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**ZANIMLJIVA SINTAGMA:  
ZEMLJA ZNANJA!**

**LAND OF KNOWLEDGE: AN  
INTERESTING SYNTAGMA!**

**PRIJE UVODA:** Sadržaj ovog članka ne može se ubrojiti u klasične znanstvene radove pa je zbog toga upitno i njegovo uvrštenje u ovaj broj časopisa *Acta Turistica Nova*. Članovi Uredništva također su bili podijeljeni u mišljenju treba li članak uvrstiti u časopis koji ima znanstveni karakter. Ipak, smatrao sam da njegova aktualnost zavređuje objavljivanje u časopisu koji objavljuje visokoobrazovna institucija, jer članak se bavi upravo temama iz visokog obrazovanja u Hrvatskoj, pa tako i u području edukacije kadrova za potrebe hrvatskog turizma. Tako je presudilo stajalište glavnog urednika, što je vjerojatno bilo za očekivati (iako to do sada nije bio baš njegov običaj kada je u istoj funkciji bio na čelu drugog znanstvenog časopisa). No, ovoga puta “zalaganje” glavnog urednika bilo je, barem s ljudskog stajališta, sasvim logično: radilo se, naime, o urednikovu članku...

**BEFORE THE INTRODUCTION:** The contents of this article cannot be categorised as classic academic writing, therefore it is questionable whether they belong in this issue of *Acta Turistica Nova*. The Editorial Board was also undecided in its opinion as to whether this article should be included in a journal of a scholarly character. Nonetheless, I considered it to be sufficiently up to date to deserve publication in the journal of an institute of higher education, since it deals with topics from higher education in Croatia, including the area of educating people for the needs of Croatian tourism. So the opinion of the editor-in-chief decided the matter, which was only to be expected (although he has not always acted this way, particularly as the editor of another academic journal). However, this time, the vote cast by the editor-in-chief was completely logical, from the human point of view, as this article is, in fact, his...

## UVOD

Hrvatska periodika i dnevni tisak (više), ali i stručna publicistika (nešto manje) puni su relativno novih i svakako pompoznihih naznaka o hrvatskom turizmu, najprije za 2010., a onda i naročito za 2011. turističku godinu. Sada se takve najave upućuju i za 2012. Istovremeno, mnogo se piše i govori o potrebi edukacije na svim razinama života, što implicira i edukaciju za potrebe turizma, pa se govori i o Hrvatskoj kao zemlji znanja, ma što da bi to trebalo značiti. Citajući takva štiva nemoguće je otići se mišljenju da autori posežu za takvim izrazima (nazivima, temama) ponajviše radi njih samih, s očitom željom da skrenu pažnju na svoju osobu, uglavnom kao osobu osobitog stručnog ili čak znanstvenog statusa. Dakle, respektabilnu osobu, čija se riječ sluša ili bi se trebala slušati, po mogućnosti s interesom ponavlja i vremenom postaje – zakonitost, jedina istina ili barem neosporna konstatacija. U red takvih sintagmi, kao što sam spomenuo, pripada i relativno novi izraz – zemlja znanja. Naravno, misli se na našu zemlju, na Hrvatsku i njen mogući budući profil zemlje znanja. Drugim riječima, zemlje koja će svoju budućnost graditi na konkurentnosti u sferi znanja! U principu, tome se nema što osporiti, ako se govori o budućnosti, osobito o relativno dalekoj budućnosti. Najmanje što bi se o tome moglo reći jest – ambiciozna ideja, nema što. Vjerojatno nisam dovoljno informiran, ali ne znam postoji li još koja zemlja u svijetu koja se uz stupanj opće obrazovanosti svoga puka kakav ima Hrvatska deklarira kao zemlja znanja.

Međutim, što to točno znači da je neka zemlja – zemlja znanja, a neka to nije. Je li, na primjer, činjenica da provodimo akciju “srednja škola za sve” ili “zaustavimo prepisivanje u osmogodišnjem i srednjoškolskom obrazovanju” dovoljan kriterij da se proglasimo zemljom na putu u zemlju znanja ili je to već zemlja znanja? Ili je taj kriterij, da budem sarkastičan, broj polupismenih ili nepismenih građana u Hrvatskoj, koji je prema

## INTRODUCTION

Croatian periodicals and daily newspapers (to a large extent) and expert publications (to a lesser extent) have been full of relatively new, usually pompous assertions about tourism in Croatia, first in 2010, then even more so in 2011. Now, similar assertions are being made about the 2012 season. At the same time, much is being written and discussed about the need for training at all levels of life, tourism included by implication, and Croatia is being referred to as a land of knowledge, whatever that is supposed to mean. Reading such articles, it is impossible not to conclude that the authors use such expressions (terms and topics) mostly out of self-interest, with the clear desire of directing attention to themselves, either as special experts or scholars. In other words, respectable people, who words are listened to, or should be, hopefully with interest, repeated and become the norm, the only acknowledged truth, or at least unquestioned facts. To the long line of such syntagmas, as I have already mentioned, belongs a relatively new expression – Land of Knowledge. Of course, it refers to our land, to Croatia and its potential profile as a land of knowledge. In principle, there is no reason to argue with this, if we mean the future, particularly the rather distant future. The least that can be said for it is that it is an ambitious idea, without doubt. Perhaps I am insufficiently informed, but I am not aware of another country in the world which has declared itself a land of knowledge based solely on the level of general education of the population.

But what does it mean for one country to be a land of knowledge, and another not? For example, is it a sufficient criterion to implement a campaign called “Secondary Education for All”, or “Let’s Stop Copying in Primary and Secondary Schools”? Can we then declare ourselves a country on the path to the land of knowledge, or already there? Or, to be sarcastic, should the criterion be the number of semi-literate and illiterate citizens of Croatia, which according to official statistics is enormously

službenim statističkim podacima enormno velik, a svakako znatno veći nego u zemljama koje se ne diče projektom naziva “zemlja znanja”? Ma kako bilo, čini se da nije jasno što mislimo pod ovom sintagmom. Govorimo li o aktivnostima koje bi jednog dana Hrvatsku mogle pozicionirati kao zemlju koja svoju konkurentnost temelji na znanju ili govorimo o potrebi općeg unapređenja znanja u zemlji? A to su potpuno različite stvari.

Ako govorimo o znanju u prvom smislu, onda možemo govoriti samo o budućnosti, nažalost, po mom shvaćanju, o dalekoj budućnosti. Ako govorimo o općem unapređenju znanja u Hrvatskoj, onda je to vjerojatno prioritarna zadaća koje se valja prihvatiti odmah.

