

UNIVERZITET U NOVOM SADU

ZOP

ZBORNİK ODSEKA ZA PEDAGOGIJU

Sveska 32 / 2023



NOVI SAD, 2023.

Izdavač

UNIVERZITET U NOVOM SADU
FILOZOFSKI FAKULTET
ODSEK ZA PEDAGOGIJU

Za izdavača

Prof. dr Ivana Živančević Sekeruš,
dekan

Zbornik Odseka za pedagogiju**Glavni i odgovorni urednik**

Prof. dr Slađana Zuković
Filozofski fakultet, Odsek za
pedagogiju, Novi Sad

Pomoćni urednici

Doc. dr Stefan Ninković, Filozofski
fakultet, Odsek za pedagogiju, Novi
Sad

Dr Senka Slijepčević, Filozofski
fakultet, Odsek za pedagogiju, Novi
Sad

Uređivački odbor

Prof. dr Olivera Knežević-Florić,
Filozofski fakultet, Univerzitet u
Novom Sadu, Srbija

Prof. dr Milica Andevski, Filozofski
fakultet, Odsek za pedagogiju,
Univerzitet u Novom Sadu, Srbija

Prof. dr Jasmina
Klemenović, Filozofski fakultet,
Odsek za pedagogiju, Univerzitet u
Novom Sadu, Srbija

Prof. dr Jovana Milutinović,
Filozofski fakultet, Odsek za
pedagogiju, Univerzitet u Novom
Sadu, Srbija

Prof. dr Jelena Đermanov, Filozofski
fakultet, Odsek za pedagogiju,
Univerzitet u Novom Sadu, Srbija

Prof. dr Biljana Bodroški Spariosu, Filozofski
fakultet, Odeljenje za pedagogiju, Univerzitet
u Beogradu, Srbija

Prof. dr Mika Risku, Institute of Educational
leadership, University of Jyväskylä, Finland

Prof. dr. Nikolay Popov, Sofia University "St.
Kliment Ohridski", Department of Social
Education and Social work, Bulgaria

Akademik prof. dr Adila Pašalić
Kreso, Filozofski fakultet, Univerzitet u
Sarajevu, Bosna i Hercegovina

Prof. dr Sofija Vrcelj, Filozofski fakultet,
Odsjek za pedagogiju, Univerzitet u Rijeci,
Hrvatska

Prof. dr Matjaž Duh, Pedagoški fakultet,
Univerzitet u Mariboru, Slovenija

Prof. dr Saša Milić, Filozofski fakultet, Odsjek
za pedagogiju, Univerzitet u Nikšiću, Crna
Gora

Akademik prof. dr Drago Branković, Filozofski
fakultet, Odsjek za pedagogiju, Banja Luka,
Bosna i Hercegovina

dr Olivera Kamenarac, Te Wānanga Toi
Tangata - Division of Education, University of
Waikato, New Zealand

Prof. dr Milena Valenčić Zuljan, Pedagoški
fakultet, Univerzitet u Ljubljani, Slovenija

Prof. dr Snežana Mirascieva, Fakultet za
obrazovne nauke, Katedra za pedagogiju,
Univerzitet „Goce Delčev“ – Štip, Severna
Makedonija

Lektura i korektura

Dr Marina Kurešević (srpski jezik)

Tomislav Bukatarević (engleski jezik)

Sekretar redakcije

Msr Snežana Ritter

Publisher

UNIVERSITY OF NOVI SAD
FACULTY OF PHILOSOPHY
DEPARTMENT OF PEDAGOGY
NOVI SAD, REPUBLIC OF SERBIA

Representing the Publisher

Dr Ivana Živančević Sekeruš, Dean

Journal of Department of Pedagogy***Editor-in-Chief***

Prof. dr. Slađana Zuković,
Faculty of Philosophy, Department of
Pedagogy, University of Novi Sad, Serbia

Assitant Editors

Dr. Stefan Ninković, Faculty of Philosophy,
Department of Pedagogy, University of
Novi Sad, Serbia

Dr. Senka Slijepčević, Faculty of Philosophy,
Department of Pedagogy, University of
Novi Sad, Serbia

Editorial Board

Prof. dr. Olivera Knežević-Florić, Faculty of
Philosophy, Department of Pedagogy,
University of Novi Sad, Serbia

Prof. dr. Milica Andevski, Faculty of
Philosophy, Department of Pedagogy,
University of Novi Sad, Serbia

Prof. dr. Jasmina Klemenović, Faculty of
Philosophy, Department of Pedagogy,
University of Novi Sad, Serbia

Prof. dr. Jovana Milutinović, Faculty of
Philosophy, Department of Pedagogy,
University of Novi Sad, Serbia

Prof. dr. Jasmina Klemenović, Faculty of
Philosophy, Department of Pedagogy,
University of Novi Sad, Serbia

Prof. dr. Jelena Đermanov, Faculty of
Philosophy, Department of Pedagogy,
University of Novi Sad, Serbia

Prof. dr. Biljana Bodroški Spariosu, Faculty
of Philosophy, Department of Pedagogy,
University of Belgrade, Serbia

Prof. dr. Mika Risku, Institute of
Educational leadership, University of
Jyväskylä, Finland

Prof. dr. Nikolay Popov, Sofia University
“St. Kliment Ohridski”, Department of
Social Education and Social work, Bulgaria

Prof. dr. Adila Pašalić Kreso, Faculty of
Philosophy, University of Sarajevo, Bosnia
and Herzegovina

Prof. dr. Sofija Vrcelj, Faculty of Philosophy,
Department of Pedagogy, University of
Rijeka, Croatia

Prof. dr. Matijaž Duh, Faculty of Education,
University of Maribor, Slovenia

Prof. dr. Saša Milić, Faculty of Philosophy,
Department of Pedagogy, University of
Nikšić, Montenegro

Prof. dr. Drago Branković, Faculty of
Philosophy, Department of Pedagogy,
Banja Luka, Bosnia and Herzegovina

Dr. Olivera Kamenarac, Te Wānanga Toi
Tangata - Division of Education, University
of Waikato, New Zealand

Prof. dr. Milena Valenčič Zuljan, Faculty of
Education, University of Ljubljana, Slovenia

Prof. dr. Snežana Mirascieva, Faculty of
Educational sciences, Department of
Pedagogy, Goce Delchev University –
Shtip, North Macedonia

Proof readers

Dr. Marina Kurešević, Professor (Serbian
language)

Tomislav Bukatarević (English language)

Secretary

Msr Snežana Ritter

SPISAK RECENZENATA:

Dr Milica Andevski, Filozofski fakultet, Univerzitet u Novom Sadu

Dr Slađana Zuković, Filozofski fakultet, Univerzitet u Novom Sadu

Dr Stanislava Marić Jurišin, Filozofski fakultet, Univerzitet u Novom Sadu

Dr Jasmina Klemenović, Filozofski fakultet, Univerzitet u Novom Sadu

Dr Daliborka Popović, Učiteljski fakultet, Univerzitet u Prištini, sa privremenim sedištem u Kosovskoj Mitrovici

Dr Senka Slijepčević, Filozofski fakultet, Univerzitet u Novom Sadu

Dr Zorica Milošević, Filozofski fakultet, Univerzitet u Beogradu

Dr Dragana Jovanović, Filozofski fakultet, Univerzitet u Nišu

Dr Igor Radeka, Odjel za pedagogiju, Sveučilište u Zadru

Dr Kristina Žunić, Akademija strukovnih studija, Šabac

Dr Nevenka Maras, Učiteljski fakultet, Sveučilište u Zagrebu

Dr Mirjana Senić Ružić, Filozofski fakultet, Univerzitet u Beogradu

LIST OF REVIEWERS:

Dr. Milica Andevski, Faculty of Philosophy, University of Novi Sad

Dr. Slađana Zuković, Faculty of Philosophy, University of Novi Sad

Dr. Stanislava Marić Jurišin, Faculty of Philosophy, University of Novi Sad

Dr Jasmina Klemenović, Faculty of Philosophy, University of Novi Sad

Dr Daliborka Popović, Faculty of Education, University of Priština-Kosovska Mitrovica

Dr. Senka Slijepčević, Faculty of Philosophy, University of Novi Sad

Dr. Zorica Milošević, Faculty of Philosophy, University of Belgrade

Dr. Dragana Jovanović, Faculty of Philosophy, University of Niš

Dr. Igor Radeka, Department of Pedagogy, University of Zadar

Dr Kristina Žunić, Academy of Professional Studies, Šabac

Dr. Nevenka Maras, Faculty of Teacher Education, University of Zagreb

Dr Mirjana Senić Ružić, Faculty of Philosophy, University of Belgrade

SADRŽAJ

TABLE OF CONTENTS

Irella Bogut, Andreja Zubac, Anita Tufekčić PEDAGOGICAL APPROACHES TO SUSTAINABLE DEVELOPMENT IN SCHOOL LIBRARIES PEDAGOŠKI PRISTUPI ODRŽIVOM RAZVOJU U ŠKOLSKIM BIBLIOTEKAMA	7
Laura Š. Kalmar, Stanislava Marić Jurišin PROEKOLOŠKO PONAŠANJE KAO ISHOD EKOLOŠKE PISMENOSTI PRO-ECOLOGICAL BEHAVIOUR AS AN OUTCOME OF ENVIRONMENTAL LITERACY.....	33
Jovana Turudić, Borka Malčić KOMPARATIVNA ANALIZA OBRAZOVNIH PROGRAMA U PENALNIM USTANOVAMA SAD-A, ŠVEDSKE I SRBIJE COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS IN THE PENAL INSTITUTIONS IN THE USA, SWEDEN AND SERBIA	51
Dušica Stojadinović CONCEPTUAL REVIEW OF FAMILY RESILIENCE KONCEPTUALNI PREGLED PORODIČNE REZILIJENTNOSTI	71
Kristina Žunić, Slađana Zuković PROCES TRANZICIJE DETETA IZ PREDŠKOLSKE USTANOVE U ŠKOLU IZ UGLA RODITELJA THE PROCESS OF THE CHILD TRANSITION FROM PRESCHOOL INSTITUTION TO SCHOOL FROM THE PARENTS' POINT OF VIEW	89
Nina Mance, Barbara Lamot SPEECH DEVELOPMENT IN PRESCHOOL CHILDREN RAZVOJ GOVORA KOD DECE PREDŠKOLSKOG UZRASTA	107

PEDAGOGICAL APPROACHES TO SUSTAINABLE DEVELOPMENT IN SCHOOL LIBRARIES

Irella Bogut^{a*} , Andreja Zubac^b  and Anita Tufekčić^c 

^a *University of Josip Juraj Strossmayer in Osijek, Faculty of Education, Osijek, Croatia*

^b *Secondary School Dormitory Osijek, Croatia / Primary School Julija Benešića, Ilok, Croatia*

^c *Primary School „Antun i Stjepan Radić“, Gunja, Croatia*

ABSTRACT

The aim of this paper is to analyse some of the aspects of sustainable development in Croatian school libraries within three operational groups (direct educational activity, professional library activity, cultural and public activity) in order to improve the understanding of school librarianship. The new challenges brought by the digital maturity of school institutions (primary and secondary schools, dormitories) and the new Global Goals of Sustainable Development by 2030 have influenced the change in the work tasks and activities of school librarians, which are based on inclusiveness, visual identity and sustainability of schools/dormitories both within and outside the existing frameworks of action. The positive and negative effects of school library operations were also affected by the Covid-19 pandemic. The research is quantitative, the method is an online questionnaire, and the data were statistically processed in the Statistical Package for the Social Sciences - SPSS. The results show that a large number of library professionals are not empowered with the new professional skills of sustainable development, that they cooperate with colleagues from the school regarding the implementation of activities on sustainable development, that printed materials on environmentally friendly business operation and sustainable development are ahead of electronic and digital ones, that a smaller number of librarians are involved in projects, etc.

Key words: school library, sustainable development, competencies

* E-mail: ibogut@foozos.hr

Introduction

Climate change, unsafe living environment, food and water pollution, health changes and threats are all parts of human daily life. In 2015, members of the United Nations adopted sustainable development goals through the *2030 Agenda*, which should influence citizens' awareness of environmental issues and their lifelong learning (UN, 2015). European Union (2022) in the 2021-2027 financial period, through funds from the main European Fund, promotes environmental protection and sustainable development among its Member States through the cluster alliance. Accordingly, the Republic of Croatia, based on national development strategies, has prepared operational programs through which citizens and institutions will be able to apply for public tenders and withdraw funds through project proposals. These projects must be relevant, feasible and sustainable. In principle, in the context of the environment and sustainable development, the aim of the European Union's policy through projects is to prevent climate change by reducing greenhouse gas emissions, protect the environment and habitats, reduce noise, dispose of waste, prevent natural disasters and those caused by human carelessness, as well as air, water and soil pollution for the purpose of preserving health, a better quality of life for all citizens, the competitiveness of the industry of the EU Member States and the influence on global partnership.

Being in service to sustainable business (networking, providing support and promotion), there are also *clusters* at the regional, national and international levels, and they can be states, cities, institutions within them (schools, libraries, dormitories), companies, etc. (Derlukiewicz et al., 2020). The term sustainable operations in school libraries in this paper refers to the sustainability programs and projects that are carried out by library professionals through three basic activities, professional development (knowledge, skills and attitudes) on sustainability, knowledge and activities that they carry out as part of this with schoolchildren and a wider community for the purpose of constant care for the planet and human health.

Theoretical foundations

The Sustainable Development Commission states that sustainable development is the development that meets the needs of the present without

compromising the ability of future generations to meet their own needs. The concept of sustainable development can be interpreted in many different ways, but at its core, it is an approach to development that seeks to balance different and often conflicting needs in light of the ecological, social and economic constraints that society faces (Sustainable Development Commission, 2023).

In 2002, the International Federation of Library Associations and Institutions - IFLA gave the green light to library sustainable development practices for a sustainable future, especially in public libraries. Therefore, the sustainable development concept encompasses a range of activities and topics (space, management, lifelong learning, professional development, technology, artificial intelligence, circular economy, etc.) that librarians in various types of libraries around the world could engage in. Beutelspacher and Meschede (2020, 348 according to Kurbanoglu & Boustany, 2014, 49) state that the green library is a multifaceted concept with several green components: buildings, operations and practices, programs and services, information systems, and collections. Sahavirta (2019) also states something similar. Sahavirta refers to green libraries as library services such as green collections, lending non-book materials, organizing and participating in various awareness-raising events about the importance of environmental preservation, and implementing programs and projects on the same topic.

In Croatia, in 2019, the curriculum for primary and secondary schools was adopted and it included the interdisciplinary theme of Sustainable Development, which includes three sustainability dimensions - environmental, social, and economic - and their interdependence for the purpose of Connectivity, Action, and Well-being. It prepares schoolchildren for appropriate action in society in order to achieve personal and general well-being (Ministry of Science and Education of the Republic of Croatia, 2019). According to the GreenComp European Competence Framework (Bianchi, et al., 2022), the aspects of sustainability are environmental, social, cultural, and economic.

The GreenComp European Competence Framework (Bianchi, et al., 2022, p. 15-16) prescribes twelve basic green competencies for schoolchildren that should be included in all work programs in educational institutions: Sustainability Assessment, Support for Justice, Promotion of Nature, Systemic Thinking, Critical Thinking, Problem Scoping, Literacy for Future Design, Adaptability, Research-Oriented Thinking, Political Action, Collective Action, Individual Initiative. These

competencies form a unified whole. They apply to education and training at all levels (higher education, secondary education and primary education). The same competencies are also applicable to the professional development of all school staff.

The operational management of school libraries in Croatia is based on the *School's Annual Plan and Programme* and the school curriculum, which includes: direct educational activities, professional-library activities, cultural, and public activities (School library standard, 2023)¹. Under the influence of the challenges brought about by the digital maturity of educational institutions (primary and secondary schools and dormitories) (Begičević Ređep et al., 2018) and the *Global Sustainable Development Goals 2030* (UN, 2015) the operation of school librarians in Croatia is changing, based on inclusivity, visual identity, and sustainability of schools/dormitories within and beyond existing frameworks of action.

Method

The aim of the research was to gain insights into some aspects of sustainable development work in Croatian school libraries within three operational groups (educational activities, professional library activities, cultural and public activities), by a quantitative method, in order to improve the understanding of school librarianship.

Hypothesis: The school libraries in the Republic of Croatia implement sustainable practices within the three groups (direct educational activities, professional library activities, cultural and public activities).

Participants: the library professionals in the school libraries in the Republic of Croatia.

Instrument: for the purpose of this research, a Google online survey questionnaire was designed and created. It consisted of 26 closed, semi-open, and open-ended questions, as well as Likert scales.

¹ Until then, it was based on the Annual plan and program of the school library, work on alignment with the school's annual plan (Article 7) – Standard for school libraries (Official Gazette 34/2000).

Procedure: the research was conducted using a quantitative method through the Google online questionnaire for this topic at the national level of the Republic of Croatia in January/February 2022. Approval and positive professional opinion to carry out this research were obtained from the Croatian Agency for Education (Class: 602-01/22-01/26, File Nr: 561-05-02/10-22-1) and the Croatian Ministry of Science and Education (Class: 602-01/22-01/00087, File Nr.: 533-05-22-0004).

The sample included 1322 (N=100%) primary and secondary schools (Croatian, 2021/2022; Ministry, 2022), and 59 (N=100%) dormitories. The research was conducted on a voluntary basis, and participants' anonymity was guaranteed. It was taken into account that not all schools and dormitories had a school library and that some schools shared the school library. Hence, the total number of schools and dormitories does not match the number of existing school libraries, but the discrepancies are not significant. The collected data were statistically processed using the Statistical Package for the Social Sciences (SPSS).

Limitations of the research: 290 respondents, library professionals, answered the survey questionnaire. The sample is small and gives an approximate picture of the state of school library operations in the Republic of Croatia. It raises awareness and observes the direction in which the profession is developing. The school year of 2021/2022 in the Republic of Croatia was marked by the COVID-19 pandemic, during which teaching in most Croatian schools was conducted using different operation models, long-term material consequences from earthquakes in the Sisak-Moslavina County and the City of Zagreb, and various teaching models. Hence, all schools operated under difficult and changing conditions. The Ministry of Science and Education of the Republic of Croatia (2021, 8) prescribed teaching models under specific pandemic conditions: Model A: in-school teaching, Model B: mixed form of teaching (partly in school, partly remote), Model C: remote teaching. The Government of the Republic of Croatia decided to activate all models, and the competent local civil defence headquarters were the ones deciding on the implementation of an individual model (A, B, C).

Results and discussion

IFLA/UNESCO (1999) School Library Manifesto states that a school library enables schoolchildren to acquire skills for lifelong learning, develops their

imagination, and helps them become responsible citizens, including environmentally conscious citizens within the context of this paper. Within the GreenComp European Competence Framework (Bianchi, et al., 2022, 13), education is fundamentally interconnected with sustainability at all levels, as competencies are integrated throughout the curriculum. It recognizes that sustainability aspects (environmental, social, cultural, and economic) are interrelated and connected to the disciplines and subjects involved. Sustainability is the most essential competence. In line with the above-mentioned, direct educational activities in school libraries, within the context of sustainable business practices, involve collaboration with teachers through a correlational-integrative approach to interdisciplinary themes in primary and secondary schools, as well as with the educators in dormitories. It also includes practices of green literacy, conducting extracurricular activities, involvement in various projects, work in school cooperatives, and more.

Professional library activities, in the context of sustainable business practices, involve building library collections through the acquisition of eco-printed books, e-books, etc.

Cultural and public activities, in the context of sustainable and acceptable business practices, encompass promoting and advocating for the work of a green library, green photography exhibitions, poster making, (documentary) films, recycling material workshops, discussion groups, lectures, eco fairs, plant cultivation, forming and maintaining gardens in the building courtyard, student plays on ecological topics, writing blogs, etc. Therefore, in the operation of school libraries, there is interdisciplinary cooperation in the Sustainable Development curriculum. In the context of this research, educational, cultural and public activities can intertwine in the practice of work of a library professional.

Possession of environmental protection and conservation materials in the school library

Research results have shown that a large number of school libraries possess printed materials related to environmental protection and conservation (86.2%), which is a satisfactory indicator of possessing materials related to sustainable development, while 14.0% do not have such materials. Only a small number of school libraries possess electronic and digital materials (21.7%), which is not a satisfactory indicator, especially during the COVID-19 pandemic when

teaching was mainly conducted online, and school libraries operated under special work conditions.

School projects related to environmental protection and conservation

Out of 290 respondents who answered the questionnaire, 215 (74.1%) library professionals stated that during the school year 2021/2022 they did not carry out any projects related to sustainable development on a school, national, and international level via eTwinning and Erasmus+ projects, and that school library was not involved in any of existing projects or programmes for green library and/or any sustainable development related project. However, the remaining 75 (25.9%) of them were involved in such projects. This is an unfavourable indicator. 15 school libraries were involved in eTwinning projects, 7 in Erasmus+ projects, and 4 in programs and projects funded by the European Union.

One of the significant projects in which school librarians could participate was the Istrian project "Green Library," which began in 2011. Since 2015, the project has gained national importance through the action "Let's Start Green Libraries" (Lukačić, 2018, 10). However, there is still no public data on the exact number of school librarians in Croatia who accepted the Istrian initiative and became green librarians.

The research results have shown that some school libraries were involved in several projects and programs related to environmentally sustainable practices at the same time, on a school, national, and international level, through eTwinning and Erasmus+ projects, despite COVID-19 and natural disasters. A smaller number of schools and school libraries were partners in projects funded by the European Union. Some librarians have designed their own school projects which they implement in schools. However, the obtained data are not relevant.

Here are the names of the projects and programs in which librarian collaborators in Croatia were (or still are) involved in the school year 2021/2022:

School/dormitory projects: *Green Shelf (0.3%), Green Month of Croatian Books (0.3%), School Volunteer Community - Strength for Sustainable Development (0.3%), Encouraging Reading - Books on Sustainable Development and Ecology (0.3%), Participation with a Play in an Inter-municipal Waste Management Competition (0.3%), Ecological Group (0.3%), Bear Library (0.3%), 35 Years of Spiridion B Rusine School Park (0.3%), Promoting Reading through*

Sustainable Development (0.3%), Fruits and Vegetables of Our Region (0.3%), About Medicinal Herbs (0.3%), Let's Preserve the Marjan Forest! (0.3%), I Challenge You to Health (0.3%), When Little Hands Work Together, Waste Can Disappear (0.3%), the Green Story (0.3%), the Papirko (0.3%), From Plastic Caps to Expensive Medications (0.3%), Collecting Old Paper, Caps, and Batteries (0.3%), Types of Hazardous Waste (0.3%), Eco Day (0.3%).

eTwinning: Being GREEN is IN (0.3%), World into my hands (0.3%), Let the Environment Breathe by Letting Your E-waste Recycle (0.3%), Study of Art Pollution in Cities (0.3%), Sustainable Green Energy at School Education (0.3%), Green Book (0.3%), Living Greenly (0.3%), Architects of Our Sustainable World (0.3%), The Future: Our World Is in Our Hands (0.3%), Earth in Mind, EcoCentric! (0.3%), EcoTwinners at C.AMP.LIMATE (0.3%), Role Model Students (0.3%), Earth Day (0.3%), Green S.E.E.D.S (0.3%), The Sun Shines for All (0.3%), Green Consumer (0.3%), Growing Words with Reading (0.3%).

Erasmus+ Projects: Steps 2030 World (0.3%), EcoStepyouth (0.3%), EcoLexicon (0.3%), School Permaculture Garden (0.3%), Save the Future, Change the Rules (0.3%), Our Green Beginning (0.3%), SIFEC (0.3%).

EU funds: Bag of Fish - A Bundle of Health, a project of the Tourist Board from the FLAG tender of the European Union's Maritime Affairs and Fisheries Fund (0.3%), Green Classroom (Zagorje ABECEDA project under the Operational Program Competitiveness and Cohesion 2014-2020, EU funds (0.3%), Eco Fažana 2021 (tourist board project from the FLAG tender of the European Union's Maritime Affairs and Fisheries Fund), EU Rural Development Program: Reduce Food Waste (0.3%).

Associations' Projects: Eco School (a project by the association "Lijepa naša" as part of the Eco School and FeeECOCampus programs) (0.3%), Plant a Tree, Don't Be a Stump! (3.4%), Plastic Caps for Expensive Medications (a nationwide project by the Association of Leukemia and Lymphoma Patients Hull.hr), EdUTOPIA 21 (association project) (0.3%), Climate Collage (Tatavaka Association from Zlarin) (0.3%), Environmental Film Festival (project by the Green Action Association) (0.3%), With Small Green Steps - Ecological Association "Krka" Knin, Eco School (a project by the association "Lijepa naša" as part of the Eco School and FeeECOCampus programs) (0.3%).

National projects: *Youth Know Sustainability* (project by the Ministry of Education, Swiss-Croatian Cooperation Program, and the Office for Associations of the Government of the Republic of Croatia).

International-state Project: *International Eco School Project* (0.7).
FRIŠKO - *Let's Collect Old Batteries Together* (national project in collaboration with the company Friš d.o.o.).

Istrian Librarians' Project: *Green Libraries* (2.8%).

International Project: GLOBUS (sustainable development, Nansen Dialogue Center Osijek, national project by the Ministry of Education, Swiss-Croatian Cooperation Program, and the Office for Associations of the Government of the Republic of Croatia).

Ibis Grafika Publishing House Project for Kindergartens and Primary Schools: *Our Small Library* (0.7%), *A Spring, Green Step* (environmental actions at the national level).

Croatian Radio Television Project: *Most Beautiful School Garden* (0.3%).

Nobilis Environmental Protection Organization Project: *Green School: Establishing an Educational Environmental and Nature Protection Program* (0.3%).
Creative Contest: *Art(d)eko Book* (0.3%).

The research results have shown that working on these projects has empowered the pedagogical and sustainable skills of library professionals and schoolchildren. The respondents' answers were categorized into groups: acquiring knowledge about the environment and sustainable development, acquiring knowledge about project work methodology, methodology of professional pedagogical work, library resources, library promotion in the public, work with users, and other aspects.

Table 1

Personal strengthening of the library professionals' skills

Personal strengthening of the skills of respondents involved in school projects on sustainable topics	
Acquiring knowledge about the environment and sustainable development	24 respondents (7.2%) gained knowledge and broadened their horizons about the environment (resource conservation and distribution, understanding plant and animal species) and sustainable development (in the city, on the island), leading to increased ecological awareness.
Acquiring knowledge about project work methodology	21 respondents (6.3%) gained new project work experiences, personal satisfaction, recognition, improved collaboration with colleagues, and ideas for future work.
Pedagogical work methodology	11 respondents (3.3%) expanded their pedagogical work methodology through environmental content, enhancing their competencies for conducting research with schoolchildren and teachers.
Library resources	7 respondents (2.1%) obtained a richer collection of resources (environmental picture books for younger grades and furniture made from recycled materials for a reading corner).
Library promotion in the public	3 respondents (0.9%) achieved greater visibility for the library in the broader community, increased acceptance from the community, and established new contacts.
Work with library users	2 respondents (0.6%) experienced increased library visits and more borrowed books.
Other	7 respondents (2.1%) stated that they didn't get anything specific, except for additional obligations.

Out of 75 (25.9%) library professionals, who are involved in projects, 25 (7.5%) stated that schoolchildren in 10 schools and dormitories have gained knowledge about the environment and sustainable development. Eleven (3.3%) librarians reported that schoolchildren have acquired knowledge and skills for environmentally responsible behaviour. Seven (2.1%) librarians stated that schoolchildren have gained digital competencies, developed literacy, and critical

thinking on the topic of sustainable development, as well as skills for lifelong learning. Four (1.2%) librarians stated that schoolchildren have acquired new practical knowledge about the environment, new experiences and friendships, and developed creativity through play, work, and outdoor learning. Four (1.2%) librarians reported that schoolchildren have had opportunities for excursions and trips, as well as international connections with schoolchildren from other participating schools. Three (0.9%) librarians stated that schoolchildren did not receive anything in particular. Three (0.9%) librarians reported that schoolchildren have developed creativity and teamwork by using everyday items in new ways. Three (0.9%) librarians stated that schoolchildren received education related to environmental conservation, forests, staying in nature, games, and socializing.

Three (0.9%) librarians stated that schoolchildren became familiar with plant species present in the school park and gained practical experience in planting plants. In one school garden, they have as many as 32 plant species. Two (0.6%) librarians reported that schoolchildren are better informed about literature and interested in environmental topics. One (0.3%) librarian stated that schoolchildren have improved competencies for oral presentations. One librarian (0.3%) stated that their school achieved a Diamond status. One (0.3%) librarian reported that schoolchildren gained an awareness of the importance of green libraries. One (0.3%) librarian stated that schoolchildren developed a competitive spirit. One (0.3%) librarian said that schoolchildren received encouragement to care for our planet. One (0.3%) librarian stated that schoolchildren learned about nature and the environment with the support of picture books. One (0.3%) librarian reported that schoolchildren gained knowledge about projects and actively participated in the development of a sustainable local community. One (0.3%) librarian stated that schoolchildren had the opportunity to express their own personalities outside the traditional educational system. One (0.3%) librarian said that schoolchildren acquired new habits. One (0.3%) librarian reported that schoolchildren received a class award for collecting the highest number of batteries.

Table 2

Indicator of events on environmental topics in the school library

		Frequency	Percentage	Valid percentage	Cumulative percentage
Value	Yes	203	70.0	70.0	70.0
	No	87	30.0	30.0	100.0
	Total	290	100.0	100.0	

The results of the statistical analysis show that just under 3/4 of the respondents stated that the school library organizes environmental-themed events, while more than 1/4 do not. Kraljević & Afrić Rakitovac (2021, 407-408) state that libraries can play a significant role in acquiring knowledge, skills, and competencies necessary for critical thinking and action, leading to economic progress, inclusive society, and environmental preservation. Beutelspacher & Meschede (2020, 353) mention that in several German public libraries, gardening tools, musical instruments, bicycles, plant seeds, and newly grown seeds are lent, and old batteries and electronic equipment can be returned for environmentally sustainable citizen awareness. Based on this example, school libraries can also collect dead batteries and electronic equipment if they have sufficient space. Research results have shown that some library professionals follow this practice.

Using a five-point Likert scale, the study aimed to examine the differences in the personal opinions of library professionals about the importance of involving school libraries in educating schoolchildren about environmental protection and sustainable development. The research results indicate that 47.2% believe it is completely important, 34.1% find it important, 16.9% consider it moderately important, 1.4% see it as slightly important, and 0.3% consider it completely unimportant. This indicates a positive awareness among librarians regarding this topic.

Using the same Likert scale, the study sought to examine the differences in the assessment of the personal interest of library professionals in green library services in school libraries. The results show that 30.7% are very interested, 37.6% are interested, 26.6% are moderately interested, 4.1% are not interested, and 1.0% are completely uninterested. Given that library professionals are not experts in sustainable development, this response is expected.

In the context of the results obtained from the Likert scale, the European Bureau of Library, Information and Documentation Associations - EBLIDA (2020) warns that librarians must confront prejudices that assume that sustainable development goals do not concern libraries and their main mission, and that they are exclusively environmental issues. According to Horvat (2007), the professional responsibility of librarians includes personal responsibility, responsibility towards materials and users, colleagues and the profession, as well as society. Úbeda-García et al. (2021) state that employees' behaviour is crucial for improving environmental efficiency. Asiaei et al. (2021) mention that elements of green intellectual capital are green human capital, green structural capital, and green relational capital.

