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Ministarstvo kulture Republike Srbije

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BELEŠKA UZ OVAJ BROJ “REČI”

Najveći deo ovog broja *Reči* čine tekstovi napisani na osnovu izlaganja sa konferencije “Obrazovanje za demokratiju”, koja je održana u Beogradu 21. i 22. septembra 2012. godine. Tim tekstovima priključeni su i transkripti razgovora koji su se u okviru odgovarajućih panela vodili posle izlaganja. Struktura ove *Reči* gotovo je istovetna strukturi same konferencije. To se jasno vidi i iz brošure s konferencije koju ovde preštampano ispred ostalih priloga. Smatrali smo da će čitaocima biti od koristi da makar i letimično prođu kroz program i upoznaju se sa osnovnim temama konferencije, predavačima i diskutantima, kao i sa sažecima izlaganja.

Zahvaljujemo se predavačima i diskutantima što su odvojili vreme i da se dobro pripreme za konferenciju i da posle konferencije svoja izlaganja prirede za objavljivanje. Zahvaljujemo i osobama koje su pratile konferenciju i aktivno učestvovala u debatama. Tri javljanja iz tih debata, na str. 132, 137 i 195, pripadaju osobama kojima, našom greškom, nismo zabeležili ime. Izvinjavamo se zbog toga i njima i čitaocima.

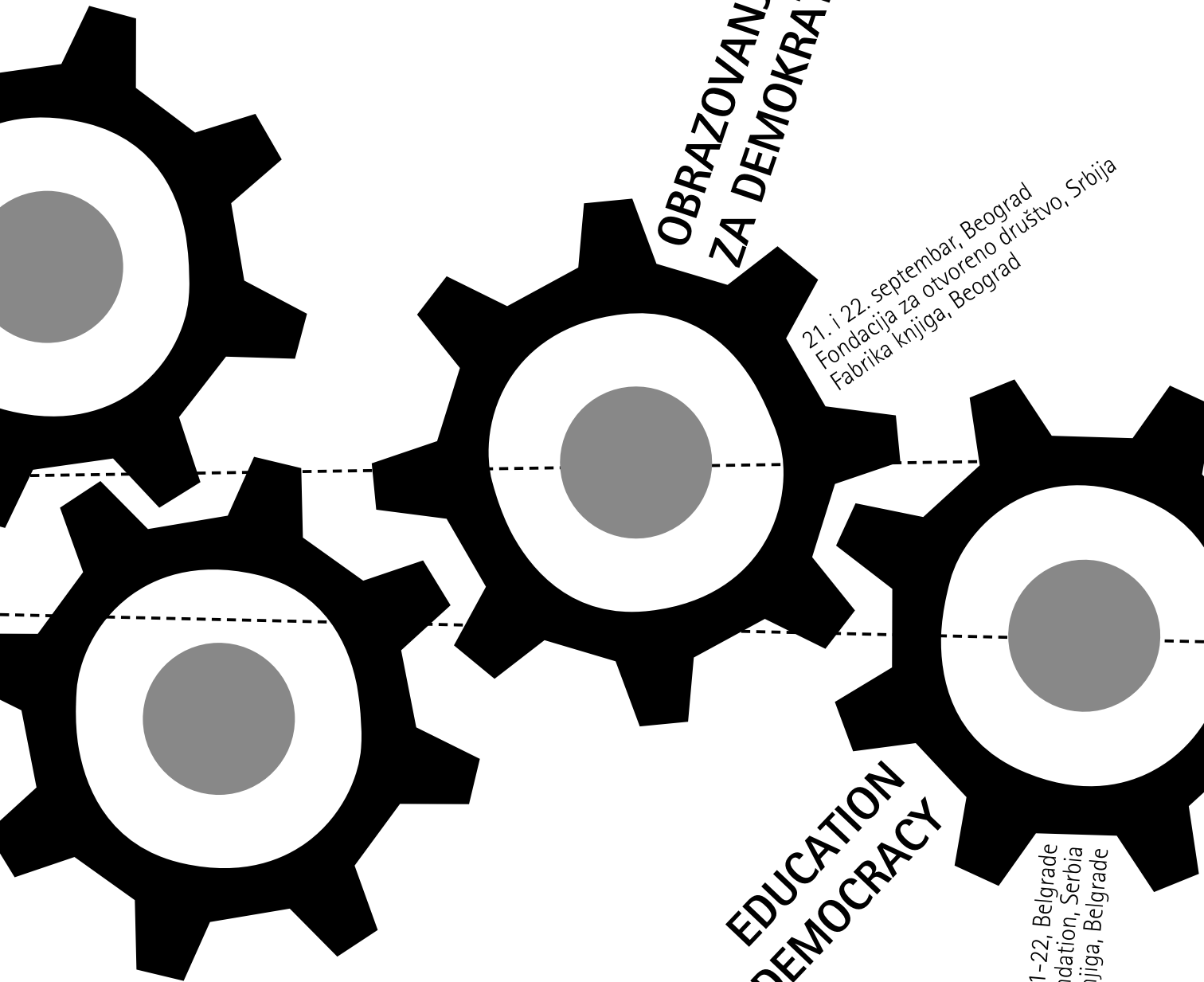
Iz brošure se takođe vidi da je konferencija imala i nešto što smo uslovno nazvali “pratećim” programom. Reč je o predavanjima koja su profesori Walter Feinberg, Rima D. Apple i Michael W. Apple održali na Filozofskom fakultetu i Fakultetu političkih nauka Univerziteta u Beogradu. Predavanje profesorke Apple nalazi se u “dodatku” posle materijala sa same Konferencije.

U tom istom dodatku, zainteresovani čitaoci mogu naći i jedanaest kratkih tekstova polemike koja se vodila na internet stranama Peščanika. U dogovoru sa urednicama Peščanika, polemika je osmišljena kao neka vrsta letnje najave za septembarsku konferen-

ciju. Iako polemika na neki način jeste bila isprovocirana s “predumišljajem”, njen tok i učesnici nisu mogli biti planirani. Zahvaljujemo se učesnicima polemike na kvalitetnim prilozima. Zahvala ide i urednicama Peščanika Svetlani Lukić i Svetlani Vuković koje su i medijski i prijateljski podržale konferenciju, a potom i dozvolile da čitavu polemiku uvrstimo u ovaj broj.

Na početku brošure dati su i podaci o organizaciji konferencije. Tome ovde treba dodati dve stvari. Prva se tiče profesionalne, u najboljem smislu te reči, pomoći agencije “Miross” oko pripreme i realizacije konferencije, na čemu im se i ovde ponovo zahvaljujemo.

Druga stvar tiče se uverenja što ih delimo sa osobama iz Fondacije za otvoreno društvo, s kojima smo zajedno radili na osmišljavanju i realizaciji konferencije. Objavljanjem knjiga i posebnih brojeva časopisa *Reč* o obrazovanju, kao i samom konferencijom, i Fondacija za otvoreno društvo i Fabrika knjiga skreću pažnju na važnost obrazovanja u savremenoj pluralnoj političkoj zajednici. Konferencijom je obeleženo i 20 godina rada Fondacije. Nadamo se da smo, s naše strane, predanim i kompetentnim radom i na publikacijama i u vezi s konferencijom dosegli nivo ugleda ove institucije, koja već dve decenije daje znatan doprinos unapređivanju društvenog života u Srbiji.



**OBRAZOVANJE
ZA DEMOKRATIJU**

21. i 22. septembar, Beograd
Fondacija za otvoreno društvo, Srbija
Fabrika knjiga, Beograd

**EDUCATION
FOR DEMOCRACY**

September, 21-22, Belgrade
Open Society Foundation, Serbia
Fabrika knjiga, Belgrade



FONDACIJA ZA OTVORENO DRUŠTVO, SRBIJA
OPEN SOCIETY FOUNDATION, SERBIA



Konferenciju organizuju

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Kneginje Ljubice 14, Beograd
www.fosserbia.org, office@fosserbia.org

"Fabrika knjiga", Beograd
www.fabrikaknjiga.co.rs

Conference is organized by

Open Society Foundation, Serbia
Kneginje Ljubice 14, Belgrade
www.fosserbia.org, office@fosserbia.org

"Fabrika knjiga", Belgrade
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Stručni i organizacioni tim konferencije

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Dejan Ilić, "Fabrika knjiga"

Conference program and organizing team

Ana Kolarić, Faculty of Philology, University of Belgrade
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OBRAZOVANJE ZA DEMOKRATIJU

Obrazovanje je tesno povezano sa opštim interesom i temeljnim potrebama društva. Zato ciljevi i svrha obrazovanja moraju biti stvar ne samo stručnih nego i javnih rasprava. Javna rasprava treba da ponudi odgovore u pogledu svih važnih obrazovnih pitanja koji bi bili prihvatljivi za sve građane. To nije posao koji jedno ministarstvo samo može da uradi. U tom smislu neophodno je uspostaviti stalnu saradnju i razgovor između svih zainteresovanih strana (roditelji, nastavnici, stručnjaci i stručne organizacije, druge organizacije civilnog društva) i donosilaca važnih odluka u oblasti obrazovanja.

Konferencijom "Obrazovanje za demokratiju" i svim dodatnim aktivnostima hoćemo da se uključimo u razgovore o ulozi i značaju obrazovanja za razvoj društva (demokratski, ekonomski, tehnološki, informacioni...). Želja nam je da se uspostavi okvir za javnu raspravu i stalni dijalog koji bi uključivao što veći broj ljudi iz raznih oblasti delovanja. Povod da se pokrene javna rasprava o obrazovanju jeste i objavljeni predlog strategije za obrazovanje u Srbiji od 2012. do 2020. godine.¹

Konferencija će dati i uvid u rezultate do sada definisanih pravaca razvoja obrazovanja i konkretnih reformi u sferi obrazovanja u Srbiji. "Fabrika knjiga" i Fondacija za otvoreno društvo nastoje da doprinesu podizanju svesti u stručnoj javnosti, a pri tom mislimo na sve relevantne struke, kada je reč o dve stvari: 1) potrebi uspostavljanja stalnog dijaloga stručne i šire javnosti sa donosiocima odluka u oblasti obrazovanja, i 2) značaju određenih znanja i kompetencija koje obrazovanje treba da pruži svim (budućim) građanima modernog, globalnog, interkulturalnog i socijalno kohezivnog društva. Razgovor o obrazovanju uvek je i razgovor o tome u kakvom društvu hoćemo da živimo, pa je tema konferencije odnos između obrazovanja i oblikovanja, transformisanja društva.

EDUCATION FOR DEMOCRACY

Education is inextricably linked to questions of the public interest and substantial needs of a society. This is one of the reasons why there must be not only expert but also a public debate on education. This debate should provide acceptable answers regarding all important educational issues. Serbian Ministry of Education cannot and should not work on these complex issues and problems by itself. Therefore, it is vital to establish permanent cooperation and dialogue between all parties involved (e.g. parents, teachers, experts and their organizations, various civil society organizations) and education decision makers.

