

In Memoriam



Dušan Savićević 1926-2015.

Alan Knox, Jost Reischmann

Remembering Dušan Savićević

A reputable colleague and dear friend has left us. He was respected internationally and one of the founding members of the academic discipline of the lifelong and lifewide adult learning and education.

His international presence covers nearly a half century, as Alan Knox, University of Madison, USA, and former president of the American Association of Adult Education remembers: "Our friendship and correspondence begun in 1967, continued for almost 50 years. Dusan and I first met when I was professor of adult education at Teachers College, Columbia University, in New York. He had had received a Ford Foundation fellowship and was to be in Toronto for a week followed by Boston University summer session conference at Exeter where Malcolm Knowles and Alexander Charters were participants. Fifteen years

later, Dusan received a Fulbright fellowship for three months with our graduate program at the University of Wisconsin where he stayed in our house, met with faculty and students, and spend many hours in the library copying materials - he checked his suitcase on the plane back to Belgrade, but carried these “valuable Xerox copies” in his personal bag inside the plane. In 1987, my wife Linda and I received a Fulbright fellowship for three months with Dusan and his colleagues and students at the University of Belgrade.”

One of the tragedies in his life was when he became excluded from the International exchange through the breaking up of Yugoslavia and the war when Serbian passports did not allow travel abroad. This was especially hurting for a polyglot scholar: Beside other places throughout Europe he had been a visiting professor at Simon Rodriguez University of Venezuela, University of Wisconsin, Madison, and People’s Normal University, Beijing, China. He received fellowships from the Danish government, Chilean government, Ford Foundation and Fulbright Foundation to study adult education; he also participated in many national and international conferences and projects, and helped in founding some international non-governmental organizations, working with UNESCO, OECD and Council of Europe. That all became blocked through the sad political situation in and after the 1990’s.

Jost Reischmann, Bamberg University, Germany, and Vice-President of the International Society for Comparative Adult Education (ISCAE) remembers that time: “I met Dusan the first time face-to-face in the mid-1990’s at a conference in Belgrade, supported by dvv-international. I knew him only from literature and what I heard from other colleagues and - being a generation younger - was a bit shy to talk to the ‘great’ Dusan Savicevic. But he was very kind and interested (which became confirmed in the following years when I met him more often). And he told me - and I recognized how moving this was to him: ‘You are lucky that you can travel!’

The time to be able to travel came back. It was for him and for us as his friends a great event when he became inducted into the “International Adult and Continuing Education Hall of Fame” in 2006 in Bamberg, Germany, together with other colleagues who had shared decades of academic development and history (<http://halloffame-europe.andragogy.net/2006-Bamberg/06-HOF-Bamberg.html>). The explanation why he was inducted in this reputable organization provides a good view of what he contributed to the discipline and field (<http://halloffame.oureach.ou.edu/2006-European/savicevic.html>):

“For nearly 50 years, Dusan Savicevic, Ph.D., has made major contributions to the field of adult and continuing education and is re-

garded as one of the leading experts in andragogy (adult education) in South-Eastern Europe. He has worked internationally, in institutions for the development of modern adult education, participating in efforts aimed at enabling all categories of adults to assume greater responsibilities in their professional life and society.

Savicevic's greatest theoretical contributions in the field of lifelong learning are in clarifying the concept of andragogy and education and learning of adults, in setting up strategies for recurrent education, in comparative education of adults, in methodology of research in adult education, in the concept of educational needs of adults, in contemporary concepts in andragogy, in history and evolution of andragogical ideas, and in the philosophical basis of andragogy, as well as in clarifying the process of learning and aging.

Dusan became internationally visible especially in the English speaking world more or less by a misunderstanding. Malcolm Knowles, sometimes being portrayed by his disciples as 'the father of adult education in the USA', describes his encounter with Dusan and the term "andragogy" as follows:

"... in 1967 I had an experience that made it all come together. A Yugoslavian adult educator, Dusan Savicevic, participated in a summer session I was conducting at Boston University. At the end of it he came up to me with his eyes sparkling and said, 'Malcolm, you are preaching and practicing andragogy.' I replied, 'Whatagogy?' because I had never heard the term before. He explained that the term had been coined by a teacher in a German grammar school, Alexander Kapp, in 1833 ..." (Knowles 1989, p. 79).