Moreover, 168 (57.6%) library professionals reported that they collaborate with primary school teachers of lower primary school and the teachers of various subjects, including nature, biology, geography, and physics, as well as secondary school teachers of biology, ecology, geography, and physics, along with educators who promote literacy about sustainable development. There were 105 (36.2%) respondents who reported that they do not collaborate. Twelve (4.1%) respondents mentioned that they sometimes collaborate with teachers. Two (0.7%) respondents reported collaborating with an ecology teacher because the school does not offer biology and physics in its curriculum. One (0.35%) respondent collaborates with educational rehabilitators because the school focuses on children with developmental difficulties. One (0.35%) respondent collaborates only with lower-primary school teachers. Collaborative efforts between librarians and teachers can impact the improvement of sustainable development skills and better promotion of the school/dormitory to the wider public. Possessing personal competencies while collaborating with others leads to success. The results of the research show that there is interest (self-initiated or in collaboration with colleagues) in gaining and empowering knowledge and skills. This practice is in line with the curriculum of interdisciplinary topics for Sustainable Development in schools in the Republic of Croatia. Slijepčević & Zuković (2022, 14) state that "competencies for professional advocacy include knowledge, skills, and personal traits needed for successful advocacy of a particular idea and set goal". These competencies are applicable to all professions in the educational process of educational institutions. Tokić-Zec & Mlinarević (2023, 222-223) mention that the quality of collaboration within the

institution, i.e., the quality of the school culture, influences the motivation for teachers' work and further personal lifelong work. If intrinsic motivation and values of benevolence, independence, and universalism are nurtured within the school, an environment is created where teachers recognize the values and uniqueness of the teaching profession and are more willing to elevate the profession to the level it belongs to.

The research results show that just under 1/4 (22.8%) of the respondents collaborate with environmental protection associations, while just over 3/4 (77.2%) do not collaborate. Table 3 shows that less than 1/4 of the respondents lead some extracurricular activity related to environmentally sustainable practices in their school, while 3/4 of them do not lead such activities.

Table 3

Leading extracurricular activities of library professionals related to environmentally sustainable operations

		Frequency	Percentage	Valid percentage	Cumulative percentage
Value	Yes.	22	7.6	7.6	7.6
	No.	268	92.4	92.4	100.0
	Total	290	100.0	100.0	

One of the extracurricular activities within the curriculum of interdisciplinary topics for Sustainable Development is the activity of the schoolchildren's cooperative. Extracurricular activities for them are not mandatory, and they can be led by library professionals as well. Table 4 shows that 1/4 of the respondents answered that they work in schoolchildren's cooperatives which prefer organic production and create various handicrafts from natural materials, while just under 3/4 do not.

Table 4

The work of library professionals in schoolchildren’s cooperatives that prefer organic production and the creation of various handicrafts from natural materials

		Frequency	Percentage	Valid percentage	Cumulative percentage
Value	Yes.	80	27.6	27.6	27.6
	No.	210	72.4	72.4	100.0
	Total	290	100.0	100.0	

School children’s cooperatives are a recognizable form of learning for entrepreneurship and sustainable development in Croatia and the world. They encompass all aspects of sustainable development (environmental, social, cultural, and economic) and employ various pedagogical approaches to learning and teaching. The results of statistical analyses have shown that more than 2/4 (52.4%) of the respondents have established cooperatives in their schools/dormitories, while slightly less than 2/4 (47.6%) do not. According to Vidović (2020), they represent a model of practical learning and development of entrepreneurial skills and democratic competencies through production, teamwork, and business management, based on the values of cooperation, solidarity, and care for the community and the environment. They are organized as *quasi-cooperatives*, meaning they imitate real cooperatives but are not separate legal entities (Vidović, 2020).

The results of statistical analyses indicate that, among the respondents, the most represented activities in the *Annual Plan and Program of the school library's work for 2021/2022*, in the context of cultural and public activities, were related to environmental protection for the purpose of schoolchildren learning and teaching: encouraging the love of reading e-books (26.9%), workshops on recycling materials (25.2%), teaching about energy-efficient behaviour and conservation (21.0%), creating posters (16.9%), documentary films (16.2%), green photo exhibitions (14.8%), gardening (12.8%), forest protection, navigation, and behaviour in the forest (12.8%), eco fairs (10.0%), workshops on food cultivation, distribution, and consumption (9.7%), activities related to the negative impact of cities on the environment with a special focus on air quality (9.3%), student plays on environmental education (9.0%), lectures on buying environmentally friendly products, e.g., clothes made from recycled and organic materials (7.9%),

collaboration with schools conducting similar activities (6.9%), discussion groups (6.6%), the use of technology in service of a green school (5.9%), observing and photographing global warming (5.9%), workshops on energy conversions, energy conservation laws, and energy production (5.2%), lectures on proper food shopping (4.8%). Less represented activities, received under the category of "other," included public speaking about climate change, environmental clean-up actions, writing blogs about green libraries and sustainable development, collecting plastic bottles, workshops related to Earth Day, environmental preservation and care, planting new trees in the school garden, recitations about the environment, creating appropriate displays, and creating Eco etiquette. These mentioned activities align with the fundamental green competencies intended for schoolchildren within the GreenComp European Competence Framework (Bianchi, et al., 2022).

From all the mentioned activities that library professionals engage in, we highlight the activity of cultivating school gardens as a representative example of sustainable practices across all sustainability aspects (environmental, social, cultural, and economic). Cultivating school gardens (fruits, vegetables, flowers, medicinal herbs) with schoolchildren on the school premises has a multidimensional positive impact on them and the school staff. The school/dormitory garden serves as an educational laboratory for sustainable development, where all school staff can be researchers. Schoolchildren can explore, plan, collaborate, make individual and group decisions, take responsibility, and socialize. The first dimension of the school garden is educational, the second is health-related, the third is social, the fourth is psychological, the fifth is environmental, the sixth is related to food, the seventh is economic, and the eighth is cultural.

The school garden provides an excellent foundation for establishing schoolchildren cooperatives, conducting extracurricular activities, and providing quality meals in school. Since most urban schools lack suitable space for larger school gardens, these activities are often limited to small potted plants in school hallways. It would be beneficial if all school roofs were transformed into green roofs with school gardens, where environmentally friendly products could be grown. Smaller school/dormitory project proposals related to sustainable development can be submitted to the Ministry of Science and Education of the Republic of Croatia as part of funding applications at the beginning of each school

year, in the context of extracurricular activities, preventive projects, and projects for gifted schoolchildren. Larger or major project proposals for converting school roofs into green roofs can be submitted to open calls by the funds of the European Union or other funds of countries participating in the European Economic Area (EFTA).

The results (Table 5) of statistical analyses show that a large portion of library professionals engaged in one of the mentioned media activities related to content for learning and teaching within the context of cultural and public activities from 2016/2017, while 65 (22.4%) did not.

Table 5

Engagement in one of the mentioned media activities related to content for learning and teaching within the context of cultural and public activities from 2016/2017

		Frequency	Percentage	Valid percentage	Cumulative percentage
Value	Yes.	225	77.6	77.6	77.6
	No.	65	22.4	22.4	100.0
	Total	290	100.0	100.0	

In the *Annual Plan and Program of the school library's work* from the school year 2016/2017 to 2020/2021, in the context of cultural and public activities, the most represented environmental protection activities for schoolchildren learning and teaching were as follows: posters (41.0%), workshops on recycling materials (30.3%), encouraging the love of reading e-books (22.1%), energy-efficient behaviour and conservation (21.0%), documentary films (16.6%), green photo exhibitions (15.9%), forest protection, navigation, and behaviour in the forest (15.9%), cultivating gardens with schoolchildren in the school courtyard (13.4%), eco fairs (10.0%), lectures on buying environmentally friendly products, e.g., clothes made from recycled and organic materials (9.0%), schoolchildren plays on environmental education (7.6%), discussion groups (7.2%), workshops on food cultivation, distribution, and consumption (6.9%), activities related to the negative impact of cities on the environment with a special focus on air quality (6.9%), the use of technology in service of a green school (6.6%), workshops on

energy conversions, energy conservation laws, and energy production (6.2%), collaboration with schools conducting similar activities (6.2%), lectures on proper food shopping (5.5%), writing blogs about green libraries and sustainable development (3.1%), observing and photographing global warming (3.1%). Other activities included the preservation of the school environment, ecological actions, planting mini-gardens, creating bee hotels and sowing annual plants for bee pastures, and storytelling with environmental themes.

When comparing the activities in the *Annual Plan and Program of the school library's work* from the school year 2016/2017 to 2020/2021 with the plan for the school year 2021/2022, technological advancements and differences in preferences can be observed. Five years ago, the main sustainable activity was creating posters, while in 2021/2022, it shifted towards encouraging the love for e-books.

More than $\frac{1}{4}$ (32.4%) of the respondents have suitable space in their school/dormitory for conducting environmentally friendly business activities. Less than $\frac{3}{4}$ (64.8%) of the respondents do not have such space. There were 1.7% of them who said that the school library serves as such a space. There were 0.3% of respondents who use the space of a volunteer club. There were 0.3% of respondents who stated that they have and do not have suitable space (depending on activities), and 0.3% of respondents said that they are in the process of preparing for the construction of a green classroom. Furthermore, 193 (66.6%) of the respondents stated that COVID-19 prevented the implementation of all green activities in the school year 2021/2022, while 97 (33.4%) stated that it did not prevent them.

Table 6 shows that $\frac{3}{4}$ of the respondents indicated that they conduct media activities related to environmental protection for learning and teaching within the context of cultural and public activities as planned in *the Annual Plan and Program of the school library's work* for 2021/2022, while $\frac{1}{4}$ of them do not conduct such activities.

Table 6

Media activities related to environmental protection for learning and teaching within the context of cultural and public activities in the Annual Plan and Program of the school library's work for 2021/2022

		Frequency	Percentage	Valid percentage	Cumulative percentage
Value	Yes.	222	76.6	76.6	76.6
	No.	68	23.4	23.4	100.0
	Total	290	100.0	100.0	

Library professionals, for the purpose of promoting their work, most commonly use the school's or library's *Facebook* page, as well as the school's website, which is also a form of sustainable business practice. In recent times, some school libraries also have an *Instagram* or *TikTok* profile. These are viable social channels for promoting media activities in school libraries. It would be beneficial if library professionals promoted themselves more on portals, blogs, wikis, newspapers, and television through various pedagogical approaches to sustainable business.

Out of 290 respondents, 121 (41.7%) stated that they promote and advocate for green ideas and library and school activities in the wider community, while 169 (58.3%) do not promote or advocate for them. Peattie (1995) states that the boundary between defining sustainable and green marketing is not always clear, even though they are two different concepts. According to Peattie (1995), the concept of green marketing is sometimes broadly defined as a holistic management process that is responsible for identifying, anticipating, and satisfying the needs of customers and society in a profitable and sustainable manner. Therefore, green marketing is a means of raising citizens' awareness of their decisions and behaviour patterns in relation to sustainability aspects (environmental, social, cultural, and economic). Through product promotion, project implementation, programs, activities, and workshops in private profit-driven companies and non-profit institutions (schools, dormitories), it influences the awareness of the general public. Any promotion and advocacy of school libraries in the context of sustainable development ideas and practices is referred to as green promotional activities, which are part of the overarching concept of green marketing. In the context of a school as an independent institution that

produces and offers something through project activities, we can talk about green marketing. Derlukiewicz *et al.* (2020) emphasize that sustainable development recommends that the needs of the future can be met depending on how well social (justice, participation, empowerment, social mobility, and cultural preservation), economic (services, household needs, industrial growth, agricultural growth, and efficient labour utilization), and ecological (biodiversity, natural resources, carrying capacity, ecosystem integrity, and clean air and water) objectives or needs are balanced.

Furthermore, 242 (83.4%) of the respondents stated that they have the support of the school principal in implementing sustainable business activities, while 48 (16.6%) of them do not. This statement was made during the COVID-19 pandemic. It is assumed that the reason for this lack of support is insufficient financial resources and online teaching.

Conclusion

This is a recent topic in the field of school libraries. The hypothesis has been confirmed through activities and workshops, but not through projects. Out of 290 respondents who completed the questionnaire, 215 (74.1%) library professionals stated that during the 2021/2022 school year, they did not lead any project(s) related to sustainable development on the school, national, or international level, and that the school library was not involved in any existing projects or programs for green libraries or projects related to sustainable development. Some school libraries are involved in several projects and programs simultaneously on the school, national, and international level through eTwinning and Erasmus+ projects. Some librarians also collaborate on projects funded by the European Union.

The majority of library professionals collaborate with lower-primary school teachers and with teachers of various subjects, including nature, biology, geography, and physics, as well as secondary school teachers of biology, ecology, geography, and physics, and educators in promoting literacy about sustainable development. Less than 1/4 of librarians lead some extracurricular activity related to sustainable practices, while 3/4 do not. 1/4 of the respondents reported working in schoolchildren's cooperatives, while just under 3/4 do not. More than

3/4 of librarians conduct media activities on environmental protection for the purpose of learning and teaching in the context of cultural and public activities.

In the *Annual Plan and Program of the school library for the 2021/2022* school year, the five most represented activities related to environmental protection for the purpose of student learning and teaching on the national level are: encouraging a love for reading e-books, workshops on material recycling, teaching schoolchildren about energy-efficient behaviour and saving, creating posters, and making documentary films. In the *Annual Plan and Program of the school library from 2016/2017 to 2020/2021*, the most represented activities related to environmental protection for the purpose of learning and teaching on the national level were: posters, workshops on material recycling, encouraging a love for reading e-books, energy-efficient behaviour and saving, and documentary films.

The results show that more than 1/4 of the respondents have suitable space in the school for conducting environmentally sustainable business activities, while less than 3/4 do not. More than 3/4 of the respondents stated that they have support from the principal in conducting environmentally sustainable business activities, while the rest do not. The data show that there is interest (self-initiated or in collaboration with colleagues) among library professionals to acquire new sustainable competencies through working on projects, conducting activities, and workshops. Printed materials related to environmental protection and preservation are more represented in the library collection compared to electronic and digital resources. Undoubtedly, financial resources, suitable space, and professional development are necessary for all aspects of sustainability in the school/dormitory, along with the willingness of librarians and other staff. By combining all of these elements, we can talk about true sustainability. By implementing various types of activities, the school library and the school become a laboratory for literacy in life skills for both schoolchildren and teachers. Possessing personal competencies along with collaboration with others leads to sustainable success.

PEDAGOŠKI PRISTUPI ODRŽIVOM RAZVOJU U ŠKOLSKIM BIBLIOTEKAMA

APSTRAKT

Cilj je rada analizirati neke od aspekata održivog razvoja u hrvatskim školskim bibliotekama unutar tri delatne grupe (neposredna vaspitno-obrazovna delatnost, stručna bibliotekarska delatnost, te kulturna i javna delatnost) u svrhu unapređenja saznanja o školskom bibliotekarstvu. Novi izazovi koje je donela digitalna zrelost školskih ustanova (osnovne i srednje škole, učenički domovi) te novi Globalni ciljevi održivog razvoja 2030. uticali su na promenu poslovanja rada školskog bibliotekara, a ono se temelji na uključenosti, vizuelnom identitetu i održivosti škola/učeničkih domova unutar i van postojećih okvira delovanja. Na pozitivne i negativne efekte poslovanja školskih biblioteka uticala je i pandemija Covid-19. Istraživanje je kvantitativno, metoda je online anketni upitnik, a podaci su statistički obrađeni u Statističkom paketu za društvene nauke - SPSS. Dobijenim rezultatima uočava se da veliki deo stručnih saradnika - bibliotekara nije osnažen za nove profesionalne veštine održivog razvoja, da saraduju sa kolegama iz škole po pitanju sprovođenja aktivnosti o održivom razvoju, da štampana građa o ekološki prihvatljivom poslovanju i održivom razvoju prednjači u odnosu na elektronsku i digitalnu, da manji dio bibliotekara radi na projektima i dr.

Ključne reči: školska biblioteka, održivi razvoj, kompetencije

References

- Asiaei, K., Bontis, N., Alizadeh, R. & Yaghoubi, M. (2021). Green intellectual capital and environmental management accounting: Natural resource orchestration in favour of environmental performance. *Business Strategy and the Environment*, 1–18. <https://doi.org/10.1002/bse.2875>
- Begičević Ređep, N., Balaban, I., Klačmer Čalopa, M. i Žugec, B. (2018). *Okvir za digitalnu zrelost osnovnih i srednjih škola u Republici Hrvatskoj s pripadajućim instrumentom* [The Framework for Digital Maturity of Primary and Secondary Schools in the Republic of Croatia with the Associated Instrument]. Hrvatska akademska i istraživačka mreža – CARNET.
- Bianchi, G., Pisiotis, U., Cabrera, M. (2022). *GreenComp The European Sustainability Competence Framework*. Publication office of the European Union.

- Beutelspacher, L. & Meschede, C. (2020). Libraries as promoters of environmental sustainability: Collections, tools and events. *International Federation of Library Associations and Institutions*, 46(4), 347–35.
<https://doi.org/10.1177/0340035220912513>
- Derlukiewicz, N., Mempel-Śnieżyk, A., Mankowska, D., Dyjakon, A., Stanislaw, M. & Pilawka, T. (2020). How do Clusters Foster Sustainable Development? An Analysis of EU Policies, *Sustainability*, 12(4), 1297.
<https://doi.org/10.3390/su12041297>
- Croatian Bureau of Statistic. (2022, 15 Novembar). *Primary school, end of school year 2020/2021 and the beginning of the 2021/2022 school year*
<https://podaci.dzs.hr/2022/hr/29006>
- EBLIDA. (2020, 15 Novembar). Sustainable Development Goals and Libraries: First European Report. <http://www.eblida.org/Documents/EBLIDA-Report-SDGs-and-their-implementation-in-European-libraries.pdf>
- European Union. (2022, 15 Novembar). *Funding, grants and subsidies from the European Union*. https://european-union.europa.eu/live-work-study/funding-grants-subsidies_hr
- Horvat, A. (2007). Važnost profesionalne etike [The Importance of Professional Ethics]. In I. Marinković-Zenić (Eds.), *Profesionalna etika knjižničara i društvene etičke norme: 6. okrugli stol o slobodnom pristupu informacijama* (pp. 5-10). Hrvatsko knjižničarsko društvo.
- International Federation of Library Associations and Institutions (IFLA). (2002, 20 Novembar). *Statement on Libraries and Sustainable Development*. <https://www.ifla.org/publications/statement-on-libraries-and-sustainable-development>
- IFLA/UNESCO. (1999). *School Library Manifesto*. <https://www.ifla.org/wp-content/uploads/2019/05/assets/school-libraries-resource-centers/publications/school-library-manifesto-hr.pdf>
- Kraljević, I. & Afrić Rakitovac, K. (2021). Promicanje ekološke osviještenosti projektom „Zelena knjižnica“ Društva bibliotekara Istre« [Promoting Environmental Awareness with the Project “Green Library” of the Association of Librarians of Istria”]. *Vjesnik bibliotekara Hrvatske*, 64(2), 399–423.
- Lukačić, P. (2018). ENSULIB - Međunarodna grupa unutar IFLA-e koja se bavi održivim razvojem i knjižnicama [International group within IFLA that

addresses the issues of sustainable development and libraries]. *Svezak: časopis Društva knjižničara Bilogore, Podravine i Kalničkog prigorja*, 20, 11-13.

Ministry of Science and Education of the Republic of Croatia (2022, 10 Decembar). Secondary schools. [Ministarstvo znanosti i obrazovanja Republike Hrvatske. Srednje škole.]

<http://mzos.hr/dbApp/pregled.aspx?appName=SS>

Ministry of Science and Education of the Republic of Croatia (2021). Models and recommendations for working in conditions related to the COVID-19 disease. [Ministarstvo znanosti i obrazovanja Republike Hrvatske. (2021). Modeli i preporuke za rad u uvjetima povezanim s bolesti COVID-19.]

[https://mzo.gov.hr/UserDocImages/dokumenti/Modeli%20i%20preporuke%20za%20provedbu%20nastave%20u%202021-2022%20\(1\)_31%208.pdf](https://mzo.gov.hr/UserDocImages/dokumenti/Modeli%20i%20preporuke%20za%20provedbu%20nastave%20u%202021-2022%20(1)_31%208.pdf)

Ministry of Science and Education of the Republic of Croatia (2019). Decision on adoption of the curriculum for the cross-curricular theme Sustainable Development for primary and secondary schools in the Republic of Croatia. *Official Gazette*, 7.

https://narodnenovine.nn.hr/clanci/sluzbeni/2019_01_7_152.html

Peattie, K. (1995). *Environmental Marketing Management: Meeting the Green Challenge*. Pitman.

Sahavirta, H. (2019). Set the Wheels in Motion – Clarifying “green library as a Goal for Action. *IFLA WLIC: Libraries: dialogue for change, Session 166 - Libraries and Sustainability: Examples, Supporters, Educators - IFLA & Environment, Sustainability and Libraries Special Interest Group (ENSULIB)*. Greece. 1-8. <http://library.ifla.org/2568/1/166-sahavirta-en.pdf>.

Slijepčević, S. i Zuković, S. (2022). Kompetencije pedagoga za aktivnosti profesionalnog zagovaranja/zastupanja [Competencies of a Pedagogue for Professional Advocacy]. *Zbornik Odseka za pedagogiju*, 31, 1-14. <https://doi.org/10.19090/zop.2022.31.9-22>

Standard za školske knjižnice. [School library Standard.] (2023, 25 May). *Official Gazette*. 17/19; 98/19.

<https://mzo.gov.hr/UserDocImages/dokumenti/Obrazovanje/OpremanjeSkola/Standard-za-knjiznice/Standard-za-skolske-knjiznice.pdf>

Standard za školske knjižnice. [School library Standard.] (2023, 25 Maj). *Official Gazette*. 34/2000-698. https://narodne-novine.nn.hr/clanci/sluzbeni/2000_03_34_698.html

Sustainable Development Commission. (2023, 5. April). *What is sustainable development*. <https://www.sd-commission.org.uk/pages/what-is-sustainable-development.html>

Tokić-Zec, R., & Mlinarević, V. (2023). Profesionalni identitet i vrijednosti učitelja u kulturi škole [The Professional Identity and Values of Teachers in School Culture]. *Obnovljeni Život: časopis za filozofiju i religijske znanosti*, 78(2), 221-230. <https://doi.org/10.31337/oz.78.2.6>

Úbeda-García, Mercedes; Marco-Lajara, Bartolome; Zaragoza-Sáez, Patrocinio C., Manresa-Marhuenda, E. & Poveda Pareja, E. (2022), Green ambidexterity and environmental performance: The role of green human resources. *Corporate Social Responsibility and Environmental Management*, 29(1), 32–45. <https://doi.org/10.1002/csr.2171>

United Nations (UN). (2015, 18 Septembar). *Transforming our world: the 2030 Agenda for Sustainable Development*. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

Vidović, D. (2020). Učeničke zadruge kao rasadnik zadrugarstva? Refleksije zadržanih načela u Hrvatskoj [Student Cooperatives as Cooperatives' Nurseries? Reflections on Cooperative Principles of Student Cooperatives in Croatia]. *Socijalna Ekologija Zagreb*, 29(3), 389-416. <https://doi.org/10.17234/SocEkol.29.3.3>

PROKOLOŠKO PONAŠANJE KAO ISHOD EKOLOŠKE PISMENOSTI

Laura Š. Kalmar^{a*} i Stanislava Marić Jurišin^b 

^a Univerzitet u Novom Sadu, Učiteljski Fakultet na mađarskom nastavnom jeziku u Subotici, Subotica, Srbija

^b Univerzitet u Novom Sadu, Filozofski Fakultet, Novi Sad, Srbija

APSTRAKT

Aktuelni ekološki problemi danas se mogu pripisati rastućoj populaciji, ekonomskom razvoju i industrijalizaciji, zagađenju, urbanizaciji i iscrpljivanju resursa na globalnom nivou. U osnovi, ovi tekući problemi uglavnom su povezani sa životnim stilovima ljudi i njihovim intenzivnim aktivnostima koje se odvijaju u prirodnom okruženju (Barr & Gilg 2006; Kolmuss & Agyman, 2002), što apostrofira značaj balansiranja odnosa između čoveka i prirodnog okruženja. Kao posledica toga poslednjih godina pitanja životne sredine su postala primarna u cilju prevazilaženja postojećih ekoloških problema. Ekološka pismenost je proglašena za jedan od najvažnijih aspekata ekološkog obrazovanja koje treba uzeti u obzir za upravljanje ekološkim problemima od 1970-ih. Ekološka pismenost predstavlja cilj ekološkog obrazovanja, a proekološko ponašanje tretira se kao ishod ekološke pismenosti. Važnost potrebe obrazovanja u rešavanju ekoloških problema i razvijanju ekološke pismenosti budućih generacija naglašena je na brojnim međunarodnim konferencijama, koje su poznate kao prekretnice u ekološkoj agendi. U radu je predstavljen pojam ekološkog obrazovanja, kao i pojam ekološke pismenosti. Nadalje, dat je pregled komponenti ekološke pismenosti. Ovaj rad ima za cilj da ukaže na pojam ekološkog obrazovanja, suštinu ekološke pismenosti, kao i na pojam i cilj proekološkog ponašanja. U domaćoj literaturi se nedovoljno piše o pojmu i značaju ekološke pismenosti, te ovim radom nastojimo da popunimo tu prazninu.

Ključne reči: ekologija, ekološko obrazovanje, ekološka pismenost, pro-ekološko ponašanje

* E-mail: laura.kalmar@magister.uns.ac.rs

Uvod

Zadnjih godina se sve više piše o ekološkoj pismenosti. Stanje životne sredine i zaštita njenih resursa zahtevaju hitne promene. Ovaj članak analizira ekološku pismenost kao složenu konstrukciju koja se sastoji od najmanje tri komponente: kognitivne, afektivne i bihejvioralne. Najpre možemo reći da je pismenost termin koji se odnosi na sposobnost čitanja i pisanja. Poslednjih godina on se „proširuje” na brojne konstrukte kao što su *kompjuterska pismenost*, *naučna pismenost*, *kulturna pismenost*, *ekološka pismenost*. Razmatrajući pismenost u kontekstu životne sredine, *ekološka pismenost* je definisana kao sposobnost preduzimanja odgovarajućih akcija za stabilnost i razvoj životne sredine i prihvaćena je kao jedan od glavnih ciljeva ekološkog obrazovanja (Roth, 1992). Drugim rečima, ekološki pismena osoba preduzima akciju prema životnoj sredini koristeći neophodna znanja i veštine (Roth, 1992).

Budući da ekološki problemi mogu imati ogromne posledice po našu budućnost, moramo se posvetiti cilju obrazovanja kao što je jasno navedeno u brojnim značajnim dokumentima među kojima se ističe i Beogradska povelja. Beogradska povelja je dodatno usavršena na Međuvladinoj konferenciji o obrazovanju za životnu sredinu, održanoj u Tbilisiju u Gruziji 1997. godine. Deklaracija iz Tbilisija definisala je tri cilja kao osnovu za obrazovanje o životnoj sredini (UNESCO, 1978a, 2): (1) da podstakne jasnu svest i zabrinutost o ekonomskoj, socijalnoj, političkoj i ekološkoj međuzavisnosti u urbanim i ruralnim područjima; (2) da pruži svakoj osobi mogućnosti da stekne znanje, vrednosti, stavove, posvećenost i veštine potrebne za zaštitu i unapređenje životne sredine; (3) da dovede do stvaranja novih obrazaca ponašanja pojedinaca, grupa i društva u celini prema životnoj sredini. Kao mogući način prevazilaženja ovih problema pojavljuje se nova ekološka paradigma kojom se ističe da nove ekološke paradigme drugačije sagledavaju odnos čoveka i sveta, pri čemu se: (a) priznaje i nastoji razumeti celovitost i jedinstvo sveta; (b) naglašava odgovornost čoveka za sudbinu planete; (c) nastoji uspostaviti dijalog između prirode i čoveka, pri čemu se koevaluacija vidi kao optimizacija međusobnih veza društva koje se razvija i prirode koju ono menja; (d) javlja se tendencija da se u kontekstu ekološke kulture priznaje prioritet prirodnih faktora ljudskog postojanja nad socijalnim (Marić Jurišin i Klemenović, 2017, 125). U skladu sa svim navedenim potrudimo se da u ovom radu izložimo pregled definicija ekološkog obrazovanja

i vaspitanja, (re)definišemo pojam ekološke pismenosti, izložimo pregled komponenti ekološke pismenosti, te prikazemo pojam i cilj proekološkog ponašanja.

Definisanje ekološkog obrazovanja i vaspitanja

Termin ekološko obrazovanje je formalizovan u Nevadi, 1970. godine. Unesco 1976. godine definiše cilj ekološkog obrazovanja na sledeći način: „Cilj ekološkog obrazovanja je da razvije svetsku populaciju koja je svesna i zabrinuta za životnu sredinu i povezane probleme, te koja ima znanja, veštine, stavove, motivacije i posvećenost da radi individualno i kolektivno na rešavanju aktuelnih problema i sprečavanju novih” (UNESCO, 1976, 1). Na Uneskovoju međuvladinoj konferenciji u Tbilisiju (UNESCO, 1978a, 1978b) dogovoreni su ciljevi i vodeći principi ekološkog obrazovanja. U nastojanju da se „oforme” ekološki pismeni građani, širom sveta su uvedeni različiti oblici ekološkog obrazovanja (Siow et al., 2014). Iako ne postoji jedna univerzalno prihvaćena definicija ekološkog obrazovanja, tokom 1960-ih i 1970-ih objavljen je niz kratkih i jednostavno konceptualizovanih definicija. Među njima, jedna od najznačajnijih je definicija koju je ponudila Međunarodna unija za zaštitu prirode koja navodi da je ekološko obrazovanje proces prepoznavanja vrednosti i razjašnjavanja konceptata kako bi se razvile veštine i stavovi neophodni za razumevanje i uvažavanje međusobne povezanosti između ljudi, njihove kulture i njihovog biofizičkog okruženja (McBeth et al., 2008).

Andevski (2001) ističe da su ekološko obrazovanje i vaspitanje neodvojivi pojmovi. Kisogluov (2009) ekološko obrazovanje opisuje kao proces učenja koji vodi odgovornim akcijama i poboljšava veštine potrebne za procenu problema i povećava interesovanje ljudi za probleme životne sredine. Ekološko obrazovanje se takođe izražava kao proces stvaranja pojedinaca koji imaju informacije, stav i ponašanja za pružanje rešenja za probleme životne sredine, te su osetljivi prema životnoj sredini i njenim problemima (Gökmen, 2008). Samim ekološkim obrazovanjem razvija se i ekološka svest pojedinca. Ekološko vaspitanje i obrazovanje je sticanje znanja i informacija iz različitih oblasti života i nauke u cilju razvijanja svesti, stavova i navika o značaju zaštite i očuvanja životne sredine i unapređivanja kvaliteta života ljudi (Stanišić, 2008 prema Vujović i Vladisavljević, 2015, 248).

Marić Jurišin (2011) prikazuje ciljeve ekološkog obrazovanja i vaspitanja na sledeći način: upoznavanje sa delovanjem koje čovek ima na životnu sredinu u obliku različitih formi i dimenzija; sticanje veština, znanja, navika i stavova o ekološkim osobenostima, zakonima i procesima u životnoj sredini; razumevanje dostignuća i težnji tehnologije, društvenih nauka i umetnosti u pogledu unapređenja i zaštite životne sredine; navikavanje na adekvatan odnos prema kulturnim vrednostima, objektima u prirodi, vrednostima koje su stvorene radom, kao i prema ukupnim međuljudskim odnosima (Marić Jurišin, 2011: 64-65). Kao osnovni produkt tako koncipiranog ekološkog vaspitanja i obrazovanja navodi se ekološka svest, koja podrazumeva: ekološka znanja, ekološke stavove, ekološke vrednosti i ekološko ponašanje (Andevski, 2001). Dakle, sa ekološkim obrazovanjem javlja se i budi ekološka svest kod pojedinca, što za implikaciju ima njegovo (pro)ekološko ponašanje.