Conference "Education for Democracy" is the result of an attempt to start a dialogue about the role and significance of education for democratic, cultural, economic, technological etc. viability of the Serbian society. The conference goal is to establish a general framework for the public debate, which will foster continuous dialogue between as many as possible people from different areas of expertise. Recently published draft on education strategy in Serbia until 2020 is among key reasons to raise this debate in this particular moment.

The conference aims to provide insights into the current state of the education reform, and to review aims of education and strategies for its development as they have been defined by various education documents and strategies. "Fabrika knjiga" and Open Society Foundation, Serbia, want to raise consciousness in the public sphere about two key questions concerning education, putting forward 1) need for a constant dialogue between scholars in the public sphere, on the one side, and education decision makers, on the other side, and, 2) significance of certain knowledges and competencies that education should provide for all future citizens of a modern, intercultural and socially cohesive society. Debate on education represents debate on a type of a society in which citizens would want to live. Thus, one of the key conference themes is the relationship between education and the transformation of society.

¹ (<http://www.mprn.gov.rs/prosveta/page.php?page=307>).

OBRAZOVANJE ZA DEMOKRATIJU

21. i 22. septembar, Beograd
Hotel "Balkan", Prizrenska 2, Beograd

Fondacija za otvoreno društvo, Srbija
"Fabrika knjiga", Beograd

Radni jezici konferencije: srpski i engleski
(obebeđen simultani prevod)

Prvi dan
21. 9. 2012.

9.30 Okupljanje

10.00–10.30 Otvaranje
Predstavnik Ministarstva prosvete,
nauke i tehnološkog razvoja
Jadranka Jelinčić (Fondacija za otvoreno društvo, Srbija)
Dejan Ilić ("Fabrika knjiga", Beograd)

10.30–11.00 Uvodno izlaganje: Tinde Kovač Cerović
(Filozofski fakultet, Univerzitet u Beogradu)
Kratak pregled: obrazovanje u Srbiji,
između prošlosti i budućnosti

11.00–11.30 Uvodna reč o obrazovanju:
Majkl Epl (Univerzitet Viskonsina u Medisonu)

11.30–11.45 Pauza za kafu

11.45 Prvi panel: Obrazovanje i javni interes
(moderorka: **Ana Kolarić**, Filološki fakultet,
Univerzitet u Beogradu)
Panel treba da ponudi opšti okvir za razgovor o obrazovanju. Govornici će u svojim izlaganjima objasniti zašto obrazovanje mora da se posmatra kao stvar od javnog interesa, što je onda razlog i da se u razgovore o obrazovanju

EDUCATION FOR DEMOCRACY

September, 21-22, Belgrade
Hotel "Balkan", Prizrenska 2, Belgrade

Open Society Foundation, Serbia
"Fabrika knjiga", Belgrade

Working languages of the conference: Serbian and English
(simultaneous translation is provided)

Day 1
21 September, 2012.

9.30 Gathering

10.00–10.30 Opening
Representative from the Ministry of Education,
Science and Technological Development
Jadranka Jelinčić (Open Society Foundation, Serbia)
Dejan Ilić ("Fabrika knjiga", Belgrade)

10.30–11.00 Introduction: Tinde Kovacs Cerović
(Faculty of Philosophy, University of Belgrade)
Overview of the educational situation in Serbia:
between the past and the future

11.00–11.30 Introduction: Michael Apple
(University of Wisconsin–Madison)

11.30–11.45 Coffee break

11.45 First panel: Education and the public interest
(Chair: **Ana Kolarić**, Faculty of Philology,
University of Belgrade)
The panel should provide a general framework for the discussion about education. Lecturers will argue that education must be understood as a matter of public interest. If education is seen like this, then all society members have

uključite svi pripadnici društva. Drugim rečima, razgovor o obrazovanju, kako će se pokazati u ovim izlaganjima, uvek je i razgovor o temeljima društva, pa su stoga razgovori o obrazovanju uvek i pregovori o društvenim aranžmanima.

Patriša Vajt

(Institut za obrazovanje, Londonski Univerzitet)

**Građansko obrazovanje u demokratiji:
program od javnog interesa**

11.45–12.15 Nenad Dimitrijević

(Centralnoevropski univerzitet, Budimpešta)

**Obrazovanje posle moralnog pada: u odbranu
kontekstualno specifičnog perfekcionizma**

12.15–12.45 Predrag Brebanović

(Filološki fakultet, Univerzitet u Beogradu)

Humanistika i "javni interes"

12.45–13.15 Tinde Kovač Cerović

(Filozofski fakultet, Univerzitet u Beogradu)

**Obrazovanje Roma u Srbiji – začarni krug
permanentnih administrativnih prepreka**

13.15–14.15 Diskusija

Diskusanti:

Ivana Spasić (Filozofski fakultet, Univerzitet u Beogradu)

Đorđe Pavićević (Fakultet političkih nauka,
Univerzitet u Beogradu)

Dejan Ilić ("Fabrika knjiga", Beograd)

14.15–16.00 Ručak

16.00 Drugi panel: Javna sfera kao obrazovni prostor

(Moderator: **Dejan Ilić**, "Fabrika knjiga", Beograd)

Svaki oblik obrazovanja, ma koliko pažljivo planiran da pravično ispuni zajedničke ciljeve i svrhe, uvek sa sobom nosi i vidove potčinjenosti i nepravde. I u tom smislu, javna sfera nije samo sredstvo za preispitivanje postojećih zajedničkih ciljeva i svrha, već i sredstvo za stvaranje novih ciljeva i svrha, a u stalnoj težnji da se ostvari pravednost. Ta uloga javne sfere, kada govorimo o obrazovanju, još je važnija u situaciji u kojoj

to be included in the public debate on the aims of education. Since education is concerned with value systems in a society, educational debate has to involve various negotiations concerning social structure and power relations.

Patricia White

(Institute of Education, University of London)

**Civic Education in a Democracy:
A policy in the public interest**

11.45–12.15 Nenad Dimitrijević

(Central European University, Budapest)

**Education after a moral fall:
In defense of the context-specific perfectionism**

12.15–12.45 Predrag Brebanović

(Faculty of Philology, University of Belgrade)

Humanities and "public interest"

12.45–13.15 Tinde Kovacs Cerović

(Faculty of Philosophy, University of Belgrade)

**Education of Roma in Serbia – the vicious circle
of re-emerging administrative barriers**

13.15–14.15 Discussion

Discussants:

Ivana Spasić (Faculty of Philosophy, University of Belgrade)

Đorđe Pavićević (Faculty of Political Science,
University of Belgrade)

Dejan Ilić ("Fabrika knjiga", Belgrade)

14.15–16.00 Lunch

16.00 Second panel: Public sphere as an educational space (Chair: **Dejan Ilić**, "Fabrika knjiga", Belgrade)

Any form of education, no matter how fairly and cautiously designed, includes certain types of subjugations and cruelties. Public sphere may be seen as a tool for questioning the already existing common purposes, and crystalizing new ones, in a constant effort to achieve justice and fairness. This role of public sphere is even more important when we speak about societies

je društvo, uprkos javnim proklamacijama, daleko – nebitno je da li namerno ili ne – i od pomisli na pravedno školovanje.

in which the idea of just and fair schooling is highly questionable.

16.00–16.45 Svetlana Lukić ("Peščanik", Beograd)
i **Viktor Ivančić** (*Novosti*, Zagreb)

16.00–16.45 Svetlana Lukić ("Peščanik", Belgrade)
and **Viktor Ivančić** (*Novosti*, Zagreb)

16.45–17.45 Diskusija

16.45–17.45 Discussion

Drugi dan
22. 9. 2012.

Day 2
22 September, 2012.

9.30 Okupljanje

9.30 Gathering

10.00 Treći panel: Obrazovanje i tržište
(Moderator: **Dejan Ilić**, "Fabrika knjiga", Beograd)
Panel treba da ponudi odgovore na ključna pitanja o odnosu između obrazovanja i tržišta. S jedne strane nalaze se pitanja o tome kako obrazovanje treba da pripremi građane za uspešan izlazak na tržište rada. S druge strane, postavljaju se i pitanja o tome ko oblikuje to tržište i kakav je odnos između društva u celini i tržišta koje je jedan njegov segment.

10.00 Third panel: Education and the market
(Chair: **Dejan Ilić**, "Fabrika knjiga", Belgrade)
The panel should provide some insights about the pressing questions concerning relationship between education and the market. On the one hand, there is a question of how – or even, if – education should prepare citizens for the job market; on the other hand, questions of who shapes the market and what is the relationship between the society in general and the market as its segment, should also be raised.

10.00–10.30 Majkl Epl
(Univerzitet Viskonsina u Medisonu)
Tržišta, znanje i nejednakost u obrazovanju

10.00–10.30 Michael Apple
(University of Wisconsin-Madison)
Markets, knowledge, and inequality in education

10.30–11.00 Aleksandar Baucal
(Filozofski fakultet, Univerzitet u Beogradu)
Ne samo za tržište: ka društvenom konsenzusu o ključnim kompetencijama sledeće generacije građana

10.30–11.00 Aleksandar Baucal
(Faculty of Philosophy, University of Belgrade)
**Not only for the market:
Towards a social consensus on key competencies of the next generation of citizens**

11.00–11.45 Diskusija
Diskutanti:
Rastislav Dinić (Filozofski fakultet, Univerzitet u Nišu)
Ana Jovanović (Centralnoevropski univerzitet, Budimpešta)

11.00–11.45 Discussion
Discussants:
Rastislav Dinić (Faculty of Philosophy, University of Niš)
Ana Jovanović (Central European University, Budapest)

11.45–12.00 Pauza za kafu

11.45–12.00 Coffee break

12.00–12.30 Iskra Maksimović (Fakultet za ekonomiju, finansije i administraciju, Univerzitet Singidunum)
Celoživotno učenje: uloga kompetencija u razvoju obrazovanja

12.30–13.00 Dean Duda
(Filozofski fakultet, Sveučilište u Zagrebu)
Visoko obrazovanje kao javno dobro: primjer iz regije/ primjer za regiju?

13.00–13.45 Diskusija
Diskutanti:
Zoran Dimić (Filozofski fakultet, Univerzitet u Nišu)
Ana Kolarić (Filološki fakultet, Univerzitet u Beogradu)

13.45–15.15 Ručak

15.15 Četvrti panel: Kohezivna funkcija obrazovanja
(Moderatorica: **Tatjana Stojić**, Fondacija za otvoreno društvo, Srbija)
Panel treba da ukaže na značaj obrazovanja za socijalnu koheziju. S obzirom na iskustva i događaje iz devedesetih, panel se bavi pitanjima kohezivne funkcije obrazovanja u multietničkim društvima koja razdiru nedavni sukobi.

