

**EUCEN, ULLL Open fora
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University, students' and community engagement and civic education

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University, students' engagement and civic education

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Teaching “**Adult Education, Activism and Human Rights**” to/with students

An ongoing effort to develop learning methodology within a formal institution that will support students to **actively participate in their environments, to influence power structures and to create educational intervention** that would challenge status quo and address the issues that they recognize in their own micro worlds and communities.



Education for democratic citizenship means education, training, awareness- raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law. (Council of Europe, 2010).

Learning = **preparation for democratic life** - Emancipation as an external intervention



Equality as a
primary value
and a presupposition
of education instead
of being a desired
outcome

(we have the
opportunity... to be
disobedient!)



It's not only about learning
democracy as an individual
(its values, rules,
mechanisms and limits),
it's about **doing**
democracy as a collective.

Starting with public pedagogy...

- an educational processes that focuses on the concrete practices of citizens **engaged corporeally in social interactions** which unsettle established notions of living together.





Whose knowledge forms
dominate in our everyday
city experiences?

Occupying and re-designing public space
transcends the one-day event and becomes a
universal claim for human and civic rights.

City as the best possible classroom for civic education!

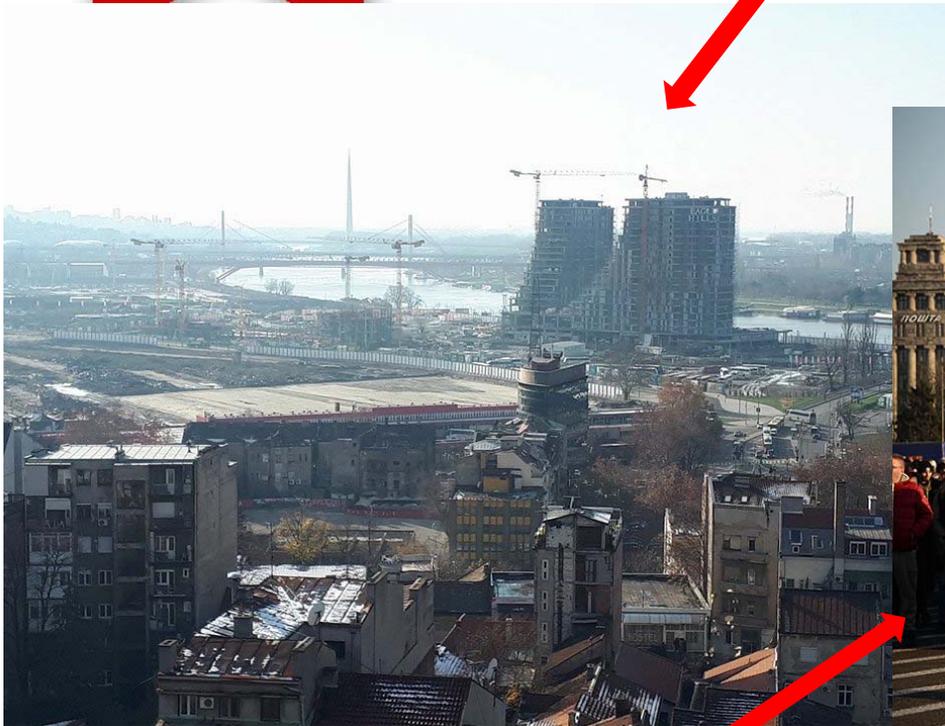


How to “teach” activism?

Always at the beginning!

Not having a predifend curriculum but working with what emerges from the students and then build together with them and the community which is dealing with the similar issues.

Belgrade Waterfront – investors driven urbanism



„Dont't draw Belgrade – local movement)

“In the totalitarian societies of recent times, large public spaces serve as military parade grounds – a raw display of power to impress citizens as well as enemies”