Disinger i Rot (Disinger & Roth, 1992) definišu ekološku pismenost kao sposobnost procene zdravlja životne sredine i preduzimanja korektivnih radnji za otklanjanje problema i održavanje sistema koji rade u okruženju. Dakle, merilo ekološke pismenosti jeste odgovorno ponašanje u životnoj sredini.

Ekološka pismenost kao ishod i cilj ekološkog obrazovanja

Iako je ovaj pojam istraživao u brojnim studijama od 1960-ih pa do danas, još uvek ne postoji jedinstvena usaglašena definicija. Ekološka pismenost se odnosi na razumevanje ne samo ekoloških koncepata, već i njegovog ili njenog mesta u ekosistemu (Meena & Alison, 2009). Termin ekološka pismenost prvi je uveo Dejvid Orr u eseju pod nazivom „Ekološka pismenost“ (Orr, 1989). Orr navodi da obrazovanje o životnoj sredini treba da promeni način na koji ljudi žive, a poznavanje, briga i praktična kompetencija čine osnovu ekološke pismenosti. Orr prepoznaje važnost prirodnog okruženja kao dela obrazovanja, te priznaje slabljenje društvenih i kulturnih struktura, kao i ekološku degradaciju koja je došla sa preteranim naglaskom na ekonomiji i fizičkom distanciranju ljudi od zemlje. Takođe, naglašava da iskustvo u sopstvenom prirodnom okruženju pomera ljudsku perspektivu sa prenaplašene ekonomske perspektive na ravnotežu između ekonomije, ekologije i kulture. Osim toga, Orr tvrdi da je ekološka kriza posledica nesposobnosti ljudi da razmišljaju o ekološkim

obrascima, sistemima uzročnosti i dugoročnim efektima ljudskih akcija (Orr, 1994).

Mnogi od autora pokušali su da definišu ekološku pismenost uzimajući u obzir obim istraživanja i kontekst koji je uključen, a neke od ovih definicija uključuju: posedovanje osnovnih veština, razumevanje i osećaj za odnos čoveka i životne sredine (Pe'er et al., 2007; Smyth, 1995); razumevanje interakcije između ljudskih bića i njihovog prirodnog okruženja u smislu živih i neživih stvari (Morrone et al., 2001; Scholz, 2011); kognitivne veštine i znanja potrebna na makro nivou za promenu ponašanja težeći boljem okruženju (Hungerford & Volk, 2003); znanje o životnoj sredini koje takođe uključuje vrednosti, stavove i veštine koje se mogu pretvoriti u akcije (Tuncer et al., 2009). Ekološka pismenost teži da da odgovore na ozbiljne probleme životne sredine i nudi potencijal za rešavanje ovih problema na osnovu ekološkog znanja (Zalasiewicz et al., 2011). Dakle, ekološka pismenost predstavlja sposobnost razumevanja prirodnog sistema koji je vezan za naš život. To je način razmišljanja o svetu u smislu interakcija unutar prirodnih sistema uključujući i razmatranje posledica ljudskih akcija. Ekološka pismenost obogaćuje pojedinca sa znanjem i kompetencijama neophodnim za rešavanje pitanja životne sredine na integrisan način.

U nacionalnom istraživanju na Tajvanu u cilju procenjivanja ekološke pismenosti osnovnih studija (Shih-Wu et al., 2018) ističu se tri ključna elementa koja treba uzeti u obzir prilikom evaluacije ekološke pismenosti: (1) kognitivni (znanje i veštine), (2) afektivni i (3) bihevioralni. Kognitivni element se odnosi na sposobnost da se identifikuju, istraže, analiziraju i procene ekološki problem i pitanja na osnovu poznavanja ekoloških i društveno-političkih osnova. Ovaj element takođe uključuje posedovanje neophodnog znanja i sposobnosti za razvoj i procenu odgovarajućih akcionih strategija koje nastoje da utiču na ishode ekoloških problema i pitanja. Ključna svrha ovog elementa je da proceni razumevanje prirodnih sistema, pitanja životne sredine i strategija delovanja. Afektivni element odnosi se na empatičan i brižan stav pojedinca prema životnoj sredini koji prepoznaje vrednosti kvaliteta životne sredine i spreman je da preduzme odgovarajuće akcije kako bi pomogao u prevenciji i rešavanju ekoloških problema i pitanja. Ovaj element nastoji da proceni ekološku svest i osetljivost ljudi, njihov stav o donošenju odluka o ekološkim pitanjima i preduzimanju ekološki odgovornih akcija, kao i ekoloških vrednosti zasnovanih na etičkim

razmatranjima i razmišljanjima o odnosima između ljudi i životne sredine. Bihevioralni element fokusira se na uverenje pojedinca ili grupe pojedinaca o njihovoj sposobnosti da utiču na ishode ekoloških problema i pitanja. Postoji i pretpostavka lične odgovornosti za preduzimanje razboritih radnji koje pomažu u uticaju na životnu sredinu. Ove ekološki odgovorne akcije se generalno klasifikuju u pet kategorija: (1) ekološki menadžment kao što je reciklaža, očuvanje energije, (2) ekonomska/potrošačka akcija koja se fokusira na korišćenje novčane podrške ili finansijskog pritiska kao što je finansijska donacija organizacijama za zaštitu životne sredine, (3) ubeđivanje i apelovanje na druge da pomognu u minimiziranju ili rešavanju ekoloških problema/pitanja, (4) političko delovanje putem glasanja, lobiranje u vezi sa zabrinutosti za ekološke probleme/pitanja i (5) pravne radnje kao što su tužbe i prijavljivanje kršenja zagađenja vlastima, ako je imaju za cilj sprovođenje postojećih zakona. Ključni fokus ovog elementa je istraživanje namera ljudi da deluju na osnovu ekološki prihvatljivog ponašanja, strategije ekološkog delovanja i veštine za identifikaciju i procenu ekoloških problema, kao i učešće u odgovornom ponašanju prema životnoj sredini. Rezultati nacionalnog istraživanja na Tajvanu u cilju procenjivanja ekološke pismenosti osnovnih studija (Shih-Wu et al., 2018) ukazali su na to da su studenti osnovnih studija koji su učestvovali u klubovima i društvima na univerzitetima imali bolje rezultate u ekološkoj pismenosti od onih koji nisu. Ovo se može objasniti činjenicom da uključivanje u aktivnosti kroz klubove i društva pruža više mogućnosti za kreativno razmišljanje, rešavanje problema, liderstvo i prosocijalno ponašanje (Morrissey & Werner-Wilson, 2005). Uz to, učesnici koji su imali proekološka iskustva u ovim aktivnostima stekli su značajno samopoštovanje i samopouzdanje.

Komponente ekološke pismenosti

Disinger i Rot (Disinger & Roth, 1992) su navodili da su glavne komponente ekološke pismenosti znanje, veštine, afektivni odnos (ekološka osetljivost, stavovi i vrednosti) i ponašanje (lična uključenost, osećaj odgovornosti i aktivno učestvovanje). Ekološka znanja, ekološka odgovornost, stav prema životnoj sredini i ponašanje prema životnoj sredini smatraju se centralnim komponentama „ekološke pismenosti” (Öztürk et al., 2013). Ekološko znanje se definiše kao znanje pojedinaca o aktuelnim pitanjima

životne sredine. Ekološka odgovornost se definiše kao osetljivost pojedinca na probleme životne sredine. Stav prema životnoj sredini se definiše kao osećanja i vrednosti pojedinca u vezi sa pitanjima životne sredine, a *ponašanje u životnoj sredini* se definiše kao namera pojedinaca da preduzmu nešto u ponašanju za zaštitu životne sredine koje se meri korišćenjem upitnika ekološke pismenosti (Öztürk et al., 2013). Dakle, znanje, veštine i stavovi su važni činioci za izvođenje neophodnih ekoloških akcija ili ponašanja. U daljem tekstu ćemo prikazati različite podele ekološke pismenosti (Tabela 1).

Tabela 1

Pregled komponenti ekološke pismenosti

AUTOR	KOMPONENTE
Marcinkowski (1991)	<ol style="list-style-type: none"> 1. Svest i osetljivost 2. Poštovanje životne sredine 3. Poznavanje ekosistema i njihove povezanosti sa društvenim sistemima 4. Razumevanje različitih problema 5. Poznavanje strategija za rešavanje problema 6. Veštine neophodne za analizu, sintezu i evaluaciju informacija 7. Lično ulaganje i osećaj odgovornosti; 8. Aktivno uključivanje
Hungerford et al. (1994)	<ol style="list-style-type: none"> 1. Kognitivna komponenta (poznavanje ekoloških i sociopolitičkih osnova, sposobnost da se procene problemi i primene strategije, i da se kreiraju akcioni planovi) 2. Afektivna komponenta (uključuje stavove empatije i brige, kao i spremnost za delovanje) 3. Lokus kontrole i osećaj odgovornosti 4. Uključenost u ekološki odgovorno ponašanje

Simmons (1995)	<ol style="list-style-type: none">1. Uticaj2. Ekološko znanje3. Društveno-političko znanje4. Poznavanje pitanja zaštite okoline5. Kognitivne veštine6. Ekološki odgovorno ponašanje7. Dodatne odrednice ekološki odgovornog ponašanja
McBeth et al. (2011)	<ol style="list-style-type: none">1. Znanje2. Dispozicije3. Kompetencije4. Ekološki odgovorno ponašanje
Nastoulas et al. (2017)	<ol style="list-style-type: none">1. Ekološko znanje2. Verbalna posvećenost3. Stvarna posvećenost4. Osetljivost na životnu sredinu i osećaj za životnu sredinu5. Identifikacija problema i analiza problema6. Planiranje akcije

Proekološko ponašanje kao ishod ekološke pismenosti

Podsticanje ekološke svesti, znanja i veština smatra se ključnim za smanjenje ekoloških problema, a ekološko obrazovanje se izdvaja kao ključan element u stvaranju ekološki pismenog društva (Potter, 2009; Short, 2009). Na taj način se može razviti odgovorno ponašanje prema životnoj sredini koje će doprineti sprečavanju i minimiziranju ekoloških problema na održiv način (Bamberg & Möser, 2007; Mobeley et al., 2009). Proekološko ponašanje se posmatra kao kombinacija ličnog interesa (npr. akcija usmerena na minimiziranje sopstvenih zdravstvenih rizika) i brige za druge ljude, buduće generacije i ekosistem u celini (npr. smanjenje zagađenja životne sredine, koje može ugroziti zdravlje drugih i klima u celini) (Bamberg & Möser, 2007). Kada je reč o proekološkom ponašanju, može se reći da je to ponašanje kojim se svesno

minimizira negativan uticaj sopstvenog delovanja na prirodu i konstruisani svet. Takođe, proekološko ponašanje može se posmatrati kao složena mreža ekoloških, ekonomskih i društvenih elemenata koji određuju živote budućih generacija (Kollmuss & Agyeman, 2002). Cilj ekološke pismenosti je proekološko ponašanje, stoga se teorije ponašanja moraju razmotriti da bi se razumeli faktori koji dovode do proekološkog ponašanja.

Počevši od 1970-ih do 2002. godine, razmatrano je nekoliko modela i teorija u vezi sa ponašanjem i faktorima koji do njega dovode. U modelu proekološkog ponašanja od strane Fietkaua i Kesela (Fietkau & Kessel, 1981) proekološko ponašanje je pod uticajem stavova i vrednosti, mogućnosti ekološkog delovanja, podsticaja ponašanja, percipiranih povratnih informacija o ekološkom ponašanju i znanju. Mogućnosti ekološkog delovanja ili ometanja proekološkog ponašanja zavise od eksternih, infrastrukturnih i ekonomskih faktora. Blejk (Blake, 1999) ističe da ograničenja postoje u većini modela proekološkog ponašanja, jer oni ne uzimaju u obzir lične, društvene i organizacione barijere, i pretpostavljaju da su ljudi racionalni i sistematski koriste svoje znanje. Fietkau i Kesel (Fietkau & Kessel, 1981) koriste sociološke kao i psihološke faktore da objasne proekološko ponašanje ili nedostatak istog. Njihov model obuhvata varijable koje utiču direktno ili indirektno na ponašanje koje se odnosi na životnu sredinu. Ove varijable su nezavisne jedna od druge i na njih se može uticati. Na osnovu nedostataka ranijih modela Kolmus i Agiman (Kollmuss & Agyeman, 2002) predložili su svoj model proekološkog ponašanja. Oni su pomenuti model podelili na unutrašnje i spoljašnje faktore koji utiču na proekološko ponašanje. U spoljašnje faktore spadaju: 1. Institucionalni faktori; 2. Ekonomski faktori; 3. Socijalni i kulturni faktori. U unutrašnje faktore ubrajaju se: 1. Motivacija; 2. Znanje o životnoj sredini; 3. Ekološke vrednosti; 4. Ekološki stavovi; 5. Ekološka svest; 6. Emocionalna uključenost; 7. Lokus kontrole; 8. Lična odgovornost i prioriteti. Nalazi istraživanja Hajnsa, Hangerforda i Tomera (1986–1987) pokazali su da je proekološko ponašanje povezano sa znanjem o pitanjima životne sredine i strategijama delovanja, kontrolom, stavovima, verbalnom posvećenošću i osećanjem odgovornosti. Iako je u ovom modelu identifikovano više faktora, Kolmus i Agyeman (Kollmuss & Agyeman, 2002) tvrde da postoji samo slaba veza između znanja i stavova, stavova i namera i namera i proekološkog ponašanja. Detaljnijom analizom odnosa između stavova, znanja i ponašanja, više autora je

potvrdilo da proekološki stavovi doprinose proekološom ponašanju, objašnjavajući značajan deo varijanse u ponašanju. Važno je istaći da je potvrđeno da samoeфикаsnost ima ulogu prediktora proekološkog ponašanja, predviđajući ponašanje nezavisno od stavova. To bi značilo da uverenje o sopstvenim sposobnostima može značajno da doprinese preduzimanju konkretnih koraka, u pravcu zaštite životne sredine. U vezi sa ekološkim znanjima, pokazalo se da se u interakciji sa proekološkim stavovima javlja efekat na ponašanje: u grupi koja najbolje poznaje ekološke probleme povezanost stavova i ponašanja je najsnažnija, dok je u grupi slabih poznavalaca problematike relativno slaba (Marušić Jablanović i Blagdanić, 2019, 32). To potvrđuju i drugi autori koji tvrde da je lična samoeфикаsnost direktno povezana sa proekološkim ponašanjem (Fielding et al., 2008; Tabernerо & Hernández, 2011).

Zaključna razmatranja

„Ekološko vaspitanje odnosi se na sticanje savremenih znanja, veština i stavova o ekologiji, kao i pravilan odnos prema životnoj sredini. Ekološko obrazovanje treba da pruži znanja o osnovnim ekološkim pitanjima savremenog društva, razvija kritički stav prema rastućoj degradaciji životne sredine i ukazuje na neophodnost racionalnog korišćenja prirodnih resursa” (Minić i Jovanović, 2019, 127). Produkt ekološkog obrazovanja je ekološki pismen pojedinac. Ekološka pismenost je definisana kao znanje i stavovi pojedinca o životnoj sredini i pitanjima vezanim za nju, a koja kroz stečene veštine pomaže u minimiziranju i/ili rešavanju ekoloških problema i održava aktivno učešće doprinoseći ekološkoj pismenosti društva (Roth, 1992). Nadalje, proekološko ponašanje predstavlja produkt ekološkog obrazovanja i ekološke svesti. Proekološko ponašanje se posmatra kao kombinacija ličnog interesa (npr. akcija usmerena na minimiziranje sopstvenih zdravstvenih rizika) i brige za druge ljude, buduće generacije i ekosistem u celini (Bamberg & Möser, 2006).

Na osnovu svega izloženog u ovom radu, možemo zaključiti da je primarni cilj ekološkog obrazovanja ekološki pismen pojedinac, kako bi se prevazišli postojeći ekološki problemi i obezbedila bolja budućnost za naradene generacije. Ekološki pismen pojedinac poseduje ekološka znanja, ekološke stavove i vrednosti i adekvatno ekološko ponašanje. Samo ekološko znanje nije dovoljno za očuvanje životne sredine. Neophodni su i ekološki stavovi, izgrađene ekološke vrednosti i

ekološko ponašanje. U radu je dat pregled komponenti ekološke pismenosti. Ključne komponente ekološke pismenosti koje su prikazane u ovom radu zasnovane su na okvirimakoncepta ekološke pismenosti koji su koristili istraživači koji su se bavili nacionalnim procenama ekološke pismenosti u nekoliko zemalja kao što su Južna Koreja (Shin et al., 2005), Izrael (Negev et al, 2008), Turska (Erdogan & Ok, 2011) i Sjedinjene Države (McBeth & Volk, 2009). U njima se ističu tri ključna elementa koja treba uzeti u obzir prilikom evaluacije ekološke pismenosti: (1) kognitivni (znanje i veštine), (2) afektivni i (3) bihejvioralni element. Aktuelna literatura o ekološkom obrazovanju otkriva niz prethodno sprovedenih studija koje su bavile ekološkom pismenošću (Hsu, 2004; Moseley, 2000). Neke od ovih oblasti studija uključuju preglede literature u vezi s obrazovanjem o životnoj sredini (Han et al., 2010; Kudryavtsev & Krasny, 2012), definicije i okvire (Tilbury, 1995; Yanniris, 2015), svrhu i ciljeve (Hungerford et al., 1980; Stevenson, 2007) i odgovorno ponašanje prema životnoj sredini (Chawla & Cushing, 2007; Sia et al., 1986). Međutim, postoji ograničen broj studija sprovedenih na temu ekološke pismenosti nastavnika, te bi ovaj pregledni rad mogao da posluži kao relevantano teorijsko uporište za sprovođenje istraživanja o ekološkoj pismenosti nastavnika u Srbiji.

PRO-ECOLOGICAL BEHAVIOUR AS AN OUTCOME OF ENVIRONMENTAL LITERACY

ABSTRACT

Current environmental problems today can be attributed to growing population, economic development and industrialization, pollution, urbanization and depletion of resources on a global scale. Essentially, these ongoing problems are mainly related to people's lifestyles and intensive activities that take place in the natural environment (Barr & Gilg, 2006; Kolmuss & Agyman, 2002), which highlights the importance of balancing the relationship between people and the natural environment. As a consequence, in recent years, environmental issues have become one of the important concerns of society. Environmental literacy has been recognized as one of the most important aspects to consider for managing environmental problems since the 1970s. The importance and need of education in solving environmental problems and developing environmental literacy of future generations have been emphasized at every international conference, which are known as milestones in the environmental agenda. The paper presents the concept of environmental education, as well as the concept of environmental literacy as a product of environmental education. Environmental literacy is the goal of environmental

education, and pro-environmental behaviour is the outcome of environmental literacy. This paper aims to point out the necessity of lifelong environmental education, the essence of environmental literacy, as well as the concept and goal of pro-environmental behaviour. In the national scientific literature, there are few resources covering the concept and importance of environmental literacy, and this work tries to fill that gap.

Key words: *ecology, environmental education, environmental literacy, pro-ecological behaviour*

Reference

- Andevski, M. (2001). Ekološko vaspitanje - Ekološko obrazovanje. *Zbornik katedre za pedagogiju*, 16(1), 113–118.
- Bamberg, S., & Möser, G. (2007). Twenty years after Hines, Hungerford, and Tomera: A new meta-analysis of psycho-social determinants of pro-environmental behaviour. *Journal of Environmental Psychology*, 27, 14–25. <https://doi.org/10.1016/j.jenvp.2006.12.002>
- Barr, S., & Gilg, A. (2006). Sustainable lifestyles: Framing environmental action in and around the home. *Geoforum*, 37, 906–920. <https://doi.org/10.1016/j.geoforum.2006.05.002>
- Blake, J. (1999). Overcoming the ‘value–action gap’ in environmental policy: tensions between national policy and local experience. *Local Environment*, 4(3), 257–278. <https://doi.org/10.1080/13549839908725599>
- Chawla, L., & Cushing, D. F. (2007). Education for strategic environmental behavior. *Environmental Education Research*, 13, 437–452. <https://doi.org/10.1080/13504620701581539>
- Disinger, J. F., & Roth, C. E. (1992). *Environmental literacy*. ERIC/CSMEE: Digest.
- Erdogan, M., & Ok, A. (2011). An assessment of Turkish young pupils’ environmental literacy: A nationwide survey. *International Journal of Science Education*, 33, 2375–2406. <https://doi.org/10.1080/09500693.2010.550653>
- Fielding, K. S., McDonald, R., & Louis, W. R. (2008). Theory of planned behaviour, identity and intentions to engage in environmental activism. *Journal of Environmental Psychology*, 28, 318–326. <https://doi.org/10.1016/j.jenvp.2008.03.003>
- Fietkau, H. J., & Kessel, H. (1981). *Umweltlernen: Veränderungsmöglichkeiten des Umweltbewusstseins; Modelle–Erfahrungen*. Königstein/Ts: Hain.

- Gökmen, A. (2008). *The effect of computer assisted environmental instruction on pre-service science teachers? Achievement on matter cycle* [Unpublished Master's thesis]. Gazi University, Ankara.
- Han, H., Hsu, L. T. J., & Sheu, C. (2010). Application of the theory of planned behavior to green hotel choice: Testing the effect of environmental friendly activities. *Tourism Management*, 31, 325–334.
<https://doi.org/10.1016/j.tourman.2009.03.013>
- Hsu, S. J. (2004). The effects of an environmental education program on responsible environmental behavior and associated environmental literacy variables in Taiwanese college students. *The Journal of Environmental Education*, 35, 37–48.
<https://doi.org/10.3200/JOEE.35.2.37-48>
- Hungerford, H., Peyton, R. B., & Wilke, R. J. (1980). Goals for curriculum development in environmental education. *The Journal of Environmental Education*, 11, 42–47. <https://doi.org/10.1080/00958964.1980.9941381>
- Hungerford, H. R., & Volk, T. R. (2003). Notes from Harold Hungerford and Trudi Volk. *The Journal of Environmental Education*, 34, 4–6.
- Hungerford, H. R., Volk, T., Wilke, R., Champeau, R., Marcinkowski, T., May, T., Bluhm, W., & McKeown-Ice, R. (1994). *Environmental literacy framework*. Environmental Education Literacy Consortium, Southern Illinois University, Carbondale.
- Kısogluov, M. (2009). *Investigation the effect of student-centered instruction on prospective teachers' environmental literacy* [Unpublished Doctoral dissertation]. Atatürk University, Erzurum.
- Kollmuss, A., & Agyeman, J. (2002). Mind the Gap: why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research*, 8(3), 239–260.
<https://doi.org/10.1080/13504620220145401>
- Kudryavtsev, A., & Krasny, M. E. (2012). *Urban Environmental Education: Preliminary Literature Review*. Cornell University Civic Ecology Lab.
- Marcinkowski, T. (1991). *The relationship between environmental literacy and responsible environmental behavior in environmental education: Methods and techniques for evaluating environmental education*. UNESCO.

- Marić Jurišin, S. (2011). Ekohumanizacija vaspitno-obrazovnog sistema i razvoj ekološke svesti na primanom stupnju obrazovanja. *Pedagoška stvarnost*, 7, 62-75.
- Marić Jurišin, S., Klemenović, J. (2017). Polazišta i perspektive ekološkohumanističkog predškolskog programa „Mi smo zemljani”. *Zbornik Odseka za pedagogiju*, 26, 123-134.
- Marušić Jablanović, M., & Blagdanić, S. (2019). *Kada naučno postane naučeno: prirodno-naučno opismenjavanje u teoriji, istraživanjima i nastavnoj praksi*. Institut za pedagoška istraživanja.
- McBeth, B., Hungerford, H., Marcinkowski, T., Volk, T., & Meyers, R. (2008). *National environmental literacy assessment project: year 1, national baseline study of middle grades students—final research report*. Environmental Protection Agency.
- McBeth, W., Hungerford, H., Marcinkowski, T., Volk, T., & Cifranick, K. (2011). *National Environmental Literacy, Phase Two: Measuring the Effectiveness of North American Environmental Education Programs with respect to the Parameters of Environmental Literacy. Final Research Report*. Carbondale, IL: CISDE.
- McBeth, W., & Volk, T. L. (2009). The national environmental literacy project: A baseline study of middle grade students in the United States. *The Journal of Environmental Education*, 41, 55–67.
<https://doi.org/10.1080/00958960903210031>
- McBride, B. B., Brewer, C. A., Berkowitz, A. R., & Borrie, W. T. (2013). Environmental literacy, ecological literacy, ecoliteracy: What do we mean and how did we get here? *Ecosphere*, 4(5), 1–20.
<https://doi.org/10.1890/ES13-00075.1>
- Meena, M. B., & Alison, M. W. (2009). Decisions and Dilemmas: Using Writing to Learn Activities to Increase Ecological Literacy. *The Journal of Environmental Education*, 40(3), 13–26.
- Minić, V., & Jovanović, M. (2019). Ekološko vaspitanje i obrazovanje u mlađim razredima osnovne škole. *Zbornik radova Filozofskog Fakulteta*, 49(4), 125-144. <https://doi.org/10.5937/ZRFFP49-21288>
- Mobeley, C., Vagias, W. M., & DeWard, S. L. (2009). Exploring additional determinants of environmentally responsible behavior: The influence of

- environmental literature and environmental attitudes. *Environmental Behavior*, 42, 420–447.
- Morrissey, K. M., & Werner-Wilson, R. J. (2005). The relationship between out-of-school activities and positive youth development: An investigation of the influences of communities and family. *Adolescence*, 40, 67–85.
- Morrone, M., Mancl, K. & Carr, K. (2001). Development of a metric to test group differences in ecological knowledge as one component of environmental literacy. *The Journal of Environmental Education*, 32, 33–42.
<https://doi.org/10.1080/00958960109598661>
- Moseley, C. (2000). Teaching for environmental literacy. *Clear House*, 74, 23–24.
- Nastoulas, I., Marini, K., & Skanavis, C. (2017). Middle School Students Environmental literacy Assesment in Thessaloniki, Greece. In Proceedings of the *Health and Environment Conference* (pp. 198-209).
- Negev, M., Sagy, G., Garb, Y., Salzberg, A., & Tal, A. (2008). Evaluating the environmental literacy of Israeli elementary and high school students. *The Journal of Environmental Education*, 39, 3–20.
<https://doi.org/10.3200/JOEE.39.2.3-20>
- Orr, D. W. (1989). Ecological literacy. *Conservation Biology*, 3(4), 334-335.
- Orr, D. W. (1994). *Earth in mind*. Island Press.
- Öztürk, G., Tüzün, Ö, & Teksöz, G. (2013). Exploring environmental literacy through demographic variables. *Elementary Education Online*, 12(4), 926–937.
- Pe'er, S., Goldman, D., & Yavetz, B. (2007). Environmental literacy in teacher training: Attitudes, knowledge, and environmental behavior of beginning students. *The Journal of Environmental Education*. 39, 45–59.
<https://doi.org/10.3200/JOEE.39.1.45-59>
- Potter, G. (2009). Environmental education for the 21st century: Where do we go now? *The Journal of Environmental Education*, 41, 22–33.
<https://doi.org/10.1080/00958960903209975>
- Roth, C. E. (1992). *Environmental Literacy: Its Roots, Evolution and Directions in the 1990s*. ERIC Clearinghouse for Science, Mathematics, and Environmental Education: Columbus, OH, USA.
- Scholz, R. W. (2011). *Environmental Literacy in Science and Society: From Knowledge to Decisions*. Cambridge University Press.

- Short, P. C. (2009). Responsible environmental action: Its role and status in environmental education and environmental quality. *Journal of Environmental Education, 41*, 7–21.
<https://doi.org/10.1080/00958960903206781>
- Shin, D., Chu, H., Lee, E., Ko, H., Lee, M., Kang, K., Min, B., & Park, J. (2005). An assessment of Korean students' environmental literacy. *Journal of the Korean Earth Science Society, 26*, 358–364.
- Shih-Wu L., Wei-Ta F., Shin-Cheng Y., Shiang-Yao L., Huei-Min T., Jui-Yu C., & Ng, E. (2018). A Nationwide Survey Evaluating the Environmental Literacy of Undergraduate Students in Taiwan. *Sustainability, 10*, 1730, 1–21.
<https://doi.org/10.3390/su10061730>
- Sia, A. P., Hungerford, H. R., & Tomera, A. N. (1986). Selected predictors of responsible environmental behavior: An analysis. *The Journal of Environmental Education, 17*, 31–40.
<https://doi.org/10.1080/00958964.1986.9941408>
- Simmons, D. (1995). *Papers on the development of environmental education*. North American Association for Environmental Education.
- Siow, M. L., S. Ramachandran., A. Shuib., & Afandi, S. H. M. (2014). Malaysia's National Ecotourism Plan from a semiotic perspective. *The Malaysian Forester, 77*(2), 121-138.
- Smyth, J. C. (1995). Environment and education: A view of a changing scene. *Environmental Education Research, (1)*, 3–120.
- Stevenson, R. B. (2007). Schooling and environmental education: Contradictions in purpose and practice. *Environmental Education Research, 13*, 139–153.
<https://doi.org/10.1080/13504620701295726>
- Taberner, C. & Hernández, B. (2011). Self-efficacy and intrinsic motivation guiding environmental behavior. *Environmental Behavior, 43*(5), 658–675.
<https://doi.org/10.1177/0013916510379759>
- Tilbury, D. (1995). Environmental education for sustainability: Defining the new focus of environmental education in the 1990s. *Environmental Education Research, 1*, 195–212. <https://doi.org/10.1080/1350462950010206>
- Tuncer, G., Tekkaya, C., Sungur, S., Cakiroglu, J., Ertepinar, H., & Kaplowitz, M. (2009). Assessing pre-service teachers' environmental literacy in Turkey as a mean to develop teacher education programs. *International Journal of Educational Development, 29*, 426–436.

UNESCO-UNEP. (1976). The Belgrade Charter: A global framework for environmental education. *Connect: UNESCO-UNEP Environmental Education Newsletter*, 1(1), 1-2.

UNESCO, T. D. (1978a). *Intergovernmental conference on environmental education. Final Report*. UNESCO.

UNESCO. (1978b). The Tbilisi Declaration. *Connect: UNESCO/UNEP Environmental Education Newsletter*, 3(1), 1-8.

UNESCO. (1992). Agenda 21. *Connect: UNESCO/UNEP Environmental Education Newsletter*, 17(2), 3–7.

UNESCO. (1997). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. UNESCO.

Vujović, M., & Vladislavljević, S. (2015). Komparacija sadržaja ekološkog vaspitanja i obrazovanja u nastavi prirode i društva u programima Crne Gore i Republike Srbije. *Zbornik Učiteljskog fakulteta*, 247–262.

Zalasiewicz, J., Williams, M., Haywood, A., & Ellis, M. (2011). The Anthropocene: A new epoch of geological time? *The Royal Society Philosophical Transactions. Royal Society*, 369, 835-841.

Yanniris, C. (2015). 20+ years of environmental education centers in Greece: Teachers' perceptions and future challenges. *Applied Environmental Education & Communication*, 14(3), 149-166.