15.15–15.45 Volter Fajnberg (Univerzitet Ilinoisa)
Obrazovanje građana za pluralna društva

15.45–16.15 Dubravka Stojanović (Filozofski fakultet, Univerzitet u Beogradu)
Nastava istorije kao predvojnička obuka

16.15–16.45 Nenad Veličković (Filozofski fakultet, Univerzitet u Sarajevu)
Nacionalizam u čitankama u Bosni i Hercegovini

12.00–12.30 Iskra Maksimović (Faculty of Economics, Finance and Administration, Singidunum University)
Lifelong learning: the role of competencies in development of education

12.30–13.00 Dean Duda
(Faculty of Philosophy, University of Zagreb)
Higher education as a public good: an example from the region/for the region?

13.00–13.45 Discussion
Discussants:
Zoran Dimić (Faculty of Philosophy, University of Niš)
Ana Kolarić (Faculty of Philology, University of Belgrade)

13.45–15.15 Lunch

15.15 Fourth panel: The role of education in building and promoting social cohesion (Chair: **Tatjana Stojić**, Open Society Foundation, Serbia)
The panel aims to point out the significant role of education in building social cohesion. Education is central to the inclusion of marginalized groups; it increases their chances of participation in the negotiations concerned with social structure and power relations. Bearing in mind the period of the 1990's in Serbia (and former Yugoslavia), this panel addresses problems related to the role of education in fostering social cohesion in multiethnic societies.

15.15–15.45 Walter Feinberg (College of Education, University of Illinois at Urbana-Champaign)
Educating Citizens for a Pluralistic Society

15.45–16.15 Dubravka Stojanović
(Faculty of Philosophy, University of Belgrade)
Does Serbian history curriculum prepare pupils and students for war?

16.15–16.45 Nenad Veličković
(Faculty of Philosophy, University of Sarajevo)
Nationalism in literature textbooks in Bosnia and Herzegovina

Džon Vajt (Institut za obrazovanje, Univerzitet u Londonu)
Školski kurikulum zasnovan na ciljevima i promocija društvene kohezije

John White (Institute of Education, University of London)
An aims-based school curriculum and the promotion of social cohesion

16.45–17.45 Diskusija

Diskutanti:

Đokica Jovanović

(Filozofski fakultet, Univerzitet u Beogradu)

Jasmina Husanović

(Filozofski fakultet, Univerzitet u Tuzli)

Ružica Marjanović (Gimnazija u Užicu,
organizatorka festivala "Na pola puta")

Dinko Kreho (saradnik projekta
"Alternativna književna tumačenja",
Fond Otvoreno društvo BiH)

16.45–17.45 Discussion

Discussants:

Đokica Jovanović

(Faculty of Philosophy, University of Belgrade)

Jasmina Husanović

(Faculty of Philosophy, University of Tuzla)

Ružica Marjanović (High school in Užice,
organizer of literary festival "Na pola puta")

Dinko Kreho (associate on the project
"Alternative literary interpretations",
Open Society Foundation, Bosnia and Herzegovina)

Zaključne napomene

Closing words

PRATEĆI PROGRAM KONFERENCIJE

ADDITIONAL CONFERENCE PROGRAMME

20. septembar, Fakultet političkih nauka

12.00 Profesor Volter Fajnberg

14.00 Profesor Majkl Epl

20 September, Faculty of Political Science

12.00 Professor Walter Feinberg

14.00 Professor Michael Apple

24. septembar, Filozofski fakultet

10.00 Profesorka Rima Epl

12.00 Profesor Majkl Epl

24 September, Faculty of Philosophy

10.00 Professor Rima Apple

12.00 Professor Michael Apple

SAŽECI IZLAGANJA

Tinde Kovač Cerović,
Filozofski fakultet, Univerzitet u Beogradu

KRATAK PREGLED: OBRAZOVANJE U SRBIJI, IZMEĐU PROŠLOSTI I BUDUĆNOSTI

Ova prezentacija nastoji da pruži detaljan kontekst za diskusiju tako što daje pregled obrazovnih politika i programa u Srbiji iz perspektive poslednjih dvadeset godina razvoja obrazovanja. Biće opisane četiri faze tog razvoja: 1) period devedesetih, sa posebnim fokusom na građanski aktivizam i razvoj žive, dinamične zajednice nevladinih organizacija, 2) počeci reformi koje su sprovedene u periodu 2000–2004, obeleženi poratnim entuzijazmom i željom da se "uhvati korak sa svetom", 3) period konzervativizma u obrazovanju od 2004. do 2008, i 4) period socijalne inkluzije od 2008. do 2012. Da bi se ilustrovao niz prepreka, stanovišta različitih učesnika i međudnos nacionalnih, lokalnih i školskih programskih politika, biće predstavljena i studija slučaja o uvođenju inkluzivnog obrazovanja.

Patriša Vajt, Institut za obrazovanje, Londonski Univerzitet

GRAĐANSKO OBRAZOVANJE U DEMOKRATIJI: PROGRAM OD JAVNOG INTERESA

Za stvari tako različite poput javnih parkova i nacionalnog sistema odbrane često se tvrdi da su od javnog interesa. Šta treba jedan program da ima da bi bio od javnog interesa? Da li eksperti mogu da odrede takve programe? Da li je pružanje građanskog obrazovanja od javnog interesa? U ovoj prezentaciji se tvrdi da jeste.

Ali, o kakvom obliku građanskog obrazovanja je reč? Da bi se to utvrdilo, korisno je razmisliti šta sve čini demokratskog građanina. Od značaja je poznavanje političkog sistema i vrednosti na kojima on počiva, poput pravde, slobode i vladavine prava. Druge vrste znanja su takođe potrebne; bezbrojni su mogući primeri – poznavanje eko-

ABSTRACTS

Tinde Kovacs Cerović,
Faculty of Philosophy, University of Belgrade

OVERVIEW OF THE EDUCATIONAL SITUATION IN SERBIA: BETWEEN PAST AND FUTURE

This presentation aims to provide a rich contextual background for the subsequent discussions. It gives a sketchy account of education policy making in Serbia from the perspective of the last 20 years of its development. Four discrete phases of this development will be described: 1) the nineties, with a special focus on civic activism and the development of a vibrant NGO community, 2) the beginnings of reforms 2000–2004, characterized by post-war enthusiasm and the wish for "catching up with the world", 3) the 2004–2008 period of conservatism in education and 4) the 2008–2012 social inclusion period. The case study of introducing inclusive education will be also presented, to illustrate the variety of barriers, views of diverse stakeholders and the interplay between national, local and school policy.

Patricia White, Institute of Education, University of London

CIVIC EDUCATION IN A DEMOCRACY: A POLICY IN THE PUBLIC INTEREST

Things as different as public parks and a national defence system are often claimed to be in the public interest. What is it for a policy to be in the public interest? Can experts determine such policies? Is the provision of a civic education in the public interest? This presentation argues that it is.

But what form should that civic education take? To help determine such an education it is useful to think about what is involved in being a democratic citizen. Knowledge of the political system and of the values – for instance, justice, freedom and the rule of law – underpinning it are involved. Other kinds of knowledge too are

nomije, finansijskih sistema, statistike, nauke i tako dalje. Biti građanin zahteva i niz političkih veština za učestvovanje u političkom sistemu, od jednostavnih stvari poput glasačkih procedura do znanja o tome kako da se nečiji glas učini vidljivim unutar političke arene. Međutim, najvažnije, građaninu je potreban niz specifično demokratskih dispozicija. Među njima su osećaj za pravičnost, tolerancija, nada, sigurnost, poštenje, poverenje, pristojnost i, povremeno, hrabrost. Ali šta su to dispozicije i kako se one mogu razvijati? U odgovoru na to pitanje u ovoj prezentaciji se tvrdi da javne obrazovne ustanove igraju ključnu ulogu i to od najranijih godina.

Da li postoji građansko obrazovanje koje bi svima odgovaralo? Znamo da postoje različiti oblici demokratije, maksimalni i minimalni: građani mogu biti, verovatno opravdano, manje ili više aktivni. Pored toga, demokratije imaju veoma različite istorije i suočavaju se sa sasvim različitim problemima. Da li u tom slučaju bilo šta suvislo može da se kaže o građanskom obrazovanju? Tvrdim da može.

needed; potential examples are countless – knowledge of economics, financial systems, statistics, science and more. The citizen also requires a range of political skills to participate in the political system, from simple things like voting procedures to knowing how to make one's voice heard in the political arena. But, most important, the citizen needs a range of specifically democratic dispositions. These include a sense of fairness, tolerance, hope, confidence, trust, honesty, decency and, perhaps on occasion, courage. But what are dispositions and how can they be fostered? The presentation argues that public educational institutions have a crucial role to play and from the earliest years.

But can there be a one-size-fits-all civic education? Democracy, after all can take different forms, maximal and minimal: citizens may, legitimately perhaps, be more or less active. Democracies also have very different histories and have to grapple with very different problems. Can anything useful be said then in general about civic education? I will argue that it can.

Nenad Dimitrijević, Centralnoevropski univerzitet, Budimpešta

**OBRAZOVANJE POSLE MORALNOG PADA:
U ODBRANU KONTEKSTUALNO SPECIFIČNOG
PERFEKCIONIZMA**

U fokusu prezentacije je pitanje o odgovarajućim obrazovnim politikama nakon masovnih zločina počinjenih u ime nacije. Polazi se od pretpostavke da je država dužna da sprovodi politike istine u periodu tranzicije sa kriminalnog režima na demokratiju. Primenjena u oblasti obrazovanja, ta pretpostavka znači da bi učenike trebalo podučavati istini u pogledu nedavnih zločina; ovu istinu trebalo bi predstaviti kao obavezujuću distinkciju između dobrog i lošeg. Središnja obrazovna poruka bila bi jednostavna: zločini su bili pogrešni; zbog toga tumačenje čija je svrha opravdanje zločina nikada ne sme biti dozvoljeno. Međutim, čini se da je takva perfekcionista vrednosna orijentacija u raskoraku sa osnovnim liberal-

**Nenad Dimitrijević,
Central European University**

**EDUCATION AFTER A MORAL FALL:
IN DEFENSE OF THE CONTEXT-SPECIFIC
PERFECTIONISM**

The presentation will focus on the question of the right educational policies after the mass atrocities committed in the name of the nation. The point of departure is the assumption that in the transition from the criminal regime to democracy the state is duty-bound to pursue the politics of truth. Applied to the field of education, the assumption reads that students should be taught the truth about recent crimes; this truth should be presented as the binding distinction between right and wrong. The core educational message would be simple: the crimes were wrong and no interpretation aimed at their justification should ever be allowed. Such a perfectionist value orientation, however, seems to be at odds with the basic

nim principima lične autonomije, moralnog pluralizma i državne neutralnosti. Uprkos tome, tvrdi se da je kontekstualno specifičan liberalni perfekcionizam i moguć i neophodan.

liberal tenets of individual autonomy, moral pluralism, and the state neutrality. Still, it will be argued that the context-specific liberal perfectionism is both possible and necessary.