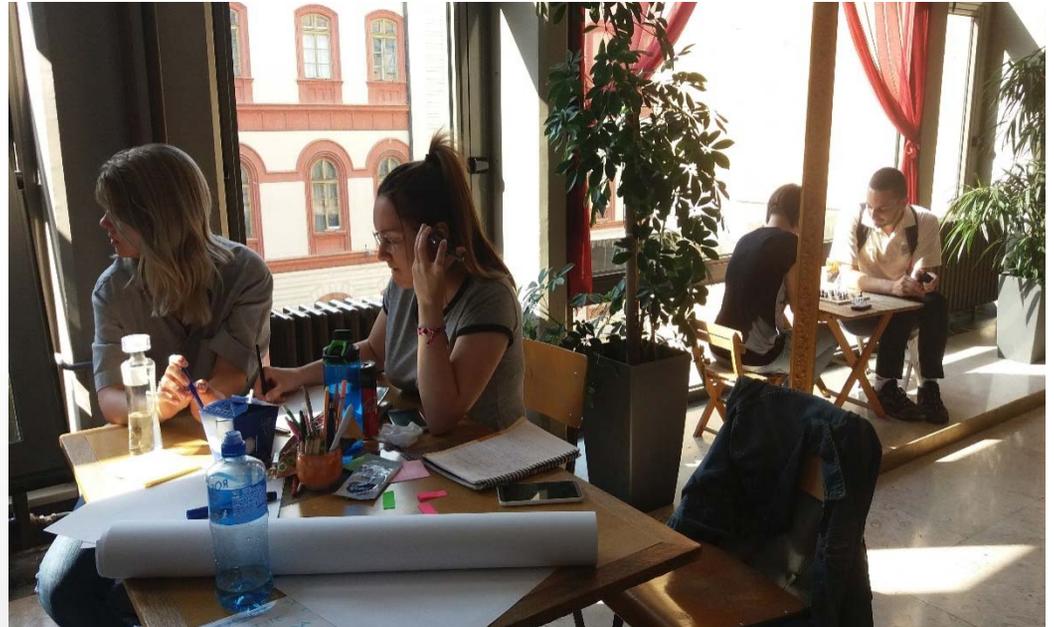
(Autor?)

Exam as a collective activity – critical spatial intervention, 2018

*“We asked ourselves who created ‘waiting space’ on the second floor of the Faculty of Philosophy in Belgrade? Who has distributed those chairs and why there is nothing but them? For how long it has been like that and does it have to be so? Why do students behave in accordance with the design of space and the design of the ‘waiting’ idea? Are we afraid to damage a frame that already exists or we unconsciously live it?”
(Student’s reflection)*



“At one of the lectures we got freedom. Freedom to adjust the space that suit us, the freedom to move chairs, plants and add whatever we want. After 10 minutes it was no longer an empty space. Turn, rotate, move, add and finally sit together with others. The feeling was different. We were no longer waiting. We naturally sat down and talked, held a lecture. There was a place where it was created. Is Freedom the Keyword? Does anyone need to give us freedom in order to change something?” (Student’s reflection)



2019



Students' 'Intervention' on the Faculty's windows, 2018



2020?

Learning by provoking traditional academic epistemology and engaging in an **investigation of the city**, entangling bodies and **learning by being in the world** that **opens itself to sensorial experiences**, creating time/space together with our memories, scars, city textures and imagination.

Public space is not given, but it is created with our bodies living and leaving disappearing traces into uncharted territories. The unknown becomes infused with familiar and new certainties. “By walking in the city the individual can renegotiate and circumvent that structure of power” (DE CERTEAU, 1984, p. 84).



2020?

čulo mirisa:

1. Kafa koju sam sa sobom i čaj koji je ponela moja drugarica
2. Miris reke pomešan sa ne tako lepim mirisom zagađenog vazduha
3. Lišće koje opada

Zagađeni vazduh u kombinaciji sa prirodom

Prva šetnja
1 card

Kej oslobođenja--> Zemunski kej

Kafa i čaj

Jesenje lišće i reka

Dečija igračka

Dugme

Ostavljene stvari

Metalna statua na klupi

Konfete i slamčice ostavljene kod železničke stanice

Stara železnička stanica

čulo dodira:

1. Suvo lišće
2. Toplota kafe
3. Metal- stara železnička parka
4. Ostavljen prsten na star konfete od neke proslav
5. Statua na klupi

Ana Vukas šetnje

čulo mirisa:

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Interaktivna priprema
1 card

Prva šetnja

Zemlja koja se nalazi na ovom mestu je bila... (text describing the location's history)