KOMPARATIVNA ANALIZA OBRAZOVNIH PROGRAMA U PENALNIM USTANOVAMA SAD-A, ŠVEDSKE I SRBIJE

Jovana Turudić* i Borka Malčić 

Univerzitet u Novom Sadu, Filozofski fakultet, Novi Sad, Srbija

APSTRAKT

Motivacija za bavljenje tematikom obrazovanja u penalnim ustanovama proizašla je iz potrebe da se analiziraju aktuelni obrazovni programi u SAD-u, Švedskoj i Srbiji kako bi se uvidele progresivne ideje i radilo na jačanju obrazovne platforme u ustanovama za izvršenje krivičnih sankcija Republike Srbije. Kao polazne osnove iznete su istorijska perspektiva i zakonska regulativa obrazovanja u zatvorima. Metodom analize sadržaja istraženi su obrazovni programi koji se realizuju u SAD-u, zemlji sa najvećim brojem obrazovnih programa za odrasle osuđenike, i u Švedskoj, zemlji poznatoj po progresivnim obrazovnim idealima. Primenom komparativne analize zaključuje se da su obrazovni programi osuđenika u Švedskoj primer koji treba da prate penalne ustanove u Srbiji. Treba slediti ideju visokog vrednovanja obrazovanja i ulaganja u modernizaciju obrazovnih programa. Dalje bavljenje ovom temom zahteva nastavak teorijskih i empirijskih istraživanja, a njih bi trebalo usmeriti ka ispitivanju obrazovnih potreba zatvorenika i motivacije osuđenih lica za učestvovanje u obrazovnim programima.

Ključne reči: obrazovanje osuđenih lica, obrazovni programi, komparativna analiza, Sjedinjene Američke Države, Švedska, Srbija

Uvod

Ukoliko se obrazovanje posmatra kao osnovna premisa napretka i razvoja, onda ga je kao takvo neopravdano izostaviti u radu sa licima trajno ili privremeno lišenim slobode.

Naime, pravo na obrazovanje u zatvoru je regulisano međunarodnim konvencijama i preporukama (Nordic cooperation, 2009). Uvođenjem obrazovanja u zatvorske okvire postupanje prema osuđenima je humanizovano (Knežić, 2017).

* E mail: jovana.turudic@ff.uns.ac.rs

Kako navodi Knežić (2017) brojni benefiti obrazovnih programa identifikovani su u zatvorima, poput unapređivanja znanja, veština, promena navika, poboljšanja situacije za buduću reintegraciju, ali i kvalitetnije i konstruktivnije provođenje vremena tokom izvršenja zatvorske kazne. Očekuje se da će nove veštine i znanja osposobiti bivše osuđeno lice za legalno zaposlenje i ostvarivanje prihoda u skladu sa zakonom. Neophodni preduslovi za uspeh obrazovanja kao dela tretmana su adekvatnost programa, želja zaposlenih da se programi realizuju kao i motivacija osuđenih lica. Kako bi obrazovni programi bili efikasni neophodno je organizovati obrazovanje prema potrebama osuđenih lica, kao i šire društvene zajednice. Primenom obrazovnih programa teži se socijalnom osposobljavanju osuđenih lica da nakon izdržane kazne budu spremni za život u skladu sa pravnim normama (Knežić, 2017).

Postoji dovoljno empirijskih dokaza (Adedoyin & Perry, 2020; Anders & Noblit, 2011; Brewster & Sharp, 2002; Davis et al., 2013; Esperian, 2010; Hall, 2015; Ilijić, 2016; Steurer & Smith, 2003) da edukativni programi predstavljaju važan faktor u smanjenju recidiva među zatvoreničkom populacijom, tj. da imaju pozitivne efekte na ponašanje osuđenih lica i vreme provedeno u zatvoru, ali još uvek postoji nedorečenost o kakvim obrazovnim programima je reč. Naime, mali broj istraživanja (Walk et al., 2021) se bavi analizom konkretnih obrazovnih programa u zatvorima.

Iako ovi obrazovni programi evidentno predstavljaju alatku za uspešnu reintegraciju zatvoreničke populacije u društvenu zajednicu nakon oslobođenja, njen broj raste u svetu (UNESCO, 2021). U periodu 1995–2009. godine u Evropskoj uniji broj osuđenika porastao je za 24%, dok je u Srbiji taj broj u periodu 2005–2010. godine porastao za 30% (Knežić i Savić, 2013). Prateći svetsku statistiku zemalja koje su u fokusu istraživanja, uočavamo da je SAD druga zemlja u svetu sa najvećom stopom zatvorenika (1 675 400), dok Srbija ima 10 557 zatvorenika, a Švedska 7 713 (World Prison Brief, 2021).

Navedeni podaci ukazuju na potrebu detaljnije analize obrazovnih programa u različitim državama. Samim tim i cilj ovog teorijskog istraživanja jeste da se analiziraju postojeći obrazovni programi u svetu i kod nas, kako bi se u budućnosti usvojila dobra praksa u cilju jačanja obrazovne platforme u penalnim ustanovama, a u skladu sa društveno ekonomskim kontekstom države.

Istorijska perspektiva obrazovanja u zatvoru

Gotovo čitav jedan vek bio je potreban da se obrazovanje prihvati kao efikasna strategija u resocijalizaciji osuđenih lica. Iako su načelno obrazovni programi prihvaćeni kao metod rada sa licima lišenim slobode, ova tema je i dalje podložna ispitivanju.

Obrazovanje je u zatvore uvedeno prvi put u osamnaestom veku. Tačnije, istorijski razvoj korektivnog obrazovanja može se pratiti u SAD-u još od 1789. godine. Tadašnji programi zatvorskog obrazovanja nazivani su „subotnje škole“. Ono je bilo u službi opismenjavanja zatvorenika kako bi bili u mogućnosti da čitaju Bibliju. Postojalo je verovanje u isceliteljsku moć Biblije koja bi zatvorenima omogućila prepoznavanje vlastitih grehova, traženje oprostaja i ostvarenje spasenja. Tokom tog perioda lokalni kapelan smatrao se vaspitačem osuđenih (Flynn & Higdon, 2022; Jovanić i Petrović, 2017; Tanjević, 2019). Obrazovanje se kao formalna delatnost u zatvorima javlja kasnije, u Engleskoj i Velsu kao deo Zakona o parlamentarnom zatvoru iz 1823. godine. Tada je uloga obrazovanja promenjena u odnosu na inicijalnu i odnosila se na smanjenje ponavljanja krivičnih dela (Flynn & Higdon, 2022). Do sredine četrdesetih godina devetnaestog veka oblast korektivnog obrazovanja imala je sve obimniji plan i program, što je uključivalo nastavne predmete poput geografije, astronomije, psihologije i fizičkog vaspitanja (Tanjević, 2019). Smatra se da je Njujork prva država koja je inicirala da korektivno obrazovanje treba da bude dostupno u svim zatvorima. Sedamdesetih godina devetnaestog veka pokret za reformu zatvora doprineo je ekspanziji obrazovanja u penalnim ustanovama širom SAD-a. Uključivanje zatvorenika u stručne i obrazovne programe tokom izvršavanja kazne zatvora postaje praksa. Očigledno je da je razvoj penalnog obrazovanja i profesionalnog osposobljavanja bio u skladu sa teorijskim konceptima o svrsi kažnjavanja, zahtevima tržišta i ekonomije (Jovanić i Petrović, 2017).

Može se zaključiti da bi, hronološki posmatrano, primena obrazovanja u zatvorima izgledala ovako: osamnaesti vek obeležen je religioznim motivom, devetnaesti vek teškim radom, dvadeseti vek individualnim tretmanom i kaznenim blagostanjem i dvadeset prvi vek strategijom rizika i terapijskom rehabilitacijom (Flynn & Higdon, 2022). Istorijski posmatrano, primetan je

humaniji odnos prema zatvorenicima i uvođenje primene obrazovanja kao sastavnog dela rehabilitacionog tretmana zatvorenika.

Shvatanje obrazovanja kao dela penološkog tretmana

Sama ideja o obrazovanju u zatvoru stara je koliko i sama ustanova. Mnogo debata je pokrenuto na temu želje modernih zatvora za kažnjavanjem, kontrolom i disciplinom. Ali, čini se da je došlo do izvesne konvergencije u ciljevima savremenog zatvora koja se ogleda u ličnoj promeni i transformaciji pojedinca, ono što danas nazivamo rehabilitacijom (Behan, 2014). Naime, prošlo je vreme kada se zatvorska kazna svodila na represiju i surovo fizičko kažnjavanje i kada je svrha zatvora bila izolacija od ostatka društva, sa ciljem da se slomi njihova ličnost, volja i duh. U modernom sistemu izvršenja kazne, sve više jača ideja približavanja zatvorenika životu na slobodi, primene resocijalizacije kao svrhe kažnjavanja i humanog postupanja sa zatvorenicima uz poštovanje njihove ličnosti, dostojanstva i ljudskih prava (Tanjević, 2019). Zatvorska kazna svakako nije dovoljna da se spreči ponovno krivično delo i zato je važno da se vreme provedeno u zatvoru iskoristi u svrhu prevencije povratka u zatvor. Kako navodi grupa autora (Hawley et al., 2013) najčešći faktori rizika od ponovnog izvršenja krivičnog dela su nizak stepen obrazovanja, profesionalni status, stavovi, nepostojanje samokontrole i životne veštine. Obrazovanje je zato jedan od ključnih aspekata rehabilitacione uloge zatvora (Coates, 2016; Hawley et al., 2013).

Pretvaranje zatvora u škole jeste ideja u zatvorskoj reformi koja datira od preko dve stotine godina do početka modernog zatvora koji je nastao kao izraz humanističkog sna zapadne civilizacije (Behan, 2014). Glavni ishod obrazovnih programa jeste usvajanje bazičnih znanja, razvoj radnih navika i stručnih kvalifikacija. Cilj je da se osuđena lica obuče u domenu budućeg zanimanja i nadoknade sve što je propušteno tokom ranijeg školovanja (Ilijić i sar., 2016). Obrazovanje ima potencijal da formira odskočnu dasku na putu ka inkluziji osuđenih lica koji se neretko suočavaju sa socijalnom izolacijom nakon izlaska iz zatvora. Obezbeđivanjem pozitivnog okruženja za učenje, zatvori mogu podržati svoje osuđene da dobro iskoriste kaznu, da poboljšaju svoje veštine i učenje, lične stavove i percepciju kao i mogućnost zapošljavanja nakon izlaska (Hawley et al., 2013). Pored navedenog, obrazovanje u zatvoru ima ulogu i u resocijalizaciji

osuđenih lica i to kroz tri funkcije: *kompensacijsku* – da pruži osuđenim licima zadovoljenje neostvarenih obrazovnih potreba; *adaptacijsku* – da pomogne osuđenim licima da se lakše prilagode uslovima života u zatvoru i *razvojnu* – da omogući osuđenim licima da ostvare svoje kreativne potencijale (Jukić i Sabljlo, 2017).

Izvodimo zaključak da se zatvorsko obrazovanje može posmatrati dvojako – kao formalni i kao neformalno. Formalno obrazovanje se sastoji od obrazovnih aktivnosti osmišljenih da prenesu znanja i veštine (poput osnova matematike, pismenosti i kompetencija za buduće zaposlenje), a zamišljeno je kao aktivnost sa potencijalom da izazove kritičku svest i delovanje. Neformalno obrazovanje se shvata kao unutrašnji proces življenja, konstituisan kroz rekonstrukciju ili reorganizaciju iskustva. Upravo se obrazovanje prepoznaje kao alat koji kod osuđenih lica može podstaći razvoj discipline, odgovornosti, radnih navika, emocionalne stabilnosti i konstruktivnog načina ispunjavanja slobodnog vremena (Flynn & Higdon, 2022). U tom smislu obrazovni programi predstavljaju priliku da osuđena lica steknu odgovarajuće kompetencije kojima će se potencijalno povećati mogućnost zapošljavanja nakon izlaska iz zatvora kao i sticanje socijalnih veština važnih za nastavak kvalitetnog, društvenog života (Tanjević, 2019).

Zakonska regulativa obrazovanja u zatvoru

Obrazovanje predstavlja osnovno ljudsko pravo prema Evropskoj konvenciji za zaštitu ljudskih prava i osnovnih sloboda i od suštinskog je značaja za lični razvoj (Hawley et al., 2013; Knežić i Ilijić, 2016). Pravo na obrazovanje podrazumeva pravo na doživotno učenje i kao takvo pruža priliku osuđenim licima da nauče nove veštine i povrate osećaj svrhe i smisla (UNESCO, 2021). Međunarodni pravni dokumenti kojima je regulisan rad penalnih ustanova prema rečima Knežić i Ilijić (2016) čine „Standardna minimalna pravila UN za postupanje sa zatvorenicima iz 1955, Evropska konvencija za zaštitu ljudskih prava i temeljnih sloboda iz 1950, Evropska minimalna pravila za postupanje sa zatvorenicima iz 1973. i Evropska zatvorska pravila iz 1987. i 2006. godine“. Kod nas je postupak o izvršenju krivičnih sankcija pravno regulisan Zakonom o izvršenju krivičnih sankcija (ZIKS, 2014). Ukoliko ZIKS uporedimo sa međunarodnim standardima, posebno sa Evropskim zatvorskim pravilima, može se zaključiti da je u dobroj meri usaglašen sa njim, posebno kada govorimo o zaštiti prava osuđenika i prava na obrazovanje

(Knežić i Ilijić, 2016). U većini razvijenih zemalja zatvorski tretman počiva na obrazovnim programima. Naime, Evropska zatvorska pravila posvećena obrazovanju zatvorenika sadrže sedam članova (Knežić i Savić, 2013), od kojih su dva – član 28.1: „Svaki zatvor treba da nastoji da svim zatvorenicima omogući pristup obrazovnim programima koji su što je moguće sveobuhvatniji i koji zadovoljavaju njihove individualne potrebe, istovremeno vodeći računa o njihovim težnjama” i član 28.7: „Što je moguće više, obrazovanje zatvorenika treba: a) da bude integrisano u obrazovni sistem države, tako da nakon izlaska iz zatvora mogu bez teškoća da nastave obrazovanje; i b) da se sprovodi pod pokroviteljstvom obrazovnih institucija van zatvora.”

Naš zakonodavni sistem takođe propisuje pravo na obrazovanje u zatvoru, ZIKS RS član 122 glasi: „Osuđeni ima pravo na osnovno i srednje obrazovanje, koje se shodno propisima koji uređuju obrazovanje organizuje u zavodu. Zavod organizuje i druge vidove obrazovanja“, a član 43 kaže: „Svrha izvršenja kazne zatvora je da osuđeni tokom izvršenja kazne primenom odgovarajućih programa postupanja, usvoji društveno prihvatljive vrednosti radi lakšeg uključivanja u uslove života posle izvršenja kazne kako ubuduće ne bi činio krivična dela“ (ZIKS, 2014). U skladu sa svrhom kažnjavanja, prema ZIKS-u, aktivnost koja može da predstavlja važnu polugu kada je reč o promeni na individualnom i društvenom planu jeste obrazovanje (Knežić i Savić, 2013). Primetno je da je i zakonska regulativa prepoznala značaj obrazovanja u penalnim ustanovama, pa se u skladu sa tim izrađuju različiti obrazovni programi za koje se pretpostavlja da će uticati na resocijalizaciju zatvorenika.

Obrazovni programi u svetu i kod nas

Način realizacije obrazovnih programa u zatvorima razlikuje se od zemlje do zemlje. To je posledica materijalnih mogućnosti, kaznene politike određene države i društvenog shvatanja značaja obrazovanja uopšte (Tanjević, 2019). Efikasnim obrazovnim programima smatraju se oni koji podstiču razvoj socijalnih veština koje će zatvorenicima pomoći da se izbore sa svojim emocijama. Pored toga, oni naglašavaju značaj akademskog, stručnog i društvenog obrazovanja čiji je cilj mogućnost zapošljavanja nakon oslobađanja (Vacca, 2004). U daljem tekstu, bavićemo se analizom obrazovnih programa u zatvorima u svetu i kod nas.

Aktuelni programi obrazovnog tretmana osuđenih lica u SAD-u

Smatra se da je SAD zemlja sa najvećim brojem obrazovnih programa dostupnih u zatvorima za odrasle osuđenike (Tanjević, 2019). Reč je o državi koja ima najrazvijeniji zatvorski sistem. Veliki broj zatvora u SAD-u pruža osuđenim licima priliku da pohađaju kurseve opismenjavanja i kontinuiranog obrazovanja odraslih. Svaki od tih programa osuđenim licima omogućava određene kvalifikacije i obučenost za određeno zanimanje, kao i validan sertifikat nakon završenog kursa (Tanjević, 2019). Istraživanje osuđenih lica u državnim popravnim ustanovama i nacionalna procena pismenosti odraslih pokazala je da je 36,6% pojedinaca u državnim zatvorima postiglo manje od srednjeg obrazovanja u 2004. godini u poređenju sa 19% opšte populacije SAD-a koji imaju 16 i više godina. U 2004. godini, samo 16,5% zatvorenika imalo je visoku školsku spremu u poređenju sa 26% opšte populacije. Kada je reč o obrazovanju nakon srednje škole, 14,4% zatvorenika je imalo završeno bar nešto nakon završetka srednjeg obrazovanja u poređenju sa 51% opšteg odraslog stanovništva SAD-a (Davis et al., 2013).

Obrazovni sistem u zatvorima SAD-a organizovan je tako da se nakon prijema osuđenih u odeljenje odmah vrši procena njegovog obrazovnog nivoa, a zatim sledi raspoređivanje u adekvatne obrazovne programe, prema rezultatima testa. Dostupni obrazovni programi realizuju se sa ciljem obezbeđivanja adekvatnog obrazovanja i stručne obuke osuđenika i predstavljaju deo šireg napora koji se ulaže radi smanjenja stope recidiva (Ilijić i sar., 2016). U SAD-u realizuju se sledeći obrazovni programi: 1) *Osnovno obrazovanje odraslih (Adult Basic Education) (ABE, I, II, III)* –program namenjen osuđenicima koji nisu ovladali osnovnim nivoom pismenosti sa ciljem da steknu osnovne obrazovne veštine poput čitanja, pisanja i matematike; u skladu sa razvijenim bazičnim veštinama, osuđenici se raspoređuju u tri navedena nivoa; 2) *Razvoj opšteg obrazovanja (General Education Development) (GED)* – obrazovni program namenjen osuđenicima koji nisu završili srednju školu, opšteg ili stručnog usmerenja; cilj je unapređenje veština čitanja, pisanja, predmeta iz oblasti društvenih nauka i matematike; 3) *Programi stručnog obrazovanja (Technical Education Programs)* – program koji nudi obuku i kvalifikaciju za određena zanimanja i verifikovan sertifikat iz različitih sektora poput trgovine, finansija, građevine, biznisa, proizvodnje i javnih usluga; ovi programi počivaju na potrebama zatvorenika, trenutnim opštim uslovima tržišta rada i potrebama društva za radnom snagom;

4) *Program sticanja diplome srednje škole (High School Diploma Program)* – program namenjen sticanju diplome srednje škole; nastavom su obuhvaćeni predmeti kao što su ekonomija, istorija, engleski i matematika; 5) *Programi samostalnog obrazovanja (Voluntary Educational Program)* –program podrazumeva nezavisne studije ili studije na daljinu (Ilijić i sar., 2016). Širom SAD-a postoji ogromna razlika u broju obrazovnih programa koji su dostupni osuđenim licima. Ipak države sa najvećim brojem zatvorskog obrazovanja su Severna Karolina (45), Kalifornija (34), Njujork (19), Viskonsin (18) i Teksas (5). Dok Kentaki, Delaver i Montana trenutno ne nude nijedan program, što znači da skoro 33.500 ljudi ne dobija nikakvu obrazovnu podršku dok su u zatvoru (Knežević, 2023).

Polazna osnova američkog zatvorskog obrazovanja jeste ideja doškoloavanja koju čini ispitivanje individualnog nivoa znanja osuđenih, a zatim u skladu za obrazovnim nivoom prilagođen obrazovni program (Ilijić i sar., 2016). Prema nalazima istraživanja koje je finansirao Zavod za pomoć pravosuđu Ministarstva pravde (Prison Education: Mapping of key data, 2012) osuđena lica koja su učestvovala u programima obrazovanja imaju 43% manje šanse da se vrate u zatvor nego ona osuđena lica koja nisu učestvovali u ovakvim programima. Programi obrazovanja daju osuđenim licima veštine i znanja neophodna za dalju budućnost. Ulaganjem u obrazovne programe pomaže se osuđenim licima da se „vrate na noge i ostanu na nogama“ kada se vrate u zajednicu (Davis et al., 2013). Dalje, analizom istraživanja RAND kompanije može se zaključiti da je zaposlenost nakon puštanja na slobodu bila 13% veća među osuđenima koji su učestvovali u akademskim ili stručnim obrazovnim programima nego među onima koji nisu. Oni koji su pohađali stručnu obuku imali su 28% veće šanse da se zaposle nakon izlaska iz zatvora od onih koji nišu prošli obuku. Izveštaj je rezultat zajedničkih napora Ministarstva za pravosuđe i Ministarstva za obrazovanje (Prison Education: Mapping of key data, 2012).

Prema nalazima Ministarstva pravde SAD-a (2013), nepismenost i kriminal su usko povezani. Više od 60% zatvorenika je potpuno nepismeno. Kada se posmatra ukupan broj ljudi koji su zatvoreni u SAD-u, 68% nije dobilo diplomu srednje škole. Federalni zavod za zatvore zahteva od svih zatvorenika koji ne znaju da čitaju i pišu da pohađaju jedan od njihovih programa opismenjavanja, a od onih koji nemaju diplomu srednje škole da učestvuju u kursu opšteg obrazovnog razvoja (*General Education Development – GED*). Kako bi se ovakva situacija

promenila, pokrenut je projekat zatvorskog obrazovanja PEP (*The Prison Education Project*) koji je proširio obrazovne mogućnosti populacije u 25 popravnih ustanova u Kaliforniji. Reč je o volonterskom programu zatvorskog obrazovanja koji obuhvata oko 3000 univerzitetskih studenata i profesora. Projekat zatvorskog obrazovanja ima za cilj da obrazuje, osnaži i transformiše živote osuđenika, obezbedi učenicima u zatvoru kognitivne alate neophodne da funkcionišu kao produktivni građani (Prison Education Project, n.d.). Takođe, Vlada je pokrenula projekte poput Poslednje šanse (*The Last Chance*) i Poslednje milje (*The Last Mile*). Oni obezbeđuju osuđenim licima programe obuke koji uključuju plaćeno šegrtovanje u velikim preduzećima (Knežević, 2023). Poslednja šansa je projekat koji je podržan od državne i lokalne vlade sa ciljem smanjenja recidiva i poboljšanja ishoda licima privremeno ili trajno lišenim slobode (National Reentry Resource Center, n.d.). Uprkos brojnim obrazovnim programima koji se realizuju u zatvorima SAD-a, problem nepismenosti je i dalje prisutan.

Primeri obrazovnih programa za rad sa osuđenim licima u Švedskoj

Pritvorsko-popravna nega u Švedskoj osmišljena je tako da uključuje i resocijalizaciju osuđenika i prvog dana prijema počinje se sa pripremom za puštanje osuđenika na slobodu. Lični obrazovni planovi su sastavni i neizostavni deo dokumentovan kao deo plana kazne zatvorenika. Švedsko zatvorsko obrazovanje sadrži pet odeljenja: 1) osnovno obrazovanje odraslih (osnovni i niži nivoi, uključujući i švedski jezik za imigrante); 2) više srednje obrazovanje; 3) stručno obrazovanje; 4) univerzitetsko i drugo visoko obrazovanje; 5) neformalno obrazovanje (npr. kursevi roditeljstva) (Pettit & Kroth, 2011). Godine 2003. uveden je model švedskog Centra za učenje koji finansira i obezbeđuje formalno, opšte obrazovanje u švedskim zatvorima (Prison Education: Mapping of key data, 2012). Reč je o inovativnom pristupu obrazovanju u zatvoru koji podražava potrebe pojedinca, nudi kvalitet, izbor i fleksibilnost, kao i podršku za nastavak učenja u zajednici. Centar za učenje pruža kurseve iz matematike i švedskog jezika ali i stručno obrazovanje. U svakom švedskom zatvoru postoji jedan Centar za učenje u kom radi jedan ili više nastavnika zaposlenih u Zatvorskoj službi, kvalifikovani da predaju na osnovnom nivou i u višim srednjim školama (Prison Education: Mapping of key data, 2012). Druga važna karakteristika zatvorskog sistema u Švedskoj je obezbeđivanje kontinuiteta između opšteg obrazovanja u zatvoru i

opšteg obrazovanja koje nudi opštinsko obrazovanje odraslih, što bi značilo da osuđena lica mogu nastaviti sa svojim školovanjem i po izlasku na slobodu. Značajna promena u zatvorskom obrazovanju u Švedskoj dogodila se 2007. godine kada je Ministarstvo za obrazovanje donelo Uredbu o obrazovanju i vaspitnoj brizi u zatvorima, prema kojoj su obrazovne aktivnosti u zatvorima morale pratiti relevantne nastavne planove i programe opštinskog obrazovanja odraslih (Prison Education: Mapping of key data, 2012). Ključna karakteristika švedskog zatvorskog sistema je kompjuterizovana platforma pod nazivom „Net Centar“ (*Net Centre*) kojom je podržano učenje na daljinu (Prison Education: Mapping of key data, 2012). Net centar omogućava zatvorenicima pristup predmetima iz preko 130 oblasti učenja, od osnovnih veština do višeg nivoa, kao i do nastavnih kompetencija izvan onoga što je dostupno u zatvoru u kom se nalaze. Nastavnici i zatvorenici komuniciraju kroz virtuelnu učionicu. Pored toga, zatvorenicima je omogućeno da sa svojim nastavnicima kontaktiraju i telefonom i putem pošte (Prison Education: Mapping of key data, 2012). Upotreba interneta u obrazovanju zatvorenika omogućava da zatvorsko obrazovanje ide u korak sa zahtevima i dešavanjima u društvu. Takođe, omogućava da se obrazovanje individualizuje i obezbedi fleksibilan način učenja. Kada se zatvorenik premesti u drugu ustanovu olakšava se mogućnost da nastavi započete nastavne aktivnosti (Pettit & Kroth, 2011).

U Švedskoj je uspostavljen nacionalni projekat poznat kao Inicijativa za obrazovanje odraslih, koji nudi sticanje veština neophodnih za učešće u doživotnom učenju i obrazovanju. Upravo je ovom inicijativom obuhvaćeno obrazovanje u zatvoru (Pettit & Kroth, 2011). Zatvorsko obrazovanje se posmatra kao potreba svakog osuđenog lica i u tom smislu se prave individualni obrazovni programi. Tako se realizuju programi namenjeni seksualnim prestupnicima, onima koji su vozili u pijanom stanju i dr. Osnovni postulat je da se iste polazne tačke za doživotno obrazovanje odraslih primenjuju u društvu u celini. Što bi značilo i u zatvoru sa određenim prilagođavanjem ciljnoj grupi. S tim u vezi osuđeno lice ima svoja prava i dužnosti kao i svaki građanin (Pettit & Kroth, 2011).

Kada je reč o obrazovnoj strukturi osuđenih gotovo polovina je završila najviši stepen formalnog obrazovanja, a skoro svaki deseti zatvorenik je pohađao treći nivo (univerzitete ili druge institute za visoko obrazovanje). Istraživanje posvećeno obrazovanju u švedskim zatvorima sprovedeno je 2006. godine od

strane istraživačkog komiteta švedske zatvorske i Probacione službe u saradnji sa Linköping univerzitetom i Službom za zatvorske kazne (Nordic Cooperation, 2009). Uzorak je činilo 900 zatvorenika. Rezultati pokazuju da je oko 40% zatvorenika završilo osnovnu školu, 34% je završilo srednju školu, a 9% je studiralo na univerzitetu ili nekoj drugoj visokoškolskoj ustanovi. Prema nalazima istraživanja, osuđena lica koja su učestvovala u obrazovnim aktivnostima uglavnom su bila zadovoljna obrazovnim mogućnostima i smatrali su da zatvor nudi priliku za učenje. Nezadovoljstvo se uočava u neadekvatnoj primeni i pristupu IKT-a (Nordic Cooperation, 2009). Cilj obrazovnih programa u Švedskoj jeste da se u što većoj meri osuđenima pruže obrazovne mogućnosti kao one koje su dostupne građanima na slobodi.

Obrazovni programi u Srbiji

Prema Zakonu o izvršenju krivičnih sankcija u Republici Srbiji (2014), obrazovanje, obuka, kvalifikacija i prekvalifikacija imaju važnu ulogu u zatvorskom tretmanu izvršenja krivičnih sankcija. Sa druge strane, primetni su nezadovoljavajući prostorni, kadrovski i materijalni uslovi koji utiču na realizaciju obrazovnih programa (Knežić i Savić, 2013). Naime, opšti društveni uslovi u kojima se Srbija nalazi odražavaju se na lošu situaciju u zatvorima (Ilijić i sar., 2016). Zatvori su prenaseljeni, uočava se nedostatak opreme za modernizaciju i pokretanje proizvodnje, nedovoljan je broj stručnjaka profilisanih za obuku zatvorenika, niska je motivacija osoblja zaposlenog u ustanovama koje je zaduženo za predavanja, obrazovanje, kurseve i tribine.

U srpskim zatvorima veći značaj obrazovanju pridavao se pre sedamdesetih i osamdesetih godina XX veka nego sada. Sam proces obrazovanja u zatvorima tada je bio u ekspanziji. Kazneno popravni zavodi u Požarevcu, Nišu i Sremskoj Mitrovici tada su imali škole za osnovno i srednje obrazovanje osuđenika, kao i obrazovne centre. Organizovani su analfabetski kursevi, kursevi za polukvalifikovane i nekvalifikovane radnike, kao i različite obuke. Ovi programi su bili povezani sa odgovarajućim redovnim školama i samim tim se iz diplome nije moglo utvrditi da je polaznik završio školu u toku izdržavanja kazne (Ilijić i sar., 2016; Knežić i Savić, 2013). U obrazovne centre bilo je upisano više stotina osuđenih. Nakon toga je usledio manjak interesovanja za obrazovanje, pre svega zavoda za organizovanje obrazovanja. Prema dostupnim istraživanjima (Knežić i

Savić, 2013), krajem dvadesetog veka u našim kazneno-popravnim zavodima, obrazovanjem je bila obuhvaćena oko trećina osuđenika u muškim zatvorima, dok je polovina ispitanih želela da učestvuje u različitim kursevima. Žene u zatvorima nisu bile obuhvaćene obrazovanjem i skoro 40% njih bilo je nepismeno.