**Predrag Brebanović, Filološki fakultet,
Univerzitet u Beogradu**

**Predrag Brebanović, Faculty of Philology,
University of Belgrade**

HUMANISTIKA I "JAVNI INTERES"

HUMANITIES AND "PUBLIC INTEREST"

U prostoru omeđenom tradicionalnim poimanjima humanistike s jedne, te aktuelnim kritikama bolonjskih reformi s druge strane, autor pokušava da ukaže na društveni značaj proučavanja i podučavanja književnosti danas. Polaznu tačku predstavlja pitanje: jesu li "kulturalni ratovi", koji su poslednjih decenija presudno uticali na naše razumevanje umetnosti, doista dokazali nužnost prevladavanja onih književno-obrazovnih modela uz koje se, neretko sa negativnim konotacijama, vezuje pridev "humanistički"?

Positioned within the field which is delineated by traditional humanities, on the one side, and contemporary criticisms of Bologna educational reform, on the other, this paper aims to indicate social significance of studying and teaching literature today. The following question is used as a starting point for analysis: did "culture wars", which significantly influenced our understanding of art and art production in the last decades, indeed prove the necessity of overcoming all those literary-educational models that are often connected, sometimes having a negative connotation, to the adjective "humanist"?

Kao ogledna građa u izlaganju je iskorišćena ona koncepcija humanistike koja je polovinom 20. veka bila realizovana pod okriljem tzv. čikaške škole (R. McKeon, R. S. Crane), i koju je na jugoslovenskoj akademskoj sceni u prilagođenoj formi zagovarao književni teoretičar i istoričar Svetozar Petrović. Reč je o nastojanju da se humanistika ne poistovećuje niti sa specifičnim *predmetima* proučavanja, niti sa bilo kakvim apstraktnim *ciljevima*, već sa *metodama* istraživanja i interpretacije za kojima posežemo pri susretu sa "nepredvidivo izvrsnim" ljudskim ostvarenjima.

The concept of humanities explored in this paper was defined by the Chicago school (R. McKeon, R. S. Crane) in the mid-twentieth-century; slightly modified, it was advocated among Yugoslav scholars by literary theorist and historian Svetozar Petrović. Instead of identifying humanities with specific *objects* of analysis, or abstract *aims* of analysis, identifying should be made with *methods* of analysis and interpretation, which are used in the encounter with "unusually excellent" works and achievements.

Ali, može li nam takvo viđenje humanističkih disciplina još uvek poslužiti pri otklanjanju nesporazuma koji prate studij književnosti? U odgovoru na to pitanje najpre se, iz perspektive predočenih Craneovih i Petrovićevih stavova, analiziraju uloge *nastavnika*, *istraživača* i *kritičara*, da bi u zaključku – uz isticanje neophodnosti objedinjavanja tih triju funkcija u obrazovnom procesu – stvarni javni interes bio prepoznat ne samo u zaustavljanju negativnih univerzitetskih trendova, nego i u oplemenjivanju postojećih institucionalnih okvira jednom naročitom vrstom "harizmatičke" pedagogije.

However, one might ask whether such an understanding of humanities can put an end to all misunderstandings and contradictions inherent to the study of literature? In order to answer the question, roles of *teacher*, *researcher*, and *critic* are examined, relying on Crane's and Petrović's points of view. It is then emphasized that those three functions must be integrated in the process of education. In conclusion, concrete public interest is recognized not only in stopping negative university trends and tendencies, but also in enriching existing institutional frameworks with specific type of "charismatic" pedagogy.

Tinde Kovač Cerović, Filozofski fakultet,
Univerzitet u Beogradu

OBRAZOVANJE ROMA U SRBIJI – ZAČARNI KRUG PERMANENTNIH ADMINISTRATIVNIH PREPREKA

U ovoj prezentaciji ću predstaviti studiju slučaja otvaranja i širenja pristupa romskim učenicima u Srbiji u toku implementacije Dekade romske inkluzije. Opisacu sveobuhvatan skup postupaka vezanih za upis, kurikulum i vrednovanje, ali ću se posebno fokusirati na različite vrste administrativnih prepreka sa kojima se Romi suočavaju pri upisu škola, kao i na prepreke sa kojima se suočavaju integrativne programske politike u toku njihove implementacije unutar sistema javnog obrazovanja. Analiza tih prepreka podstiče na promišljanje organizacije i upravljanja obrazovanjem sa stanovišta ljudskih prava.

Tinde Kovacs Cerović, Faculty of Philosophy,
University of Belgrade

EDUCATION OF ROMA IN SERBIA – THE VICIOUS CIRCLE OF RE-EMERGING ADMINISTRATIVE BARRIERS

I will present the case study of expanding access to Roma students in Serbia during the implementation of the Decade of Roma Inclusion. I will describe a comprehensive set of actions in enrolment, curriculum and assessment, but will particularly focus on the different types of administrative barriers Roma face when accessing schools and the barriers integration policies face during implementation through the public education system. The analysis of these barriers lends itself to re-thinking of the setup of education governance from a human rights based perspective.

Majkl Epl, Univerzitet Viskonsina u Medisonu

TRŽIŠTA, ZNANJE I NEJEDNAKOST U OBRAZOVANJU

U mnogim zemaljama obrazovna politika kreće se u specifičnom smeru, koji je najbolje opisan frazom "konzervativna modernizacija". Uspostavljen je novi savez koji kombinuje neoliberalnu veru u tržišta i privatizaciju, neokonzervativnu posvećenost povratku na romantičko viđenje tradicionalnog znanja, i novi menadžerski naglasak na izvršenju, učinku i odgovornosti. Veoma često, posledica kombinovanja ta tri pokreta je izmena osnovnog smisla demokratije, uvećena nejednakost, kao i gubitak nastavničke autonomije i poštovanja. Za takve obrazovne politike postoje alternative koje se zasnivaju na izrazitije kritičkim demokratskim politikama i praksama. Namera mi je da kritički ispitam dominantne reforme čiji uticaj sve više raste, ukažem na njihove brojne negativne efekte, i detaljnije opišem demokratske mogućnosti i pokrete.

Michael W. Apple, University of Wisconsin-Madison

MARKETS, KNOWLEDGE, AND INEQUALITY IN EDUCATION

In many nations of the world, educational policy is moving in specific directions, what can best be described as "conservative modernization." A new alliance has been built that combines a neoliberal faith in markets and privatization, a neoconservative commitment to a return to a romantic view of traditional knowledge, and a new managerial emphases on performance, measurement, and accountability. The result of this combination of movements has often been a transformation in the very meaning of democracy, increased inequality, and a loss of teacher autonomy and respect. There are alternatives to these kinds of policies, ones based on more critically democratic policies and practices. I shall critically examine the dominant reforms that are becoming increasingly influential, demonstrate a number of their negative effects, and describe more thickly democratic possibilities and movements.

Aleksandar Baucal, Filozofski fakultet,
Univerzitet u Beogradu

**NE SAMO ZA TRŽIŠTE: KA DRUŠTVENOM
KONSENZUSU O KLJUČNIM KOMPETENCIJAMA
SLEDEĆE GENERACIJE GRAĐANA**

U prvom delu izlaganja razmotriću ulogu ekonomskog sektora u upravljanju budućim razvojem obrazovanja. Tvrdiću da se ovo pitanje često razmatra pojednostavljeno što stvara utisak nerešive podeljenosti između, s jedne strane, onih koji tvrde "očigledno" da su kompetencije sledeće generacije stanovništva ekonomsko pitanje i da prilikom upravljanja obrazovanjem u Srbiji treba voditi računa o ekonomskim aspektima (čuvena pitanja "ko će to da plati", "kako će to da se finansira", "kakav je odnos između cene koštanja i onoga što se dobija u finansijskom smislu", itd.), i s druge strane, onih koji tvrde "još očiglednije" da je obrazovanje javno dobro i da kao takvo ne može biti regulisano na osnovu ekonomskih parametara i "nevidljive ruke" tržišta. U zaključku prvog dela zastupaću tezu da obrazovanje kao javno dobro ne može biti regulisano samo pitanjem "kako da nas obrazovanje manje košta", ali da upravljanje obrazovanjem kao javnim dobrom treba da uključi i ekonomsku dimenziju.

U drugom delu zastupaću ideju da je za dalji razvoj obrazovanja u Srbiji potrebno da se ostvari *društveni konsenzus* o sledećem: koje ključne kompetencije treba da razvije sledeća generacija građana da bi kroz učešće u društvenom životu mogli da ostvare istovremeno i sopstvene interese i da doprinesu daljem razvoju društva? Kao što društveni život ne može da se svede samo na ekonomski život tako ni spisak ključnih kompetencija ne može biti sveden samo na one koje obezbeđuju osobi da savlada izazove pri učešću u ekonomskom životu. Kao dobra ilustracija napora da se ostvari društveni konsenzus o ključnim kompetencijama biće predstavljen OECD projekat DeSeCo (Defining and Selection of Key Competencies). U zaključku drugog dela rada zastupaću tezu da je potrebno da se i u Srbiji realizuje sličan projekat.

Aleksandar Baucal, Faculty of Philosophy,
University of Belgrade

**NOT ONLY FOR THE MARKET: TOWARDS A SOCIAL
CONSENSUS ON KEY COMPETENCIES OF
THE NEXT GENERATION OF CITIZENS**

In the first part of the presentation I will examine the role of economics in governing future education development. I will argue that this question has often been simplified, which creates the impression that there is an unresolvable conflict between, on the one side, those who claim that the future generation competencies are undoubtedly matter of economics and, because of that, economic aspects must be considered while governing the education in Serbia (frequently asked questions, "who will pay for that", "how will that be financed", "what is the rational between the investment and the outcome", etc.), and, on the other, those who claim that education is public good and as such cannot be regulated based on economic parameters and "invisible hand" of the market. In conclusion of the first part I will argue that whilst education as public good cannot be regulated solely by the question "how can education cost us less", governing the education as public good should involve economic dimension as well.

In the second part of the presentation I will argue that further development of education in Serbia requires *social consensus* on the following question: what are the key competencies that next generation of citizens should develop in order to simultaneously pursue their own interests and contribute to the society development when they take part in the life of a society? As one's life in a society cannot be boiled down to economic life, similarly, the list of key competencies cannot come down only to those which enable individual to participate in economic life and overcome its challenges. As an example of the tendency to reach social consensus on key competencies I will present OECD project DeSeCo (Defining and Selection of Key Competencies). In the conclusion, I will argue that similar project should be conducted in Serbia.