Malcolm Knowles liked the term "andragogy" so much that he glued this label to his own theory. This was not - as Alan Knox remembers the week after that summer session - what Dusan had in mind: "During the week we were together there, Dusan told me that Malcolm had finished writing the manuscript for a book on the modern practice of adult education and he had asked Dusan about andragogy. He said he had explained to Malcolm and other participants that andragogy was a discipline for the education and learning of adults. Dusan was surprised that Malcolm decided to use the word for his practical arrangements to provide adult education activities". Malcolm Knowles' book "The Modern Practice of Adult Education" was published in 1970 with the subtitle "Andragogy versus Pedagogy".

Dusan's understanding was different, and is shared widely in Europe: "andragogy as a discipline, the subject of which is the study of education and learning of adults in all its forms of expression" (Savicevic 1999, S. 97). And he criticized Knowles:

Where did Knowles go wrong? In our view, the *first* mistake pertains to the definition of andragogy as a „science and art“. He followed the traditional school of thought that pedagogy, as defined by J. Dewey, is „science and art“. The *second* mistake is that he defines andragogy as the science and art of „helping adults to learn“. This way andragogy is reduced to prescription, that is, to issuing recipes for how a teacher should behave in the process of education and learning of adults. The *third* mistake is that Knowles declared andragogy a „model“ for teaching that can be applied even in pre-school institutions. In this way, confusion was increased as regards andragogy. By adopting such stands, Knowles moved away from the original stand on andragogy as „science and art“. The *fourth* mistake was in the fact that he directed andragogy only towards the problems of learning, thus neglecting other dimensions (social and philosophical) without which learning could neither be studied nor understood successfully. The *fifth* mistake is in his individualistic approach to education and learning of adults by glorifying the „self-directed learner“ and the teachers as „facilitators of learning“, without linking this to existent circumstances, the level of education, the nature of contents and other factors on which education and learning of adults depended. Knowles's *sixth* mistake has to do with an insufficient, incomplete study of the historical roots of andragogy, both in American and in European, literature. Such an attitude toward historical data has prompted him to conclude that he is the „first“ to use the term andragogy in the American literature. (Savicevic 1999, S. 114).

“Andragogy”, as it is used in Europe and suggested by Dusan, has the advantage, that separate labels are available for the academic field (Andragogy, Andragogue) and the practical field (Adult Education, Adult Educator), such preventing confusion about the different responsibilities and strengths of each field. Using the same label (as in the USA and some other countries) is destructive for the role and perception of the academic discipline and its graduates: In the everyday perception “everybody” can be labeled as an “adult educator”; this makes it difficult to build with this label a specific professional identity of univer-

sity programs, students and graduates. Dusan was over a half century concerned to build up this specific academic subject and identity, as academic teacher, as speaker on international conferences, and as widely perceived academic author.

Those of us who knew him, his gentleman-personality, his precise knowledge, his engagement and his sparkling eyes when it came to questions about andragogy and adult education, will remember him as a dear friend and a respected scholar.

References

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Zoran Jelenc

Dušan Savićević

Nešto manje od mesec dana pre svog 89. rođendana (rođen je 1. jula 1926. godine), u Beogradu je umro profesor Dušan Savićević. Budući da su njegov život i rad značajno povezani sa razvojem obrazovanja odraslih i andragogije u Sloveniji, čini se umesnim da ga se povodom njegove smrti setimo i ponovo predstavimo čitaocima časopisa *Andragoška spoznanja*¹.

Tokom svog života i na svom profesionalnom putu, prof. dr Dušan Savićević obavljao je niz uloga i aktivnosti. Njihova zajednička odrednica je da su sve u vezi sa obrazovanjem, kao i učenjem odraslih i andragogijom.

