoj meri zakon doprinosi umanjenju nejednakosti.

Key words: German Educational Package, social inequality, participation, educational policy, social policy

Ključne reči: Nemački obrazovni paket, društvena nejednakost, participacija, obrazovna politika, socijalna politika



Održivost rodnih studija na Univerzitetu u Novom Sadu: 2003-2013

U ovom radu analizirana je održivost rodnih studija na Univerzitetu u Novom Sadu od njihovog pokretanja 2003. godine, do 2013. Godine, kada se navršila decenija postojanja tog obrazovnog profila. Predstavljen je hronološki razvoj, odnosno začetak – zahvaljujući inicijativi pokrenutoj iz ženskog aktivizma u civilnim organizacijama devedesetih godina prošlog veka, prevashodno kroz nevladine organizacije kao što su Ženske studije i istraživanja u Novom Sadu – akademskog obrazovanja iz oblasti rodnih tema, i sagledani su pozitivni i negativni aspekti funkcionisanja Asocijacije centara za interdisciplinarne i multidisciplinarne studije i istraživanja (ACIMSI) Centra za rodne studije na Univerzitetu u Novom Sadu. Rad ukazuje na okolnosti formiranja i razvoja Centra za rodne studije. Istaknut je entuzijam nastavnica, poseban napor koordinatorke Centra za rodne studije prof. emeritus Svenke Savić, ali su i analizirane poteškoće koje otežavaju funkcionisanje jedinog Centra u Srbiji i državama regiona koji ima doktorski program rodnih studija.

Ključne reči: aktivizam, Centar za rodne studije, održivost rodnih studija, postdiplomske rodne studije, Univerzitet u Novom Sadu

Sustainability of Gender Studies at the University of Novi Sad: 2003-2013

This paper analyzes the sustainability of gender studies at the University of Novi Sad from 2003 to 2013, a decade after since they have been introduced as an educational profile. Development of the studies is presented chronologically, that is, since their introduction by virtue of initiative that came out of women activism in civil organizations in the nineties, chiefly through NGO's such as Women Studies and Research in Novi Sad, and the beginnings of academic education in the field of gender subjects. Paper also gives an account of functioning and positive and negative aspects of Center for Gender Studies within Association of Centers for Interdisciplinary and Multidisciplinary Studies and Research (ACIMSI). Paper points out to the circumstances during which the Center for Gender Studies was being formed, highlights the enthusiasm of its teachers, especially the efforts of its coordinator prof. emeritus Svenka Savić, but it also analyzes difficulties that interfere with functioning of this Center, the only one in Serbia and the region which has PhD program for gender studies.

Key words: activism, Center for Gender Studies, the sustainability of gender studies, postgraduate gender studies, University of Novi Sad



Philosophy and the Therapy of Education

Philosophers of education, especially from liberal tradition, concentrate on promotion of autonomy as educational aim. In report to Unesco the International Commission on Education for Twenty-first Century identified four pillars of education: learning to know, learning to do, learning to be and learning to work together. The paper does not propose a particular aim of education; it deals with the criticism of contemporary education as therapeutic education (K. Ecclestone, D. Hayes) instead. The criticism claims that there is an ascendancy of a therapeutic ethos in contemporary education which is considered as “profoundly anti-educational”. The primary aim of school is no longer transmitting knowledge and fostering intellectual autonomy and emancipation, but rather providing assistance to the helpless individual. Taking as its starting point the conception of the aims of education as articulated by the framework socialization-qualification-emancipation (G. Biesta) the paper explores the question to what extent could the therapeutic tendencies in contemporary education be reframed – with some help from philosophy – to become emancipatory education.

Key words: Philosophy, aims of education, therapeutic education, emancipation, philosophical therapy

Filozofija i terapija obrazovanja

Filozofi obrazovanja, posebno oni koji pripadaju liberalnoj tradiciji, usredsređeni su na promovisanje autonomije kao svrhe obrazovanja. UNESCO-ov izveštaj Međunarodne komisije o obrazovanju za dvadesetprvi vek ustanovio je da obrazovanje počiva na četiri stuba: učiti da bi se znalo, učiti da bi se činilo, učiti da bi se bilo i učiti kako se radi zajedno. Ovo izlaganje ne predlaže posebnu svrhu obrazovanja; umesto toga, ono se bavi kritikom savremenog obrazovanja kao terapijskog obrazovanja (K. Ecclestone, D. Hayes). Kritika tvrdi da u savremenom obrazovanju postoji sve snažniji terapijski etos koji se smatra „suštinski neobrazovnim“. Primarni cilj škole više nije prenošenje znanja, osnaživanje intelektualne autonomije i emancipacija osobe, već pružanje asistencije bespomoćnom pojedincu. Polazeći od koncepcije prema kojoj ciljeve obrazovanje artikuliše okvir socijalizacija–kvalifikacija–emancipacija (G. Biesta), izlaganje ispituje u kojoj meri bi se – uz pomoć filozofije – terapijske tendencije u savremenom obrazovanju mogle tako preoblikovati da ono postane emancipatorno obrazovanje.