Iskra Maksimović, Fakultet za ekonomiju,
finansije i administraciju, Univerzitet Singidunum

CELOŽIVOTNO UČENJE: ULOGA KOMPETENCIJA U RAZVOJU OBRAZOVANJA

U prvom delu govoriću o tome koliko ekonomska globalizacija utiče na razvoj obrazovanja posebno u kontekstu razvoja doživotnog obrazovanja. Razvoj visokog obrazovanja se u poslednjoj deceniji posmatra u odnosu na tri bazična elementa koja se moraju uvažiti: a) značaj promena i njihove posledice na obrazovanje, b) uticaj globalizacije na promenu ukupnog cilja razvoja visokog obrazovanja; c) promena sveta rada i tržišta rada što je uticalo da se obrazovanju postavljaju novi zahtevi, odnosno tržište rada traži drugačije osposobljene i pripremljene pojedince koji imaju profesionalnu mobilnost i spremni su da uče tokom čitavog života.

U drugom delu, a s obzirom na obrazovanje u Srbiji, govoriću o ulozi i značaju kompetencija i kakav značaj ima razvoj obrazovanja zasnovan na ishodima. Postizanje kompetencija treba da omogući ostvarivanje tri osnovna zadatka bitna za svakog pojedinca ali i društva u celini: 1) lično ispunjenje i profesionalni razvoj (kulturni kapital): ostvarenje profesionalnih ciljeva i ličnih želja vezanih za kontinuirano učenje; 2) aktivno građanstvo (socijalni kapital): stvaranje mogućnosti svakome da kao aktivan građanin učestvuje u razvoju društva; 3) zapošljavanje (ljudski kapital): sposobnost svakog pojedinca da postigne i ostvari posao na tržištu rada. Shvatanje i definisanje kompetencija prikazaću na primeru akademskih i generičkih kompetencija unutar kurikuluma i obrazovnog procesa na Fakultetu za ekonomiju, finansije i administraciju (FEFA).

Dean Duda, Filozofski fakultet, Sveučilište u Zagrebu

VISOKO OBRAZOVANJE KAO JAVNO DOBRO: PRIMJER IZ REGIJE/PRIMJER ZA REGIJU?

Izlaganje obuhvaća pregled i analizu ključnih momenata borbe za besplatno javno visoko obrazovanje u Hrvatskoj,

Iskra Maksimović, Faculty of Economics, Finance and
Administration, Singidunum University

LIFELONG LEARNING: THE ROLE OF COMPETENCIES IN DEVELOPMENT OF EDUCATION

In the first part of this presentation I will talk about the influence of economic globalization on development of education, particularly in the context of lifelong education development. In the last decade, the development of education has been viewed in relation to three basic elements: a) the significance of changes and their effects on education, b) the influence of globalization on transformation of comprehensive aims of higher education development; c) the transformation of work and job market which resulted in new demands and challenges for education, i.e. job market needs individuals who are able to often change places and learn during their whole life.

In the second part of the presentation I will talk about the role and significance of competencies; and, about the significance of the outcomes-based development of education. Achievement of competencies should secure accomplishment of three basic aims that are important both to individuals and society: 1) personal fulfillment and professional development (cultural capital); 2) active citizenship (social capital); 3) hiring (human capital). I will use the example of academic and generic competencies within the curriculum and educational process at the Faculty of Economics, Finance and Administration (FEFA) in order to illustrate one possible way of understanding and defining competencies.

Dean Duda, Faculty of Philosophy, University of Zagreb

HIGHER EDUCATION AS PUBLIC GOOD: AN EXAMPLE FROM REGION/FOR REGION?

This presentation provides both overview and analysis of key elements of a struggle for public higher educa-

s obzirom na lokalne, regionalne, tranzicijske i šire europske okolnosti. U fokusu su dvije osnovne razine: praktična (organizacijska, sindikalna, direktnodemokratska) i teorijsko-sadržajna (dokumenti, načela, vrijednosni sistem). Posebna pažnja posvetit će se *Deklaraciji o znanosti i visokom obrazovanju* sindikata "Akademska solidarnost": detektiranim problemima, temeljnim načelima, mogućnosti njezine operacionalizacije, kao i problemima na koje bi se pritom moglo naići – od strukture akademske zajednice do dominantnog sustava društvenih vrijednosti.

tion free of charge, taking into account local, regional, transitional and broader European contexts and circumstances. There are two important aspects in the focus of the presentation: practical (concerned with organization, unions, and direct democracy) and theoretical (concerned with documents, principles, value systems). The presentation particularly focuses on *Declaration on science and higher education* written by the union "Academic solidarity". Authors of the *Declaration* have identified various problems regarding the higher educational system and its reforms as well. In order to critically analyse and, ideally, overcome some of those problems, the presentation outlines key principles and ideas from the *Declaration* as well as problems that implementation of the *Declaration* may face: from the structure of the academic community to dominant system of values in the society.

**Volter Fajnberg,
Univerzitet Ilinoisa**

**Walter Feinberg, University of Illinois
at Urbana-Champaign**

OBRAZOVANJE GRAĐANA ZA PLURALNA DRUŠTVA

EDUCATING CITIZENS FOR A PLURALISTIC SOCIETY

Pluralizam zahteva poštovanje različitih kulturnih i verskih zajednica, međutim, neke od tih zajednica se ne rukovode demokratskim načelima. Jedne su seksističke, druge rasističke, a neke autoritativne. Liberalizam zahteva posvećenost osnovnim idejama demokratije, a to su lična autonomija, sloboda mišljenja, lično usavršavanje, jednake mogućnosti i, za obrazovanje verovatno najvažnija, sposobnost da se zamisli nad sopstvenim usvojenim koncepcijama dobra. Ovaj sukob je najočigledniji na primerima oštrih etničkih ili verskih različitosti unutar jednog društva.

Pluralism requires respect for different cultural and religious communities, but not all of these communities are governed by democratic norms. Some are sexist, others are racist while still others are authoritarian. Liberalism requires a commitment to the basic ideas of democracy, individual autonomy, freedom of association, individual growth, equal opportunity and perhaps most important of all for education, the capacity to reflect upon their own inherited conception of the good. This conflict is most apparent in cases of strong ethnic or religious differences within the same society.

Tvrdim da javno obrazovanje ima jedinstvenu ulogu – ulogu permanentnog stvaranja javnosti – i definišem javnost kao učestvovanje stranaca u kreiranju zajedničke sudbine. Imajući u vidu takvu koncepciju, pokazujem zbog čega su neoliberalni pristupi obrazovanju pogrešni i kako koncepcija javnog obrazovanja za koju se zalažem može da obuhvati potrebe različitih verskih i etničkih zajednica.

In this paper I argue that public education has a unique role – that of reproducing a public – and I define a public as an engagement of strangers in the construction of a shared fate. Given this conception I show why neo-liberal approaches to education are misguided and how this conception of public education can address the needs of different religious and ethnic communities.

Dubravka Stojanović, Filozofski fakultet,
Univerzitet u Beogradu

NASTAVA ISTORIJE KAO PREDVOJNIČKA OBUKA

Nastava istorije u Srbiji više liči na predvojničku obuku nego na disciplinu koja bi trebalo da učestvuje u izgradnji kritičkog i analitičkog mišljenja. Nastava se svodi na puko memorisanje, koje reprodukuje autoritarni model obrazovanja: nastavnik i udžbenik iznose istine koje treba bespogovorno prihvatiti. U udžbenicima se često koristi apodiktični jezik, koji pojačava utisak da se radi o nedvojbenim činjenicama i interpretacijama. Štaviše, i veoma sporni trenuci iz prošlosti svode se na jednostavne rečenice koje već svojom formom ne ostavljaju prostor za preispitivanje. (Na primer: "Prvi Balkanski rat bio je oslobodilački. Drugi Balkanski rat bio je nepravedan.")

Analiza sadržaja udžbenika pokazuje da su udžbenici zasnovani na ratničkom sistemu vrednosti: žrtvovanje sopstvenog života za otadžbinu smatra se najvišim ciljem pojedinca, a tiho trpljenje predstavlja idealni model političkog ponašanja. Korišćenjem citata iz epske poezije u udžbenicima se (p)održava devetnaestovekovni način mišljenja, a pojedinac se u potpunosti potčinjava kolektivu. Nastava istorije predstavlja jedan od osnovnih prostora za proizvodnju i širenje autoritarnih matrica mišljenja, kao i nacionalizma zasnovanog na etnocentrizmu, ksenofobiji i slici prošlosti u kojoj smo "mi" bili žrtva svih okolnih naroda i velikih sila.

Nenad Veličković, Filozofski fakultet,
Univerzitet u Sarajevu

NACIONALIZAM U ČITANKAMA U BOSNI I HERCEGOVINI

U izlaganju ću opisati polje obrazovanja u Bosni i Hercegovini, koje čini prividno dvanaest zasebnih ravnopravnih administrativnih cjelina, a praktično tri, u potpunoj vlasti

Dubravka Stojanović, Faculty of Philosophy,
University of Belgrade

DOES SERBIAN HISTORY CURRICULUM PREPARE PUPILS AND STUDENTS FOR WAR?

Serbian history curriculum and lessons have more in common with military prep schools than with academic discipline that should foster critical and analytical thinking. Teaching history boils down to mere memorization of facts, reinforcing the authoritarian model of education: teachers and textbooks offer "the truth" that ought to be taken for granted. Textbooks are often apodictic, because they aim to represent their contents as unquestionable facts and interpretations. Even the most controversial events from the past come down to simple sentences leaving no room for questioning (for example, "The first Balkan war was liberation war. The second Balkan war was unjust.").

Content analysis shows that history textbooks are based on the warrior morality and ethics: to sacrifice life for one's homeland is the greatest achievement, whereas being passive and inactive is considered to be an ideal form of political behavior. Frequent quotes from epic poetry are used to maintain and reinforce the way of thinking specific to the nineteenth century; these quotes serve to emphasize aims and wishes of the collective instead of individual. History curriculum and lessons provide space for producing and spreading authoritarian way of thinking, ethno-nationalism, xenophobia, and picture of the past in which "we" are represented as victims of all neighboring countries and powerful nations.

Nenad Veličković, Faculty of Philosophy,
University of Sarajevo

NATIONALISM IN LITERATURE TEXTBOOKS IN BOSNIA AND HERZEGOVINA

This paper first briefly describes educational system in Bosnia and Herzegovina. In theory, this system consists of twelve distinct administrations, which have equal rights.

tri ravnopravna nacionalizma (bošnjačkog, hrvatskog i srpskog) koji određuju ciljeve i svrhu obrazovanja, i vode ka diskriminaciji, povredama prava djeteta i odustajanju od proklamovanih evropskih vrijednosti. Ukazaću na mjesto u zakonskim odredbama kojima se pribavlja legitimitet za takvu praksu, odnosno mjesto gdje se proklamovana svrha obrazovanja u korist djeteta i pojedinca napušta zarad interesa nacionalizma.

