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TRANSFORMACIJA VISOKOG OBRAZOVANJA - NEMOGUĆA MISIJA ILI RAZVOJNA ŠANSKA?

Univerzitet u Sarajevu i Ministarstvo za nauku, visoko obrazovanje i mlade Vlade Kantona Sarajevo organizovali su Savjetovanje „Budućnost obrazovanja: Visoko obrazovanje za održivi razvoj 2030“ kao odgovor na globalne trendove transformacije društva i kao odgovor potrebama bosansko-hercegovačkog društva za boljim obrazovanjem kao temeljom potrebnog progresa. Ključni izazov za naše društvo, a samim tim i Univerzitet u Sarajevu, je način na koji promatramo i organiziramo učenje i obrazovanje, a posebno u kontekstu brzog mijenjanja tehnološkog, ekonomskog i društvenog razvoja.

Tokom priprema i organizacije savjetovanja, kao i u samom pozivu izlagačima, istaknuto je da je cilj savjetovanja sagledavanje sveukupne situacije u oblasti visokog obrazovanja na Univerzitetu u Sarajevu te da se kroz sinergijsku viziju izlagača i učesnika potraže odgovori na pitanja šta je potrebno mijenjati i šta treba prestat radi, a šta treba nastaviti radi, ali unapređivati i dalje razvijati.

Učesnici savjetovanja nude odgovore na ova i druga pitanja sa fokusom na specifične teme transformacije visokog obrazovanja:

- Doprinos akademskog i nenastavnog osoblja u tri osnovne dimenzije: obrazovanje, naučnoistraživački rad i odgovor na potrebe zajednice
- Digitalizacija i digitalna transformacija društva i visoko obrazovanje: stanje, perspektive i izazovi
- Inkluzivno obrazovanje i savremeni pedagoški pristupi
- Novi oblici obrazovanja

Savjetovanje je održano 25. januara 2022. na Univerzitetu u Sarajevu – Fakultetu političkih nauka, na Institutu za društvena istraživanja Fakulteta političkih nauka i bilo je otvoreno i za online pristup učesnicima, i cjelokupan tok Savjetovanja je dostupan na platformi YouTube na sljedećem linku: [Budućnost obrazovanja: Visoko obrazovanje za održivi razvoj 2030](#). Važno je

podsjetiti se konteksta održavanja Savjetovanja: pola godine nakon zaokruženja procesa integracije Univerziteta u Sarajevu, tokom procesa izrade prijedloga novog Zakona visokog obrazovanja za Kanton Sarajevo, i u toku pandemije COVID-19 koja postavlja pred Univerzitet izazov urgentne organizacije nastave ne daljinu.

U svojim naučnim i stručnim radovima koji su sadržani u ovom posebnom izdanju univerzitetskog časopisa „Pregled“ autori daju odgovore na postavljanja pitanja, ali i sami postavljaju nove izazove kojima se suprotstavljaju *status quo*, predviđaju promjene u okruženju i nude interpretaciju i objašnjenja kojima se podržava donošenje važnih strateških odluka u današnjem kontekstu nepotpunih i promjenjivih opservacija o stanju društva, ekonomskog i tehnološkog razvoja. Značajno je uočiti da su zastupljeni autori koji dolaze iz različitih disciplina, sa svih šest grupacija Univerziteta u Sarajevu, predstavnici akademske zajednice, menadžmenta, neakademske osoblja, kao i učesnici Savjetovanja sa drugih univerziteta iz Bosne i Hercegovine, koji su se aktivno uključili u rad Savjetovanja.