Naravno, postoje različita znanja, pa je i pojedinačna vrijednost nekog znanja relativna. Zbog toga, paušalno govoriti o znanju kao općoj karakteristici ili osobini neke zemlje u najmanju je ruku neobično, pogotovo u trenutku kada ta zemlja ima golemi broj stanovnika koji po kriterijima EU spadaju u kategoriju – nepismenih! Moja je namjera u ovom članku pokazati da je to s jedne strane deplasirano, a – rekao bih, posebice kada se govori o Hrvatskoj – i posve neprilično. Možda će netko reći i “provokativno”, o čemu se eventualno može raspravljati, ali objektivno svakako nije. U ekonomskoj teoriji poznata su stajališta da su visoka i nerealna očekivanja (stručno i politički) vrlo opasna, jer ona na kraju moraju dovesti do konstatacije da smo podbacili u odnosu na očekivano, odnosno da smo pogrešno (ili barem previše pretenciozno) postavili vlastite ciljeve. Zato se takvih uopćenih stajališta ili ciljeva klone svi koji imaju dovoljno znanja, jer je jasno da je sudbina takvih stajališta vrlo upitna i najčešće vodi u suprotnom pravcu od željenog.

Kako sam članak počeo pisati još u vrijeme prijašnje političke vladavine, sada se određene stvari mijenjaju ili se barem nadam(o) da će se promijeniti, i to na bolje. Kad ono, i opet neizostavna objava o Hrvatskoj kao zemlji znanja, sada i u budućnosti! Naime, namjera mi je bila

high, certainly higher than in countries which do not try to aggrandise themselves by launching a ‘land of knowledge’ project? Whatever the case, it seems unclear what is meant by this syntagma. Are we talking about activities which may one day put Croatia in the position of being a country whose competitiveness is based on knowledge, or are we talking about the need for the general development of knowledge within the country? These are two quite different issues.

If we mean knowledge in the first sense, then we can only use it in reference to the future, and in my opinion, only the distant future, unfortunately. If we mean the general advancement of knowledge in Croatia, then this is probably a priority task which should be taken up immediately.

Of course, there are different kinds of knowledge, so the individual value of any one kind is relative. Therefore it is strange, to say the least, to lump knowledge together as a general characteristic or trait of a country, particularly when that country has a huge number of citizens who fall into the illiterate category, according to EU criteria! My purpose in this article is to show that this is on the one hand out of order, particularly, I would say, in reference to Croatia, and completely inappropriate. Some might even call it ‘provocative’, and that would be worth discussing, but at any rate, it is not objective. In economic theory, it is well accepted that high, unrealistic expectations (whether professional or political) are extremely dangerous, as they can eventually lead to the conclusion that we have failed in relation to expectations, or have set wrong (or perhaps overambitious) goals for ourselves. This is why anyone who has sufficient knowledge steers clear of such attitudes and goals, as it is evident that their fate is questionable and often results in the opposite of what was intended.

I started to write this article during the previous government administration, and certain things are changing, or at least there is hope that they will change for the better. But here it comes again – that inevitable proclamation about Croatia as a

usporediti aktualnu državnu politiku u dva sektora, koji bi morali barem svojim osnovnim intencijama ići podudarno, pomažući jedan drugome u zajedničkom naporu uspješnog budućeg nacionalnog razvoja. Smatrao sam da bi bilo zanimljivo usporediti akcije koje država provodi u jednom od najprofitabilnijih gospodarskih sektora, u turizmu (dijelom potaknuta uspjesima u posljednje dvije turističke godine), s akcijama na području obrazovanja (naravno, u ovom slučaju specifično orijentiranog obrazovanja za potrebe turizma). Ideja ostaje ista, ali rasprava će ostati samo na osnovama predvidljivog, jer je nova politička vlast tek počela djelovati pa će pravi odgovori doći kasnije. Ipak, možda će ovakve ili slične rasprave pomoći da neke stvari promijenimo i u sferi gospodarstva i u sferi obrazovanja.

## SUKUS PROBLEMA

Na pitanja hrvatskih novinara što valja činiti da bi Hrvatska povećala svoju konkurentnost na svjetskom tržištu, sva trojica upitanih istaknutih svjetskih stručnjaka, dr. Augusto Lopez-Carlos, osnivač i direktor Global Consulting Networka, Hans Martins, izvršni direktor European Policy Centra i Howard Rosen, član Institute for International Economics, istakli su kao najvažnija dva područja: turizam i obrazovanje. Bili bismo nepravedni kada ne bismo spomenuli da i mnogi u Hrvatskoj jednako tako ističu turizam i obrazovanje kao prioritete koje valja forsirati želimo li bolju i sigurniju budućnost. Navodim mišljenja stranaca u želji da se jednostavnije prihvate ovdje iznesena mišljenja, jer u Hrvatskoj više cijenimo strana mišljenja nego ona domaćih eksperata. Nažalost, većina takvih mišljenja ostaju uglavnom na verbalnim uvjerenanjima, uz malo ili gotovo bez stvarnih aktivnosti.

Državni organi koji su bili zaduženi za razvoj oba ova područja bili su glasni u upozorenjima, ali nedovoljno efikasni u stvarno poduzetim koracima. Ipak, bili bismo nepravedni kada

land of knowledge, in the present and future! My aim was to compare actual state policies in two sectors, which ought, at least according to their basic intentions, to go hand in hand, helping each other in the joint attempt to secure future national development. I thought it would be interesting to compare the actions being taken by the state in one of the most profitable economic sectors, tourism (partly spurred by the success of the last two tourist seasons), and see how its intentions in this sector match actions in the area of education (of course, in this case, education specifically oriented towards meeting the needs of tourism). The basic concept has remained the same, but the discussion can only be based on predictions, since the new political regime has only just begun to function and real answers will take time to come. Nonetheless, perhaps these or similar discussions will help us to change certain things in the spheres of economics and education.