U nastavku, u argumentaciji teze, pokazaću na kojem mjestu i zašto nacionalizam uzurpira resurse školstva, prije svih nastavu književnosti, koja na specifičan način raspravlja o moralnim vrijednostima i koja upravo zbog toga zauzima povlašteno mjesto u školi kao moralnoj ustanovi. (Podesnija je za oblikovanje morala od istorije, geografije, vjeronauke i ostalih, nenacionalnih, predmeta.)

Na kraju ću ukratko predstaviti rezultate istraživanja čitanki za starije razrede osnovne škole u Bosni i Hercegovini, a koji se tiču primjera indoktrinacije putem književnosti, njihovog broja i tipova, kao i neka moguća alternativna rješenja.

In reality, there are only three administrative bodies, which are under the rule of three nationalisms (Bosnian, Croatian and Serbian). These nationalisms, which determine aims and purposes of education, cause discrimination, endanger child rights, and disregard publicly promoted European values. I will identify legal regulations which legitimize such discriminatory and oppressive practices within the field of education and thus take care about national(ist) interests rather than human rights in general and child rights in particular.

Second part of the paper examines how nationalism affects school subjects, in particular literary curriculum. I will argue that literature has a privileged place among school subjects, mainly because of its specific way of thinking about moral values. (Storytelling, reader's imagination and empathy are central to literature, which makes literary study more adequate for moral and ethical formation of children than history, geography, religion and other non-national subjects.)

To support my argument, I will present results of the research done on literature textbooks which are used in higher grades in elementary schools in Bosnia and Herzegovina. Not only this research recognized the relationship between ideology and literature, it also explored different types of that relationship. In conclusion, I will present alternative solutions for creation of literature textbooks, regarding their contents as well as critical interpretations.

**Džon Vajt, Institut za obrazovanje,
Londonski Univerzitet**

ŠKOLSKI KURIKULUM ZASNOVAN NA CILJEVIMA I PROMOCIJA DRUŠTVENE KOHEZIJE

U ovoj prezentaciji postavlja se pitanje da li nacionalni školski kurikulum treba da počiva na skupu različitih posebnih predmeta, to jest, da li od početka treba da uzme zdravo za gotovo ideju da kurikulum treba graditi na poznatom setu tradicionalnih školskih predmeta – materijem jeziku i književnosti, matematici, prirodnim naukama, istoriji, geografiji, i tako dalje.

Nakon sažetog istorijskog pregleda o tome kako je došlo do konceptualizacije kurikuluma kakav danas poznajemo,

**John White, Institute of Education,
University of London**

AN AIMS-BASED SCHOOL CURRICULUM AND THE PROMOTION OF SOCIAL COHESION

This presentation questions whether a national school curriculum should be planned in a subject-based way, that is by taking for granted from the start that the curriculum should be built largely around a familiar set of traditional school subjects – mother tongue and literature, mathematics, science, history, geography etc.

After a brief historical look at how the curriculum came to be conceived in this way, the presentation explores the aims-based alternative to a subject-based curriculum. As

u prezentaciji se ispituje alternativa za kurikulum zasnovan na predmetima, a to je – kurikulum zasnovan na ciljevima. Kako stvari trenutno stoje, barem u zemlji kakva je Engleska, uprkos tome što su načelni ciljevi propisani za školsko obrazovanje na nacionalnom nivou, to ima malo uticaja na ono što škole zaista rade. Pošto su standardni posebni predmeti mesta od kojih planiranje kurikuluma zapravo otpočinje, onda interni ciljevi tih predmeta teže da dominiraju; čak i kada su veze između zahteva određenog predmeta i načelnih, opštih ciljeva uspostavljene, na primer, u zvaničnoj dokumentaciji, one su često problematične.

Predložena alternativa zasnovana na ciljevima polazi od odbranljivog skupa načelnih ciljeva koji su primereni liberalnom demokratskom društvu i obuhvataju ciljeve koji se tiču učenikove lične dobrobiti, njegovih ili njenih moralnih i građanskih dispozicija, i pripreme za rad. Na osnovu ovih načelnih ciljeva izvode se konkretniji ciljevi. Oni se poklapaju sa mnogim postojećim ciljevima kurikuluma zasnovanog na predmetima, ali, istovremeno, nekima od njih umanjuju značaj i pružaju veću fleksibilnost u pogledu školskih aktivnosti koje su ili izvan tradicionalnih predmeta ili podrazumevaju učešće elemenata iz više predmeta.

Na primer, odbranljivi ciljevi koji se tiču društvene kohezije dobro se uklapaju u liberalni demokratski okvir od kog kurikulum zasnovan na ciljevima polazi. Ova prezentacija se osvrće na neke podciljeve u toj oblasti, koji se tiču dispozicija i vrsta razumevanja koje one zahtevaju; i ukazuje na razne oblike učeničkih aktivnosti koje se nalaze i izvan i u okviru rada fokusiranog na posebne predmete.

things are at present, at least in a country like England, although general, overall aims are laid down nationally for school education, they have little impact on what schools do. Since familiar discrete subjects are the places where curriculum planning effectively begins, it is their internal aims that tend to dominate; and where links are made, eg in official documentation, between subject requirements and general, overall aims, these are often problematic.

A suggested aims-based alternative begins from a defensible set of general aims appropriate to a liberal democratic society, covering aims to do with the student's own well-being, his or her moral and civic dispositions, and preparation for work. From these general aims, further more specific aims are derived. These overlap many of the subject-based aims we currently have, but downgrade some of the latter and offer more flexibility than at present for school activities that lie outside traditional subjects or involve elements drawn from a number of them.

As an example, defensible aims to do with social cohesion fit well into the liberal-democratic framework from which this aims-based curriculum begins. The presentation looks at some of the sub-aims in this area, to do with dispositions and with the kinds of understanding these require; and points to various kinds of student activity lying outside as well as inside subject-focused work.

BIOGRAFIJE UČESNIKA

Michael W. Apple rođen je 1942. godine. Pre nego što je počeo da predaje na univerzitetu, radio je kao nastavnik u osnovnim i srednjim školama u Njudžersiju; bio je predsednik sindikata nastavnika. Apple je profesor kurikuluma, nastave i studija obrazovnih planova i programa na Univerzitetu Viskonsina, u Medisonu, gde predaje od 1970. godine. Dobio je brojna priznanja i nagrade; između ostalih, i nagradu za životno delo Američke asocijacije za istraživanje u obrazovanju. Među publikacijama koje je napisao i priredio nalaze se *Ideology and Curriculum* (1979) [Michael W. Apple, *Ideologija i kurikulum*, preveo Đorđe Tomić (Beograd: Fabrika knjiga, 2012)]; *Teachers and Texts* (1986); *Cultural Politics and Education* (1996); *Official Knowledge: Democratic Knowledge in a Conservative Age* (2000); *The State and Politics of Education* (2003); *Educating the "Right" Way: Markets, Standards, God and Inequality* (2001); *The Routledge International Handbook of Critical Education* (2009); *The Routledge International Handbook of Sociology of Education* (2010); *Global Crises, Social Justice, and Education* (2010).

Rima D. Apple je profesorka na Odseku za ženske studije i Odeljenju za interdisciplinarne studije životne sredine na Univerzitetu Viskonsina, u Medisonu. Njena knjiga *Perfect Motherhood: Science and childrearing in America* (2006) analizira razvoj i efekte "stručnog materinstva", ideologije kasnog 19. i 20. veka koja je promovisala uverenje da su majkama neophodni naučni i medicinski eksperti da bi uspešno podizale svoju decu. Sada se bavi ulogom medicinskih sestara u razvoju materinske i dečje nege. Zanimaju je i istorija konzumerizma, posebno uloga vitamina u američkoj kulturi i istorija vođenja domaćinstva kao ženske profesije.

NOTES ON PARTICIPANTS

Michael W. Apple was born in 1942. Before completing his doctorate and teaching at the University, Apple taught in elementary and secondary schools in New Jersey; he was also the president of his teachers union. Apple is John Bascom Professor of Curriculum and Instruction and Educational Policy Studies. He teaches courses in curriculum theory and research and in the sociology of curriculum. His current research centers on the limits and possibilities of critical educational policy and practice in a time of conservative restoration. He has received the Lifetime Achievement Award from the American Educational Research Association and the UCLA Medal for Distinguished Academic Achievement. Among his numerous books and articles are *Ideology and Curriculum* (1979); *Teachers and Texts* (1986); *Cultural Politics and Education* (1996); *Official Knowledge: Democratic Knowledge in a Conservative Age* (2000); *The State and Politics of Education* (2003); *Educating the "Right" Way: Markets, Standards, God and Inequality* (2001); *The Routledge International Handbook of Critical Education* (2009); *The Routledge International Handbook of Sociology of Education* (2010); *Global Crises, Social Justice, and Education* (2010).

Rima D. Apple held joint appointments in the School of Human Ecology Departments of Consumer Science and Interdisciplinary Studies in Human Ecology, Women's Studies Program, Science and Technology Studies Program, and holds the position of Affiliate in the Department of the Medical History and Bioethics. Her book, *Perfect Motherhood: Science and childrearing in America* (2006) is an analysis of the development and influence of "scientific motherhood," the late nineteenth- and twentieth century ideology promoting the belief that mothers require scientific and medical experts in order to successfully raise their children. Her current research focuses on the role of public health nurses in the evolution of maternal and child care. She also studies the history of consumerism, especially the role of vitamins in American culture, and the history of home economics as a profession for women.

Aleksandar Baucal vanredni je profesor razvojne i obrazovne psihologije na Filozofskom fakultetu u Beogradu. Od 2001. do 2004. bio je uključen u reformu obrazovanja u Srbiji. Bio je član Veća za obrazovnu reformu, član Nacionalnog foruma za obrazovanje za sve (UNESCO), koordinator Vlade komisije za razvoj sistema za osiguranje kvaliteta obrazovanja, koordinator stručnog tima za razvoj nacionalnih ispita u obrazovanju, član komisije za razvoj školskog programa i član Republičke upisne komisije. U periodu 2003–2004. bio je direktor Centra za evaluaciju (sadašnji Zavod za vrednovanje kvaliteta obrazovanja i vaspitanja). U poslednjih osam godina intenzivno je angažovan na praćenju i unapređivanju pravednosti obrazovanja, a posebno na unapređivanju kvaliteta obrazovanja za romsku decu kao jednu od najosetljivih i najugroženijih grupa dece.