Ključne reči: filozofija, ciljevi obrazovanja, terapijsko obrazovanje, emancipacija, filozofska terapija



Social Dialogue and Partnership in Vocational Education and Training

Vocational education and training systems in the Republic of Macedonia have been put under strong pressure for modernisation in the last decades. In addition to economic and political globalisation, technological innovations brought rapid changes in the type of jobs and the content of labour in the national economies, which lead to change of the demand for qualifications and new skills on an on-going basis; the open market and migration expanded opportunities for work within and between countries, and the complexity of the demand for new skills on the labour market have dramatically begun affecting and shaping the structure, organisation and content of vocational education and training.

This report is based on the experiences from the collaborative approach applied in the development of the Strategy for Vocational Education and Training in a Lifelong Learning Context for the Republic of Macedonia, implemented through a process of consultation with a broad stakeholder basis. It addresses the participants in the process, the steps undertaken to ensure involvement of stakeholders and ultimately ownership over the process (or its components), the obstacles encountered and steps undertaken to address them, the problems, their causes and proposals for preventing and/or eliminating them, as well as the lessons learned and recommendations for further development of the social dialogue and partnership.

Key words: vocational education and training, reform, modernization, collaborative approach, partnership

Socijalni dijalog i partnerstvo u stručnom obrazovanju i obuci

Sistem stručnog obrazovanja i obučavanja u Republici Makedoniji se poslednjih decenija nalazi pod snažnim pritiskom modernizacije. Uz ekonomsku i političku globalizaciju, i tehnološke inovacije unose rapidne promene u tip poslova i sadržaj rada u nacionalnim ekonomijama, što proizvodi drugačiju potražnju u sferi kvalifikacija i veština. Otvoreno tržište i migracije proširile su mogućnosti rada unutar jedne zemlje ili na međudržavnom nivou, a potražnja za novim veštinama na tržištu rada dramatično je uticala na strukturu, organizaciju i sadržaj stručnog obrazovanja i obučavanja.

Ovo istraživanje se zasniva na iskustvima kolaborativnog pristupa koji je primenjen u razvoju Strategije stručnog obrazovanja i obuke u kontekstu doživotnog učenja za Republiku Makedoniju, pristupa koji je implementiran procesom konsultovanja sa velikim brojem zainteresovanih strana. Ono uzima u obzir učesnike ovog procesa, korake koji su preduzeti da bi se osiguralo uključivanje što većeg broja zainteresovanih strana, pitanje vlasništva nad procesom (ili njegovim delovima), prepreke s kojima se suočavalo i korake koji su preduzimani da bi se one prevazišle, probleme, njihove uzroke i predloge za njihovo sprečavanje i/ili uklanjanje, kao i stečeno znanje iz ovog procesa i preporuke za dalji razvoj socijalnog dijaloga i partnerstva.

Ključne reči: stručno obrazovanje i obuka, reforma, modernizacija, kolaborativni pristup, partnerstvo



Paolo Freire's Concept of Conscientization and Archetypal Reflectivity by Clifford Mayes

Modern school systems face an increased lack of teaching authority. Different crises situations, as well as critiques of modern attempts of school system reforms by K.P. Liessmann and J.T. Gatto, point to an unsuccessful implementation of current education into the life of modern society. While P. Freire tried to use his pedagogics to answer the problems of the 'oppressed', in the sense of social and societal exploitation, with the help of conscientization, in order to equip them for reforming the society, it is much more difficult to achieve this in Western society. Mostly, because the oppressors and the oppressed are much more intertwined with each other. School system does not address this situation, nor does it change it. This is why Illich's call to a deschooling society, which is in a way continued by Gatto, still survives. This presentation will strive to re-think this call and make parallels to the experiment of C. Mayes which enrich pedagogic process with Jung's psychoanalysis. In his vision of pedagogic work, the teacher holds much authority, since it is an archetypal model of student-teacher, which cannot be dismissed if we are talking about a holistic pedagogic approach. The term conscientization will allow us to connect two opposing understandings of pedagogic work, such as Freire's and Mayes's are. From this connection we will attempt to develop a model of pedagogic work which will help the youth, caught in a modern culture with its forced and shallow concepts, to critically engage in the society. This is even more important if we take into account the increased apathy of the youth. Their lack of political interest strongly reflects the state of the oppressed, as seen by Freire.