## THE HEART OF THE MATTER

Three prominent world experts (Dr. Augusto Lopez-Carlos, founder and director of Global Consulting Network, Hans Martins, executive director of the European Policy Centre and Howard Rosen, member of the Institute for International Economics) were asked by Croatian journalists what would need to be done in order for Croatia to increase its competitiveness on the global market. All three emphasised that tourism and education were among the most important sectors. It would be remiss not to mention that many people in Croatia also emphasise tourism and education as priorities which need to be pushed if we want a better, safer future. Here, the opinions of foreigners are mentioned in the desire that the opinions expressed in this paper will be more palatable, since in Croatia we tend to respect the opinions of foreigners more than those of our own experts. Unfortunately, most such opinions are only expressed as oral convictions, with little or no real action taking place.

bismo u tu kategoriju uvrstili i Ministarstvo znanosti, obrazovanja i sporta u vrijeme prošle vlasti. Neosporno, to je Ministarstvo poduzimalo određene korake odnosno inicijative, pogotovo usmjerene na druge (obrazovne) institucije, što i nije loše, jer se tako u sam proces uključuje struka, a ona bi trebala biti najpozvanija da govori o unapređenju vlastitog znanja. Ali, nažalost, njihova je djelotvornost bila minimalna. Kako inače okvalificirati mnoga donesena pravila koja su često “izdržala” i manje od mjesec dana, a onda se poništavala, dok proces matura poprima (ili je već poprimio) nakaradni karakter. Koliko smo samo takvih i sličnih odluka donijeli, a koliko u rekordno kratkom roku promijenili ili od njih odustali!? Ta hiperprodukcija nedovoljno osmišljenih dokumenata sasvim sigurno ne dokazuje da smo na putu da postanemo zemlja znanja, jer u zemlji znanja osnovni kriterij na kojem se osnivaju spomenuti dokumenti jest – znanje. Kada bismo ga imali, očito ne bismo imali toliko nesuvislosti u pojedinim dokumentima i propisima da smo ih prisiljeni u kratkom roku mijenjati, često velikom brzinom i opet uglavnom nedovoljno pripremljeno, ali i čudesnom lakoćom, što sve postaje neminovni uzrok za – nove promjene. Nadajmo se da novo Ministarstvo neće ponavljati takav način rada. Neke najave su obećavajuće!

U obrazovanju, govorili smo i govorimo o potrebnim drastičnim promjenama u sustavu obrazovanja, trošili smo golemu energiju i vrijeme na promjene u srednjem i visokom obrazovanju, ali još uvijek ne znamo kakvo će nam biti osnovno obrazovanje i koliko će dugo trajati, a sasvim sigurno nije svejedno hoće li mladi ljudi nastaviti školovanje nakon osam, devet ili deset godina osnovnog obrazovanja. Tako smo bili strahovito glasni kod uvođenja kriterija i mjera tzv. Bolonjske deklaracije u hrvatski visokoobrazovni sustav, uvodeći mjere koje ni u jednoj europskoj zemlji još nisu ugrađene u državnu politiku, a još manje u nacionalno zakonodavstvo, već su u fazi rasprave i odmjeravanja “za” i “protiv” određenih stajališta, uz mnogobrojna razmimoilaženja u

The organs of state which were responsible for development in both these areas were vocal when it came to issuing warnings, but not efficient enough in the actual steps taken. However, it would be unjust to include the previous administration’s Ministry of Science, Education and Sports in this category. It cannot be denied that the Ministry did undertake specific steps or initiatives particularly aimed at other (educational) institutions, which was not a bad thing, since the profession was involved in the process, and the profession should be most qualified to talk about advancing its own knowledge. However, its efficacy was minimal. How else could we classify many regulations which were introduced and then lasted sometimes for less than a month, before being rescinded, or the matura procedure, which is turning, or has already turned, into a farce? How many similar decisions have been made, then changed within record time, or simply abandoned? The over-production of poorly thought through documents is surely not a sign that we are on the way to becoming a land of knowledge, for in a land of knowledge, the fundamental criterion upon which such documents are based is ... knowledge. If we had already had it, we would clearly not have had so much incoherence in individual documents and regulations, so that changes would not have become necessary so quickly, usually executed swiftly and again with inadequate preparation, but with such amazing ease, all of which became the reason for - yet more changes. It is to be hoped that this way of working will not be repeated in the current Ministry. There are promising indications!

In education, we have talked and are still talking about the drastic changes needed in the system, we have spent an enormous amount of energy and time on changes in secondary and tertiary education, yet we still do not know what primary education will be like, nor how long it will last. Surely it must matter whether young people move on to secondary education after eight, nine or ten years of primary education? We were so terribly noisy when it came to introducing the criteria and measures of

stajalištima ne samo mnogih obrazovnih institucija nego i pojedinih država. Međutim, hrvatska se javnost uvjeravala sasvim drugačije, a osnovne teze, napisane doslovce na samo stranici i pol uobičajenog A4 formata, predstavljene su javnosti kao da se radi o opširno elaboriranom priručniku od tisuću stranica! Istina je pak da su tek mnogo kasnije slijedile različite dopune, pa tek sada s pravom možemo govoriti o šire razrađenim i jasnijim tezama.

Ne bih želio da me se pogrešno shvati: ne pada mi na pamet da odričem svaki smisao ili važnost Bolonske deklaracije, pogotovo u dijelu u kojem je njezin smisao usmjeren na poboljšanje obrazovnih programa u zemljama Europske zajednice. Naprotiv. Međutim, protivim se shvaćanjima koja preuveličavaju značenje te Deklaracije ili je bukvalno shvaćaju u svakom detalju i nastoje je primijeniti gdje se može i gdje se ne može, uporno zagovarajući stajališta za koja je već na samom početku bilo sasvim jasno da su – neprimjenjiva! Pogotovo se to odnosi na stajališta koja su trebala vrijediti za sve sredine, jer u istoj zemlji sva područja (regije) ne startaju s istih pozicija, ni u pogledu općih društvenih i ekonomskih prilika ni u pogledu dostignutih obrazovnih standarda.

Bolonjska deklaracija, izrasla na želji da se standardiziraju određene stvari u visokom školstvu EU-a, zalaže se za pojedine kriterije koje Europa i njegove iole kvalitetnije visokoobrazovne institucije njeguju već više od jednog stoljeća! Što je tu toliko revolucionarno da smo cijelu hrvatsku akademsku zajednicu “uvukli” u jedan mučan i očito dugoročan proces, kada se to moglo riješiti jednostavnim zakonskim aktima s obveznim poštivanjem takvih akata u određenom razdoblju (što bi samo po sebi ionako trebalo biti jasno kada se govori o nekoj zakonskoj regulativi!). Da nam profesori moraju vladati barem jednim stranim jezikom, da moraju biti kvalificirani da predaju i na stranim sveučilištima i visokim školama, da grupe studenata ne bi trebale prelaziti brojku od tridesetak osoba, da obrazovni programi na istoj razini u svim obrazovnim institucijama

the Bologna Declaration into the Croatian higher education system, including measures which had not yet been incorporated into state policy, let alone national legislation, in any other European countries, as they were all still in the discussion phase, weighing up the pros and cons of certain opinions, along with many differences of opinion, not just between educational institutions, but also between different countries. However, the Croatian public tried to convince itself completely differently; the basic tenets, which were condensed literally onto a side and a half of A4 paper, were presented to the public as though they comprised a detailed elaboration running to a thousand pages! The truth is that various amendments were made only much later, and it is only now that we can speak of the basic tenets being worked out in detail and clarified.