Aleksandar Baucal is an associate professor of developmental and educational psychology at the Faculty of Philosophy, University of Belgrade. From 2001 to 2004 he was involved in educational reform in Serbia. He was a member of the Committee for educational reform, National forum on education for all (UNESCO), and coordinator of various educational programs run by the government. In 2003/4 he was a director of the Centre for evaluation. Over the last eight years he has been involved in the programs aimed at fostering just education, especially those concerned with Roma children.

Predrag Brebanović rođen je 1967. godine u Zemunu. Predaje na Katedri za opštu književnost i teoriju književnosti Filološkog fakulteta, Univerziteta u Beogradu. "Fabrika knjiga" objavila je njegove studije *Podrumi Marcipana: čitanje Bore Ćosića* (2006) i *Antitetički kanon Harolda Blooma* (2011). Urednik je u časopisu *Reč*.

Predrag Brebanović was born in 1967. in Zemun. He teaches at the Department of Comparative Literature and Literary Theory, Faculty of Philology, University of Belgrade. "Fabrika knjiga" published his books *Podrumi Marcipana: čitanje Bore Ćosića* (2006) [*Marzipan Cellars: a reading of Bora Ćosić*] and *Antitetički kanon Harolda Blooma* (2011) [*Harold Bloom's Antithetical Canon*]. He is the editor of the magazine *Reč*.

Nenad Dimitrijević predaje na Katedri za političke nauke na Centralnoevropskom univerzitetu u Budimpešti od 1994. godine. Bavi se ustavnom teorijom i političkom teorijom (političkim legitimitetom i tranzicionom pravdom). Godine 2001. objavio je knjigu *Slučaj Jugoslavija*. Uprkos neuspehu Jugoslovenske komisije za istinu, uporno i dosledno zagovara da je takva komisija neophodna srpskom društvu. S jednakom ubedljivošću zalaže se i za koncept ustavnog patriotizma nasuprot etnonacionalnom rodoljublju, još uvek preovlađujućem u Srbiji. "Fabrika knjiga" objavila je njegove knjige *Ustavna demokratija shvaćena kontekstualno* (2007) i *Dužnost da se odgovori. Masovni zločin, poricanje i kolektivna odgovornost* (2011).

Nenad Dimitrijević is an associate professor at Political Science Department, Central European University. His research interests include constitutional theory (constitutional design, post-communist constitutionalism, minority rights, constitutional patriotism), and political theory (political legitimacy, transformative justice). In spite of the shortcomings of a Yugoslav truth and reconciliation commission, he argues that such a commission must exist in Serbian society. "Fabrika knjiga" published his books *Ustavna demokratija shvaćena kontekstualno* (2007) [*Constitutional Democracy Conceived Contextually*] and *Dužnost da se odgovori* (2011) [*Duty To Respond: Mass Crime, Denial, and Collective Responsibility* (Budapest: CEU Press, 2011)].

Dean Duda rođen je 1963. Na Odseku za komparativnu književnost Filozofskog fakulteta, Sveučilišta u Zagrebu, radi od 1990. Zanima se za književnu teoriju, kulturalne studije, popularnu kulturu, kulturu putovanja, istoriju i teoriju pripovednih žanrova. Objavio je knjige *Priča i putovanje: hrvatski romantičarski putopis kao pripovjedni žanr* (1998), *Kulturalni studiji: ishodišta i problemi* (2002) i *Hrvatski književni bajkomat* (2010); priredio antologiju *Putopisi* (1999) i teorijski zbornik *Politika teorije. Zbornik rasprava iz kulturalnih studija* (2006). Jedan je od autora *Malog leksikona hrvatske književnosti* (1998) i *Lektire na dlanu* (2001-2002).

Dean Duda was born in 1963. Since 1990 he has been teaching at the Department of Comparative Literature, Faculty of Philosophy, University of Zagreb. His research interests include literary theory, cultural studies, popular culture, cultural travel, genre history and theory. Among his publications are *Priča i putovanje: hrvatski romantičarski putopis kao pripovjedni žanr* (1998), *Kulturalni studiji: ishodišta i problemi* (2002) [*Cultural Studies: perspectives and problems*] and *Hrvatski književni bajkomat* (2010); he edited anthology *Putopisi* (1999) and selection of theoretical texts *Politika teorije. Zbornik rasprava iz kulturalnih studija* (2006) [*Politics of Theory. Selected Essays from Cultural Studies*]. He is one of the authors of *Malog leksikona hrvatske književnosti* (1998) and *Lektire na dlanu* (2001-2002).

Walter Feinberg je rođen 1937. godine. Feinberg je profesor filozofije obrazovanja na Univerzitetu Illinois, na kom predaje od 1967. godine. Za višedecenijski rad na problemima vezanim za obrazovanje i građanska prava u demokratskom multikulturalnom društvu dobio je brojna priznanja. Autor je i urednik niza publikacija, među kojima su *Understanding Education: Towards a reconstruction of educational inquiry* (1983); *Japan and the Pursuit of A New American Identity: Work and Education in A Multicultural Age* (1993); *On Higher Ground: Education and the Case for Affirmative Action* (1997); *Common Schools/Uncommon Identities: National Unity and Cultural Difference* (1998) [Walter Feinberg, *Zajedničke škole / različiti identiteti. Nacionalno jedinstvo i kulturna razlika*, preveo Dejan Ilić (Beograd: Fabrika knjiga, 2012)]; *Citizenship and Education in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities* (2003; kourednik sa Kevinom McDonoughom); *For Goodness Sake: Religious Schools and Education for Democratic Citizenry* (2006).

Walter Feinberg was born in 1937. He is Charles Dunn Hardie Professor of Philosophy of Education at College of Education, University of Illinois at Urbana-Champaign. His research centers on the issue of education for democratic citizenship. He has received a number of important awards and honors. He authored and co-authored many publications, including *Understanding Education: Towards a reconstruction of educational inquiry* (1983); *Japan and the Pursuit of A New American Identity: Work and Education in A Multicultural Age* (1993); *On Higher Ground: Education and the Case for Affirmative Action* (1997); *Common Schools/Uncommon Identities: National Unity and Cultural Difference* (1998); *Citizenship and Education in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities* (2003; co-author with Kevin McDonough); *For Goodness Sake: Religious Schools and Education for Democratic Citizenry* (2006).

Viktor Ivančić rođen je 1960. godine u Sarajevu. Živi u Splitu. Bio je jedan od osnivača i dugogodišnji glavni urednik tjednika *Feral Tribune*. Dosad je objavio prozu *Bilježnica Robija K*; studiju *Točka na U*; zbirke ogleđa *Lomača za protuhrvatski blud* i *Šamaranje vjetra*. Od 2005. "Fabrika

Viktor Ivančić was born in 1960. in Sarajevo. He lives in Split. He is one of the founders and the longtime editor-in-chief of a weekly magazine *Feral Tribune*. His publications include *Bilježnica Robija K*; *Točka na U*; *Lomača za protuhrvatski blud* and *Šamaranje vjetra*. "Fabrika knjiga"

knjiga" objavila je sledeće Ivančičeve knjige: *Robi K.*, u tri toma; zbirke ogleđa *Animal Croatica*, *Zašto ne pišem i drugi eseji* i *Jugoslavija živi vječno. Dokumentarne basne*; te romane *Vita activa* i *Planinski zrak*. Trenutno radi kao novinar u zagrebačkom tjedniku *Novosti*.

published his books of essays *Robi K.* (3 volumes); *Animal Croatica*, *Zašto ne pišem i drugi eseji* [*Why I do not write and other essays*] and *Jugoslavija živi vječno. Dokumentarne basne* [*Yugoslavia lives forever. Documentary fables*]; novels *Vita activa* and *Planinski zrak*.

Tinde Kovač Cerović predaje na Odeljenju za psihologiju Filozofskog fakulteta, Univerziteta u Beogradu. U periodu 2008-2012. i 2001-2004. godine radila je kao sekretarka i pomoćnica ministra prosvete u Ministarstvu prosvete. Od 2005. do 2007. godine bila je viša savetnica Romskog obrazovnog fonda, međunarodne organizacije čije se predstavništvo nalazi u Budimpešti. Godine 2007/8. bila je savetnica za obrazovne i socijalne politike u Srbiji, anagazovana na programima koji su namenjeni romskoj populaciji. Tokom devedesetih godina u okviru civilnog sektora radila je na promociji ljudskih prava, razrešenju sukoba i mirovnoj psihologiji. Njena interesovanja, brojni projekti u kojima je učestvovala, te publikacije koje je napisala ili priredila, odnose se na školsku psihologiju, psihologiju obrazovanja, obrazovne politike, metakogniciju i mirovnu psihologiju.

Tinde Kovač Cerović teaches educational psychology and education policy at the Faculty of Philosophy, Department of Psychology, University of Belgrade. In the period July 2008 - July 2012 she has been holding the position of State Secretary of the Ministry of Education and Science, and from 2001 to 2004 the position of Deputy Minister in the same ministry. From 2005 to 2007 she worked as Senior Advisor for the Roma Education Fund, an international organization with Headquarters in Budapest. In 2007/8 she was Advisor for Education and Social Policy to the Serbian Deputy Prime Minister, responsible for Roma policy as well. During the nineties she was active in the field of civil society, promoting human rights, and conflict resolution and peace psychology. She authored and co-authored many research projects and publications in the field of education, educational developmental and social psychology, and worked as education consultant for several international organizations.

Svetlana Lukić, novinarka, rođena je u Beogradu 1958. godne. Za vreme ratova 90-ih godina radila je na RTV B92 ratne reportaže iz Hrvatske, Bosne i Hercegovine, Makedonije i sa Kosova. Od 2006. godine radi kao urednica i autorka u nezavisnoj medijskoj kući "Peščanik" (radio emisija, web portal, video produkcija i izdavaštvo). Dobitnica je nagrade "Reporteri bez granica".

Svetlana Lukić, journalist, born in 1958. in Belgrade. As B92 journalist, she covered wars and conflicts in the nineties and did a number of war reportages from Croatia, Bosnia and Herzegovina, Macedonia, and Kosovo. Since 2006. she has been working as the editor and author in the independent media "Peščanik" (radio show, web portal, video production and publishing). She was awarded the Reporters Without Borders Prize.