Važno je i podsjetiti se uvodnog izlaganja ministricе prof. dr. Aleksandre Nikolić, čiji naslov je preuzet za cjelokupno uvodno izlaganje:

„Transformacija visokog obrazovanja je proces koji predstavlja unapređenje (već) zastarjelih sistema visokoškolskog obrazovanja u one nove i savremene. Navedeno unapređenje tj. transformacija u krajnjem smislu jeste jedna cjelokupna **transformacija društva** s obzirom na to da je krajnji cilj takvog procesa stvaranje zadovoljnih studenata koji su u stanju da autentično misle i da noseći odgovornost za svoja razmišljanja **daju doprinos društvu u kojem se nalaze.**

Savremeni sistemi visokog obrazovanja u odnosu na one zastarjele podrazumijevaju postepenu promjenu mnogobrojnih principa od kojih se u kontekstu ovog izlaganja mogu izdvojiti sljedeći:

- prije svega, transformacija kao takva treba biti pokrenuta novim tj. savremenim tehnologijama,
- studijski programi u savremenim sistemima trebaju stvarati mrežu koja omogućava cirkulaciju ljudi, praksi, politika i inspiracije,
- akademska zajednica treba preuzeti ulogu lidera, a ne radnika koji izvršavaju i obavljaju ono što je naređeno (dakle, treba preuzeti ulogu onih koji su, u slučaju Univerziteta u Sarajevu zapravo i osnovali Univerzitet kako bi povukli društvo u njegovoj obnovi nakon II svjetskog rata),

- znanje se treba učiniti sasvim otvorenim i dostupnim,
- fenomen transdisciplinarnosti treba predstavljati ideal ka kojem se teži, a to nužno podrazumijeva otvaranje mogućnosti za djelovanje kreativnog i slobodnog uma,
- dubinsko produbljivanje razumijevanja (vlastitih) akademskih oblasti treba promijeniti puku informisanost s obzirom na to da je odveć jasno da samo informacija nije dostatna, već je potrebno razmišljati kontekstualno.

Postepenost transformacije društva kroz visoko obrazovanje može se ogledati kroz *tri faze*:

- *Faza „tornja od slonovače“* – pojam koji se odnosi na zastarjele sisteme, koji u suštini označavaju zatvorenost akademske zajednice unutar „same sebe“ (određenih disciplina) tj. potpunu institucionalnu zatvorenost,
- *Faza „decentralizacije“* – pojam koji označava jednu prelaznu fazu u kojoj više ne postoje samo određeni centri moći (centri moći su decentralizovani), ali i dalje nije ostvaren ideal potpune otvorenosti i dostupnosti znanja društvu,
- *Faza „distribuirane moći“* – faza u kojoj je moć podjednako distribuirana a ne samo decentralizovana; dakle, faza u kojoj akademska zajednica biva potpuno otvorenom (po svim mogućim aspektima) i koja, prema tome, preuzima odgovornost za znanja koja proizvodi i koja tako dostupna u kranjem slučaju trebaju biti **korisna društvu**.

Akademska zajednica ima zadatak da stvara *socijalne inovacije* tj. da stvara nove forme da bi se moglo odgovoriti potrebama društva i da bi se mogla preuzeti uloga „lidera i agenta promjene“. Akademska zajednica mora ostvariti **autonomiju**, i to kroz četiri dimenzije: (1) finansijsko upravljanje vlastitim sredstvima, (2) mogućnost samoorganizacije, (3) akademske slobode i (4) osmišljavanje vlastite politike zapošljavanja.

Da li će transformacija visokog obrazovanja biti nemoguća misija ili razvojna šansa zavisi samo od nas i od našeg razumijevanja date problematike – promišljanje o Univerzitetu u Sarajevu je promišljanje o budućnosti Bosne i Hercegovine!“

HIGHER EDUCATION TRANSFORMATION - MISSION IMPOSSIBLE OR CHANCE FOR DEVELOPMENT?

The University of Sarajevo and the Sarajevo Cantonal Government's Ministry of Science, Higher Education and Youth organized the Consultation "The Future of Education: Higher Education for Sustainable Development 2030" both as a response to global trends in the societal transformation and a response to the Bosnian-Herzegovinian society's needs for better education as the foundation of the necessary progress. The key challenge for our society, and therefore the University of Sarajevo, is the way we observe and organize learning and education, especially within the context of rapidly changing technological, economic and social development.

During the preparation and organization of the consultation, as well as in the invitation to the presenters, it was highlighted that the goal of the conference is reviewing the overall situation in the higher education field at the University of Sarajevo and to seek answers to the questions of what needs to be changed and what needs to be stopped through the synergistic vision of the presenters and participants. to do, and what should be continued to be done, but improved and further developed.