Kao ključnu, trebalo bi navesti činjenicu da je bio univerzitetski profesor andragogije i obrazovanja odraslih na Univerzitetu u Beogradu. I više od toga – on je bio šef Katedre za andragogiju, koju ne samo da je osnovao već ju je i vodio dugi niz godina. Vodio ju je „očinskom” brigom za „porodicu” koju je zasnovao i na koju je bio ponosan. Univerzitet u Beogradu je, kao prvi i jedini od univerziteta na prostorima nekadašnje Jugoslavije, isključno njegovom zaslugom imao nezavisnu i jaku Katedru za andragogiju, koja je brojala (i verovatno i dalje broji) više od deset stalno zaposlenih univerzitetskih nastavnika. Ne samo da je svojim studentima bio strog profesor već im je na neki način bio i otac, nije skrivao radost povodom njihovih uspeha². Za svoje studente, za uže saradnike i lične poznanike on je bio Duško. Miomir Despotović, Savićevićev mlađi kolega, izrazio se o svom profesoru na sledeći način³: „Brižljivo nas je birao – onoliko koliko se moglo birati i izabrati. Kao ni sebe, ni nas nije štedeo, što mu nećemo zaboraviti, ni oprostiti, posebno kada je uporno tražio ono što se nije moglo dati ili uraditi. Ali, ono što ne možemo da zaboravimo je ljudski i korektan lični odnos prema mlađim saradnicima, koje, počev od prvog radnog dana, nije tretirao kao pomoćnike u nastavnom i naučnom radu, već kao punopravne saradnike; i poštovanje koje im je ukazivao kao akademskim građanima i ličnostima koje zaslužuju svu njegovu pažnju i poštovanje”. O tome šta misli o svojim saradnicima i kolektivu Katedre, Savićević je u intervjuu rekao: „Nauka se ne sastoji od pojedinaca koliki

¹ Profesora smo inače u našem časopisu već predstavljali, poslednji put 2006. godine, povodom njegovog 80. rođendana (Z. Jelenc).

² I sâm sam bio svedok takve radosti, kada mu je student doneo da pokaže štampani primerak doktorske disertacije.

³ Sa skupa povodom 80-godišnjice rođenja profesora, u Beogradu 2006. godine.

god njihov doprinos bio toj nauci. Nauku čine ljudi koji su joj predani i koji bude interesovanje mladih za tu nauku”.⁴

Njegova druga, podjednako važna uloga, bila je vođenje Instituta za pedagogiju i andragogiju na Filozofskom fakultetu Univerziteta u Beogradu. Između Instituta i Katedre svakako je vladala tesna povezanost, što je činilo dobru osnovu za razvoj naučnoistraživačkog rada osoblja i studenata na fakultetu.

Navedene uloge i funkcije, koje su proizilazile iz njih, profesoru Savićeviću su omogućile da, njemu svojstvenim trudom, posvećenošću i istrajnošću, razvija andragogiju kao nauku i univerzitetsku disciplinu, što je dovelo do sticanja novih i dubljih saznanja o obrazovanju i učenju odraslih i do postavljanja daljih i produbljenijih pitanja u toj oblasti.

Na svom profesionalnom putu, koji će trajati duže od 60 godina, u počecima se susretao sa praksom koja se zasnivala na opismenjavanju odraslih, a zatim se bavio organizovanjem rada narodnih univerziteta, biblioteka, čitaonica, tečajeva za opismenjavanje, kao i izveštavanjem o opštinskim i lokalnim kulturnim aktivnostima. Za sebe kaže da je bio andragoški praktičar u pravom smislu te reči. Kao već iskusan praktičar, odazvao se na konkurs Univerziteta u Beogradu za postdiplomske studije, opredelivši se za obrazovanje odraslih. Nakon završenih studija 1958. godine, izabran je za asistenta i tako postao, kao što je i sam rekao, prva plaćena osoba u stalnom radnom odnosu u ovoj oblasti na univerzitetima tadašnje Jugoslavije. Tako započeta, njegova univerzitetska karijera u oblasti andragogije je, kao što smo već naveli, vremenom urodila plodovima koji su prepoznati ne samo u Srbiji i Jugoslaviji već su postali poznati širom sveta.