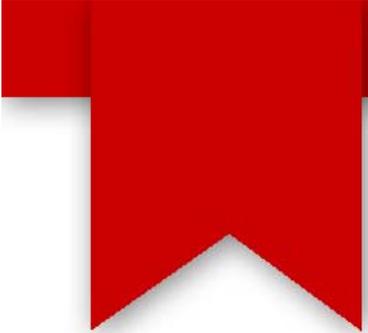
Stara železnička stanica

Walking the city...
...“Mapping the freedom”



University, community engagement and civic education

Katarina Popović
Faculty of Philosophy
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The role of university in the community / society

- Partner in education
- Lifelong learning center
- Alma mater
- The center of expertise / policy advice
- Critical consciousness
- Community and social guidance

Faculty of Philosophy (FF), University of Belgrade

- Between Humboldt's ideal:
 - to integrate the arts and sciences with research to achieve both comprehensive general learning and cultural knowledge
 - to enable students to become autonomous individuals and world citizens by developing their own reasoning powers in an environment of academic freedom.
- ...and marketisation, neoliberal pressure to serve the needs of the economy and labour market

FF in the times of crises: (1968)... 90's...

- The center of political opposition
- „Recruitment“ center of political leaders
- The island of academic freedom
- Critical theory – publications, lectures, media work...
- Starting point of all civic protests, demonstrations, performances

Square „PLATO“ in front of the Faculty of Philosophy





Performance „the country as a prison“

...and again in the last few years!



- Symbolic value of the space (and building) – square as 'the critical message'
- Space! – 'geography of resistance'. Public pedagogy (Biesta, Giroux, Ellsworth). Public space as:
 - learning site
 - learning content
 - method of learning
- The act of active civic learning / living democracy
- The power of community engagement with university lead

A building. A square. A nightmare of the government.



Faculty of Philosophy belongs to us!



During COVID-19 crises: official measures



During COVID-19 crises – against the violation of human rights









At the FF: Public debates:
‘It’s Not Philosophical to Keep Silent’



Critical debate about contemporary education in Serbia

RTK tv

vrina? I najzad, da li je ono vrednosno neutralna i/ili etička praksa? Osim toga, razgovaraće se i o posledicama privatizacije i centralizacije u sistema obrazovanja, o dualnom obrazovanju i plagijarizmu na univerzitetima.



Debates at the FF – amphitheatre



Debates at FF:

- Debates open to the public (university amphitheatre as the public/civic space); Also on YouTube
- Professors from FF + from other faculties + invited guests (journalists, activists, community leaders)
- Different topics: economy, media, environment, community engagement, corruption, education, satire, ethics, democracy...
- Especially important 'local' topic: local environmental problems, pollution, destruction of green spaces, investor's driven urbanism, lack of any participation of citizens
- Cooperation with community movements and groups („Don't draw Belgrade“ and others)

Exhibitions - political caricatures



Exhibitions – critical art



NIJE UMETNIČKI ĆUTATI

Exhibitions – political comics



IZLOŽBA

MILAN DOG

VELIKO ČEKANJE
ZA ONE KOJI VOLE DA IM SE NACRTA



FILOZOFSKI FAKULTET U BEOGRADU
26. oktobar – 10. decembar 2020.

Currently: the „HOLE WAR“

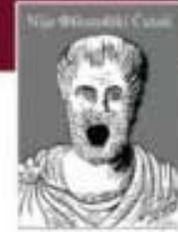


Government: „Instead of criticising the government, professors at the FF should do something usefull and repair the hole“ (which is on the public square, so FF is even not allowed to do it!)

INICIJATIVA NIJE FILOZOFSKI ČUTATI RASPISUJE

JAVNI KONKURS ZA IZLOŽBU

NajRupa (Beo)grada



Izložba se organizuje
u saradnji sa:

НИИ

NDM
BGD



NJUZ

FF and the community groups: „We will help the city government to chose the best hole in Belgrade. We offer the help in repairing it“

The role of university in the community:

- academic citizenship and community engagement
- socially engaged scholars
- academic interpretation and guidance for the problems of community / society
- Actor in learning city / actor in *rebel city*?

David Harvey: Rebel city: a battleground for the future of humanity... (thus the 'natural' place for the university...)

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Thank
You