I would not like to be misunderstood; far be it from me to repudiate every idea contained in or importance attached to the Bologna Declaration, particularly in as far as it aims to improve the educational curricula in EU countries. On the contrary. However, I am against any understanding which exaggerates the significance of the Declaration, or takes it as a complete package, attempting to implement it appropriately and inappropriately, stubbornly advocating standpoints which were clearly untenable from the very beginning. This is particularly true of standpoints which were supposed to have been universally applicable, since in a single country, not all regions start from the same position, either in terms of general societal and economic opportunities, or educational standards achieved.

The Bologna Declaration, which arose from the desire to standardise specific elements in higher education in the EU, promotes individual criteria which Europe and its already excellent institutions of higher education have already been nurturing for over a century! What on earth is so revolutionary about it, that required dragging the entire Croatian academic community through a painful and obviously long process, that could not have been resolved by passing simple legal acts stipulating

trebaju izdavati iste diplome, sve su to kriteriji koji se odavno slijede i poštuju u najvećem broju europskih zemalja. Očito, to je novost za nas, a ne za većinu europskih zemalja.

No, isto tako svi ti kriteriji nigdje ne inzistiraju na posvemašnjoj jednakosti pojedinih istovrsnih studijskih programa, jer to bi dovelo do izjednačavanja svih obrazovnih institucija, što jednostavno odudara od davno prihvaćenih premisa o izvrsnosti, pa je zbog toga neprihvatljivo pa i nemoguće provesti. Netko će studirati na Oxfordu ili Sorbonni jer će tamo dobiti određen stupanj znanja ili slušati predavanja izuzetnih profesora, što neće biti slučaj na nekom drugom sveučilištu. I u tome ne bi trebalo biti ništa sporno, jer ni individualno nismo svi isti niti trebamo (ali niti objektivno možemo) prolaziti isti obrazovni program. Prije svega zato jer svi nemamo iste sposobnosti, niti smo u stanju akumulirati ista znanja. Zbog toga je besmisleno tražiti od svih potencijalnih studenata da slijede posve iste kriterije kod stjecanja pojedinih znanja, ali i da svi nastavnici predaju istu materiju na jednaki način. Staro je pravilo da svaki nastavnik (uglavnom) predaje ono što zna, a ne (uvijek ili barem rijetko) ono što mu piše u nastavnom programu! Upravo o raznolikosti programa i kvalitetu studija može se sagledati smisao stjecanja znanja. Svatko će izabrati studij koji mu odgovara (prema različitim kriterijima i zahtjevima), pa svi neće niti trebaju prihvaćati isti stupanj znanja! Čini se da već pomalo zaboravljena parola “svi smo jednaki” opet živi.

U tom kontekstu besmisleno je prisiljavati sve sveučilišne institucije u istom znanstvenom polju da se služe gotovo istim ili približno istim obrazovnim programima kako bi u svemu bile istovjetne, jer je to neprihvatljiva i nemoguća zadaća, a kada bi bila moguća, vodila bi uravnilovki. Logičnije bi bilo, na primjer, tražiti da se u pojedinoj struci ne može dobiti određena vrsta diplome (ili stupanj znanja) bez određenog osnovnog kvantuma znanja, sadržanog na primjer u određenom broju disciplina (u zapadnom svijetu

the obligation to observe such acts within a given period of time (which ought to be self-apparent when talking about legal acts!)? The stipulation that teachers at the tertiary level must know at least one foreign language and be qualified to teach in foreign universities and colleges, the recommendation that student classes should be no larger than thirty, or that the same diplomas should be issued for the same courses given at the same level in all educational institutions – these are criteria which have been observed and respected in most European countries for a considerable time. Apparently, this is news to us, rather than to most of the rest of Europe.

However, it is also true that these criteria do not insist on the general uniformity of individual same type curricula, as this would make all educational institutions the same, and would diverge from the long accepted premise of excellence, which would be unacceptable and impossible to implement. A person may study at Oxford University or the Sorbonne in order to gain a certain level of knowledge, or to attend lectures by outstanding professors, which would not be possible at other universities. This should not be an issue, for as individuals we are not all the same and do not need all to receive the same education (nor would it be objectively possible). This is primarily because we do not all have the same abilities and cannot accumulate the same knowledge. Therefore it is completely ridiculous to expect all potential students to follow exactly the same criteria for gaining knowledge in individual subjects, or all teachers to teach the same material in exactly the same way. The old rule should still apply – every teacher should teach what he or she knows, generally speaking, not (always, or rarely) just what is in the curriculum! We might even consider the meaning of knowledge acquisition in terms of the variety of curricula and quality of studies available. Everyone should choose a course of study which suits them (according to different criteria and demands), so it would not be necessary for everyone to have the same level of knowledge. It seems as though that half-forgotten slogan, “We are all equal” has been resurrected.

poznatom kao “core of knowledge”), što u suštini traži “samo” odluku o broju i vrsti nezaobilaznih disciplina po pojedinim strukama, a ne proces koji smo započeli i još uvijek mu teško možemo sagledati kraj.