U okviru stručnog i naučnog rada, predmet njegovog ineteresovanja bile su skoro sve oblasti andragogije – sam navodi kako je naučno područje andragogije izrazito opsežno – a procenjuje da je najviše pažnje posvetio opštoj andragogiji, komparativnoj andragogiji i proučavanju istorije andragoških ideja. Navedenu širinu interesovanja Dušana Savićevića za sva područja andragogije potvrđuju naslovi knjiga koje je objavio. Navešćemo samo neke: „Primena metoda u obrazovanju odraslih” (Zagreb, 1961), „Problemi integracije u obrazovanju odraslih” (Beograd, 1962), „Obrazovanje za život u porodici” (Beograd, 1967), „The System of Adult Education in Yugoslavia” (Syracuse, New York, 1968), „Povratno obrazovanje” (Beograd, 1975), „Čovjek i doživotno obrazovanje” (Titograd 1983), „Komparativno proučavanje obrazovanja i vaspitanja” (Beograd, 1984), „Issues and Problems on Comparative Continuing Education of Adults” (Madison, 1984), „Konceptcija obrazovnih potreba u andragogiji” (Beograd, 1989), „Savremena shvatanja andragogije” (Beograd, 1991), „Priroda i karakteristike interesa

⁴ Ovaj i svi sledeći citati su iz intervjua objavljenog 2006. godine u časopisu *Andragoška spoznanja* (autor Z. Jelenc).

u andragogiji” (Beograd, 1992). Pisanje i objavljivanje književnih dela nastavio je i nakon penzionisanja i tada je izdao sledeće radove: „Istraživanja u pedagogiji i andragogiji” (Beograd, 1995), „Metodologija istraživanja u vaspitanju i obrazovanju” (Vranje, 1996), „Adult Education: From Practice to Theory Building” (Frankfurt, 1999), „Koreni i razvoj andragoških ideja” (Beograd, 2000), „Put ka društvu učenja” (Beograd, 2000), „Filozofski osnovi andragogije” (Beograd, 2002), „Komparativna andragogija” (Beograd, 2003), „Učenje i starenje” (Beograd, 2005) i „Andragoške ideje u međunarodnim okvirima” (Beograd, 2006).

Savićević je uveren da „gde god se okrenemo, možemo ustanoviti potrebu za novim istraživanjima, novim znanjima o učenju i obrazovanju odraslih” i da „takav trend obezbeđuje budućnost andragogije na našim prostorima”.

Svakako, ne možemo u ovom trenutku nabrojati sve ono što je sa uspehom profesor Savićević uradio. Vodio je niz teorijskih i razvojnih projekata u zemlji i inostranstvu, aktivno učestvovao u radu nacionalnih i međunarodnih konferencija i susreta, kao i u radu značajnih organa Uneska, OECD-a i Saveta Evrope, bio je član redakcija domaćih i međunarodnih časopisa (npr., *International Journal of Adult Education*, *Convergence*, *International Journal of Lifelong Education*, *Andragoške studije*), bio je gostujući profesor na više stranih univerziteta, posetio je ustanove obrazovanja odraslih na svim kontinentima. Delo i dostignuća Dušana Savićevića u oblasti obrazovanja odraslih svrstavaju ga među najistaknutije i vodeće stručnjake u oblasti andragogije u svetu, a ne samo u Jugoistočnoj Evropi. Takođe zahvaljujući njemu, andragogija i profesionalci iz oblasti andragogije iz bivše Jugoslaviji uživali su veliki ugled u svetu⁵. Primljen je u *Međunarodnu galeriju slavnih* u oblasti obrazovanja odraslih, čije se sedište nalazi u Oklahomi. Vlada Srbije mu je dodelila priznanje, a to su uradile i Vlade drugih zemalja (Danska, Čile).

Lik i delo Dušana Savićevića možemo predstaviti i nekim od njegovih najznačajnijih razmišljanja.

O filozofskom obimu i vrednosti znanja, kao i vrednosti obrazovanja: „Borba za znanje u 21. veku će biti teža nego što je nekada bila borba za teritoriju. Prema nekim autorima, znanje je izvor moći. Znanje je još u većoj meri nejednako raspoređeno u odnosu na svetsko bogatstvo”.