Inicijativa za promenu ovakve situacije i oživljavanje obrazovanja kod nas bio je pilot projekat Misije OEBS-a u KPZ-u Sremska Mitrovica. Od decembra 2006. do decembra 2007. godine 104 osobe bile su obuhvaćene osnovnoškolskim i srednjoškolskim obrazovanjem (Knežić i Stojanović, 2015). Sledeći projekat „Podrška stručnom obrazovanju i obuci u zatvorskim ustanovama u Srbiji”, poznat i kao VET projekat, realizovan je u tri KPZ-a u Srbiji (Niš, Požarevac i Sremska Mitrovica). Smatra se primerom dobre prakse posle velike stagnacije obrazovanja (Knežić i Stojanović, 2015). Projekat je finansiran od strane Evropske unije u nastojanju da se pruži podrška Ministarstvu pravde i državne uprave u uspostavljanju održivog i produktivnog sistema stručnog obrazovanja i obuke osuđenika u svim zatvorskim ustanovama ([Nacionalna služba za zapošljavanje](#), 2013). Projekat je realizovan tokom 2011–2013. godine i rezultati koji su postignuti odnose se na razvoj koncepcije stručnog obrazovanja i obuke u zatvorskim ustanovama Srbije, na razvoj strategija jačanja svesti o potrebi sistema resocijalizacije koje bi se odvijalo kroz njihovo zapošljavanje, kao i na obuku nosioca stručnog obrazovanja (Knežić i Stojanović, 2015). Programom je bila predviđena obuka osuđenika za pet struka: zavarivanje, stolarstvo, pekarstvo, povrtarstvo i štampanje sito-štamptom. Čak 95% polaznika su uspešno osposobljeni za rad (Ilijić i sar., 2016).

Prema zvaničnim statističkim podacima iz aprila 2006. godine u kazneno-popravnim zavodima u Republici Srbiji nalazilo se 8 532 lica lišenih slobode, od čega je 6 057 osuđenih lica, 1 863 pritvorenih lica i 212 lica kažnjenih u prekršajnom postupku (Ministarstvo pravde RS, 2006). Procenat recidivizma je iznosio približno 65%. Odnos broja osuđenih u odnosu na ukupnu populaciju smešta naš sistem u proseku razvijenijih evropskih zemalja. Kada je reč o obrazovnoj strukturi, prema podacima iz 2009. godine (Ministarstvo pravde RS, 2009) bilo je 2,8% potpuno nepismenih osuđenih lica, 15,2% sa nepotpunom osnovnom školom i 26,5% imalo je završenu osnovnu školu, koji se ipak svrstavaju u grupu funkcionalno nepismenih. Krajem 2013. godine prema zvaničnim podacima 1,9% osuđenih je bilo nepismeno, sa nezavršenom osnovnom školom

21% i 2,8% sa nezavršenom srednjom školom (Jovanić i Petrović, 2017). Ovi podaci ukazuju na konstantno prisustvo problema neobrazovanosti osuđenih (Jovanić i Petrović, 2017). Podaci istraživanja rađeni na 85 recidivista KPZ-a Sremska Mitrovica (jun 2015. godine) govore da veliki deo osuđenika (61%) nije učestvovao u obrazovnim programima zbog trajanje kazne i nepostojanja uslova, a ne odsustva motivacije. Neki od njih navode da su čak više puta tražili ali da im nije odobreno (Knežić i Savić, 2015).

U KPZ Sremska Mitrovica, prema rečima Knežić i Savić (2013), postoji mogućnost osnovnoškolskog i srednjoškolskog obrazovanja, ali osuđenici u veoma malom broju koriste te mogućnosti. Preko 200 osuđenika ima potrebu za osnovnoškolskim obrazovanjem, ali je samo 10% njih uključeno u ovaj vid školovanja, 514 osuđenika je bez srednje škole, a samo njih 15 pohađa srednju tehničku školu (Knežić i Savić, 2013). Istraživanjem koje je sprovedeno krajem 2011. godine u kazneno-popravnim zavodima u Srbiji (Zabela i Sremska Mitrovica) na uzorku od 260 osuđenih, 55% ispitanih osuđenih lica je motivisano za nastavak školovanja, dok 43% njih ne želi nastavak školovanja, dok sa druge strane većina osuđenih smatra da obrazovanje utiče na promenu u ponašanju, ipak je mali broj njih koji su spremni na tu promenu (Knežić i Savić, 2013). Istraživanjem koje je sprovedeno u KPZ Sremska Mitrovica na uzorku od 120 osuđenih lica potvrđena je hipoteza da uključenost osuđenih u programe obrazovanja ostvaruje pozitivne efekte na ponašanje osuđenih. Uključivanjem osuđenih u osnovnoškolsko obrazovanje ili profesionalnu obuku može da redukuje rizik recidivizma, pa se stoga smatra da ulaganje u obrazovne sadržaje predstavlja dugoročno isplativu investiciju (Knežić i Ilijić, 2016).

Komparacija obrazovnih programa

Iako je reč o tri države sa potpuno različitim društveno-ekonomskim kontekstom, u daljem tekstu pokušaćemo da analiziramo prednosti i mane obrazovnih programa u penalnim ustanovama SAD-a, Švedske i Srbije, kako bi isti bili naposljetku upoređeni. Na osnovu činjenica sakupljenih u ovom radu pokušaćemo da uočimo mogućnost poboljšanja obrazovnog sistema u zatvorima naše države.

SAD je država sa najrazvijenijim zatvorskim sistemom i najvećim brojem obrazovnih programa. Osuđeni imaju pravo učešća u programima namenjenim sticanju osnovnog obrazovanja sa ciljem razvoja veština čitanja, pisanja i matematike; srednjeg obrazovanja sa ciljem unapređenja veština čitanja, pisanja ali i predmeta društvenih nauka i matematike; imaju pravo učešća u programima koji nude obuku i kvalifikaciju za određena zanimanja i u programima koji podrazumevaju samostalno obrazovanje i studije na daljinu. Možemo primetiti da je lepeza ponude obrazovnih programa u zatvorima SAD-a izuzetno široka. Istraživanjima je dokazana efikasnost obrazovnih programa u SAD-u, navodeći da veštine koje osuđeni steknu osiguravaju njihovu dalju budućnost. Izraženo u procentima, postoji 43% manje šanse da se vrate u zatvor i povećana je mogućnost zapošljavanja za sve osuđene koji su učestvovali u akademskim ili stručnim obrazovnim programima. Pored obrazovnih programa u budućnost osuđenih ulaže se inicijativama i projektima kako bi se obezbedila radna mesta i mogućnost šegrtovanja po izlasku na slobodu i smanjio recidiv. Ali, pored toga i dalje je statistički veoma jasno da je više od pola osuđenih nepismeno, a pojedine države trenutno ne nude nijedan program, što znači da veliki broj osuđenih ostaje bez ikakve obrazovne podrške u zatvoru. Srbija nema toliko raznovrsnu ponudu obrazovnih programa kao SAD. U Srbiji osuđeni imaju pravo na učešće u osnovnom, srednjem i stručnom obrazovanju. Fokus je na stručnom obrazovanju i obuci kojom osuđeni stiču kvalifikacije i uključuju se u radne pogone koji postoje unutar zavoda. Zapošljavanje se posmatra kao vid organizovanog sistema resocijalizacije. Radom u zavodu osuđeni razvijaju veštine koje će im osigurati zakonit posao nakon izlaska. Iako je kao osnovni cilj tretmana postavljena resocijalizacija, statistika pokazuje da procenat recidiva iznosi 65%, a neobrazovanost osuđenih je konstantno prisutan problem. Kao i u primerima prethodne dve države, u Švedskoj postoji realizacija osnovnog, srednjeg i stručnog obrazovanja uz dodatni fokus na visokom i univerzitetskom obrazovanju, ali i neformalnom. Reč je o inovativnoj dimenziji obrazovanja u penalnim ustanovama. Glavna odlika obrazovnih programa u Švedskoj jeste koncept doživotnog učenja i učenja na daljinu, a smisao i svrha realizacije obrazovnih programa je resocijalizacija sa kojom se počinje prvog dana prijema u zatvoru. Analiziranjem relevantne literature uočavamo ogromne napore koji se ulažu u realizaciju obrazovnih programa osuđenih u Švedskoj. Upotreba interneta, virtuelnih učionica, poverenje, poštovanje i podrška osuđenima kao građanima je

revolucionarni korak koji je doveo do statistike koja govori da je gotovo polovina osuđenih završila najviši stepen formalnog obrazovanja, a skoro svaki deseti univerzitet ili visoku školu.

Vrlo je očigledno da su zatvori ogledalo društvene situacije jedne zemlje. Način na koji se vrednuje obrazovanje i kolika mu se pridaje važnost uopšte, biće predstavljen unutar penalnih ustanova. Iz svega navedenog primetna je i ne tako dobra statistička situacija po pitanju stepena obrazovanja zatvorenika u srpskim zatvorima. Promenom društvene orijentacije ka visokom vrednovanju obrazovanja i mogućnosti resocijalizacije osuđenih putem obrazovnih programa, ulaganjem u modernizaciju obrazovnih programa u penalnim ustanovama i zapošljavanjem andragoga kao stručnog kadra za obrazovanje odraslih koji bi mogli rešiti problem motivacije zatvorenika u znatnoj meri se može popraviti slika o srpskim zatvorima. To bi označavalo spremnost da se uči iz primera dobre prakse, kao što je Švedska.

Zaključna razmatranja

Realizacija obrazovnih programa u zatvorima predstavlja vrlo kompleksan proces kojim se može uticati na ponašanje pojedinca u penalnoj ustanovi i društvenoj zajednici sa ciljem da se izazovu pozitivne promene (Ilijić i sar., 2016). Cilj izvršenja kazne zatvora treba posmatrati kao priliku da osuđeni ovladaju prihvatljivim socijalnim veštinama radi što bolje socijalne reintegracije. Obrazovanje predstavlja jedno od vrlo efikasnih sredstava za ostvarivanje poželjnog cilja (Ilijić i sar., 2016).

U inostranoj penološkoj praksi, poput švedske, uviđaju se brojni obrazovni programi dostupni osuđenima, povezanost sa obrazovnim centrima u društvenoj zajednici kao i opšta težnja za obrazovanjem osuđenih. SAD takođe nude širok spektar obrazovnih programa, ali statistika ne pokazuje visok nivo obrazovanosti osuđenih kao što je slučaj u Švedskoj. Kao i u SAD-u, obrazovni programi kod nas nisu dostupni u svim zatvorima, a tamo gde postoje mogućnosti nedostaje motivacije. Opšti stav je da vlada trend niskog vrednovanja značaja obrazovanja i nepridavanja tolikog značaja realizaciji obrazovnih programa u zatvorima. Naš penološki sistem susreće se sa brojnim teškoćama i ograničenjima.

Iz svega navedenog može se zaključiti da svaka država zakonom reguliše pravo osuđenih lica na obrazovanje i učešće u obrazovnim programima. U praksi,

organizovanje obrazovnih programa ograničavaju kadrovske mogućnosti i nedostatak motivacije, kako osoboljia tako i samih osuđenih lica. Iako se na obrazovanje gleda kao na efikasnu strategiju u borbi protiv recidiva, zatvori još uvek ne iskorišćavaju taj potencijal do kraja. Iz tih razloga, neophodna su dalja istraživanja obrazovanja u zatvorima. Potrebno je empirijski ispitati motivaciju osuđenih za pohađanje obrazovnih programa, otkriti faktore koji utiču na smanjenje motivacije. A sa druge strane, isto tako empirijski istražiti motivaciju i uključenost službe za tretman u realizaciji obrazovnih programa.

Obrazovanje u zatvorima je deo humanog tretmana i predstavlja važan aspekt civilizovanog društva (Nordic cooperation, 2009). U skladu sa društvenom slikom vrednovanja obrazovanja uopšte, preslikana je težnja za organizacijom obrazovanja u zatvorima, a o tome najbolje svedoči ova komparativna perspektiva.

COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS IN THE PENAL INSTITUTIONS IN THE USA, SWEDEN AND SERBIA

ABSTRACT

The motivation for dealing with the topic of education in penal institutions came from the need to analyze current educational programs in the USA, Sweden and Serbia to see progressive ideas and work on strengthening the educational platform in institutions for the execution of criminal sanctions in the Republic of Serbia. The historical perspective and the legal regulation of education in prisons were presented as starting points. Employing the method of content analysis, this paper investigates the educational programs implemented in the USA, the country with the largest number of educational programs for adult convicts, and Sweden, the country known for its progressive educational ideals. By applying comparative analysis, it is concluded that the educational programs for convicts in Sweden are an example that penal institutions in Serbia should follow. The ideas of a high valuation of education and investment in the modernization of educational programs should be followed. Further dealing with this topic requires continuation in the form of theoretical and empirical research. Future research should be directed toward examining the educational needs of prisoners and the motivation of convicted persons to participate in educational programs.

Key words: education of convicts, educational programs, comparative analysis, the United States of America, Sweden, Serbia

Reference

- Adedoyin, A. C., & Perry, A. (2020). A Systematic Review of Effective Educational Interventions to Address Prison Recidivism among African American Males. *The Journal of Criminal Justice Professionals*, 1(2), 70–79.
- Anders, A. D., & Noblit, G. W. (2011). Understanding effective higher education programs in prisons: Considerations from the incarcerated individuals program in North Carolina. *Journal of Correctional Education*, 62(2), 77–93.
- Behan, C. (2014). Learning to escape: Prison education, rehabilitation and the potential for transformation. *Journal of Prison Education and Reentry*, 1(1), 20–31.
- Brewster, D. R., & Sharp, S. (2002). Educational Programs and Recidivism in Oklahoma: Another Look. *The Prison Journal*, 82(3), 314–334.
<https://doi.org/10.1177/0032885502082003>
- Coates, D. S. (2016). *Unlocking Potential: A review of education in prison*. Ministry of Justice of UK.
- Davis, L. M., Bozicki R., Steele J. L., Saunders, J., & Miles, J. N. V. (2013). *Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults*. RAND Corporation.
- Esperian, J. H. (2010). The effect of prison education programs on recidivism. *Journal of Correctional Education*, 61(4), 316–334.
- Flynn, N., & Higdon, R. (2022). Prison Education: Beyond Review and Evaluation. *The Prison Journal*, 102(2), 196–216.
<https://doi.org/10.1177/003288552210792>
- Hall, L. L. (2015). Correctional education and recidivism: Toward a tool for reduction. *Journal of Correctional Education*, 66(2), 4–29.
- Hawley, J., Murphy, I., & Souto-Otero, M. (2013). *Prison Education and training in Europe. current stay-of-play and challenges*. European Commission.
- Ilijić, L., Pavićević, O. i Glomazić, H. (2016). Potrebe i mogućnosti obrazovanja osuđenika. *Andragoške studije*, 11, 75–93.
<https://doi.org/10.5937/andstud16020751>
- Ilijić, Lj. (2016). *Uticaj obrazovanja i profesionalnog osposobljavanja na redukciju recidivizma kod osuđenih lica* [Neobjavljena doktorska disertacija].

Univerzitet u Beogradu.

<https://nardus.mpn.gov.rs/handle/123456789/6758>

- Jovanić, G. i Petrović, V. (2017). Potrebe, praksa i efektivnost obrazovanja i profesionalnog osposobljavanja osuđenih. *Specijalna edukacija i rehabilitacija*, 16(2), 199–221.
- Jukić, R. i Sabljo, M. (2017). Penološka andragogija–zatvorski tretman i mogućnosti resocijalizacije zatvorenika. *Andragoški glasnik: Glasilo Hrvatskog andragoškog društva*, 21(1–2), 27–36.
- Knežević, O. (2023, January 12). Prison education across the U.S. *Degree Choices*. <https://www.degreechoices.com/blog/prison-education-usa/>
- Knežić, B. (2017). *Obrazovanje osuđenika: način da se bude slobodan*. Institut za kriminološka i sociološka istraživanja.
- Knežić, B. i Ilijić, L. (2016). Stručno obrazovanje osuđenika: iskušenja nade. *Obrazovanje odraslih*, 16(2), 51–72.
- Knežić, B. i Savić, M. (2013). Obrazovanje u zatvoru - od prava do realizacije. *Andragoške studije*, 1, 99–116.
- Knežić, B. i Stojanović, M. (2015). Odnos recidivista prema obrazovanju u KPZ. *Zbornik Instituta za kriminološka i sociološka istraživanja*, 34(2), 63–77.
- Ministartvo pravde Republike Srbije (2006, april). *Statistika*. Uprava za izvršenje krivičnih sankcija, Ministarstvo pravde Republike Srbije. <http://www.uiks.mpravde.gov.rs/lt/articles/statistika/>
- Ministarstvo pravde Rebuplike Srbije (2009). *Godišnji izveštaj o radu uprave za izvršenje krivičnih sankcija za 2009. godinu*. <http://www.uiks.mpravde.gov.rs/images/izvestaj%202009.pdf>
- Nacionalna služba za zapošljavanje (2013). *Podrška stručnom obrazovanju i obuci u zatvorskim ustanovama Srbije*. https://www.nsz.gov.rs/live/info/podr_ka_stru_nom_obrazovanju_i_obuci_u_zatvorskim_ustanovama_srbije.cid2696
- Nordic Cooperation – Nordic Prison Education (2009). *Education in Nordic prisons: Prisoners' educational backgrounds, preferences and motivation*. Nordic Council of Ministers.
- Pettit, M. D., & Kroth, M. (2011). Educational services in Swedish prisons: successful programs of academic and vocational teaching. *Criminal Justice Studies*, 24(3), 215–226.

- Prison Education: Mapping of key data* (2012). Annex 6 – Case study: The Learning Centre, Sweden. GHK – European Commission.
- Prison Education Project (n.d.). <https://www.prisoneducationproject.org/>
- National Reentry Resource Center. (n.d.). *Second Chance Act*.
<https://nationalreentryresourcecenter.org/second-chance-act>
- Steurer, S. J., & Smith, L. G. (2003). *Education Reduces Crime, Three-State Recidivism Study - Executive Summary*. Lanham, MD: Correctional Education Association.
- Tanjević, N. (2019). Pravo na obrazovanje i rad osuđenika-raskorak između potrebe i mogućnosti. *Trendovi u poslovanju*, 7(1), 7-14.
- UNESCO Institute for Lifelong Learning. (2021). *Education in prison: a literature review*. UNESCO.
- Vacca, J. S. (2004). Educated prisoners are less likely to return to prison. *Journal of Correctional Education*, 55(4), 297-305.
- Walk, D., Haviv, N., Hasisi, B., & Weisburd, D. (2021). The role of employment as a mediator in correctional education's impact on recidivism: A quasi-experimental study of multiple programs. *Journal of Criminal Justice*, 74, 101815. <https://doi.org/10.1016/j.jcrimjus.2021.101815>
- World Prison Brief (2021). <https://www.prisonstudies.org/>
- Zakon o izvršenju krivičnih sankcija (2014). *Službeni glasnik RS*, br. 55/2014.

CONCEPTUAL REVIEW OF FAMILY RESILIENCE

Dušica Stojadinović* 

University of Novi Sad, Faculty of Philosophy, Novi Sad, Republic of Serbia

ABSTRACT

Family resilience is a dynamic process that helps families to navigate and overcome adversities and crises. The introduction of general systems theory and its application to family therapy further contributed to developing the concept of family resilience. This paper aims to provide a comprehensive understanding of family resilience while highlighting some of the challenges in its conceptualization, whose reconsideration might be of broader importance in future research. Starting from the understanding of the development path of the concept of family resilience, this paper provides insight into how to view the key constructs incorporated in the concept of family resilience. Following this, emphasis in this paper is given to the challenges in conceptualizing family resilience. These challenges include definitions of family resilience, central terms used in models, and variations in the operationalization and measurement of key constructs. The models of family resilience presented in the paper are the ones considered influential in contemporary family studies. They provide frameworks for understanding the processes and cycles involved in family adjustment, adaptation, and response to stress and crisis. The conceptual review offered by this paper could contribute to conducting further research on family resilience.

Key words: Family resilience, adversities, conceptualization, key constructs, models of family resilience

Introduction

Even though there are many differences in definitions, family resilience refers to the ability of a family to adapt, recover, and thrive in the face of adversity or challenging circumstances. It involves the capacity of a family to maintain its cohesion, functioning, and well-being while navigating and

* E-mail: dusica.stojadinovic@ff.uns.ac.rs

overcoming stressors or traumatic events. Family resilience is the capacity of a family to maintain its core functioning, cohesion, and well-being in the face of external pressures or internal conflicts. Resilient families possess certain qualities and dynamics that enable them to navigate through difficult situations and maintain a sense of stability and harmony. The concept of family resilience has roots in various disciplines, including general systems theory, family system theory, and ecological systems theory. The shift from focusing on individual weaknesses to recognizing and harnessing individual strengths was an important aspect of this development. The family resilience framework is established by integrating ecological and developmental perspectives within the context of family systems. This approach allows for examining family functions concerning sociocultural contexts and the multidimensional aspects of family life (Maurović et al., 2020). It is essential to note that family resilience is a complex and multidimensional concept, and there is ongoing debate and discussion among researchers regarding its precise definition and nature. Different scholars may emphasize various factors and components of family resilience based on their theoretical perspectives and research interests. This paper recognizes that family resilience is a complex and multidimensional concept and that there is ongoing debate and discussion among researchers regarding its precise definition and nature. To achieve that, it includes understanding this concept's developmental process, existing and emerging challenges in conceptualization, and presenting some of the most influential models of family resilience among researchers and theoreticians. By conducting and offering a comprehensive conceptual review of family resilience, researchers, theoreticians, and practitioners could better understand the multidimensional nature of resilience within families and develop insights that can inform future research, practice, and policy initiatives.

Development of Family Resilience Concept

Resilience is a concept that was initially used in the natural sciences. Later, in the early sixties of the last century, the term resilience was introduced into the social sciences and began to be used more intensively from the seventies among theoreticians and researchers (Ungar, 2012). The development of the concept of resilience and family resilience itself has deep roots in the concept of individual resilience to the basic principles of general systems theory, including

family system theory and related therapeutic models, as well as studies on family stress and coping (Maurović et al., 2020). As a concept, family resilience started to develop from diverse aspects and areas of research. In the field of social sciences, an important step towards defining this concept started in the mid-twentieth century when some of the researchers started the separation from the ideas of psychoanalysis and turned to recognizing and focusing on the strengths of the individuals rather than their weaknesses (Coatsworth & Duncan, 2003). Following this, the humanistic approach continued emphasizing the quality of the individuals' experience and focusing on resources that will allow them to resolve their difficulties (Richardson, 2002). As researchers in various fields started to notice and analyze correlations and dependability among different phenomena, general system theory was introduced (Von Bertalanffy, 1968), which influenced certain research scholars to extend the idea to the level of the family and to develop the ecological systems theory (Bronfenbrenner, 1979) and the family system theory (Bowen, 1978). The application of system theory in family therapy contributed to developing the concept of family resilience (Hawley, 2013), which affected the paradigm shift from the deficit of the family system to its strengths (Sixby, 2005).

As per the previously presented, family resilience is an emerging concept, and there is no consensus in defining it, and the debate about its nature is still ongoing (Klika & Herrenkohl, 2013; Luthar et al., 2000).

Challenges in the Conceptualization of Family Resilience

Many scholars have elaborated on the theory that lies in the basis of family resilience, but more than empirical evidence about the phenomenon is needed. It is important to note that there has been a shift from a static view to its dynamic nature. Additionally, contemporary theorists and researchers emphasize that family resilience is not a categorical state but a continuum and contingent, meaning that families can be more or less resilient and resilient only in some circumstances (Mackay, 2003). Although there is some consensus regarding the definition of family resilience, some differences and ambiguities exist around the conceptualization of family resilience within the human sciences. These ambiguities include (Luthar et al., 2000):

- Conceptualization of family resilience as a trait, process, and outcome;
- Central terms used in models of resilience;
- Variations in operationalization and measurement of key constructs.

Conceptualization of family resilience as a trait, process, and outcome

Family resilience can be seen as a trait, meaning we can see the protective factor as the primary key for the family to survive and rise from adversity. This protective factor is found within the family through positive traits that encourage families to rise out of the crisis (Herdiana et al., 2018, p. 43). McCubbin and McCubbin (1992) define family resilience as characteristic family dimensions and capabilities that help the family to be resilient despite changes and crises. These are positive behavioural responses and competencies of the individual and the family. Viewing family resilience as a trait suggests that certain inherent or stable factors within a family contribute to their resilience across different contexts and over time. These factors can include individual and collective characteristics such as optimism, problem-solving skills, flexibility, effective communication, social support networks, and shared values and beliefs (MacPhee et al., 2015). They manifest themselves under stress or unfavourable circumstances and determine the family's ability to escape crisis or permanent stress. Family resilience can be conceptualized as a capability because it encompasses the capacity of a family to adapt, cope, and recover from difficult circumstances. These capabilities are not innate or static but are developed and refined over time through experiences, resources, and support systems (Walsh, 2003). Trait-based perspectives on family resilience emphasize that some families may possess inherent strengths or protective factors that enable them to adapt and recover more effectively from adversity. These traits are believed to be relatively stable and can provide a foundation for resilience in various challenges (MacPhee et al., 2015).

One of the most famous experts who support the view of family resilience as a process is Froma Walsh. She defines resilience as the ability to survive and rise from crisis or adversity. Walsh describes this through a dynamic process involving positive adaptation to a crisis. Resilience enables a family to develop a positive response to a crisis and encourages families to recover and grow from the experiences of adversity they have experienced. Family resilience

refers to a family's ability to recover from adversity to become stronger and more empowered (Walsh, 2003). It is a set of processes that provide the family with effective ways to escape a crisis or permanent stress. Family resilience is an active process of building, improving, and optimizing integrity and the well-being of family members and the family community as a whole (Herdiana et al., 2018). Understanding family resilience as a process acknowledges the dynamic nature of families and the complexity of their experiences. This perspective emphasizes the need for targeted interventions and support systems to enhance a family's capabilities and foster resilience in times of adversity (MacPhee et al., 2015). Indeed, the understanding of family resilience has evolved to recognize it as a dynamic process rather than a fixed state. While it is acknowledged that family resilience is influenced by the interaction between a family's vulnerabilities and strengths, it is also recognized that this interaction occurs within the unique context of each family facing adversity. The combination of a family's vulnerabilities (such as limited resources or inadequate support networks) and strengths (such as effective communication or problem-solving skills) shapes their resilience in the face of adversity (Maurović et al., 2020; Walsh, 2003).

When we conceptualize family resilience as an outcome, we consider it the result or product of a family's ability to adapt and cope with stressors and challenges effectively. It emerges from the dynamic interplay between the family's vulnerabilities (such as economic difficulties, illness, or relationship problems) and their strengths (such as social support, problem-solving skills, or positive communication patterns) (Herdiana et al., 2018). Achieving family resilience involves leveraging the family's resources and capabilities to navigate and overcome adversity. By drawing upon their strengths, families can enhance their resilience and achieve positive outcomes in the face of adversity. These outcomes can include improved family functioning, increased well-being, and strengthened relationships (MacPhee et al., 2015). However, it is important to note that family resilience as an outcome is not a fixed state. It can fluctuate over time as families encounter different stressors, undergo transitions, and experience changes in their vulnerabilities and resources. The dynamic nature of family resilience highlights the need for ongoing support, adaptation, and growth to maintain positive outcomes in the face of future challenges (Schetter & Dolbier, 2011).

Central terms used in models of resilience

Several central terms and concepts are used to describe and understand the resilience of families. These terms capture key elements of family resilience and the processes involved. While specific models may differ in terminology, the following central terms are commonly used:

Vulnerabilities: the specific characteristics, circumstances, or factors that may increase a family's susceptibility to adverse outcomes in the face of stressors. Vulnerabilities include economic instability, health issues, marital conflict, substance abuse, or inadequate social support (Mackay, 2003).

Strengths/Protective Factors: These are the positive qualities, resources, and attributes that contribute to a family's ability to cope effectively with adversity. Strengths and protective factors can include supportive relationships, effective communication, problem-solving skills, shared values and beliefs, the resilience of individual family members, and access to community resources (Herdiana et al., 2018; Mackay, 2003).

Stressors/Adversity: Refers to the challenges, difficulties, or adverse events a family may encounter. Stressors can vary widely, including financial strain, unemployment, illness, loss, conflicts, or significant life transitions (MacPhee et al., 2015).

Family Processes: Describes the interaction, communication, and functioning patterns within a family system. Family processes can include cohesion, communication style, conflict resolution strategies, flexibility, and the ability to adapt to change (Buehler, 2020).

Family Functioning: Refers to the overall well-being, satisfaction, and successful performance of a family in various domains of life. It includes aspects such as effective problem-solving, supportive relationships, healthy communication, shared decision-making, and the ability to meet individual and collective needs (Maurović et al., 2020).

Resilience Processes: The dynamic interactions and mechanisms through which families navigate and respond to adversity. Resilience processes can involve problem-solving, effective communication, positive reframing, mutual support,

coping strategies, and seeking external assistance when needed (MacPhee et al., 2015).

Contextual Factors: Acknowledges the influence of broader environmental, social, cultural, and community contexts on family resilience. Contextual factors can include access to social support networks, cultural norms and values, economic opportunities, neighbourhood conditions, and the availability of community resources (Walsh, 2003).

These terms are integral to understanding and studying family resilience. They help researchers, clinicians, and policymakers identify factors contributing to family resilience, develop interventions to support families in times of adversity, and promote positive outcomes for all family members.

Variations in operationalization and measurement of key constructs

Operationalizing family resilience means defining and measuring the concept of family resilience in a way that can be observed, quantified, and studied. It involves identifying specific indicators or variables that reflect the construct of family resilience and developing measurement tools or methods to assess those indicators. In empirical research, approaches to operationalizing resilience have varied - adversity conditions examined have ranged from single stressful life experiences aggregates across multiple adverse events (Luthar et al., 2000). The diversity in measurement approaches and operationalizations of family resilience has led to discussions and debates within the field of resilience research. Some scholars have raised concerns about whether researchers are studying the same underlying construct or if the variations in measurement reflect different phenomena altogether. This issue is not unique to family resilience but is a common challenge in studying complex constructs (Kaplan, 1999). Resilience researchers have conceptualized the connection between risk conditions and manifest competence differently. Some have used person-based data analytic approaches, while other investigators have used variable-based analyses and relied on either main effect models or those involving interaction effects (Luthar & Cushing, 1999). Person-based data analytic approach means that researchers focus on individual-level data and analyse how specific characteristics, experiences, or processes contribute to manifest competence. These analyses often involve studying the experiences and outcomes of

individuals over time. Variable-based analyses approach involves examining specific variables or factors that may contribute to manifest competence. Researchers may examine the main effects of these variables, which refer to the direct influence of a single variable on manifest competence. For example, they may explore how a particular risk factor, such as poverty or exposure to trauma, is associated with manifest competence (Luthar et al., 2000).

In addition to main effect models, researchers have also explored interaction effects. Interaction effects consider how the relationship between variables may vary depending on certain conditions or factors. For instance, researchers may investigate whether the impact of a risk factor on manifest competence differs depending on the presence of protective factors or support systems. These interaction effects help to understand how the interplay between various factors can shape an individual's ability to overcome adversity and develop manifest competence (Card & Bennett, 2015).

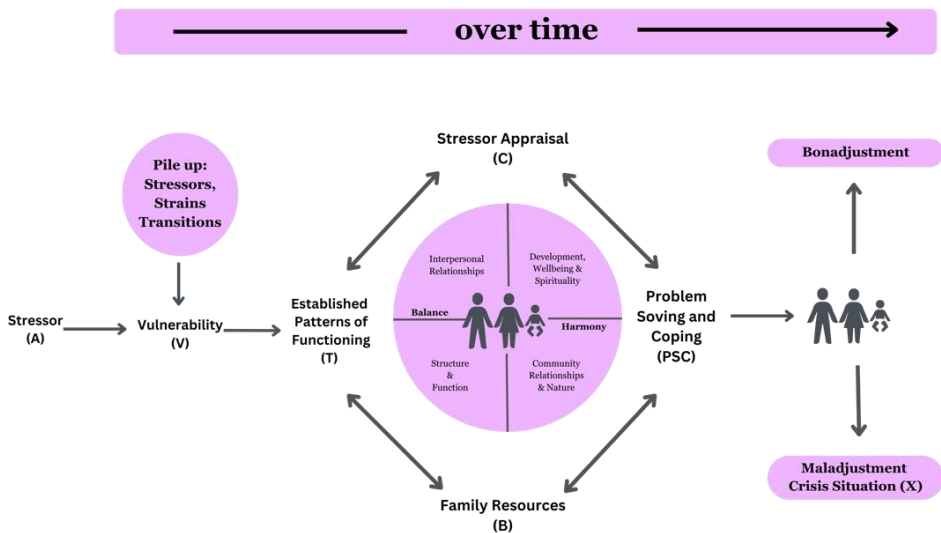
Without any universally employed operationalization of resilience, researchers must clearly explicate the approaches they select to define adversity and competence and provide justifications for choices made on both conceptual and empirical grounds (Luthar et al., 2000).