Key words: conscientization, P. Freire, archetypal reflectivity, C. Mayes, pedagogic authority, holistic education

Freireov pojam koncijentizacije i arhetipska refleksivnost Kliforda Majesa

Moderni školski sistemi suočavaju se sa sve većim odsustvom autoriteta učitelja. Različite krizne situacije, kao i kritike modernih pokušaja reforme sistema školovanja (K. P. Lisman i J. T. Gato), ukazuju na neuspješnu implementaciju postojećeg obrazovanja u život modernog društva. Paolo Freire je nastojao da upotrebi pedagogiju da bi odgovorio na probleme „potlačenih“ u kontekstu društvene i socijalne eksploatacije, uz pomoć koncijentizacije, da bi ih opremio za reformu društva. To je daleko teže ostvariti u zapadnom društvu, gde su tlačitelji i potlačeni najvećim delom međusobno udvojeni. Školski sistem tu situaciju ne uzima u obzir, niti je menja. Zbog toga je Iličev zahtev za raškolovanjem društva, na koji se u izvesnom smislu naslanja Gato, i dalje u optičaju. Ova prezentacija će nastojati da iznova promisli taj zahtev, izvodeći paralele s Majesovim eksperimentom koji pedagoški proces obogaćuje Jungovom psihoanalizom. Prema njegovoj viziji pedagoškog rada, učitelju pripada velik autoritet, jer je reč o arhetipskom odnosu učenik-učitelj koji se ne može odbaciti ako govorimo o holističkom pedagoškom pristupu. Pojam koncijentizacije će nam omogućiti da povežemo dva suprotstavljena shvatanja pedagoškog rada, kakvi su Freireov i Majesov. Iz te veze nastojaćemo da razvijemo model pedagoškog rada koji će mladima, zahvaćenim prinudnim i plitkim konceptima moderne kulture, pomoći da se kritički angažuju u društvu. To postaje još važnije ako se uzme u obzir sve veća apatija među mladima. Njihova nezainteresovanost za politiku reflektuje stanje potlačenih, kako ga je razumeo Freire.

Ključne reči: koncijentizacija, P. Freire, arhetipska refleksivnost, K. Majes, pedagoški autoritet, holističko obrazovanje



Klasno oblikovanje građana nejednakim obrazovanjem

U izlaganju će se, na primeru obrazovnih politika Engleske devetnaestog veka, izložiti društvene i političke norme koje su uslovile pojavu klasno nejednakog obrazovanja. Teza izlaganja je da je nejednakost u obrazovanju direktno uticala na gradiranje građanstva i određenje opsega sposobnosti da se bude građaninom. U vreme kada je postalo neophodno revidirati ideje na kojima je počivao obrazovni ideal devetnaestog veka, vraćanje u devetnaesti vek nije samo istorijski relevantno. Uzima li se da ideal obrazovanja devetnaestog veka, u načelu, podrazumeva jednako i jednako dostupno školovanje koje obrazuje buduće autonomne građane, uvažavajući njihove razlike, onda se može tvrditi da je takav ideal u neposrednoj vezi sa shvatanjem demokratskog građanstva dvadesetog veka koje obrazovanje tretira kao formu javnog dobra. Određenjem obrazovanja u devetnaestom veku kao bitno klasno raslojenog moguće je predočiti kako se definisala razlika u svrsi građanstva uobličenog nedvosmisleno klasno specifičnim zahtevima. To određenje će biti genealoško u meri u kojoj će istoriju razvoja obrazovnih ideala udvajati s istorijom njihove institucionalizacije. Ono podrazumeva otkrivanje genealogije klasne segregacije obrazovanja, ali i razumevanje izmenjene uloge države u sistematizovanju prava na obrazovanje i oblika sprovođenja tog prava u delo. Najzad, pitanje koje ovo izlaganje želi da postavi, odnosi se na budućnost obrazovanja u izmenjenim okolnostima savremenog građanstva.

Ključne reči: obrazovanje, školovanje, niže klase, srednja klasa, država

Class Mould of Citizenship by Unequal Education

This presentation will, by using 19th century English educational policies as an example, demonstrate social and political norms which conditioned the emergence of class inequality in education. The supposition is that inequality in education directly impacted on the gradation of citizenship and the definition of what constituted the ability to be a citizen. Now, when the re-examination of ideas upon which the 20th century educational ideals relied becomes a matter of some urgency, the return to the 19th century has more to it than mere historical relevance. If the 20th century educational ideal implied equal and equally available schooling practices which aimed for educating (all) future autonomous citizens, it may be said that this ideal is closely related to the 20th century notion of democratic citizenship which treats education as a form of public good. Defining 19th century education as essentially stratified by class might gloss the difference in objectives of citizenship, moulded by class-specific requirements for future citizens. This definition would be genealogical because it understands history of educational ideals as entwined with the histories of their institutionalisation. It seeks to reveal the forms of class segregation of education, but also the altered role of the state in systematizing of the rights to education and the forms of enacting those rights. Ultimately, the question posed by this presentation deals not with the past but with the future of education in our own reshaped circumstances of enactment of citizenship.

Key words: education, schooling system, lower classes, middle class, state





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