U istom kontekstu besmisleno je sve visokoškolske nastavne programe, pogotovo one koji obrazuju kadrove za turizam, izvoditi kao sveučilišne, jer oni svojim sadržajem naglašavaju teorijska (a u ekonomskoj znanosti i makro) znanja. Međutim, zanemaruju se stručni programi – ne pretjerujem ako kažem da se čak i omalovažavaju – a upravo za hrvatske turističke prilike oni su mnogo važniji, jer nam nedostaju oni stručni kadrovi koji se obrazuju izvan sveučilišnih studija! Drugim riječima, nedostaju nam specijalizirani kadrovi bez kojih je nemoguće formirati kvalitetan proizvod, ali i ukupan razvoj. U tom kontekstu neprihvatljivo je, na primjer, tražiti od nastavnika u visokim stručnim obrazovnim institucijama da budu samo nastavnici koji sjede u kabinetima. Suprotno tome, trebamo nastavnike stručnjake koji su u praksi dokazali svoju stručnost i spremni su je prenijeti mladima u predavaonicama visokih učilišta. U stručnom obrazovanju traže se nastavnici praktičari, jer takvi stručnjaci svakodnevno aktivno žive u toj praksi, a to je jedina garancija da tu praksu razumiju, pa da onda mogu objektivno i stručno govoriti o njezinim teškoćama i mogućim rješenjima za njih. Zanimljivo je da u nekim strukama nitko i ne dovodi u pitanje rad u struci kao zapreku za predavački rad u visokom školstvu. Na primjer, na studiju medicine, vjerojatno od kada se studira na sveučilištima, profesori obvezatno moraju biti ugledni liječnici koji rade na nekoj medicinskoj ustanovi ako žele predavati na fakultetu (pa čak i na visokoj školi). Uostalom, zar kirurg uopće može predavati ako samo sjedi u kabinetu i lamentira o kirurgiji, odnosno ako ne prakticira kirurgiju i u njoj nije izuzetni operater? Zašto to ne vrijedi za druge struke? To je više nego samo anomalija i kad-tad dovest će do

In this context, it is senseless to force all university institutions in the same academic field to offer virtually the same, or very similar study courses, so that the same conditions apply across the board, as this is an unacceptable, impossible task which, if it were possible, would lead to levelling-off. It would be logical, for example, to recommend that within a certain sphere of knowledge, diplomas (or levels of knowledge) would not be awarded unless a basic body of knowledge had been acquired, covered for example by a certain number of disciplines (known in the West as core knowledge). In effect, this requires ‘only’ a decision about the number and type of compulsory disciplines in certain professions, rather than the process which we have begun and of which there is still no end in sight.

In the same context, it is senseless to call all higher education curricula university studies, particularly those which educate students to work in the tourism sector, as university studies emphasise theoretical (and in economics, macro) knowledge. However, they tend to neglect occupational studies – I would not be exaggerating if I said that they even look down on them – but in terms of tourism in Croatia, occupational studies are much more important, as what we lack are staff educated in non-university studies! In other words, we lack the specialist staff without whom it is impossible to create a high quality product, or to develop further in general. In this context, for example, it is unacceptable to expect teachers in occupational higher institution educations to just sit around in their studies. On the contrary, we need teaching experts who have proved their expertise in practice and are ready to pass it on to young people in the lecture halls of higher education institutions. In occupational education, teachers who are familiar with practice are required, as they are experts who practise what they teach on a daily basis, and this is the only guarantee that they will understand what practice is all about, and will be able to talk objectively and expertly about the difficulties involved and how to resolve them. It is interesting that in other professions, nobody suggests that work experience should be a



smanjene kompetentnosti studentskih kadrova koji će diplomirati na takvom defektnom studiju uz defektne nastavnike i, nadasve, uz defektne propise!

Uostalom, velika europska sveučilišta ni ne pomišljaju na bezuvjetno prihvaćanje ili “poštivanje” preporuka Bolonjske deklaracije na način kako ih mi shvaćamo i prezentiramo, između ostalog i zato što bi to smanjilo njihove prednosti i “rejting” pojedinih visokoškolskih institucija i njihovih diplomiranih studenata. Uostalom, kao što sam već naglasio, pravila koja navodi Bolonjska deklaracija u svom velikom dijelu već se odavna primjenjuju u većini posebno priznatih (a pogotovo najboljih) europskih sveučilišta! Mnoga od njih su već daleko odmakla od ovih preporuka. Nezamislivo je, na primjer, da profesor na Oxfordu, Sorbonni ili bilo kojem drugom dobro znanom sveučilištu ne pozna je ni jedan svjetski jezik. Ili, da je svaki profesor obvezan u određenim vremenskim intervalima održati nastavu na nekom inozemnom sveučilištu. Takvih bi se primjera moglo nanizati pozamašan broj. Očito, za njih su takva ili slična upozorenje Bolonjske deklaracije bespredmetna, uvredljiva, odnosno, jednostavno – smiješna!

## DRUGO LICE PROBLEMA

Koliko smo i jesmo li uopće zemlja koja u sagledivoj budućnosti može postati zemlja znanja, odlično pokazuje pogled iz drugog kuta. Obrazovanje nije samo sebi svrha, ono nam pomaže da obavljamo svoje svakodnevne dužnosti, da napredujemo u poslovima koji se pred nas postavljaju, a za zemlju je viši stupanj obrazovanosti garancija uspješnijeg gospodarstva, bolje proizvodnje, što vodi kvalitetnijem životu cijele populacije. Iz toga bi trebao slijediti logičan zaključak da se obrazovanje organizira u skladu s našim gospodarskim i drugim razvojnim planovima. Ako je turizam u pitanju, onda je odgovor dosta jasan. Bez jasne razvojne strategije turizma teško ćemo moći definirati potrebno obrazovanje budućih kadrova.

hindrance to taking a higher education teaching job. In medicine, for example, it has been the tradition probably ever since medicine became a university subject for people who wish to teach in medical faculties (and colleges) to be highly respected doctors already working in medical institutions. Would it really be possible for a surgeon to teach if he spent all day in his office, lamenting about the state of surgery, instead of practising surgery and becoming excellent at it? Why does this not apply to other occupations? It is more than an anomaly and sooner or later will lead to a reduction in the competence of students, who will graduate in studies which are deficient, having been taught by deficient teachers, all because of deficient regulations!

In any case, the great European universities are not even considering accepting or “observing” the recommendations of the Bologna Declaration unconditionally, in the way in which we understand them and have had them presented to us. Among other things, this would reduce the prestige and rating of some institutions, and thus the rating of their graduates. In any case, as I have already emphasised, the regulations in the Bologna Declaration mostly relate to principles which have long been implemented in most acclaimed European universities, particularly the top ones! Many of them have moved far ahead of these recommendations. It would be unthinkable, for example, for a professor at Oxford, the Sorbonne, or any other leading university, to have no knowledge of a foreign language. Or for any professor not to teach at certain intervals at a foreign university. The number of those who do is not inconsiderable. Obviously, for them these stipulations and others like them, as expressed in the Bologna Declaration, are irrelevant, insulting, and simply ridiculous!