Iskra Maksimović je rođena 1951. godine. Radi kao docent na Fakultetu za ekonomiju, finansije i administraciju Univerziteta Singidunum u Beogradu, na kom je i doktorirala 2007. u oblasti menadžmenta. Direktorka je Karijernog centra na istom fakultetu. Najveći deo svoje profesionalne

Iskra Maksimović was born in 1951. She works as an assistant professor and director of the Career Centre at the Faculty of Economics, Finance and Administration (FEFA), Singidunum University in Belgrade, where she received PhD Degree in Management in 2007. The largest part of

aktivnosti usmerila je na oblast razvoja i strateškog planiranja u obrazovanju. U okviru svog stručnog i naučnog rada bavi se menadžmentom, posebno veštinama menadžera, a u oblasti razvoja obrazovanja bavi se teorijskim i praktičnim definisanjem i razvojem kompetencija, razvojem kurikuluma, strateškim planiranjem, karijernim vođenjem i savetovanjem.

her professional activity has been directed towards development and strategic planning in education. Within her professional and scientific work, she has focused on management, particularly on managerial skills, and within the area of educational development, she focuses on theoretical and practical definition and development of competences, curriculum development, and strategic planning.

Dubravka Stojanović rođena je 1963. godine u Beogradu. Predaje na Odeljenju za istoriju Filozofskog fakulteta, Univerziteta u Beogradu. Uređuje *Godišnjak za društvenu istoriju*. Koordinatorica je kurseva na Ženskim i Mirovnim studijama, kao i u Alternativnoj obrazovnoj mreži. Bavi se pitanjem demokratije u Srbiji i na Balkanu krajem 19. i početkom 20. veka; evropskim uticajima u Srbiji početkom 20. veka; interpretacijama istorije u novim srpskim udžbenicima (potpredsednica je Balkanskog komiteta za obrazovanje u oblasti istorije); istorijom žena u Srbiji; procesima modernizacije. Objavila je *Iskušavanje načela. Srpska Socijaldemokratska partija i ratni program Srbije 1912-1918* (1994), *Srbija i demokratija 1904-1914* (2003), *Kaldrma i asfalt. Urbanizacija i evropeizacija Beograda 1890-1914* (2008), *Ulje na vodi. Ogledi iz istorije sadašnjosti Srbije* (2010), *Noga u vratima. Prilozi za političku biografiju Biblioteke XX vek* (2011).

Dubravka Stojanović was born in 1963. in Belgrade. She works as an assistant professor at the Faculty of Philosophy, University of Belgrade. She is a co-editor of the *Annual of Social History* and one of the founders of the Association for Social History in Belgrade. She worked on few projects concerning current history textbooks in Serbia. First project was in 1994. organized by the Center for Anti War Actions, Belgrade and the second was coordinated by "Georg Eckert Institut" from Braunschweig, Germany. She serves as a vice-president of the History Education Committee, organized by the Center for Democracy and Reconciliation in South Eastern Europe based in Thessaloniki. Her publications include *Iskušavanje načela. Srpska Socijaldemokratska partija i ratni program Srbije 1912-1918* (1994) [*Temptation of Principles. Serbian Social-Democratic Party and Serbian War Aims 1912-1918*], *Srbija i demokratija 1904-1914* (2003) [*Serbia and Democracy 1903-1914*], *Kaldrma i asfalt. Urbanizacija i evropeizacija Beograda 1890-1914* (2008), *Ulje na vodi. Ogledi iz istorije sadašnjosti Srbije* (2010), *Noga u vratima. Prilozi za političku biografiju Biblioteke XX vek* (2011).

Nenad Veličković rođen je 1962. godine u Sarajevu. "Vježba" književnost sa studentima Filozofskog fakulteta u Sarajevu. "Fabrika knjiga" objavila je zbirke Veličkovićevih oglada *Viva Sexico!* (2007), *Dijagnoza – patriotizam* (2010) i *Školokrečina. Nacionalizam u bošnjačkim, hrvatskim i srpskim čitankama* (2012).

Nenad Veličković was born in 1962. in Sarajevo. He teaches literature at the Faculty of Philosophy, University of Sarajevo. "Fabrika knjiga" published his books of essays *Viva Sexico!* (2007), *Dijagnoza – patriotizam* (2010) [*Diagnosis - Patriotism*] and *Školokrečina. Nacionalizam u bošnjačkim, hrvatskim i srpskim čitankama* (2012) [*Školokrečina. Nationalism in Bosnian, Croatian and Serbian literature textbooks*].

John White je emeritus profesor filozofije obrazovanja na Odseku za humanističke i društvene nauke, Instituta za obrazovanje, Londonskog univerziteta. Njegova interesovanja tiču se veze između ciljeva obrazovanja i njihove konkretne realizacije u školskom kurikulumu. Autor je i urednik mnogih publikacija, među kojima su *Philosophers as Educational Reformers* (1979; koautor sa Peterom Gordonom); *The Aims of Education Restated* (1982); *A National Curriculum for All: Laying the Foundations for Success* (1992, koautor sa P. O'Hearom); *Education and the End of Work: a new philosophy of work and learning* (1997); *The National Curriculum beyond 2000: the QCA and the aims of education* (1998; koautor sa Richardom Aldrichem); *The Curriculum and the Child: The Selected Works of John White* (2005); *Intelligence, Destiny and Education: the Ideological Roots of Intelligence Testing* (2006), *Exploring well-being in schools: a guide to making children's lives more fulfilling* (2011); *The Invention of the Secondary Curriculum* (2011); *An Aims-based Curriculum* (2012; koautor sa Michaelom Reissom).

John White is Emeritus Professor of Philosophy of Education at the Department of Humanities and Social Sciences, Institute of Education, University of London. His research includes interest in the mind of the learner and in interrelationships among educational aims and applications to school curricula. He authored and co-authored many publications, including *Philosophers as Educational Reformers* (1979; with Peter Gordon); *The Aims of Education Restated* (1982); *A National Curriculum for All: Laying the Foundations for Success* (1992, with P. O'Hear); *Education and the End of Work: a new philosophy of work and learning* (1997); *The National Curriculum beyond 2000: the QCA and the aims of education* (1998; with Richard Aldrich); *The Curriculum and the Child: The Selected Works of John White* (2005); *Intelligence, Destiny and Education: the Ideological Roots of Intelligence Testing* (2006), *Exploring well-being in schools: a guide to making children's lives more fulfilling* (2011); *The Invention of the Secondary Curriculum* (2011); *An Aims-based Curriculum* (2012; with Michael Reiss).

Patricia White radi kao istraživačica filozofije obrazovanja na Odeljenju za humanističke i društvene nauke, Instituta za obrazovanje, Londonskog univerziteta. Njena interesovanja vezuju se za političku filozofiju obrazovanja, građanski status i obrazovanje, etiku i moralno obrazovanje, kao i probleme vezane za kategoriju roda u ovim oblastima. Među publikacijama koje je napisala i uredila nalaze se *Beyond Domination: An Essay in the Political Philosophy of Education* (1983); *Civic Virtues and Public Schooling: educating citizens for a democratic society* (1996); *Democracy and Civic Education* (1998); *Personal and Social Education: philosophical perspectives* (1989); *Beyond Liberal Education: Essays in Honour of Paul H. Hirst* (1993; kourednica sa R. Barrow); *Philosophy of Education: Major Themes in the Analytic Tradition* (1998; kourednica sa P. H. Hirstom; 4 toma: "Philosophy and Education", "Education and Human Being", "Society and Education", "Problems of Educational Content and Practices").

Patricia White is a Research Fellow in Philosophy of Education at the Department of Humanities and Social Sciences, Institute of education, University of London. Her research interests lie largely in the political philosophy of education, citizenship and citizenship education, ethics and moral education, gender issues in relation to those areas. Her publications and edited books include *Beyond Domination: An Essay in the Political Philosophy of Education* (1983); *Civic Virtues and Public Schooling: educating citizens for a democratic society* (1996); *Democracy and Civic Education* (1998); *Personal and Social Education: philosophical perspectives* (1989); *Beyond Liberal Education: Essays in Honour of Paul H. Hirst* (1993; with R. Barrow); *Philosophy of Education: Major Themes in the Analytic Tradition* (1998; with P. H. Hirst; 4 volumes: "Philosophy and Education", "Education and Human Being", "Society and Education", "Problems of Educational Content and Practices").

Tatjana Stojić radi u Fondaciji za otvoreno društvo od 1993. godine. Kao koordinatorka programa za obrazovanje i mlade, radila je na osmišljavanju i uspostavljanju programa koji bi omogućili veću dostupnost, posebno za marginalizovane grupe, kao i kvalitetnije obrazovanje i snažnije učesće raznih učesnika u razvoju obrazovnih i omladinskih politika. Diplomirala je na Filozofskom fakultetu Univerziteta u Beogradu, na Odeljenju za obrazovanje odraslih. Završila je i kurs o ranom obrazovanju dece na Univerzitetu Džordžtaun. Pohađala je i internet kurs "Evaluacija međunarodnih obrazovnih projekata" na Tičers Koledžu Univerziteta Kolumbija, u Njujorku. Urednica je *A Guide for Advancing Inclusive Education Practice* (2009), i koautorka *Center for Local Community Learning* (2005) i *Youth Public Policy in Serbia* (2011).

Tatjana Stojić is currently employed by the Open Society Foundation, Serbia, where she has worked since 1993. As the Education and Youth Program Coordinator, she develops programs that improve conditions for better access, especially for marginalized groups, better quality of education as well as more significant participation of the stakeholders in developing education and youth policies. She graduated from the Faculty of Philosophy, Belgrade, in the Department of Adult Education. Additionally, she attended a six-week course on early childhood education at Georgetown University, Washington DC. She also participated in an on-line four-month course on "Evaluation of International Education Projects" at the Teachers College of Columbia University, New York. She is the editor of *A Guide for Advancing Inclusive Education Practice* (Belgrade 2009), and co-authored the *Center for Local Community Learning* (Belgrade 2005) and *Youth Public Policy in Serbia* (2011).

Ana Kolarić rođena je 1980. godine u Beogradu. Diplomirala je na Filološkom fakultetu Univerziteta u Beogradu, a magistrirala na Studijama roda na Centralnoevropskom univerzitetu u Budimpešti i Fakultetu za humanističke nauke Univerziteta u Utrehtu. Predaje na Filološkom fakultetu u Beogradu. Objavljuje u časopisu *Reč*.

Ana Kolarić was born in 1980. in Belgrade. She graduated from the Faculty of Philology, University of Belgrade. She received her MA degree in Women's and Gender Studies in Europe from the Departments of Gender Studies, Central European University, Budapest and The Graduate School of Humanities, Utrecht University. She teaches at the Faculty of Philology, Belgrade University. She publishes in the magazine *Reč*.

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Dejan Ilić was born in 1965. in Zemun. He received his PhD degree in Comparative Gender Studies from the Department of Gender Studies, Central European University, Budapest. He published books of essays *Osam i po ogleda iz razumevanja* (2008) [*Eight and a half essays in interpretation*] and *Tranziciona pravda i tumačenje književnosti: srpski primer* (2011) [*Transitional Justice and Understanding of Literature: Serbian Case*].



Otvaranje konferencije: Jadranka Jelinčić za govornicom.
[Fotografije s konferencije: AVE MEDIA]