Models of Family Resilience

H. McCubbin Model

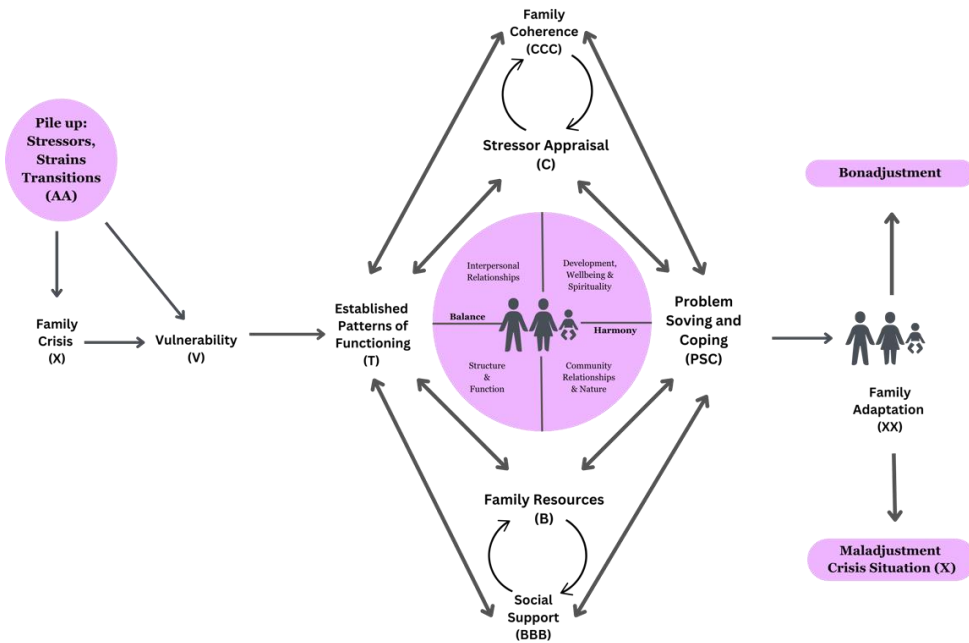
McCubbin summarizing his previous models of stress (T double ABCX, double FAAR model, and Typological Model of Family Adjustment and Adaptation), constructed the "The Resiliency Model of Family Stress, Adjustment, and Adaptation" (McCubbin et al., 1996). The resilience model is represented by two large interactive cycles - adjustment and adaptation cycle. The adjustment cycle is the family system's response to stress, and the adaptation cycle is the family system's response to crisis. Stress is a state of tension that arises due to an imbalance between the demands and abilities of the family if it does not require a significant correction of the patterns of family functioning. A crisis is a state of imbalance and disorganization that requires new patterns of family interactions and functioning (Zobenica, 2012).

The adjustment cycle consists of interactive components that shape the result. It can lead to reasonable adjustment (bonadjustment) or maladjustment (crisis). The response to the crisis begins a new cycle of resilience-adaptation. The adjustment cycle (Picture 1) starts with the stressor (A), which is interactive with vulnerability (V), which is shaped by a series of family stresses (pile-up). Vulnerability is interactive with the established patterns of family functioning (T), and all of them are interactive with family resistance resources (B) which are interactive with the family appraisal of stress (C) and with family coping strategies (P). As a result of this cycle process, families can end up in crises (maladjustment/crisis) or with good outcomes (bonadjustment).



Picture 1. Adjustment process – Resiliency Model by McCubbin et al., 1996.

The response to the crisis begins a new cycle of resilience - adaptation. When the response to stress leads the family to an imbalance, to a state in which the patterns of family functioning cannot respond to the demands of the disorder, a crisis occurs (Picture 2).



Picture 2. Adaptation process – Resiliency Model by McCubbin et al. (1996).

A family in crisis, which is also a process, still has many accompanying life difficulties (AA) from which it needs to reach the level of (good) adaptation (XX). Good adaptation (bonadjustment) is characterized by balance and harmony in family relations, family structure and functions, good health, spirituality, and balance in family and relations with the community and natural environment (McCubbin, 1996). For the family to achieve good adaptation, it goes through the following interactive processes: T - the creation of new patterns of family functioning and modification of existing patterns. B - uses internal resources and capacities. BBB - uses the network and social support. The family uses family assessment from C - Stress appraisal to CCC - family coherence. Finally, established patterns of family functioning, family resources, and family assessment of the situation influence family problem-solving and coping (PSC).

F. Walsh Model

Froma Walsh has contributed significantly to the understanding of family resilience and developed a model highlighting key processes and factors involved

in family resilience. The model emphasizes the importance of understanding family functioning within the broader ecological and developmental contexts.

In order to explain the processes in the different subsystems of the family and the broader systems that interact with the family in overcoming family problems, Walsh defines her model of family resilience (Walsh, 1993). Family resilience is a family's ability to overcome adversity and the potential for personal and relational transformation and family growth. In recent works, Walsh (2002, 2003) introduces an ecological and developmental perspective to the concept of family resilience. The ecological perspective explains the family connection and adaptation to various institutions of the social environment. The developmental perspective includes understanding the functioning of the family in the context of a particular stage of the life cycle with consequent difficulties that create the context of a specific stressor.

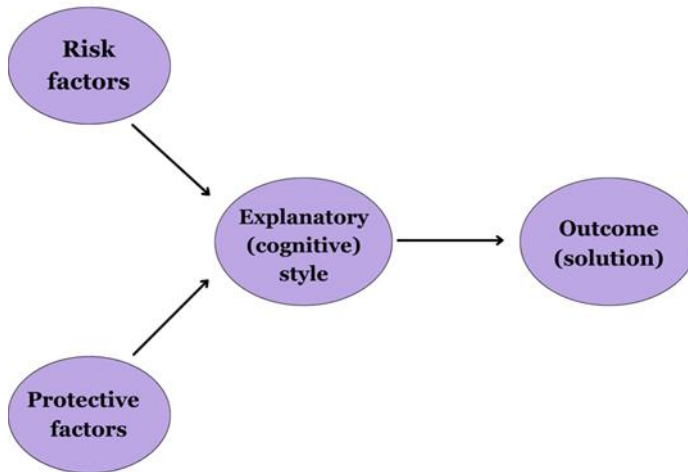
According to F. Walsh (2003), the framework for understanding family resilience aims to identify key family processes that reduce stress and vulnerabilities and promote growth and strengthen the family to overcome adverse life circumstances. Walsh places family resilience processes in three main areas of family functioning: family belief system, organizational patterns, and communication. The family belief system is the way the family evaluates the crisis; beliefs help family members to understand the meaning of the situation. Whether the family will overcome it or not depends on what meaning the family gives to the crisis. Family beliefs encourage a positive view of the situation and encourage seeking spiritual support (Walsh, 2003). When a family is struggling with a crisis, it is most helped by a sense of coherence. It allows the family to define the situation as manageable, meaningful, and understandable; thus, the family can normalize and contextualize the crisis. According to Walsh, belief systems include giving meaning to difficulties, worldview, transcendence, and spirituality. Family organization-organizational processes are the next group of processes that comprise family resilience, including flexibility, connection, and social and economic resources (Walsh, 2003). In times of stress, the family activates its resources, reduces stress, and reorganizes itself to meet the changes. Flexible families can change when necessary but maintain stability through existing functioning forms (Walsh, 1993). Social support is vital in times of trouble because it provides practical and emotional support. The connection of family

members is also vital because it strengthens support and cooperation and respects each family member's differences, boundaries, and autonomy. Communication processes comprise the third group of resilience processes, including clarity of communication and emotional exchange, and collaborative problem-solving (Walsh, 2002). In times of crisis, clarifying the situation as much as possible is crucial to enable and facilitate decision-making and foster understanding among family members. Communication enables clarity in the family situation, which encourages the process of forming the meaningfulness of the experience. When communication is poor, the result is confusion and misunderstanding (Walsh, 2003).

Emotional exchange is an important subfield of communication processes. In a crisis, a wide range of emotions develops, which often causes conflicts. Suppressing emotions obstructs communication. Communication enables problem-solving in such a way as to express disagreement and define actions to solve the problem openly. Resilience is not "bounce back"; Walsh (2002: 135) points out that a better metaphor is "bounce forward". Walsh (2003) points out that resilience does not mean that the crisis has not left consequences. Family structure and dynamics change, but the resilient process effectively deals with adversity, learns through adversity, and integrates new experiences into family life.

H. Keller Model

Keller (2003), using the concepts of Walsh and McCubbin, proposes a new model. The groups of processes that they use in their resilience models expand somewhat in the Keller model. H. Keller points out that it is generally accepted that the construct of resilience consists of risk and protective factors, the assessment of those factors by an individual or family, and a successful outcome (Picture 3).



Picture 3. Resilience process, according to H. Keller (2003)

The expansion that Keller gives in relation to the mentioned concepts refers to emphasizing a successful outcome. The most common problem and criticism of the concept of resilience were in recognizing and defining a "successful outcome." Most often, it is defined in terms of inner satisfaction or the feeling of effective functioning in the social environment, and in research, it is taken for granted. Keller (2003) proposes the operationalization of a "successful outcome" through the concept of "quality of life".

Conclusion

The concept of family resilience has evolved and has deep roots in various theoretical frameworks and research areas. It emerged as a shift from focusing on the weaknesses and deficits of families to recognizing and harnessing their strengths. Family resilience can be conceptualized as a trait, process, and outcome, highlighting its dynamic nature and the continuous interplay between a family's vulnerabilities and strengths. While there is no consensus on the exact definition of family resilience, and ongoing debates exist, specific central terms and concepts are commonly used to understand and study resilience in families. These include vulnerabilities, strengths/protective factors, stressors/adversity, family processes, family functioning, resilience, and contextual factors. These terms help identify the factors contributing to family resilience, assess its

measurement, and guide interventions and support systems. Various models of family resilience have been proposed, such as the ones presented in this paper (H. McCubbin Model, the F. Walsh Model, and H. Keller), which provide frameworks for understanding the processes and cycles involved in family adjustment, adaptation, and response to stress and crisis. However, challenges persist in the conceptualization of family resilience, including variations in its operationalization and measurement and the need for more empirical evidence to support the theoretical foundations. Researchers continue to explore and refine the understanding of family resilience to develop effective strategies and interventions to enhance families' ability to adapt, cope, and thrive in adversity.

Family resilience is a complex and multifaceted concept that recognizes families' strengths, resources, and adaptive capacities in navigating challenges and achieving positive outcomes. It emphasises the importance of supporting and strengthening families' abilities to overcome adversity, promote well-being, and foster positive relationships within the family and the broader community. Family resilience offers valuable pedagogical implications for children's upbringing. It underscores the significance of nurturing strong family bonds, fostering open and empathetic communication, and promoting emotional coping skills in children. Parents and educators play pivotal roles as positive role models, demonstrating adaptability and stress management. Encouraging children to build supportive networks, appreciate cultural diversity, and develop self-efficacy are essential components. Safety, both physical and emotional, within the family is foundational for resilience. Moreover, educational support, a growth mindset, community engagement, and self-care practices are vital for children's holistic development. Conflict resolution skills and the sharing of resilience narratives further contribute to children's ability to face life's challenges with resilience and adaptability. By integrating these principles, caregivers and educators can create an environment that empowers children to thrive and grow, even in the face of adversity. Adding to this, research on family resilience has important implications for various stakeholders, including families, practitioners, policymakers, and researchers. These implications can inform practice, policy, and research efforts to support families facing adversity. By recognizing and nurturing the strengths of families, it is possible to promote their well-being, foster positive family dynamics, and create supportive environments that facilitate resilience.

KONCEPTUALNI PREGLED PORODIČNE REZILIJENTNOSTI

APSTRAKT

Porodična rezilijentnost je dinamičan proces koji pomaže porodicama da se snađu u kriznim situacijama i da prevaziđu nedaće. Uvođenje opšte teorije sistema i njena primena na porodičnu terapiju dodatno je doprinela razvoju koncepta porodične rezilijentnosti. Ovaj rad ima za cilj da pruži sveobuhvatno razumevanje ovog koncepta uz naglašavanje izazova u njegovoj konceptualizaciji. Polazeći od razumevanja samog koncepta i njegovog razvoja, ovaj rad daje uvid u to kako sagledati ključne konstrukte inkorporirane u koncept porodične rezilijentnosti. Nakon toga, akcenat je stavljen na izazove u konceptualizaciji porodične rezilijentnosti. Ovi izazovi uključuju problem definisanja porodične rezilijentnosti, centralnih termina koji se koriste u modelima, kao i varijacije u operacionalizaciji i merenju ključnih konstrukata. Modeli porodične rezilijentnosti predstavljeni u radu jesu oni koji se smatraju uticajnim u savremenim istraživanjima o porodici. Oni pružaju okvire za razumevanje procesa i ciklusa koji su uključeni u prilagođavanje porodice i njen odgovor na stres i krizu. Preispitivanje ovog koncepta moglo biti od šireg značaja u budućim istraživanjima.

Ključne reči: porodična rezilijentnost, teškoće, konceptualizacija, ključni konstrukt, model porodične rezilijentnosti

References

- Bowen, M. (1978). *Family therapy in Clinical practice*. Jason Aronson.
- Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American psychologist*, 34(10), 844–850.
<https://doi.org/10.1037/0003-066X.34.10.844>
- Buehler, C. (2020). Family Processes and Children's and Adolescents' Well-being. *Journal of Marriage and Family*, 1(82), 145–174.
<https://doi.org/10.1111/jomf.12637>
- Card, N. A., & Barnett, M. A. (2015). Methodological considerations in studying individual and family resilience. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, 64(1), 120–133. <https://doi.org/10.1111/fare.12102>

- Coatsworth, J. D., & Duncan, L. (2003). *Fostering resilience: A strengths-based approach to mental health*. Publication Series. PA CASSP Training and Technical Assistance Institute.
- Hawley, D. R. (2013). The Ramifications for Clinical Practice of a Focus on family resilience. In D. S. Bevcar (Ed.), *Handbook of family resilience* (pp. 31–49). Springer. https://doi.org/10.1007/978-1-4614-3917-2_3
- Herdiana, I., Suryanto, & Seger Handoyo, S. (2018). Family Resilience: A Conceptual Review. In: *Proceedings of the 3rd ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2017)* (pp. 243-253). *Advances in Social Science, Education, and Humanities Research*. Atlantis Press. <https://doi.org/10.2991/acpch-17.2018.9>
- Kaplan, H.B. (1999). Toward an understanding of resilience: A critical review of definitions and models. In M. D. Glantz & J. L. Johnson (Eds.), *Resilience and development: Positive life adaptations* (pp. 17–83). Plenum.
- Keller, H. (2003). *A Measurable Model of Resilience* [Doctoral dissertation, Seton Hall University]. Seton Hall University Dissertations and Theses (ETDs). 89. <https://scholarship.shu.edu/dissertations/89>
- Klika, B. B., & Herrenkohl, T. I. (2013). A Review of Developmental Research on Resilience in Maltreated Children. *Trauma, Violence, and Abuse*, 14(3), 222–234. <https://doi.org/10.1177/1524838013487808>
- Luthar, S. S., & Cushing, G. (1999). Measurement issues in the empirical study of resilience: An overview. In M. D. Glantz & J. L. Johnson (Eds.), *Resilience and development: Positive life adaptations* (pp. 129–160). Kluwer Academic Publishers.
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. *Child Development*, 71(3), 543–562. <https://doi.org/10.1111/1467-8624.00164>
- Mackay, R. (2003). Family Resilience and Good Child Outcomes: An Overview of the Research Literature. *Social Policy Journal of New Zealand*, 20, 98–118.
- MacPhee, D., Lunkenheimer, E., & Riggs, N. (2015). Resilience as Regulation of Developmental and Family Processes. *Family Relations*, 64(1), 153–175. <https://doi.org/10.1111/fare.12100>
- Maurović, I., Liebenberg, L., & Ferić, M. (2020). A Review of Family Resilience: Understanding the Concept and Operationalization Challenges to Inform

- Research and Practice. *Child Care in Practice*, 26(4), 337–357.
<https://doi.org/10.1080/13575279.2020.1792838>
- McCubbin, H. I., & McCubbin, M. A. (1992). Research utilization in social work practice of family treatment. In A.J. Grasso & J. Epstein (Eds.), *Research utilization in the social sciences: Innovation for practice and administration* (pp. 149–192). Haworth.
- McCubbin, M. A., McCubbin, H. I., & Thompson, A. I. (1996). Family Problem Solving Communication (FPSC). In H. I. McCubbin, A. I. Thompson, & M. A. McCubbin (Eds.), *Family Assessment: Resiliency, Coping, and Adaptation-Inventories for Research and Practice* (pp. 639–688). University of Wisconsin.
- Richardson, G.E. (2002). The Metatheory of Resilience and Resiliency. *Journal of Clinical Psychology*, 58, 307–321. <http://dx.doi.org/10.1002/jclp.10020>
- Schetter, C. D., & Dolbier, C. (2011). Resilience in the Context of Chronic Stress and Health in Adults. *Social and personality psychology compass*, 5(9), 634–652. <https://doi.org/10.1111/j.1751-9004.2011.00379.x>
- Sixby, M. T. (2005). *Development of the Family Resilience Assessment Scale to Identify Family Resilience Constructs* [Doctoral dissertation, University of Florida]. Institutional Repository at the University of Florida (Ir@uf) <http://ufdc.ufl.edu/UFE0012882/00001>.
- Ungar, M. (2012). Social Ecologies and Their Contribution to Resilience. In M. Ungar (Ed.), *The Social Ecology of Resilience: A Handbook of Theory and Practice* (pp. 13–32). Springer Science Business Media.
<http://dx.doi.org/10.1007/978-1-4614-0586-3>
- Von Bertalanffy, L. (1968). *General System Theory: Foundations, Development, Applications*. George Braziller.
- Walsh, F. (1993). Family resilience: A framework for clinical practice. *Family Process*, 32(2), 141–161. <https://doi.org/10.1111/j.1545-5300.2003.00001.x>
- Walsh, F. (2002). Applying a family resilience framework in training, practice, and research: Mastering the art of the possible. *Family Process*, 41(1), 3–6.
<https://doi.org/10.1111/famp.12260>
- Walsh, F. (2003). Family resilience: Strengths forged through adversity. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (3rd ed., pp. 399–427). Guilford Press.

Zobenica, A. J. (2012). *Učinak sistemske terapije na rezilijentnost porodica alkoholičara* [Unpublished doctoral dissertation]. University of Belgrade.
<http://dx.doi.org/10.2298/bg20121105zobenica>

PROCES TRANZICIJE DETETA IZ PREDŠKOLSKE USTANOVE U ŠKOLU IZ UGLA RODITELJA

Kristina Žunić^{a*} i Slađana Zuković^b 

^a *Akademija strukovnih studija, Šabac, Srbija*

^b *Univerzitet u Novom Sadu, Filozofski fakultet, Novi Sad, Srbija*

APSTRAKT

U radu se razmatraju promene s kojima se roditelji suočavaju kada prelaze u novu fazu roditeljstva, specifičnosti njihovog delovanja tokom detetove tranzicije iz predškolske ustanove u školu, a u vezi sa tim i značaj tranzicione prakse za uključivanje roditelja u taj proces. Shodno tome, u radu su prikazani rezultati ispitivanja mišljenja roditelja o preprekama za njihovo intenzivnije uključivanje, kao i njihovi predlozi o načinima prevazilaženja tih prepreka i mogućnostima unapređenja detetove pripreme za polazak u školu. Uzorak su činili roditelji dece pripremnog predškolskog programa iz sledećih opština: Šabac, Valjevo, Loznica i Beograd. Nalazi do kojih se došlo ovim istraživanjem pokazuju da su roditelji kao prepreke intenzivnijem uključivanju u aktivnosti predškolske ustanove/škole identifikovali socioekonomske i zdravstvene poteškoće, radno vreme i prirodu posla, teorganizacione poteškoće unutar porodice. Kao pitanja kojima je potrebno posvetiti posebnu pažnju kako bi se olakšao detetov prelazak iz predškolske ustanove u školu roditelji su izdvojili domen detetove spremnosti za školu, uspostavljanje kontinuiteta u uticajima razvojnih okruženja, kao i klimu obrazovne ustanove. Predlozi koje su roditelji dali pružaju uvid u potrebe roditelja i dece tokom ovog tranzicionog perioda. Dobijeni rezultati mogu predstavljati polazište za koncipiranje tzv. tranzicionih programa koji u većoj meri uvažavaju mogućnosti i potrebe roditelja tokom detetove tranzicije iz predškolske ustanove u školu.

Ključne reči: predškolska ustanova, škola, tranzicija iz predškolske ustanove u školu, roditeljstvo, tranziciona praksa.

* E mail: kkrstic84@yahoo.com

Uvod

Različite razvojne faze u odgajanju deteta roditeljima nameću kontinuirano učenje, izlaženje u susret potrebama dece i specifičnim zahtevima faze u kojoj se dete trenutno nalazi (Benveniste, 2013). Navedeno upućuje na to da je roditeljstvo kontekstualno i situaciono uslovljeno (Benveniste, 2013), te neki autori (Ljubetić, 2012) upućuju na mnoštvo roditeljskih postupaka koji pružaju mogućnost roditelju da kompetentno odgovori na promene i izazove. Neki od tih promena jesu snalažljivo i kreativno kombinovanje znanja, doživljenih iskustava i već primenjenih metoda, zatim otvorenost roditelja da uči i time unapredi stečena znanja o detetu i roditeljskom delovanju, kritičko preispitivanje roditeljstva, te, konačno, sposobnost roditelja da osvesti svoje iskustvo i napravi transfer pozitivnih iskustava u nove vaspitne situacije.

Polazak deteta u predškolsku ustanovu ili školu predstavlja jedan od važnijih iskoraka deteta iz porodice jer za razliku od negujuće i zaštitničke sredine kakva je porodična, šire socijalno-radno okruženje u koje se dete uključuje od njega očekuje osamostaljivanje, izgradnju identiteta i pronalaženje svog mesta u školskoj zajednici putem sopstvenih akcija i delovanja (Polovina, 2009). Istovremeno, takve tranzicije deteta u nova razvojna okruženja predstavljaju period u kojem i cela porodica biva zahvaćena tim procesom, što podrazumeva drugačiji način funkcionisanja porodičnog sistema u celini (Polovina, 2009; Zuković, 2012). Imajući u vidu posebno važnu ulogu roditelja tokom perioda tranzicije deteta iz predškolske ustanove u školu, predmet istraživanja u ovom radu usmeren je na roditeljsku perspektivu detetove tranzicije iz predškolske ustanove u školu. Dakle, prikazani su rezultati istraživanja koji pružaju uvid u to kako roditelji sagledavaju sam taj proces, u kojim aspektima im je potrebna podrška, koje su njihove potrebe, a koje mogućnosti tokom ovog važnog perioda za njih i za samo dete.

Roditeljstvo tokom tranzicije deteta iz predškolske ustanove u školi

Oslanjajući se na klasifikacije koje daju pojedini autori (Dockett & Perry, 2007; Dockett & Perry, 2013; Griebel & Niesel, 2013; Polovina, 2009) moguće je identifikovati promene s kojima se roditelji suočavaju kada prelaze u novu fazu roditeljstva:

- 1) *Promene koje se odnose na individualni proces funkcionisanja roditelja tokom tranzicione faze.* Ovaj period dovodi do toga da roditelji grade identitet roditelja školskog deteta, osećaju novu vrstu odgovornosti, imaju manji nivo kontrole nad detetom, menjaju svoja očekivanja i težnje u pogledu školskog uspeha deteta, razvijaju osećaj pripadnosti roditeljskoj grupi koja predstavlja deo školske zajednice, doživljavaju jake emocije koje su, između ostalog, povezane sa separacijom od deteta, razvijaju nove kompetencije, preispituju vrednosti koje se neguju u porodici, definišu nove prioritete, otkrivaju detetove potencijale, donose odluke o nivou i tipu delovanja.
- 2) *Promene koje se odnose na proces unutar porodičnog funkcionisanja tokom tranzicione faze.* Unutar porodice dolazi do izmenjene raspodele vremenskih sekvenci u toku dana, do usaglašavanja dana predviđenih za odmor i putovanja sa kalendarom trajanja školske godine, do izmenjene dinamike dužnosti na dnevnom planu, do proširivanja raspona socijalnog funkcionisanja.
- 3) *Promene koje se odnose na proces uspostavljanja odnosa roditelja sa detetom i različitim akterima tokom tranzicione faze.* Tokom ovog perioda roditelji: restrukturiraju postojeće i grade nove odnose, kako sa detetom, tako i sa ostalim učesnicima (vaspitač, učitelj, stručni saradnici, roditelji vršnjaka), uvode nova pravila čime se njihova postojeća uloga negovatelja nadograđuje novom – ulogom pomagača, tačnije nekog ko je tu da podrži i isprati suočavanje deteta sa zahtevima koje donosi školsko okruženje.
- 4) *Promene koje se odnose na proces funkcionisanja roditelja i različitih okruženja tokom tranzicione faze na kontekstualnom nivou.* Tokom ovog perioda javljaju se različiti zahtevi i programi između različitih društvenih sistema čiji su roditelji deo, kao što su porodica, škola i posao.

Dakle, prelazak iz predškolske ustanove u školu donosi niz specifičnosti kada je pitanju delovanje roditelja tokom tranzicionog perioda. Pregledom relevantne literature iz oblasti tranzicione tematike moguće je izdvojiti sledeće specifičnosti:

a) prilagođavanje novom okruženju dovodi do izmenjenog funkcionisanja članova porodice, što znači da dolazi do uspostavljanja dugačijih obrazaca ponašanja, odnosa i funkcionisanja u odnosu na postojeće (Polovina, 2009);

b) roditelji se s jedne strane zauzimaju kako bi podržali dete tokom ovog tranzicionog perioda, a sa druge strane se i sami suočavaju sa zahtevima koje ovaj period stavlja pred njih kao roditelje (Reichmann, 2011/2012);

c) podrška koju roditelji pružaju detetu i njihova percepcija samog procesa tranzicije umnogome će odrediti adaptaciju deteta na novu situaciju (Johansson, 2003);

d) porodica se istovremeno priprema za proces tranzicije i potrebna joj određena podrška kako bi bila osnažena za delovanje tokom tranzicionog procesa (Zuković i Milošević, 2019).

Značaj tranzicionog perioda i uključivanja roditelja

Iskustvo koje se stiče tokom tranzicije, te mogućnosti na osnovu kojih se pristupa tranziciji i kako se ona sagledava uslovljeni su različitošću svih, za dete važnih, okruženja. Upravo je uspostavljanje kontinuiteta uticaja različitih okruženja kroz raznovrsne aktivnosti u koje se roditelji uključuju preduslov efikasne tranzicije deteta iz predškolske ustanove u školu i uspešne adaptacije dece i roditelja na zahteve nove sredine. U skladu sa tim, odabir odgovarajućih aktivnosti i sadržaja od strane roditelja pokazatelj je roditeljske proaktivnosti i spremnosti da zagovaraju najbolje interese deteta tokom ranog i predškolskog uzrasta (Klemenović, 2014). Relevantna literatura (Ljubetić, 2013) pokazuje da se roditelji rukovode onim što u datom trenutku prepoznaju kao najvažnije ne samo za sebe, već i za svoje dete, što znači da bi oblike, kvalitet i intenzitet saradnje tokom tranzicionog perioda trebalo prilagoditi porodičnim karakteristikama i promenama u porodičnom životu (Mihic i sar., 2016).

Pianta i saradnici (1999 prema: Bohan-Baker & Little, 2002) predlažu kombinovanje tri međusobno povezana načela pri izradi tranzicionih programa usmerenih na dete i roditelje:

1) Prvo načelo je *dopreti do porodica*, a ono podrazumeva pravovremeno informisanje porodica od strane škola i opština o upisnim rokovima za uključivanje dece, te pružanje podrške porodicama prilikom donošenja odluka u vezi sa tim. Tako se ostvaruje prvi korak u procesu građenja partnerskih odnosa na relaciji školsko-porodično okruženje;

2) Drugo načelo odnosi se na to da je važno *delovati unatrag kroz vreme*, a to znači da treba ostvariti komunikaciju sa porodicom pre upisa, što ima za cilj

uspostavljanje saradničkih odnosa sa školom tokom perioda priprema i kroz zajedničko delovanje sa drugim ustanovama (predškolska ustanova, igraonice, savetovališta, biblioteke itd.);

3) Treće načelo tiče se toga da je važno *zahvatiti porodice odgovarajućim intenzitetom*, pod čim se podrazumeva to da je obezbeđivanje uspešne tranzicije moguće primenom raznovrsnih strategija komunikacije između porodice i škole.

Metodologija istraživanja

Cilj istraživanja

Cilj istraživanja² usmeren je na sagledavanje mišljenja roditelja o procesu tranzicije deteta iz predškolske ustanove u školu, i to kroz analizu njihovog mišljenja o preprekama za njihovo intenzivnije uključivanje, kao i njihovih predloga o načinima prevazilaženja tih prepreka i mogućnostima unapređenja detetove pripreme za polazak u školu.

Metode, tehnike i instrument istraživanja

Od istraživačkih metoda primenjene su metoda teorijske analize i deskriptivna metoda, dok je za prikupljanje podataka korišćena tehnika anketiranja. Pored prikupljanja opštih podataka o ispitanicima, za potrebe istraživanja kreiran je upitnik za roditelje zahvaljujući kojem je šire zahvaćena tematika detetove tranzicije iz predškolske ustanove u školu, dok je u ovom radu fokus stavljen na analizu pitanja otvorenog tipa koja su glasila:

- 1) Ukoliko postoje neke prepreke koje onemogućavaju Vaše uključivanje u aktivnosti predškolske ustanove/škole, molimo Vas da ih navedete;
- 2) Prema Vašem mišljenju, kojim pitanjima je potrebno posvetiti posebnu pažnju kako bi se olakšao detetov prelazak iz predškolske ustanove u školu;
- 3) Ukoliko imate predloge ili preporuke za unapređenje pripreme deteta za polazak u školu, molimo Vas da ih navedete.

²Navedeni cilj predstavlja jedan od zadataka opsežnog istraživanja realizovanog za potrebe doktorske disertacije pod nazivom "Uloga roditelja tokom prelaska deteta iz predškolske ustanove u školu", koja je odbranjena 2020. godine na Filozofskom fakultetu Univerziteta u Novom Sadu.