## THE OTHER ASPECT OF THE PROBLEM

Whether, and to what extent, we as a country can become a land of knowledge in the near future can be clearly indicated from another angle.

Kako pak stojimo sa strategijom turističkog razvoja u Hrvatskoj? Tek sada, nakon više decenija uzaludnih obećanja, konačno smo izradili razvojnu strategiju hrvatskog turizma. O tome je li prihvatljiva za sve u Hrvatskoj pokazat će već i prve reakcije nakon njezina donošenja. Ne ulazeći u pojedinosti i ne polemizirajući sa strategijom, logično je konstatirati da bi tek sada trebao biti stvoren realan okvir za formiranje obrazovnih programa u sferi turizma. Jednostavno rečeno, obrazovna politika ne može se kreirati bez ekonomske strategije! Drugačije se formiraju obrazovni program i obrazuju kadrovi ako se zemlja u svojoj razvojnoj strategiji odlučila za razvoj poljoprivrede, ili automobilske industrije, ili elektronike. Naravno, ne treba očekivati da će strategija turističkog razvoja ulaziti u svaki detalj njezina provođenja, ali osnovni pravci su zacrtani. Svakako nije isto obrazovati kadrove ako naša strategija planira hotelijerstvo s dominantno visokim kategorijama hotela ili ne. To je tek jedan primjer, ali on je istovjetan i za sve druge aktivnosti vezane uz turizam. Prilagodavanje nije jednostavno niti se može dogoditi brzo, ali može se slijediti osnovni smjer razvoja. Očito da će više ministarstava trebati sjesti za stol i dogovoriti kako uskladiti razvojnu strategiju s obrazovnom politikom.

Na kraju, još jedna opaska. U sektoru turizma, stajališta koja pokazuju pravac državne politike, pa prema tome predstavljaju službena stajališta u hrvatskom turizmu, dolaze s tri strane: iz Ministarstva turizma, iz Hrvatske turističke zajednice i iz Hrvatske gospodarske komore. Različite osobe odnosno različiti stručnjaci, vrlo različitog obrazovanja i svakako različite razine (potrebnih) znanja, koji se pojavljuju u procesu donošenja odluka u sve tri institucije, pa je (do neke mjere) logična različitost u njihovim stajalištima. Daleko je manje situacija u kojima su njihova stajališta slična, a pogotovo istovjetna, od situacija u kojima su različita pa i suprotna. To naravno dovodi do zbrke u glavama onih koji bi takva stajališta trebali pretočiti u dnevnu

Education is not an end in itself, it helps us carry out our daily duties, to make progress in the tasks we have been given, and for any country, a higher level of education guarantees a more successful economy and improved production, and results in a better quality of life for the entire population. Therefore, it should be the logical conclusion that education be organised in alignment with our economic and other developmental plans. When considering tourism, the answer is pretty clear. Unless we implement clear development strategies in tourism, it will be difficult to define the kind of education needed for future personnel.

Where do we stand in terms of strategic tourism development in Croatia? It is only now, after several decades of empty promises, that a development strategy for Croatian tourism has been produced. Whether or not it is acceptable to all in Croatia will become clear when first reactions are received after its adoption. Without going into details or polemics, it is logical to conclude that only now has the moment arrived for the creation of a realistic framework for forming curricula in the sphere of tourism studies. Put simply, educational policy cannot be created without an economic strategy! Curricula and teaching staff will be formed differently if a country, as part of its development strategy, decides to develop agriculture, the car industry, or electronics. Of course, we should not expect the strategy for tourism development to go into every detail of implementation, but the basic guidelines have been drawn up. Of course, it is not the same educating personnel if our strategy includes plans for a hotel trade dominated by high category hotels, or does not. This is just one example, but the same applies to other tourism activities. Adjustment is never easy and it takes time, but the basic direction of development can be followed. Clearly, several ministries will need to sit down together and agree on how to align development strategies with education policies.

Finally, another warning. In the tourism sector, viewpoints which indicate state policy, i.e. represent official viewpoints in Croatian tourism, come from

politiku i poslovanje, a koji po prirodi svoga djelovanja ne moraju nužno imati takva široka znanja kao oni koji donose odluke na nacionalnoj razini. To ne umanjuje njihovu funkciju i pogotovo ne umanjuje njihovo značenje za ukupnu uspješnost sektora hrvatskog turizma, a ni potrebu da takvi kadrovi budu obrazovani, nego samo naglašava stvarne i nužne razlike koje bi logično trebalo očekivati od osoba koje djeluju na različitim razinama.

U hrvatskom turizmu skloni smo euforiji, kao uostalom i u mnogim drugim područjima našeg života (pa zašto onda ne i u turizmu?), i preuveličavanju, podjednako uspjeha i neuspjeha. Ni jedno ni drugo nije osobina naroda koji sam sebe pokušava nazvati “zemljom znanja”. Ponašanje o kojem govorimo upravo pokazuje da se radi o zemlji u kojem nema dovoljno znanja. Kada bi ga bilo, vjerojatno ne bismo govorili da smo zemlja znanja: to bi i drugi zapažali, cijenili... Ovako nam ostaje da sami sebe uvjeravamo da posjedujemo kvalitete koje još objektivno nemamo, a to može biti vrlo opasno, jer nas udaljuje od naših temeljnih problema i zadaća: stjecanja znanja!

I opet je turizam dobar primjer ovih riječi. Kako nam, na primjer, izgleda naše srednje stručno obrazovanje, kako su opremljene škole, kakav nam je stručni nastavnički kadar i, što je najgore, koliko mladih se odlučuje za obrazovanje u djelatnostima koje su manje ili više vitalne za uspješan razvoj turizma? Đaci jedne srednje škole na hrvatskom otoku na konstataciju da je turizam njihova budućnost i da je logično očekivati da se za nju adekvatno pripremaju spremno odgovaraju: ali u tom se sektoru mnogo radi, doduše kraće vrijeme tijekom godine, ali onda vrlo intenzivno, pa nismo valjda ljudi da toliko radimo! Takva se stajališta ne mogu čuti u zemljama znanja, jer se ona tamo jednostavno logikom stvari nisu mogla ni pojaviti. Ali takvi smo mi, a druga je stvar kako izmijeniti takvo stanje, kakve sve mjere poduzimati, iako je naš stav jedan i jasan: obrazovanjem i opet obrazovanjem!

three sides: the Ministry of Tourism, the Croatian National Tourist Board, and the Croatian Chamber of the Economy. Other people, i.e. various experts, with varying educational backgrounds and of course varying levels of (appropriate) knowledge, who appear during the process of decision-making in all three institutions, are in a different category, and it is only logical that their opinions differ (up to a point). There are far fewer situations in which their opinions are similar or coincide, and far more in which they disagree or even express opposing views. This of course leads to confusion in the heads of those who are supposed to turn these opinions into daily policy and operations, and who, by the nature of their work, are not necessarily as well informed as those who make the decisions at the national level. This is not to belittle their function or significance for the overall success of the Croatian tourism sector, nor point out the need for such people to receive further training, but is only mentioned in order to emphasise the real, necessary differences which we ought to expect when dealing with people who work at different levels.