O obrazovanju sa stanovišta ekonomske koristi i tržišne logike, u obzir je uzeto i tržište rada: „Filozofija da obrazovanje predstavlja dobro koje mora biti konkurentno na tržištu vodi ka tome da se obrazovanje usmerava na globalno tržište. U

⁵ Da pomenemo samo neke od najistaknutijih, to su, pored Savićevića: Borivoj Samolovčev, Dragomir Filipović (u Srbiji), Nikola Pastuović i Nikša Nikola Šoljan (iz Hrvatske), Ana Krajnc (iz Slovenije). Ašer Deleon je bio član Uneskovske grupe koja je realizovala poznati projekat *Learning to Be*.

takvoj filozofiji obrazovanje predstavlja dobro koje se prodaje u obliku kvalifikacija. Način razmišljanja iz oblasti ekonomije se prenosi na znanje i učenje. Radi se o mehanicističkom pristupu, koji ne može biti prihvaćen bez kritičkog osvrtu i promišljanja. Konceptiju prema kojoj je obrazovanje roba, koja se prodaje na tržištu kao svaka druga roba, potrebno je kritički promisliti i uzeti u obzir filozofske i moralne dimenzije učenja i obrazovanja. Putem takvih shvatanja ekonomska filozofija se prenosi na filozofiju obrazovanja [...]. Filozofija obrazovanja se mora posmatrati mimo tržišta, potrošačke psihologije i psihologije posedovanja. Tačno je da će čovek ovladati tehnologijom, ali je pitanje u čijem interesu. Kakav će biti pogled na svet takvog čoveka koji nema izgrađene univerzalne vrednosti i vrednosni sistem? Filozofija tržišta razbija kulturnu tradiciju, dok koncept holizma podstiče kulturnu i obrazovnu invaziju [...]. Jasno je da širenju znanja i nauke nije moguće postaviti granice, ali je potreban uravnoteženiji model razmene znanja, potrebna je nova konceptualizacija učenja i obrazovanja da bismo mogli razumeti savremeni svet i tržišnu usmerenost znanja u njemu”.

O razvoju andragogije u svetu u narednim decenijama: „Ukoliko na razvoj gledam komparativno, očekujem brojne promene u budućnosti. Otvoriće se prostor za procenu, revalorizaciju i naučnu obradu nerazmatranih oblasti. Doći će do nastanka novih andragoških subdisciplina: andragoške futurologije, andragogije za zaštitu života i radne sredine, visokoškolske andragogije, andragogije masovnih komunikacija ukoliko nabrojimo samo neke. Od diferencijacije ćemo se u andragogiji postepeno kretati ka sintezi. Naučne sinteze su onaj element koji će andragogiji dati podlogu kao nauci. Andragogija bi trebalo da stvara opšta znanja koja se mogu primeniti u okviru određenih oblasti i subdisciplina andragogije. Andragogija bi trebalo da se služi jezikom filozofije da bi mogla da počne da otklanja terminološke nejasnoće i da bi mogla da eliminiše pojmovnu dvosmislenost [...]. Procenjivanje različitih paradigmi u andragogiji zahteva temeljno filozofsko i metodološko obrazovanje budućih istraživača i teoretičara. Od toga zavisi budućnost andragogije”.

Ne deluje mi da je potrebno posebno isticati kakvu vrstu povezanosti i uticaja je profesor Dušan Savićević imao u Sloveniji. Dovoljno je da znamo da smo živeli u istoj državi i da se andragogija razvila širom zemlje putem zajedničkih kontakata i drugih oblika saradnje (programa, projekata, zajedničkih nastupa u inostranstvu itd.). Tako je, na primer, Savićević bio šef jugoslovenske delegacije na Uneskovoj konferenciji o obrazovanju odraslih održanoj u Parizu 1985. godine. Među andragozima iz republika bivše Jugoslavije održavani su stalni kontakti, između ostalog i zbog toga što su se republička udruženja povezala u Savez andra-

goških društava Jugoslavije, čije su sednice održavane više puta godišnje, najčešće u Beogradu.

Prevela Tamara Nikolić Maksić