Uzorak, prikupljanje i analiza podataka

Uzorak³ je obuhvaćeno 153 roditelja dece pripremnog predškolskog programa, a ispitivanje je obavljeno u vrtićima iz sledećih opština: Šabac, Valjevo, Loznica i Beograd. Ispitanici su bili upoznati sa svrhom istraživanja i anonimnošću učešća, a popunjavanje instrumenta prilagođeno je slobodnom vremenu roditelja. Analiza dobijenih podataka vršena je primenom kvalitativne metode. Najpre su koncipirane tematske celine za data pitanja, a zatim je u okviru svake tematske celine rađena kategorizacija odgovora prema onome na šta se pojedino pitanje odnosi pri čemu su formulisane i određene pod teme. Takođe, kao sastavni deo tematskih celina navedeni su i neki od originalnih odgovora roditelja koji omogućavaju detaljnije razumevanje roditeljske perspektive o procesu tranzicije deteta iz predškolske ustanove u školu.

Rezultati istraživanja sa diskusijom

Prikaz rezultata istraživanja biće dat kroz tri tematske celine u skladu sa datim pitanjima otvorenog tipa koja se odnose na sledeće aspekte: prepreke za aktivno uključivanje roditelja u aktivnosti predškolske ustanove/škole; mogućnosti za podršku tranziciji deteta iz predškolske ustanove u školu; predlozi za unapređenje detetove pripreme za školu. Kvalitativnom analizom odgovora roditelja izdvojene su određene kategorije u okviru svakog pitanja koje će biti predstavljene u sklopu pomenutih tematskih celina i potkrepljene originalnim odgovorima roditelja.

Prepreke za aktivno uključivanje roditelja u aktivnosti predškolske ustanove/škole

Nekolicina roditelja je kao prepreke koje onemogućavaju njihovo uključivanje u aktivnosti predškolske ustanove/škole navela određene ***socioekonomske i zdravstvene poteškoće*** (npr.: odsustvo usled bolesti;

³ Ukupan uzorak šire koncipiranog istraživanja o tematici tranzicije dece iz predškolske ustanove u školu obuhvatio je 759 roditelja dece pripremnog predškolskog programa, ali je manji broj roditelja (153) izrazio svoje mišljenje odgovarajući na pitanja otvorenog tipa koja su razmatrana u ovom radu.

zdravstveni razlozi mogu sprečiti moje uključivanje; invalidnost - slabovidost; samohrana majka dvoje dece ne može da postigne sve).

Odgovori jednog broja roditelja upućuju da organizacione poteškoće utiču na njihovo angažovanje u ustanovi. Naime, odgovori roditelja poput - *Rad po smenama dovodi do nepotpune posvećenosti aktivnostima u vezi sa školom; Zaposleni roditelji nemaju baš vremena da se uključe u mnoge radionice i aktivnosti tokom prelaska deteta iz predškolske ustanove u školu, pa im ostaje da sa decom o tome razgovaraju, razgovaraju i razgovaraju kako bi dete lakše prošlo kroz ceo proces; Obaveze prema poslu; Posao je prepreka, sve zavisi od satnice u kojoj se aktivnosti u vrtiću odvijaju; Radno vreme – ali se trudim da učestvujem što više mogu; Mnogo obaveza u kući i poljoprivrednih poslova; Možda ponekad ne bih mogla da učestvujem u nekim aktivnostima, ali bih se zbog svog deteta potrudila; Radno vreme predškolske ustanove i škole nije prilagođeno radnom vremenu roditelja* – ukazuju da su **radno vreme i priroda posla** prepreke zbog kojih roditelji izostaju sa aktivnosti u institucionalnom okruženju. Predstavljena analiza odgovora roditelja u vezi sa navedenim preprekama zbog kojih roditelji nisu u mogućnosti da budu deo tranzicionog procesa u skladu je sa navodima stručnjaka (Ståhle, 2000, prema: Johansson, 2003) koji smatraju da se aktivitet roditeljske uloge smanjuje tokom detetovog odgajanja jer vreme predstavlja ometajući faktor, odnosno veruju da zaposleni roditelji imaju manje vremena da budu deo onoga što se dešava u predškolskoj ustanovi (Castro et al., 2004, prema: Murray et al., 2015). Takođe, među preprekama organizacione prirode, roditelji su istakli i **organizacione poteškoće unutar porodice** (npr.: *Vreme posvećeno čuvanju drugog deteta; Dolazak novorođenčeta u porodicu pred sam polazak starijeg deteta u školu; Obaveze prema mlađem detetu; Dvoje starije dece*). Relevantna literatura (Bornstein & Sawyer, 2006) beleži promene koje donosi rođenje drugog deteta za svakog člana porodice, naročito kada je u pitanju funkcionisanje roditelja na dnevnom nivou u smislu manjka slobodnog vremena i većeg ulaganja napora u brigu o detetu kod kuće, veće naprezanje tokom radnog vremena što rezultira osećajem preopterećenosti kod roditelja. Uopšte, istraživanja (Vellymalay, 2013) jesu pokazala da su roditelji iz porodica sa većim brojem dece manje uključeni u obrazovanje svoje dece, tačnije u one aktivnosti u kojima roditelji treba da uoče problem akademske prirode s kojim se deca susreću, da razgovaraju sa decom o budućim planovima, da pruže pomoć deci kako bi završila

domaći zadatak, da motivišu svoju decu i da podjednako isprate aktivnosti u porodičnom i školskom okruženju.

Mogućnosti za podršku tranziciji deteta iz predškolske ustanove u školu

Odgovori roditelja koji se tiču pitanja kojim je potrebno posvetiti posebnu pažnju kako bi se olakšao detetov prelaz iz predškolske ustanove u školu upućuju na to da roditelji ovaj process sagledavaju kompleksno, te omogućavaju sveobuhvatnije razumevanje podrške potrebne deci i roditeljima tokom tranzicionog perioda. Naime, na osnovu analize dobijenih odgovora formirane su tri kategorije. Prva kategorija odnosi se na ***domen detetove spremnosti za školu***, jer je jedan broj roditelja naveo da posebnu pažnju treba posvetiti razvoju komunikacije i pismenosti (npr.: *Rad na čitanju i pisanju; Vežbanje slova i brojeva da bi bilo lakše u školi*), zatim pristupu učenju (npr.: *Sticanje navika o učenju i obavezama, Razviti kod dece osećaj za cilj i rokove; Navikavanje dece da budu samostalni, odgovorni, da shvate značaj i vrednost znanja; Negovanje radoznalosti, potrebe za saznavanjem, da dete ima potrebu da bude aktivno, da traga za novim jer je to u vezi sa motivacijom za učenje u školskom periodu; Podsticanje kod dece ideje o sopstvenoj kreativnosti i produktivnosti; Razvijanje sposobnosti kod deteta da samo rešava probleme i donosi odluke*), kao i socijalnom i emocionalnom aspektu (npr.: *Posebnu pažnju treba posvetiti smanjenju ili sprečavanju pojave eventualne anksioznosti i stresa koje promena može doneti i na niz novih izazova- počev od drugačijeg većeg fizičkog prostora, nove učiteljice, drugara, sistema zvona...do susreta sa starijom decom na hodnicima, koncepta učenja, domaćeg zadatka, itd.; Ukazati detetu da će imati puno novih drugara i da će biti lepo u školi; Posvetiti pažnju međuljudskim odnosima kako bi deci funkcionisanje u školi bilo lakše i lepše; Raditi na sticanju dobrog odnosa između učitelja i učenika kako bi dete bez straha krenulo u školu*).

Druga kategorija naslovljena je kao ***uspostavljanje kontinuiteta u uticajima razvojnih okruženja***, jer su roditelji ukazali na značaj organizacionih i sadržinskih razlika između dve ustanove, predškolske i školske. Konkretno, roditelji su predočili da je važno pojašnjavanje tih razlika kako deci, tako i samim roditeljima što će se pozitivno odraziti na detetovo snalaženje i funkcionisanje u uslovima koje pruža školsko okruženje (npr.: *Značajano je napraviti postepeni prelazak sa relaksiranog načina učenja kroz igru u predškolskoj ustanovi na način učenja koji podrazumeva obaveze oko domaćih zadataka; Naglasiti da škola nije*

igra, regulisati navike jela, spavanja, vršenja nužde; Objasniti detetu da će mu obaveze u školi biti veće, da školu mora prihvatiti ozbiljnije i odgovornije; Uputiti i informisati decu o tome da ih čeka jedan ozbiljniji i odgovorniji period; Posveteti pažnju drugačijim pravilima u školi - kako sedeti mirno 45 minuta na času i pažljivo slušati; Kako izgleda dan u školi).

Treća kategorija tiče se **klime obrazovne ustanove** s obzirom na to da je manji broj roditelja posebno prepoznao značaj personalnih i kontekstualnih faktora ustanove za lakši detetov prelazak iz predškolske ustanove u školu. Dakle, analiza dobijenih odgovora roditelja pokazuje da je potrebno posvetiti pažnju prilagođavanju ustanove (škole) i profesionalaca samom detetu (npr.: *Kada deca pođu u školu, učitelj treba svoj rad podjednako da posveti svakom detetu, bez obzira da li ono zna slova i brojeve; Sam kontakt sa učiteljicom jako je važan i samim tim dete ili zavoli ili ne zavoli školu; Adekvatni uslovi za rad dece u školskoj ustanovi; Prepoznavanje i prihvatanje dečje individualnosti; Da dete makar upola bude prihvaćeno u školi kao što je bilo u vrtiću jer u školi prestaje briga o kompletnoj ličnosti deteta; Da se ne prekine emotivna povezanost koju deca imaju sa vaspitačima jer u školi to prestaje, a deca su navikla na topao odnos vaspitača; Volela bih da učitelji/ce imaju obzira da su to deca koja su tek naučila slova i brojeve, da se strpljivo sa njima radi i ne očekuje znanje perfektnog čitanja i sabiranja, već ih pustiti da se postepeno priviknu na nove obaveze i zadatke; Kreativni učitelji koji će obezbediti rad kroz igru; Razumevanje, strpljenje i stručnost prosvetnih radnika; Najvažnija osoba pored roditelja za dete je nastavnik, njegov pristup i razumevanje, kao i njegova spremnost da upozna dete*). U svetlu navedenog značajno je uzeti u obzir i to da je delovanje vaspitača/nastavnika tokom tranzicionog perioda pod uticajem razumevanja tranzicione istorije koje oni poseduju. Dakle, postupci pomoću kojih će praktičari upravljati tranzicionim procesom i njihova sklonost da se prilagode novonastalim situacijama na osnovu novih informacija sa kojima se susreću, zavise od načina na koje oni tumače svoju tranziciju zasnovanu na tri izvora. Lična iskustva praktičara koji ima u vezi sa svojom tranzicijom, prethodna iskustva u radu sa decom koja su prolazila kroz proces tranzicije i znanja iz oblasti tranzicije stečene iz knjiga i sa seminara, omogućavaju praktičaru da pospeši svoje razumevanje prakse, razvije nove strategije i time inovira svoju praksu (King, 2011).

Predlozi za unapređenje detetove pripreme za polazak u školu

Odgovori roditelja vezani za unapređenje detetove pripreme za polazak u školu kategorisani su prema sličnosti i predstavljaju svojevrsnu listu predloga roditelja koja pruža detaljniji uvid u roditeljske i dečje potrebe tokom perioda tranzicije iz predškolske ustanove u školu. Roditelji su naveli sledeće predloge:

- 1) **Upućivanje dece na specifičnosti novog okruženja.** Najviše odgovora koji se podvode pod ovaj predlog usmereni su na komunikaciju roditelja, vaspitača i stručnog saradnika sa detetom o budućem okruženju. Takođe, odgovori se odnose i na načine na koji će se detetu pomoći da razume promene koje ga očekuju (npr.: *Svakodnevni razgovori sa decom o predstojećoj promeni u cilju smanjenja stresa koje ta tranzicija može doneti; Grupni ili individualni razgovori sa decom od strane dečjeg psihologa; Predstaviti školu što realnije, ne plašiti dete zahtevima i obavezama koje slede u školskoj sredini; Razgovori vaspitačice i roditelja sa decom na temu kako će im biti u školi, šta treba da rade, koje se obaveze očekuju od njih, predstaviti im školu kao mesto gde se uz učenje stiču prijatelji ponekad i za ceo život, kao mesto gde će im biti zabavno i gde neće biti mesta ni za jedan dečji strah; Upoznavanje sa funkcionisanjem škole – kako se ponaša u školi, šta je školski čas, šta odmor; Više edukativnih sadržaja i obilazaka kulturnih institucija; Kreativni pristup sprovođenju nastave od strane učitelja u prvom polugodištu kako bi deca zavolela školu, odnosno doživela to kao nešto lepo, a ne nešto ružno; Veoma je bitno uputiti decu na to šta ih očekuje u periodu kada krenu u školu i objasniti im da je to malo ozbiljnije, da kreću da uče i da će njihov trud biti ocenjivan i nagrađivan ocenama i pohvalama i naravno da će i u školi imati puno vremena za druženje i da će steći nove drugare jer mislim da ih najviše plaši promena sredine i novine koje to nosi);*
- 2) **Upoznavanje novog obrazovnog okruženja kroz različite tranzicione aktivnosti.** Neki od roditelja konkretizovali su načine povezivanja predškolske ustanove i škole kroz koje bi se deca iskustveno upoznala sa novim prostorom i odraslima i na taj način bolje pripremila za polazak u školu (npr.: *Ponekad održati čas predškolcima u samoj školi ukoliko ima slobodnih učionica; Organizovati par poseta nekoj školskoj ustanovi, po*

mogućnosti da deca prisustvuju i održavanju nekog od časova; Bilo bi dobro da deca posete sa vaspitačem školu i prisustvuju jednoj školskoj aktivnosti da upoznaju okruženje u kojem će boraviti sledeće godine; Letnja škola u toku jula meseca koja se već odvija u obližnjoj školi je i te kako dobar i koristan predlog za unapređenje pripreme deteta i upoznavanje budućeg okruženja deteta; Mini ekskurzija u pravu osnovnu školu; Obilazak škole, učionice i upoznavanje sa učiteljicom; Učitelji koji će voditi tu generaciju predškolaca da dođu u predškolsku ustanovu, predstave se deci, da ih deca upoznaju i da im ukratko ispričaju šta se to očekuje od budućih prvaka);

- 3) **Kontinuitet dečjih iskustava.** Među roditeljima ima i onih koji su prepoznali značaj poznatih vršnjaka iz grupe ili vrtića za adaptaciju deteta u novoj sredini (npr.: *Bilo bi lepo da u školi ne menjaju grupu dece koja su zajedno išla u vrtić, tj. predškolsko zato što su upoznali jedni druge, mislim da bi im bilo lakše da se zajedno snađu u novoj sredini; Neki prijatelj s kojim je dete već bilo u vrtiću da bude i u istom razredu;*
- 4) **Informisanje roditelja.** Navedeni predlog uključuje odgovore koji pokazuju da je roditeljima važno da budu upoznati sa onim što se odvija u vrtiću, o tome kako dete napreduje i kako se ponaša u vrtiću. Izdvojili su se i odgovori ispitanika o značaju pravovremenog informisanja o upisu u školu, odnosno detaljnim informacijama koje se tiču dokumentacije i raspoloživih škola (npr.: *Upoznavanje sa životom deteta u vrtiću i aktivnostima kojima se bave; Bolja informisanost roditelja o upisu dece u školu; Omogućiti roditeljima češći boravak u grupi deteta kako bi uvideli ponašanje svog deteta jer deca često drugačije oblike ponašanja ispoljavaju u vrtiću nego kod kuće; Oglasna tabla sa brojevima telefona stručne službe i sekretarijata u osnovnoj školi; Informacije o detetovom napredovanju u predškolskom periodu i informisanje o dostupnim školama;*
- 5) **Unapređenje saradnje roditelja sa vaspitačem, učiteljem i stručnim saradnicima.** Roditelji su specifikovali načine koji bi omogućili uspostavljanje odnosa između porodičnog, predškolskog i školskog okruženja u cilju boljeg međusobnog upoznavanja i postepenog uvođenja u proces tranzicije u školu (npr.: *Dobra komunikacija između vaspitača i*

roditelja je najvažnija da bi roditelj imao uvid u detetovo napredovanje i znao na šta treba više da obrati pažnju kod kuće i pripremi dete za školu; Zajednički izleti roditelja, dece i vaspitača/učitelja tokom letnjeg raspusta radi boljeg upoznavanja; Potrebno je organizovati bolju vezu na relaciji vrtić-škola-roditelji; Nikakve informacije nismo mogli da dobijmo na temu upisa dece u prvi razred: rokovi, potrebna dokumentacija, "kalendar upisa", potrebni lekarski pregledi, rokovi za prenošenje molbi za upis/boravak, izbor škola na teritoriji opštine,... sve informacije smo dobijali od roditelja koji su imali prethodno iskustvo sa upisom; Trebalo bi par meseci pred upis istaći u vrtiću sve potrebne informacije, organizovati susrete sa predstavnicima škola, publikacije – informatore o upisu; Organizovati više roditeljskih sastanaka i uputiti roditelje kako da se pripreme oni sami, a i kako decu da pripreme za školu; Češće pozvati roditelje i decu na dane otvorenih vrata, ranije upoznati dete sa učiteljem; Češća komunikacija roditelja i učitelja i postepeno prilagođavanje novoj sredini).

U odnosu na odgovore roditelja koji predstavljaju date predloge, izdvojili su se i oni odgovori koji pokazuju da su roditelji prepoznali značaj vaspitača kao nekog ko se bavi unapređenjem detetove pripreme i u vezi sa tim izrazili veliko zadovoljstvo njihovim radom (npr.: *Vaspitači ih jako dobro pripremaju za polazak u školu i pružaju im sve što je potrebno kako bi im polazak u školu bio što lakši; Dovoljna je priprema koju vaspitači obavljaju; Vaspitači su stručna lica za pripremu dece za školu; Sasvim sam zadovoljna pripremnim predškolskim programom koje je moje dete pohađalo u vrtiću (predškolskoj ustanovi); Postoje adekvatne i za to sasvim obrazovane osobe, tako da se ja tu kao jedan od roditelja ne bih mešala; Želim da i naredne generacije imaju ovakvog vaspitača kao što je moje dete imalo – zavolelo je red i rad; Zadovoljna sam radom vaspitača pomoću kojeg će dete biti spremno na nove obaveze i sve što donosi polazak u školu; Dosadašnje iskustvo sa vaspitačima iz vrtića u koji moje dete ide je fantastično i oba deteta su dobila adekvatnu pripremu za polazak u pri razred; Sve pohvale za rad vaspitača i celog vrtića).* Sličan nalaz zabeležen je u istraživanju (Pianta et al., 2001) rađenom u Sjedinjenim Američkim Državama u kojem majke pozitivno sagledavaju uloge i delovanje vaspitača i percipiraju ih kao korisne izvore socijalne podrške u odnosu na ostale izvore (članovi porodice, prijatelje, druge institucije

zajednice), te se značaj i korisnost pomenute podrške povećavao u periodu od jeseni do proleća.

Zaključak

Iako su prikazani rezultati istraživanja omogućili potpunije sagledavanje tematike vezane za detetovu tranziciju iz predškolske ustanove u školu ostavljajući prostora roditeljima da izraze svoje mišljenje u pogledu ovog značajnog perioda za njih i njihovo dete, potrebno je ukazati na određena ograničenja sprovedenog istraživanja. Jedno od ograničenja odnosi se na tip uzorka, te nalazi dobijeni na ovom uzorku roditelja imaju ograničenu mogućnost generalizacije s obzirom na to da se radi o prigodnom uzorku. Dalje bi se moglo razmišljati o strukturi uzorka imajući u vidu teorijska polazišta koja upućuju na značaj svih aktera tokom tranzicionog procesa, te bi u narednim istraživanjima ove tematike bilo značajno proširiti uzorak, odnosno ispitati mišljenje vaspitača i učitelja i time dobiti celovitiju sliku o različitim perspektivama čiji je doprinos podjednako važan tokom tranzicije iz predškolske ustanove u školu. Odgovori na otvorena pitanja mogli bi biti sadržajni i potpuniji kada bi nacrt sličnog istraživanja bio upotpunjen kvalitativnim istraživačkim tehnikama poput intervjua, fokus-grupnog ispitivanja itd.

Sprovedeno istraživanje svakako je otvorilo i niz novih pitanja koja se mogu razmatrati u nekim budućim istraživanjima, kao što je ispitivanje roditelja tokom prvog razreda, jer bi se na taj način mogao steći uvid u to na koji način i u kojoj meri su podržani tokom tranzicije u školu. Otvorena pitanja koja su roditeljima pružila mogućnost da istaknu prepreke, iznesu predloge, te ukažu na pitanja kojima je potrebno posvetiti posebnu pažnju kako bi proces tranzicije u školu bio olakšan mogu predstavljati značajnu osnovu za kreiranje tzv. tranzicionih programa koji će u većoj meri uvažiti i potrebe roditelja. Autori (O'Toole et al., 2019) ističu da takvi programi u tom smislu predstavljaju kontekstualnu podršku za uključivanje i angažovanje roditelja, te se koriste kao sredstvo za ostvarivanje određenog pristupa roditeljima upravo tokom detetovog prelaska u školu (McTaggart & Sanders, 2003). Kao posebno inspirativne tranzicione programe moguće je izdvojiti sledeće: trostruki P – program pozitivnog roditeljstva tokom tranzicionog perioda (McGill, 2001; McTaggart & Sanders, 2003), „Aus roditeljstvo“ (Giallo et al., 2010), kao i tranziciona praksa razvijena u tri različite

osnovne škole u Australiji (Margetts, 2003). Reč je o programima koji mogu poslužiti kao dobar model, jer pružaju sveobuhvatnu podršku roditeljima i deci kroz različite tranzicione aktivnosti organizovane u skladu sa njihovim potrebama i mogućnostima.

THE PROCESS OF THE CHILD'S TRANSITION FROM PRESCHOOL INSTITUTION TO SCHOOL FROM THE PARENTS' POINT OF VIEW

ABSTRACT

The paper discusses the changes that parents face when they move to a new phase of parenting, the specifics of parents' actions during the child's transition to school, and in this regard, the importance of transitional practices for the involvement of parents. Accordingly, the paper presents the results of examining parents' opinions on obstacles to more intensive parental involvement, as well as their suggestions on ways to overcome those obstacles and the possibilities of improving the child's preparation for school. The sample consisted of parents of children in the preparatory preschool program from the following municipalities: Šabac, Valjevo, Loznica and Belgrade. The findings of this research show that parents identified socioeconomic and health difficulties, working hours and the nature of work, and organizational difficulties within the family as obstacles to more intensive involvement in preschool institution/school activities. As issues that require special attention in order to facilitate the child's transition from preschool to school, parents singled out the domain of the child's readiness for school, the establishment of continuity in the influences of the developmental environment, as well as the climate of the educational institution. The suggestions made by parents provide insight into the needs of parents and children during the transition period. The obtained results can represent a starting point for designing so-called transition programs that take into account the opportunities and needs of parents during the child's transition to school.

Key words: preschool institution, school, transition to school, parenting, transitional practice.

Reference

- Benveniste, J. (2013). *A Practice Guide for Working with Families from Pre-Birth to Eight Years: Engaging Families in the Early Childhood Development Story*. Education Services Australia Ltd.
- Bohan-Baker, M., & Little, P. (2002). *The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families*. Harvard Family Research Project.
- Bornstein, M. H., & Sawyer, J. (2006). Family Systems. In K. McCartney & D. Phillips (Eds.), *Blackwell Handbook of Early Childhood Development* (pp. 381-398). Blackwell Publishing.
- Dockett, S., & Perry, B. (2007). *Transitions to School: Perceptions, Expectations, Experiences*. UNSW Press.
- Dockett, S., & Perry, B. (2013). Families and the Transitions to School. In K. Margetts & A. Kienig (Eds.), *International Perspectives on Transition to School: Reconceptualising Beliefs, Policy and Practice* (pp. 111-121). Routledge. <https://doi.org/10.4324/9780203111802>
- Giallo, R., Treyvaud, K., Matthews, J., & Kienhuis, M. (2010). Making the Transition to Primary School: An Evaluation of a Transition Program for Parents. *Australian Journal of Education & Developmental Psychology*, 10, 1-17.
- Griebel, W., & Niesel, R. (2013). The Development of Parents in Their First Child's Transition to Primary School. In K. Margetts & A. Kienig (Eds.), *International Perspectives on Transition to School: Reconceptualising Beliefs, Policy and Practice* (pp. 101-110). Routledge. <https://doi.org/10.4324/9780203111802>
- Johansson, I. (2003). Parents' Views of Transition to School and Their Influence in This Process. In H. Fabian & A.-W. Dunlop (Eds.), *Transitions in the Early Years: Debating Continuity and Progression for Young Children in Early Education* (pp. 64-75). Routledge Falmer, Taylor & Francis Group. <https://doi.org/10.4324/9780203519851>
- King, M. (2011). Transition in the Classroom. In D. M. Laverick & M. R. Jalongo (Eds.), *Transitions to Early Care and Education: International Perspectives on Making Schools Ready for Young Children - Educating the Young Child, Vol. 4: Advances in Theory and Research, Implications for Practice* (pp. 87-92). Springer.

- Klemenović, J. (2014). *Spremnost za školu u inkluzivnom kontekstu*. Filozofski fakultet Univerziteta u Novom Sadu.
- Ljubetić, M. (2012). *Nosi li dobre roditelje rođa?! Odgovorno roditeljstvo za kompetentno dijete*. Profil International.
- Ljubetić, M. (2013). *Partnerstvo obitelji, vrtića i škole: Vježbe, zadatci, primeri*. Školska knjiga.
- Margetts, K. (2003). Planning Transition Programmes. In H. Fabian & A.-W. Dunlop (Ed.), *Transitions in the Early Years: Debating Continuity and Progression for Young Children in Early Education* (pp. 111-122). Routledge.
<https://doi.org/10.4324/9780203519851>
- McGilp, J. (2001). Lifelong Learning: Schools and the Parental Contribution in Australia. In F. Smit, K. van der Wolf & P. Slegers (Eds.), *A Bridge to the Future: Collaboration between Parents, Schools and Communities* (pp. 117-124). Stichting Katholieke Universiteit te Nijmegen.
- McTaggart, P., & Sanders, M. R. (2003). The Transition to School Project: Results from the Classroom. *Australian e-Journal for the Advancement of Mental Health*, 2(3), 1-12. <https://doi.org/10.5172/jamh.2.3.144>
- Mihić, I., Rajić, M., Miroslavljević, S., Stojić, O. i Lukovnjak, S. (2016). Kućne posete porodicama – primer dobre prakse u seoskom vrtiću. *Pedagoška stvarnost*, 62(3), 397-411.
- Murray, E., McFarland-Piazza, L., & Harrison, L. J. (2015). Changing Patterns of Parent–Teacher Communication and Parent Involvement from Preschool to School. *Early Child Development and Care*, 185(7), 1031-1052.
<https://doi.org/10.1080/03004430.2014.975223>
- O'Toole, L., Kiely, J., McGillicuddy, D., O'Brien, E. Z., & O'Keeffe, C. (2019). *Parental Involvement, Engagement and Partnership in their Children's Education during the Primary School Years*. National Parents Council.
- Pianta, R. C., Kraft-Sayre, M., Rimm-Kaufman, S., Gercke, N., & Higgins, T. (2001). Collaboration in Building Partnerships Between Families and Schools: The National Center for Early Development and Learning's Kindergarten Transition Intervention. *Early Childhood Research Quarterly*, 16(1), 117–132. [https://doi.org/10.1016/S0885-2006\(01\)00089-8](https://doi.org/10.1016/S0885-2006(01)00089-8)
- Polovina, N. (2009). Priprema roditelja za detetov polazak u školu. *Nastava i vaspitanje*, 58(1), 91-103.

- Reichmann, E. (2011/2012). The Transition from German Kindergarten to Primary School: Parents' Role in the Transition Process. *International Journal of Transitions in Childhood*, 5, 22-32.
- Vellymalay, S. K. N. (2013). Effects of Family Size on Parental Involvement in Their Children's Education. *Journal of Human Capital Development*, 6(2), 99-114.
- Zuković, S. (2012). *Porodica kao sistem – funkcionalnost i resursi osnaživanja*. Pedagoško društvo Vojvodine.
- Zuković, S. i Milošević, T. (2019). Značaj osnaživanja i aktivnog uključivanja porodice tokom tranzicije deteta u školu. *Inovacije u nastavi*, 32(1), 53–63. <https://doi.org/10.5937/inovacije1901053Z>

SPEECH DEVELOPMENT IN PRESCHOOL CHILDREN

Nina Mance*  **and Barbara Lamot**

University of Josip Juraj Strossmayer in Osijek, Faculty of Education, Osijek, Croatia

ABSTRACT

Speech development is a complex process influenced by various factors, which are very important. From birth, a child is surrounded by sounds coming from the environment, and for them to be able to produce sounds themselves, they need time and interaction with others. A child often experiences the first interaction with the parents, whose role is to provide the child with a safe and stimulating speaking environment and care for his speech development. As the child grows, they get to know other people, most often the teacher and the children in the educational groups with whom they interact. However, there are children who, despite proper cognitive development, proper hearing, and good health, show certain deviations from proper language development. It is considered that these children follow the course of regular language development, only that it develops more slowly than in children who do not belong to this group. Significant deviations from proper language development make it difficult for children to communicate already in the early years of life, which ultimately results in lower achievements in school.

It is a well-known fact that children acquire knowledge through play, which, in addition to being interesting and fun, provides great benefits. In addition to the environment, language games play an important role in developing speech and speaking skills. Playing language games affects the child's activity and speech training, especially if the child is faced with articulation or other speech disorders already at an early age. The aim of this paper is to raise awareness of the importance of language games in preschool and the child's environment for their normal and overall development. Language games can precisely enable such children to successfully solve challenges.

Key words: *speech, the role and importance of the environment, speech disorders and disabilities, language games*

* E-mail: nina.mance@gmail.com

Introduction

Speech development is a complex process influenced by various factors, which are very important. From birth, a child is surrounded by various sounds coming from the environment, and for them to be able to produce the same themselves, they need time and interaction with others. The child's first interaction is most often with the parents, whose role is to provide the child with a safe and stimulating speech environment and care for their speech development. Language and speech follow certain milestones, for example, the appearance of the first word, the use of gestures in communication, and sentence formation, but if a child develops a deviation in the acquisition of language and speech before the age of three, then we are talking about developmental language disorders.

Deviations from proper language development make it difficult for children to communicate already in the early years of life, which ultimately results in lower achievements in school, and the developmental language disorder is present throughout life.

According to Vrsaljko and Paleka (2018), by the time they start school, all grammar rules should be acquired, even the exceptions that caused problems when mastering grammar because, as research shows, at that stage, errors still sneak in when using words correctly case forms, using number and grammatical rules, therefore a legitimate reaction is necessary in order to create the prerequisites for successful mastery of the mother tongue.

Language games can be one of the most valid reactions because it is a well-known fact that children acquire knowledge through play, which, in addition to being interesting and fun, provides great benefits.

It is a well-known fact that children acquire knowledge through play, which, in addition to being interesting and fun, provides great benefits. Therefore, apart from the environment, language games play an important role in developing speech and speaking skills. Conducting language games, in preschool or at home, affects the child's activity and speech training, especially if the child is faced with articulation or other speech disorders already at the earliest age of life.

The aim of this paper is to raise awareness of the importance of language games in preschool and in the child's environment, as well as for normal and

overall development. The paper will therefore include starting points about speech in general, explain the meaning of the environment in the development of children's speech, give an overview of the most common disorders in speech and language, and emphasize the role of language games for speech development. Also, at the end, examples of language games will be provided.

Speech

Speech is the basis of any communication between two or more people. When we speak, we convey a certain message. Speech is necessary for life so that we can express wishes and needs, intentions, thoughts, feelings or simply convey certain information to the environment. Unlike adults, who receive and process information from the environment, children do not have such well-developed sensory functions that will transmit information and process the received information. In the early years of life, the child is quite limited in this area. The way, pace and direction in which this process will develop depend solely on the child's environment (Miljak, 1984).