The conference participants have offered answers to these and other questions with a focus on specific topics of the transformation of higher education:

- Contribution of academic and non-teaching staff in three basic dimensions: education, scientific research and response to community needs*
- Digitization and digital transformation of society and higher education: state, perspectives and challenges*
- Inclusive education and modern pedagogical approaches*
- New forms of education*

The conference was held at the University of Sarajevo - Faculty of Political Sciences, at the Institute for Social Research with the Faculty of Political Sciences on 25 January 2022 and was also open for online access to participants, and the entire course of the consultation is available on the YouTube platform at the following link: [Budućnost obrazovanja: Visoko obrazovanje za održivi razvoj 2030 - The Future of Education: Higher education for sustainable development in 2030](#). It is important to remember the context of holding the Consultation: half a year after the completion of the

integration process of the University of Sarajevo, during the process of drafting the proposal for the new Law on Higher Education for the Canton of Sarajevo, and during the COVID-19 pandemic, which presents the University with an urgent challenge organizations continue not distance.

In their scientific and professional works, which are contained in this special edition of the university journal *Pregled*, the authors provide answers to questions, but they themselves pose new challenges that oppose the status quo, predict changes in the environment and offer interpretations and explanations that support making important strategic decisions in today's context of incomplete and changing observations about the state of society, economic and technological development. It is important to note that there are authors from different disciplines, from all six groups of the University of Sarajevo, representatives of the academic community, management, non-academic staff, as well as participants of the Conference from other universities from Bosnia and Herzegovina, who actively participated in work of Conference.

It is also important to mention the introductory speech delivered by Minister Prof. Dr. Aleksandra Nikolić, whose title was adopted for the entire introductory presentation:

"The transformation of higher education is a process that represents the improvement of (already) outdated systems of higher education into new and modern ones. The said improvement, i.e. transformation in the ultimate sense is an overall **transformation of society**, given that the ultimate goal of such a process is the creation of satisfied students who are able to think authentically and to take responsibility for their thoughts and **contribute to the society** in which they find themselves.

Modern systems of higher education, compared to outdated ones, imply a gradual change of numerous principles, of which the following can be singled out in the context of this presentation:

- first of all, the transformation as such should be initiated by a new i.e. modern technologies
- study programs in modern systems should create a network that enables the circulation of people, practices, policies and inspiration
- the academic community should assume the role of leaders, not workers who carry out and carry out what is ordered (therefore, they should assume the role of those who, in the case of the University of

Sarajevo, actually founded the University in order to help society in its reconstruction after World War II)

- *knowledge should be made completely open and accessible*
- *the phenomenon of transdisciplinarity should represent an ideal to which one strives, and this necessarily implies the opening of possibilities for the action of a creative and free mind*
- *in-depth deepening of understanding of (own) academic fields should change mere information, given that it is all too clear that only information is not enough, but it is necessary to think contextually*

The gradual transformation of society through higher education can be reflected in three phases:

- *The “ivory tower” stage – a term that refers to the abandoned systems, which essentially mean the closure of the academic community within “itself” (certain disciplines), i.e. complete institutional closure*
- *“Decentralization” stage - a term that denotes a transitional phase in which there are no longer only certain centers of power (the centers of power are decentralized), but the ideal of complete openness and availability of knowledge to society has still not been realized*
- *“Distributed power” stage – phase in which power is equally distributed and not just decentralized; therefore, the phase in which the academic community becomes completely open (in all possible aspects) and which, therefore, takes responsibility for the knowledge it produces and which is thus available should ultimately be **useful to society***

*The academic community has the task of creating social innovations, i.e. to create new forms in order to respond to the needs of society and to assume the role of “leader and agent of change.” The academic community must achieve **autonomy** through four dimensions: (1) financial management of its own resources, (2) the possibility of self-organization, (3) academic freedom, and (4) designing its own employment policy.*

Whether the transformation of higher education will be an impossible mission or a development opportunity depends only on us and on our understanding of the given issue - thinking about the University of Sarajevo is thinking about the future of Bosnia and Herzegovina!”