Within Croatian tourism, we are prone to euphoria, as we are in many other areas of life (so why not tourism as well?) and tend to exaggerate both successes and failures. Neither extreme should be the characteristic of a country which would like to dub itself a ‘land of knowledge’. This kind of behaviour actually shows that this is a country which does not have enough knowledge. If we had, we would probably not need to talk about being a land of knowledge – others would notice and appreciate the fact. As it is, we are left trying to convince ourselves that we possess qualities we do not objectively possess, and this can be very dangerous, because it distracts us from the basic problem and task before us – acquiring knowledge!

Again, tourism provides a good example of this. What does our secondary occupational education system look like? How well are the schools equipped? What are the teachers like? Worst of all, how many young people are choosing education in subjects which are more or less vital for the

Resorna ministarstva (turizma i obrazovanja) mirno promatraju – možda i odobravaju ili čak potiču? – kako najveći Ekonomski fakultet u zemlji (zagrebački Ekonomski fakultet), s tradicijom obrazovanja u turizmu od 1962. godine, jednostavno ukida smjer turizam. Ono što je pak ostalo od prijašnjeg i međunarodno priznatog studija turizma uz najbolju volju ne može se smatrati zaokruženim znanjem koje bi se u konačnoj diplomi moglo pretočiti u turističku specijalizaciju! Istovremeno, na različite se načine pokušava diskreditirati pa i sprečavati razvoj nekih drugih uspješnih visokoškolskih institucija koje obrazuju kadrove za turistički i hotelski menadžment, pa makar to bile i “inkriminirane privatne visokoškolske institucije” o kojima država ionako ne vodi računa, osim što se brine kako ih zaustaviti ili barem kako ih usporiti u razvoju. Zašto je tome tako, na to bismo konačno trebali dobiti odgovor, ali ne samo od resornog ministarstva nego od Vlade u cjelini! A te škole, da stvar bude još bolja, smanjuju državi trošak školovanja, i to u vrijeme kada država financijski baš i ne stoji najbolje.

Promjeni takvih stanja svakako ne pridonose neumjesna stajališta koja često dolaze s razina i od onih koji bi trebali biti vođe jednog drugačijeg stanja. Svojedobno smo govorili (i pri tome se držali vrlo mudro) da će nam turizam napredovati po stopi od 20-ak postotaka godišnje. Onda smo shvatili da je to ipak nemoguće, jer bi već za dvije ili tri godine po takvoj stopi trebali izgraditi nekoliko desetaka tisuća novih smještajnih jedinica i zaposliti u turizmu i zbog turizma gotovo cijelo hrvatsko stanovništvo sposobno da hoda i govori! Bilo je i mnogo drugih euforičnih tvrdnji, ali da nismo zemlja znanja pokazali smo već time da nismo “kaznili” nositelje takvih ideja nego mnogi od njih i dalje obnašaju visoke funkcije u hrvatskom turizmu, što im i dalje daje prilike da izbacuju nova, “revolucionarna” i najčešće neutemeljena stajališta. Za prosječan puk, riječi “odozgo” smatraju se istinom, pa se tako stvara pogrešna atmosfera i, što je posebno loše, stvaraju

successful development of tourism? How should we respond when pupils at an island secondary school, presented with the statement that tourism was their future and it would be logical to expect them to prepare for it properly, answered without blinking that the tourism sector required hard work, even if only for a few months a year, and it was so intensive that they were not so crazy as to want to work in tourism! You will not hear that sort of thing in a land of knowledge, because the very nature of things means it cannot occur. But this is what Croats are like, and it is another thing to change the situation, to decide on the right measures to take, even if we have a united, clear stand: education, and more education!

The relevant ministries (Tourism and Education) are calmly observing (with approval, or even encouragement?) as the largest Economics faculty in the country (Zagreb Faculty of Economics), which has a tradition of providing education in tourism going back to 1962, is simply abolishing tourism as a study course. With the best will in the world, what little remains of earlier, internationally recognised tourism studies can hardly be considered well-rounded knowledge, suitable to turn into specialisation in tourism in terms of the final diploma awarded!! At the same time, for example, attempts are being made to discredit or hinder the development of other higher education institutions which train students in tourism and hotel management, even including “incriminated private higher education institutions”, which the state does not care about anyway, apart from trying to halt their work or at least slow down their development. Why this should be the case is a question for which an answer should finally be given, not just by the relevant Ministries, but by the entire Government! What is more, these institutions are actually reducing the cost of education to the state, at a time when the state is not exactly well off financially!

Changing such situations is of course not helped by the misplaced opinions often expressed at certain levels, even by those who ought to be the leaders in other situations. We used to say (and thought

se pogrešna očekivanja. Kada se takva stajališta u realnom životu pokažu promašenima, krivci su oni koji su slušali i radili prema uputama, a ne oni koji su lansirali takva stajališta. I to još pod okriljem krilatice “zemlja znanja”!

## KAKO IZAĆI IZ OVE SITUACIJE?

Vjerojatno bi logičnije bilo upitati se je li uopće moguće izaći iz takve situacije, barem u dva sektora o kojima smo ovdje prozborili nekoliko riječi, i što bi to zapravo značilo? Možda je jedino ispravno u odgovoru na to pitanje utvrditi da bi bilo nužno zaboraviti sintagmu “zemlja znanja”, jer je očito i za svakog poznavatelja prilika u obrazovanju u Hrvatskoj jasno da Hrvatska nije zemlja znanja, što ne isključuje našu želju da znanje jedanput bude osnovni kriterij na kojem ćemo graditi našu sadašnjost, a posebice našu budućnost. Takva želja pak pretpostavlja neko sasvim drugačije ponašanje u mnogim (da ne kažem baš u svim) sektorima života, i to znatno više nego u samoj legislativi. Naime: dobri zakoni postaju najbolji tek ako ih se pridržavamo!