Speech development refers to understanding the meaning of a certain word or concept and the ability to connect words and create sentences. Every child is an individual, which means that not all children develop at the same speed and in the same way. Parents play a key role in the development of a child's speech. They are the most important people in a child's life from the moment they are born. A child is a curious being who in their early years of life is just noticing various objects and beings. Over time, they become aware that each person and each object in the environment has its own name and characteristics. Since parents spend the most time with their children, the author Čudina-Obradović (2008) believes that their naming of beings and things, repetition of words and sentences, enrichment of the child's vocabulary, expansion of expressions, listening and speaking to the child have a great influence on the development of speech.

In order for a child's psychological development to be orderly, the basic condition is that the child has acquired speech skills, that they use them in a proper way, and that they can transmit and receive information without difficulty. Miljak (1984) concludes that developing speech also develops some other areas that are important for the child's overall growth and development.

According to Posokhova (1999), the development of speech takes place in the pre-verbal and verbal periods.

Pre-verbal period

The period that begins with the child's birth and lasts until their first meaningful word is called the pre-verbal period. According to the authors Kuvač Kraljević and Kologranić Belić (2015), despite the inability to express their wishes and needs through speech, a newborn can produce sound. The first vocal relationship with the environment is crying. The child's speech begins to develop already in the prenatal age, because the child in the mother's womb hears and listens to her voice, to which it becomes accustomed. The fact that they were exposed to language even before birth confirms that children are ready for the development and acquisition of speech from the moment they come into the world.

In the pre-verbal period, the child sends messages to the environment in many ways. Darwin (1873, according to Kuvač Kraljević & Kologranić Belić, 2015) states that children cry to let their parents know that something is happening, that something is bothering them, that they need and expect something. After a certain time, the child can produce crying sounds in several ways, and they differ depending on the cause of their occurrence. They can convey their physiological needs: that they are hungry, thirsty and/or have physical needs, if they are in pain, if they are nervous, tired... A few weeks after birth, babies start making sounds like cooing. However, in the first month of life, the child cannot perform any movement with the organs responsible for producing speech. It is especially important to monitor whether the child reacts to sound at an early age because this shows whether the child has healthy hearing or whether there is damage, notes Miljak (1984).

A child's first sound structures are quite like words; however, they are not words, but the desire to name and call the environment, which includes objects, phenomena, and people in their life, as Miljak states in his paper (1984).

Škarić (1973, according to Miljak, 1984) children's sound production divides into five entitieslists. They are:

1. Physiological cry present in laughing, crying, moaning, and even in coughing, hiccups and sneezing.

2. Poetic expression referring to a good or bad mood. Singing and humming are mentioned in the poetic expression.
3. Play with speech organs. It involves imitating oneself and sounds from the environment.
4. Expression, that is, the expression of emotions such as anger, joy, fury, etc.
5. Phonic communication that can be observed within and outside speech. Speech expression is divided into global, linguistic, and articulated.

Verbal period

First and second years of life

The period in which the child begins to understand received spoken information and in which the production of language and the creation of the first word with meaning occurs is called the verbal period.

At the beginning of the acquisition of speech, the child uses only a few words that enable them to achieve successful communication with others. A significant role in this period is again played by parents who are able to decode the message sent by the child, as Miljak (1984) points out.

The first word appears most often between the tenth and fourteenth month of life, although there are no specific rules on when it should appear because every child develops in a different way. The first word carries with it multiple meanings and is called a holophrase. This means that the child's first spoken word, most often "mom" can send and mean several messages at the same time: pick me up, feed me, dress me, I am hungry, etc., as Kuvač Kraljević and Kologranić Balić explain in their papers (2015).

According to Kuvač and Palmović (2007), the first spoken word constitutes the beginning of the development of an active vocabulary. Barrett (1995, according to Kuvač Kraljević and Kologranić Belić, 2015) state that the period from the twelfth to the eighteenth month of life is called the period of lexical rapidity, that is, the period when the child's vocabulary begins to grow rapidly. The mentioned period is marked by the words that the child uses to name objects and beings from the environment, as well as the words that the child uses in interaction with others. The number of words thus increases from nine to fifty.

The period of bipartite statements appears not long before the second year of life. By expanding their own vocabulary, the child begins to combine words and ask many more questions than before, emphasized Čudina-Obradović (2008).

Third and fourth years of life

The third and fourth years of life are the periods in which the child is expected to have mastered the basics of the native language.

Kuvač Kraljević and Kologranić Belić (2015) point out that at that age a child becomes aware of the existence of language and its use. They slowly begin to use multi-part sentences in their speech, which are mostly grammatically verified. There is also an understanding of previously unknown concepts and the use of negation, while the questions become more extensive than before.

According to the authors Apel and Masterson (2004), the first three years of life are considered crucial for perfecting proper speech expression at a later age. According to the above, the child should perfect the speech skills that will be used throughout their life by the age of six.

Importance of the environment in the development of a child's speech

Role of the family

Any contact with the child will in some way be positive or negative, affect their physical, psychomotor, cognitive or speech development. The mother is the one who meets the needs of the child from birth and is most often responsible for interpreting the child's signals. Decoding the signals sent by the child will later result in the development of special communication between mother and child. Immediately after birth, parents establish a relationship with their child that is different from their relationship with others. Addressing the child is gentle, important words are often stressed and the child's name is constantly repeated so that the child becomes aware of it as soon as possible. In addition to speaking, it is also important for the mother and the child to look at each other along with head, body and facial expressions. A newborn baby does not understand the words directed at them, but it is really important to speak to the child. According to Miljak (1984), the mother can perform various actions that, depending on the situation, will have a different effect on the child and the child's reactions. This

means that, for example, when the mother approaches the child while talking to them and laughing at the same time, the child, given that he cannot react with speech, will react with body movements or crying. If it is excited, the same activity of the mother directed at the child can result in laughter and vocalization of the child. Although such interactions resemble communication, the fact the mother is still the person who initiates the interaction in their relationship, and the child is only able to react. When interacting with their child, parents will, or at least should, adapt their behaviour to the child's capabilities and capacity to receive and process information. Movements that parents perform in interaction with their child at an early age are slow and mostly repetitive.

The child will express his needs and mood by crying. As they grow, they discover their body and become aware of their ability to act on objects and people. It is also important to be aware of the meaning of the child's cooing, which marks the beginning of speech. Between the sixth and ninth months of life, the child slowly begins to develop memory. They can detect some changes. In order to develop even more, hide-and-seek games are useful, with which, when looking for a toy, the child can be asked questions and at the same time encouraged to think. At that age, the child still cannot speak, but can clearly understand most words and react to them. With the first reactions and visible understanding of words, games with sounds and reading the first picture books can be performed. The child can point and turn the pages, and the parents and/or other family members can name the objects and beings in the pictures. At the age of nine months, it is useful to play hide and seek games, but now using words related to the position and location of the hidden object so that the child begins to notice and learn the meaning of words such as *up-down*, *blow-above*, *front-behind*. Also, a child can learn concepts related to body parts through play, with various stimulating questions from an adult. From nine months to the first year of life, flipping through picture books with a child is different than at an earlier age. The child is able to flip through the picture book on their own, point to certain creatures and objects in the pictures with their finger, and they will answer the questions asked, if not with the smallest possible answer, then certainly with their finger and thereby let it be known that they understand the question that they were asked.

Stories play a big role in the development of a child's life. They can be read or simply talked about without the help of illustrations. Children enjoy

listening to stories, enrich their vocabulary, focus on them and listen actively. In their works, the authors Čudina-Obradović (2008) and Posokhova (2010) mentioned that, due to the rapid decline in concentration, it is necessary to use stories with children at that age that do not last long and in which the same words or phrases are often repeated, with little actions and characters.

The author Miljak, in her paper from 1984, pointed to the achievement of the required conditions for the development of a child's speech and learning, thanks to appropriate and well-organized interaction between parents and children.

The role of the pre-school teacher

A child is faced with the speech of an adult every day, but this is not enough for their speech to develop. Miljak (1984) believes that speech must be addressed exclusively to the child in order to develop attention and be interested in active listening. Along with parents and close family members, pre-school teachers spend most of their time with children. Therefore, the teacher's role is to tell the child as much as possible and at the same time take care that the child understands each of the messages, and to simplify the unclear ones. The preschool teacher can encourage speech in the child by playing joint games in which the child will also actively participate, such as the aforementioned game of hide and seek.

According to Miljak (1984), the achievement of desired communication between the child and preschool teacher implies the existence of:

- good social and emotional connections;
- familiar situations to the child from which communication arises;
- appropriate behaviour and activity of pre-school teachers;
- joint activities of pre-school teachers and children;
- syntax of events from the child's environment.

A pre-school teacher's everyday habit is repeatedly asking questions, and, in addition, motivating children to answer those questions, to communicate and think. If they know the children long enough, they are able to decode the meaning of the children's speech. It is expected that it will encourage communication through play, while supplementing and enriching the child's vocabulary. In order for the child to start expressing themselves verbally and with time less non-verbally, the teacher should gradually ignore non-verbal requests

and accept the verbal ones. It is also important to establish communication on a certain topic, solely based on the child's interests, and to encourage the child to express themselves independently, not to reveal answers for them, but to ask and expect from the child a complete answer and independent thinking, emphasizes Miljak (1984) again.

Both at home and in preschool institutions, children have the opportunity to communicate with the help of various activities. Dramatization games, reading picture books, telling stories, singing, and role-playing various occupations are just some of the activities that require more speaking.

Of course, they do not have to result in a better quality of the child's speech, especially if the children were not exposed to such activities until then and their speech abilities did not have the opportunity to develop.

Petrović-Sočo (1997) emphasizes that in these situations, the preschool teacher must, in addition to encouraging and motivating children to cooperate and accept their answers regardless of the quality of their ability to express themselves, and also use gestures to let children know that they have freedom of expression.

Interaction with peers and older children

While they are surrounded by their families, people who have been with them from an early age, children have a special place in play and communication. All attention is focused on them, every toy is intended for them. When a child transfers to preschool everything changes. Each child is equally important and each child is given special attention, but the attention and care of the pre-school teacher are not focused on just one child. In addition to changing conditions, the amount of speech addressed to the child also changes. According to Miljak (1984), this increases interaction with peers and older children and also changes the child's lifestyle.

Younger children will communicate mostly non-verbally, while slightly older children will use a few words in speech and direct them to other children. Most often, child-to-child communication occurs during play. At that moment, children interact, demand mutual attention, emit vocal expressions and many other things. Social development is especially important for communication between children, which will facilitate the child's path to communication with others. Already at an early age, children differ in their abilities in different areas, including the area of speech. This will depend on the child's abilities and progress in

general, and on the environment from which the child comes. The advantage of child-child communication is that some younger children can improve their speech development in, for example, interaction with older children. By listening to the speech of the older child, the younger child acquires the word, and there is a high probability that they will start using the word daily, in the correct way. Older children in preschool can tell stories to younger children, read picture books, and help them dress.

According to Miljak (1984), children at the age of three find the company of their peers more easily and form groups with the aim of playing together, which means that younger children are more inclined to change groups more quickly, depending on their interests and current moods.

Children's independent and burden-free communication with both children and adults with whom they may or may not have common interests is a process that is not achieved all at once, not even in a specific situation, or age. This requires only time, and the beginning of communication begins with the formation of groups, which will result in children getting to know each other with the support of educators and other important adults in the child's life. Zimmermann (1989) and Boekaerts and Cascallar (2006) share the opinion that the interaction a child achieves with their peers and preschool teachers is especially important for overall development.

Speech and language disabilities and disorders

Language disorders

Late language development

Just like children who master speech skills at the age expected for language acquisition, there are also those children who, despite proper cognitive development, proper hearing, and good health, show certain deviations. Roth and Worthington (2005, according to Kologranić Belić et al., 2015), believe that these children follow the course of regular language development in their development, only that it takes place at a much slower pace than in children who do not belong to that group. While with children with regular language development words would appear around their first year of life, when it comes to children with delayed language development, words would appear from six

months to one year later. Accordingly, significant deviations are visible that make it difficult for children to communicate already in the early years of life, which will result in lower achievements in school. Ellis and Thal (2008, according to Kologranić Belić et al., 2015) state some of the characteristics of late language development:

- production of vowel errors and atypical errors;
- delay in the babbling phase and the appearance of the first word;
- lack of interest in symbolic play;
- the phonological system is limited;
- syllabic structures are limited or much simpler;
- at an early age, they produce gestures more often than with children with regular language;
- they demonstrate a delay in acquiring grammar after the second year of life.

Language disabilities

As already stated in the previous chapter, children whose language development is delayed start speaking later, and the deviations in their expression are more and more apparent. Language disabilities, in addition to affecting the quality of communication, that is, the mutual processing of information, also affect the child's social skills.

According to the authors Kologranić Belić et al. (2015), children with an observed language disability after the age of three show the following:

- they have difficulty acquiring unfamiliar words,
- the formation of two-term and multi-term expressions is delayed,
- the phonological system is slowed down,
- knowledge of the basics of the mother tongue comes later,
- pronunciation mistakes,
- lack of communication, and if present, it is too simple.

There are two types of language disabilities: receptive and expressive language disabilities. Receptive refers to understanding that is below the level expected for the child's chronological age. Tomblin et al. (1997, according to Kologranić Belić et al., 2015), state that in addition to this disability, children also have features of expressive language disabilities. Expressive language disabilities refer to language production that is incomplete given the child's age and expectations.

Like other disabilities that may arise, it is important to detect and prevent language disabilities early. In the beginning, disabilities can indicate various causes; the child is pampered so they will not speak nicely, they are still small and will learn, and so on. However, ignoring early indicators of language disabilities can ultimately leave a big mark. According to Kologranić Belić et al. (2015), concerns about the child's speech progress appear most often already when the child starts school, when the deviations in the understanding of school content are visible, but by then it is already too late.

Speech disorders

Speech disorders are becoming more and more common today. There are many of them, and only some of them are articulation disorders and children's speech apraxia, which appear already at an early age.

Articulation disorders

Articulation disorders are disorders in the pronunciation of sounds.

„When a child is expected to pronounce a certain sound correctly, and they do not do so, it goes beyond the framework of developmental errors and represents an articulation disability“ (Kologranić Belić et al., 2015, 70).

In children with the mentioned disorder, there is an inaudible realization of a certain sound, which we call omission. The child pronounces a particular sound incorrectly, and this is called distortion. And the third, but no less important concept of substitution – refers to the replacement of one sound with another, according to Kologranić Belić et al. (2015).

Farago et al. (1988, according to Kologranić Belić et al., 2015), divided into sigmatism (inability and/or difficulty to pronounce the sounds *s, z, c, š, ž, č, ć, dž, đ*), lambdacism, which includes difficulties in pronouncing the sound *l*, and rhotacism, which refers to difficulties in the pronunciation of the sound *r*.

Articulation disorders are divided into organic and functional (Posokhova, 2005 according to Kologranić Belić et al., 2015). The organic ones are caused by changes in the speech organs, such as irregularities in the teeth and/or bite and similar phenomena, while functional ones refer to insufficient dexterity of the speech organs.

Phonological disorders are often closely related to articulation disorders, and it is important to emphasize that there is a significant difference between them. Articulation disorders refer to the inability to produce sound due to motor skills, while

phonological disorders refer to difficulties on a mental level, point out (Bauman-Waengler, 2000; Blaži and Arapović, 2003 according to Kologranić Belić et al., 2015.).

Speech apraxia

Valleman (2003, according to Kologranić Belić et al., 2015), states that children's praxis is the ability to create movements to perform a desired action or movement. Therefore, children's apraxia would mean the inability to create the desired movements and actions.

Children's speech apraxia is a motor speech disorder that includes difficulties in pronouncing sounds, words and syllables. These difficulties are not due to muscle weakness or paralysis. The child mostly knows what they want to say, but simply cannot pronounce it (ASHA, 2007, according to Kologranić Belić et al., 2015).

ASHA (2007, according to Kologranić Belić et al., 2015) lists the characteristics that indicate apraxia of speech, namely:

- cooing does not appear in a newborn;
- the first word does not appear at the expected time;
- they avoid more difficult words, and use simpler words to them, with difficulty in combining words;
- they understand more than they can say;
- they have difficulty imitating speech.

In addition to the above-mentioned, it is believed that speech apraxia can also affect motor skills and coordination.

Children's apraxia of speech appears in one to two per thousand children, and together with other difficulties, it forms a group of disabilities that we call specific learning difficulties, according to Kologranić Belić et al. (2015).

Autism spectrum disorder

As already mentioned in the earlier chapters, and already generally known, communication is necessary for life and for transmitting and/or receiving information. However, there are children whose right to communication is limited or disabled for health reasons. Kologranić Belić et al. (2015) define an autism spectrum disorder as a difficulty in communication and interaction with others with repetitive patterns of behaviour and/or interests. Already in the first year of life, changes can be observed in children that point to a disorder on the autism spectrum. They behave unusually, make different movements, speak unintelligibly, and what they say does not make

sense, and they have very slow reactions to stimuli and the environment. In addition, they avoid close contact with people, avoid eye contact, and do not show enough emotions and interest. All these factors usually affect whether they will be accepted and whether they will achieve and build friendships or not. Their communication is significantly difficult for all the reasons already mentioned.

Language games

Game characteristics

„Play is a natural human activity. Playing with language, which is one of the basic ways of communication, and then of conveying ideas, feelings and desires, not just information, is also a natural human activity.“ (Peti-Stantić & Velički, 2008, 5)

Play is often considered an activity aimed at entertainment. However, this is not always the case. From the perspective of a child who has a desire to play, the goal and result may be fun, but there is much more behind it. In spontaneous play, children not only have fun, but also learn to walk, speak, explore, reflect, create experiences, and develop skills in all areas of development, as pointed out by Peti-Stantić and Velički (2008).

Every game, even a spontaneous one, has certain rules that must be respected. In the game, trust and respect among the participants are also important. Adults should encourage children during the game that there is always the possibility of either winning or losing and that everyone can make mistakes. In this way, children are made to know that whatever they do, they will not do it the wrong way. They free themselves in communication and enter the game with confidence. In the moments when adults cannot join the game for a certain reason, Peti-Stantić and Velički (2008) agree that their role is to be an observer who will control and direct the course of the game.

The role of language games

„Language play can be defined most simply and accurately as a space in which adults and children free themselves in their own language, in which they genuinely enjoy it by intuitively mastering the rules and acquiring the ability to act in accordance with the rules or (consciously) breaking them. While playing, children, like adults, only much more intuitively, constantly walk between two linguistic worlds,

one regular and common and the other distant, irregular, and characterized by peculiarities“ (Peti-Stantić & Velički, 2008, 7).

Language games, as well as other games, are played according to pre-set rules. The use of language in the game results in creativity and freedom of speech, and subsequently in the development of speech, the expansion of children’s vocabulary and the development of auditory attention.

Concentration on sounds from the environment is necessary for life because with its help we listen and understand what we hear. As the child grows, they acquire certain elements of their mother tongue, so they spontaneously begin to understand phonemic sounds and notice the differences in words such as “bike” and “hike”.

In her work, the author Ilona Posokhova (2010) lists the games intended for the development of listening and speaking, the development of auditory attention, phonemic hearing, and phonological awareness.

Language games for the development of speaking

According to Posokhova (2010), there are several types of games that are used in the development of a child’s speech, namely:

Games for expanding vocabulary.

1. Words - enemies

The rock is hard, and the pillow is...

The sky is up, and the ground is...

The salt is salty, and the sugar is...

In the game, a person pronounces a sentence that the child completes, and it refers to the pairing of opposite concepts. The game is intended for children older than the age of three.

2. Colourful game

The game takes place in a way that the person says one colour, and the child then comes up with as many objects of that colour as possible. Several people can participate in the game, and it is intended for children aged three to four.

Examples:

Red: tomato, apple, blood...

White: snow, milk...

Blue: sky, sea...

Yellow: sun, chicken...

3. Say the right word.

The person utters incomplete sentences. The child's task is to complete the sentence with a verb. In order for the child to adopt the rules of the game as easily as possible, it is necessary to state a few sentences before the very beginning of the game.

Examples:

A rabbit jumps and a fish swims.

We boil eggs and roast meat.

We are awake during the day, and at night...

4. Listen and discover the unusual

During this game, a person utters sentences with unusual, twisted, or incorrect content. The child listens to the sentence, notices the unusual content and tries to pronounce it correctly.

The dog meows.

The cat barks.

The foot is on the sock.

5. I say it silently, you say it loudly.

The purpose of this language game is to practice correct articulation. A person silently pronounces the words, and the child guesses which word it is. When the child recognizes a word, they pronounce it loudly and clearly (according to their own abilities).

Games for the development of meaningful speech

1. Make a sentence.

The person starts the sentence and the child completes it. It is necessary to say a few sentences before the game starts so that it is as clear as possible to the child what they have to do.

Examples:

The children are going to school.

The gardener is watering the flowers in the garden.

The dog is chasing...

2. Because...

The person says the first part of the sentence, and the child then produces an ending that must be logical. The goal of the game is to complete the sentence with the conjunction "because."

Examples:

It is hot outside because...

I wear sunglasses in the summer because...

There are no apples left on the branches because...

Games for the development of auditory attention

1. Where did it ring?

The child is sitting with their eyes closed. A person can pick up a rattle or some other object that makes a specific sound. The child's task is to guess from which direction the sound is coming and show it with their hand. The game is intended for children aged two to four.

2. Guess who rang?

All the players are sitting in a circle while there is one child in the middle of the circle with eyes closed. The players pass an object that makes a sound or, for example, one of the players claps their hands. The child then opens their eyes and guesses which player made the sound. The game is intended for children aged two to four.

3. What is edible?

The person says words that sound remarkably similar but are not the same. The child's task is to recognize and repeat the word denoting something edible. The game is intended for children aged three to four.

Examples:

Shake-cake-break

Heat-meat-beat

4. Quiet-loud movement

A person can hit an object or clap his hands in several ways: softly, loudly, and very loudly. Children can be arranged in a line so that they move following the volume of the applause: softly – walking on their toes, loudly – walking with full feet and very loudly – running. Children who make mistakes go to the last position. The game is intended for children aged two to four.

The importance of fine motor skills for speech

Like adults, for certain reasons, children use their hands to communicate with others. They connect sensory skills and movement. From an early age, a child gets to know the world through touch. Velički and Katarinčić (2011) believe that the child, although they do not yet speak, know a lot about the environment thanks to their tactile senses.

In order for the child's speech development to progress, it is important to carry out games and/or fine motor exercises. For such exercises, we can use a finger, several fingers or the whole hand.

Finger games were mentioned by Osmanova (2010) in her paper, and some of them are:

1. Kokica pije vodu
*Prste naprijed stavi,
Kokicu napravi.
Gore-dolje kljunić smije
Da polako vodu pije.*

The game is played by children imitating the beak. They do it by bringing all the fingers together and making the movements from the wrist. The person says the words which the child then follows with movements. The game is intended for children at the age of two.

2. Little House
*Prstiće smo spojili,
Dlanove razdvojili.
Kućica sad ima nov,
Od ručica mojih krov.*

This game is played by children listening to the person speaking and they try to pronounce the words together. During this time, while speaking, the child joins the tips of their fingers to make the shape of a roof with their hand.

3. This little finger
*This one fell into the water,
this one gave him his hand,
this one gave him food,
this one gave him a drink,
and this one tickled him.*

During this game, we rub and twist one finger at a time, starting with the thumb.

4. I am a dwarf.
I am a dwarf and I live in a cap, (We form a cap with our hands above our heads.)
I think about this and that, what could I do (we put our palms on our faces and move our heads left-right.)
I could... hide. (We cover our face with our hands.)

(In the last verse, children choose what they could do, e.g. clap, send kisses, wash their faces...)

5. Catch the word.

A person pronounces a series of words and the child should clap their hands when the person says a word that is different from other words.

Examples:

Hand, hand, hand, foot, hand

Ear, ear, ear, nose, ear

Rain, rain, rain, sun, rain

Summer, winter, summer, summer

Conclusion

Language is a basic means of communication and should be developed from an early age in the most correct way possible so that there are no consequences at a later age, namely disabilities and disorders of language and speech. In addition to the consequences that may arise, there is also the fear of not being socialized, which is increasingly present due to the excessive use of social networks, which ultimately results in weak or minimal communication with others. Nowadays, people are constantly in a rush, exposed to various forms of stress, work, home, family – a lot of obligations. For the above reasons, children are often in front of TV screens, mobile phones, and computers. At every opportunity, they rely on their friends, the so-called “media”, and they lack real experiences, feedback – this is good and/or this is bad. From the first signs of speech, the child needs to be listened to, encouraged and motivated. A significant role in the development of speech and prevention of possible consequences is played by the environment, which is the child’s first stimulus, help in the world that they are just discovering. Speech can be encouraged in various ways, as already pointed out in the paper: by telling stories, flipping through picture books together, spontaneous and/or deliberate conversation, singing and the like. The advantage of language games is that they do not determine either place or time. Children can enjoy playing language games however it suits them and in whatever circumstances they find themselves – on the playground, at home, on the grass, while bathing, dressing, lying down, travelling... it is important to be the child’s partner in play and learning, as well as an observer in the same. It is also important to know how to provide high-quality language content that the child will manipulate, test their

own abilities, and gain new knowledge and fully acquire it. A child primarily learns through play, be it consciously or unconsciously, and connecting language and play means success: speech development and expansion of vocabulary and the ability to communicate with others in everyday situations. Therefore, language games are a quality and unforgettable experience for every child – language games that, with a little expertise, turn learning into fun and entertainment.

RAZVOJ GOVORA KOD DECE PREDŠKOLSKOG UZRASTA

APSTRAKT

Razvoj govora je veoma važan i kompleksan proces koji je pod uticajem različitih faktora. Od rođenja dete je okruženo zvukovima iz okruženja. Da bi dete moglo da progovori, neophodno je vreme i interakcija sa drugima. Dete najčešće iskusi prve interakcije sa roditeljima, čija je uloga da obezbede detetu sigurno i stimulativno okruženje koje podstiče govor i da se brinu o razvoju govora kod deteta. Kako dete raste upoznaje druge ljude, najčešće vaspitače i decu u obrazovnim grupama u koje je uključeno. Međutim, postoje deca koja dobro čuju, imaju očekivani kognitivni razvoj i dobrog su zdravlja, ali ipak pokazuju određene devijacije u odnosu na pravilan razvoj govora. Smatra se da ova deca prate regularan razvoj govora, samo što se taj razvoj odvija sporije. Značajne devijacije u odnosu na očekivan razvoja govora otežavaju komunikaciju već od prvih godina života, što može da uzrokuje niža postignuća u školi.

Opšte je poznato da deca uče kroz igru koja, pored toga što sadrži element zabave, pruža i mnoge benefite za dete. Pored okruženja, govorne igre imaju značajnu ulogu u razvoju govora i veština govora. Igranje govornih igara utiče na detetovu aktivnost i treniranje govora, posebno ukoliko je dete suočeno sa problemima artikulacije govora ili drugih govornih teškoća u ranom uzrastu. Cilj ovog rada jeste da se podigne svest o važnosti implementacije govornih igara u predškolskim ustanovama i u dečije okruženje za njihov normalan razvoj. Govorne igre mogu da omogućće deci sa govornim poteškoćama da uspešno prevazilaze potencijalne izazove.

Ključne reči: *govor, okruženje za učenje, govorni poremećaji, govorne igre.*

References

- Apel, K. & Masterson, J.J. (2004). *Jezik i govor od rođenja do 6. godine – Od glasanja do početne pismenosti – potpuni vodič za roditelje i odgojitelje* [Language and Speech from Birth to the Age of 6 - From Voicing to Early

- Literacy - The Complete Guide for Parents and Educators]. Ostvarenje d.o.o.
- Boekaerts, M. and Cascallar, E. (2006) How Far Have We Moved Toward the Integration of Theory and Practice in Self-Regulation? *Educational Psychology Review*, 18 (3), 199–210.
<https://psycnet.apa.org/doi/10.1007/s10648-006-9013-4>
- Čudina – Obradović, M. (2008). *Igrom do čitanja. Igre i aktivnosti za razvijanje vještina čitanja* [Through play to reading. Games and activities to develop reading skills]. Školska knjiga.
- Kologranić Belić L., Matić, A., Olujić, M. i Srebačić, I. (2015). Jezični, govorni i komunikacijski poremećaji djece predškolske i školske dobi [Language, speech and communication disorders of children of preschool and school age]. U: J. Kuvač Kraljević (Ur.), *Priručnik za prepoznavanje i obrazovanje djece s jezičnim teškoćama* (str. 64-77). Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu.
- Kuvač Kraljević, J. & Kologranić Belić L. (2015). Rani jezični razvoj [Early language development]. U: J. Kuvač Kraljević (Ur.), *Priručnik za prepoznavanje i obrazovanje djece s jezičnim teškoćama* (str. 24-34). Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu.
- Kuvač, J. & Palmović, M. (2007). *Metodologija istraživanja dječjeg jezika* [Methodology of children's language research]. Naklada Slap.
- Miljak, A. (1984). *Uloga komunikacije u razvoju govora djece predškolske dobi* [The role of communication in the speech development of preschool children]. Školske novine.
- Osmanova, G. (2010). *Sto pedeset igara prstićima* [One hundred and fifty games using fingers]. Planet Zoe d.o.o.
- Peti-Stantić, A. & Velički, V. (2008). *Jezične igre za velike i male* [Language games for young and old]. Alfa d.d.
- Petrović-Sočo, B. (1997). *Dijete, odgajatelj i slikovnica: akcijsko istraživanje* [The child, the educator and the picture book: action research]. Alineja d.d.
- Posokhova, I. (1999). *Razvoj govora i prevencija govornih poremećaja u djece* [Speech development and prevention of speech disorders in children]. Ostvarenje d.o.o.
- Posokhova, I. (2010). *Dvjesto logopedskih igara* [Two hundred speech therapy games]. Planet Zoe d.o.o.

- Velički, V. & Katarinčić, I. (2011). *Stihovi u pokretu* [Verses in motion]. Alfa d.o.o.
- Vrsaljko, S. & Paleka, P. (2018). Pregled ranoga govorno-jezičnoga razvoja [Overview of early speech - language development]. *Magistra ladertina*, 13(1), 139-159. <https://doi.org/10.15291/magistra.2824>
- Zimmerman, B.J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329-339. <https://psycnet.apa.org/doi/10.1037/0022-0663.81.3.329>

UNIVERZITET U NOVOM SADU

FILOZOFSKI FAKULTET

Dr Zorana Đinđića 2.

21000 Novi Sad

Tel: +381214853900

www.ff.uns.ac.rs

Elektronsko izdanje

Priprema elektronskog izdanja

Igor Lekić

CIP - Каталогизација у публикацији
Библиотека Матице српске, Нови Сад

37

ZBORNİK Odseka za pedagogiju [Elektronski izvor] /
Filozofski fakultet u Novom Sadu, Odsek za pedagogiju ;
glavni i odgovorni urednik Jovana Milutinović. - [Onlajn izd.]. -
Elektronski časopis. - 2016, sv. 25- . - Novi Sad :
Filozofski fakultet, 2016-

Način dostupa (URL): <http://zop.ff.uns.ac.rs/index.php>. - Je nastavak:
Зборник - Универзитет у Новом Саду. Филозофски факултет.
Одсек за педагогију = ISSN 1450-782X

ISSN 2466-5207
COBISS.SR-ID 310195975