Besmisleno bi bilo sada predlagati, nakon svega što je do sada poduzeto (vremena, energije i živaca), da prestanemo spominjati Bolonjsku deklaraciju. Drugo je pak pitanje trebamo li biti prvi ili među prvima koji počinjemo s njezinom primjenom, pogotovo zato što nismo sasvim sigurni da nećemo ubrzo krenuti u nove izmjene ovog procesa, kada se zemlje Europe dogovore kako dalje i koje ideje iz Bolonjske deklaracije eventualno primijeniti. Naime, općeg konsenzusa o tome još uvijek nema. Ono što svakako moramo jest nastaviti razvijati ono što je pozitivno i na što većina ukazuje: forsirati kvalitetu i stvarati opću atmosferu da je znanje nužno i da bez znanja nema budućnosti. To nije samo zadaća države i visokog školstva, to je nužan zakret u razmišljanju ukupnog stanovništva koji će rezultirati drugačijim položajem u društvu onih koji znaju (a što danas svakako nije slučaj).

ourselves very wise for saying so) that tourism would develop at the rate of about 20% a year. Then we realised this was actually impossible, as after a couple of years of that sort of progress, it would require the construction of tens of thousands of new tourist accommodation units and the employment of virtually the entire able-bodied Croatian population in the tourist industry! There were other euphoric claims, but we have shown that we are not a land of knowledge by failing to “punish” those who voiced such claims, and have in fact retained many of them in high positions in Croatian tourism, giving them the opportunity to continue broadcasting their new, “revolutionary”, often unfounded points of view. The man in the street tends to assume that anything coming from “above” must be true, thus a false atmosphere is created, and false expectations arise, which is a particularly bad thing. When real life proves such viewpoints to be wrong, the people blamed are those who obeyed orders and carried them out, not those who launched the ideas. And all this takes place under the slogan “Land of Knowledge”!

## IS THERE A WAY OUT OF THE SITUATION?

It would probably be logical to wonder whether there is any way out of this situation, at least in the two sectors of which we have spoken. What would it mean? Perhaps the only correct answer to these questions is to stress that we need to forget the syntagma ‘land of knowledge’, as it is obvious to anyone who knows anything about the state of affairs in education in Croatia that Croatia is not a land of knowledge, which is not to exclude the desire one day to have knowledge as the basic criterion upon which to build our present, and particularly our future. This desire implies a totally different mode of conduct in many (perhaps I should say all) sectors of life, much more than simply at the legislative level. For good laws can only become the best laws when they are observed!

It would be useless now to propose, after everything that has been invested so far (time,

Uzged rečeno, bilo bi zanimljivo zapitati se po kakvim su se to deklaracijama stoljećima razvijala sveučilišta u Europi da su mnoga od njih dosegla svjetski renome usprkos činjenici da im se nije propisivao svaki korak u razvoju? Zar zaista vjerujemo da će velika europska sveučilišta prihvatiti takve razvojne opcije koje bi ih prisilile da se izjednačuju s drugima, slabije rangiranima i da svoja stoljetna dostignuća u visokom obrazovanju “prizemlje” na nekim nižim razinama? Zar zaista vjerujemo da će se u Europi provesti takva uranilovka, koja bi oduzela stoljetnom mukom stvoreni znanstveni identitet pojedinim sveučilištima? I konačno, jesmo li uopće negdje čuli ili pročitali što o Bolonjskoj deklaraciji danas kažu (ako se uopće time bave) Oxford, Cambridge, Sorbonne, Boconi ili druga sveučilišta sličnog ranga? Bojim se ništa ili vrlo malo, pa je i to samo po sebi dovoljno indikativno da formiramo vlastito mišljenje o cijelom “slučaju”.

No sve to još uvijek nije odgovor na pitanje kako se izvući iz evidentnog obrazovnog kolapsa u koji su nas doveli nedorečeni propisi i cijeli proces Bolonje na način kako se primjenjuje kod nas.

Možda se, prije svega, trebamo prestati nazivati zemljom znanja, jer to je smiješno i nama i svijetu, pa zašto od sebe praviti smijuriju, kada nam to zaista ne treba. Ako pak jednom postanemo zemlja znanja, svi će toga biti svjesni i tada nam sigurno neće padati na pamet da se sami tako nazivamo! Takva će postati percepcija drugih o nama u svijetu. Upravo zato jer ćemo biti zemlja znanja!

energy and nerves) that we stop talking about the Bologna Declaration. It is another question entirely whether we should be among the first countries to start implementing it, particularly as we are not quite sure that we will not soon be caught up in new amendments to the process, when the countries of Europe agree on how to proceed and decide which ideas from the Bologna Declaration should potentially be implemented. For there is no general consensus as yet. What we must do is continue to develop everything which is positive and indicated by the majority: insist on quality and create a general atmosphere in which knowledge is seen as necessary, because there can be no future without knowledge. This is not just a task for the state or higher education; there must be a turnaround in the thinking of the general population, which will result in those who have knowledge being given a different position in society (which is certainly not the case today).

In passing, it would be interesting to ask how the universities of Europe managed to develop over the centuries, for many of them have achieved world renown in spite of the fact that not a single stage of their development was prescribed in a declaration. Do we really imagine that the great universities of Europe will accept such developmental options, forcing them to become equal with others, descending in the ratings, and bringing their hundreds of years of achievement down to a lower level? Do we really believe that this sort of levelling is going to happen in Europe, robbing individual universities of their scholarly reputation, built up through centuries of hard work? And finally, have we heard or read anywhere what Oxford, Cambridge, the Sorbonne, Bocconi and similarly ranked universities think about the Bologna Declaration (if they think about it at all)? I am afraid the answer is nothing, or very little, which is in itself sufficient indication for forming our own opinion on the whole ‘matter’.

However, all this still does not provide us with an answer to the question about how to get out of the obvious educational collapse which the

understated regulations and entire Bologna process, as implemented in Croatia, have got us into.

Perhaps, first and foremost, we should stop calling ourselves a land of knowledge, as this is laughable, to us and the rest of the world. Why should we unnecessarily make ourselves a laughing-stock? If however we do become a land of knowledge one day, we will all be aware of it and it will not occur to us to call ourselves by that name! The perceptions of others around the world about us will become obvious, for the very reason that we will have become a land of knowledge!