

Institute for Educational Research, Belgrade, Serbia

29th International Scientific Conference
“Educational Research and School Practice”

**TOWARDS A MORE
EQUITABLE EDUCATION:
FROM RESEARCH TO CHANGE**

BOOK OF PROCEEDINGS

Editors

Mladen RADULOVIĆ

Marija TRAJKOVIĆ

December 1st, 2023

Faculty of Philosophy, Belgrade

PROGRAM BOARD

Chairman of the Program Board

Mladen Radulović, PhD, Research Associate, Institute for Educational Research, Belgrade, Serbia

Members

- **Jovan Miljković, PhD, Associate Professor**, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia
- **Zorica Šaljić, PhD, Associate Professor**, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia
- **Vera Spasenović, PhD, Full Professor**, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia
- **Isidora Jarić, PhD, Full Professor**, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia
- **Tina Štemberger, PhD, Associate Professor**, Faculty of Education, University of Primorska, Koper, Slovenia
- **Silva Bratož, PhD, Associate Professor**, Faculty of Education, University of Primorska, Koper, Slovenia
- **Sergey Ivanovič Kudinov, PhD, Full Professor**, Faculty of Philology, The Peoples' Friendship University of Russia, RUDN University, Moscow, the Russian Federation
- **Olga Borisovna Mikhailova, PhD, Associate Professor**, Faculty of Philology, The Peoples' Friendship University of Russia, RUDN University, Moscow, the Russian Federation
- **Nebojša Macanović, PhD, Associate Professor**, Faculty of Political Science, University of Banja Luka, Banja Luka, Bosnia and Herzegovina
- **Branislava Baranović, PhD, Senior Scientist**, Institute for Social Research, Zagreb, Croatia
- **Suzana Simonovska, PhD, Full Professor**, Faculty of Philosophy, Ss. Cyril and Methodius University, Skopje, North Macedonia

- **Tatjana Novović, PhD, Full Professor**, Faculty of Philosophy, University of Montenegro, Nikšić, Montenegro
- **Ákos Bocskor, PhD, Postdoctoral Researcher**, Institute of Sociology, Czech Academy of Sciences, Prague, Czech Republic
- **Milja Vujačić, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Rajka Đević, PhD, Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Nikoleta Gutvajn, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Ivana Đerić, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Marina Kovačević Lepojević, PhD, Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Dragana Gundogan, PhD, Research Associate**, Institute for Educational Research, Belgrade, Serbia

ORGANIZATIONAL BOARD

Chairwoman of the Organizational Board

Marija Trajković, MA, Research Assistant, Institute for Educational Research, Belgrade, Serbia

Members

- **Ana Drobac, MA, Research Trainee**, Institute for Educational Research, Belgrade, Serbia
- **Branka Radovanović, MA, Teaching Assistant**, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia
- **Jovana Katić, MA, Research Trainee**, Institute of Pedagogy and Andragogy Faculty of Philosophy, University of Belgrade, Belgrade, Serbia

- **Dragana Gagić, MA, Research Trainee**, Institute of Pedagogy and Andragogy Faculty of Philosophy, University of Belgrade, Belgrade, Serbia
- **Aleksandra Miljković, Volunteer**, Institute for Educational Research, Belgrade, Serbia

ORGANIZERS

The Institute for Educational Research (Belgrade, Serbia) in cooperation with the Institute of Pedagogy and Andragogy at the Faculty of Philosophy, University of Belgrade (Belgrade, Serbia), the Faculty of Education, University of Primorska (Koper, Slovenia), and the Faculty of Philology, Peoples' Friendship University of Russia, RUDN University (Moscow, the Russian Federation).

Note. This book was funded by the Ministry of Science, Technological Development, and Innovation of the Republic of Serbia (Contract No. 451-03-47/2023-01/ 200018).

.....
 CIP - Каталогизacija у публикацији
 Народна библиотека Србије, Београд

37.014.1(082)
 37.091(082)
 371.13(082)
 37.091.33(082)

INTERNATIONAL Scientific Conference "Educational Research and School Practice" (29 ; 2023 ; Beograd)

Towards a more equitable education: from research to change : book of proceedings / 29th International Scientific Conference "Educational Research and School Practice", December 1st, 2023. ; editors Mladen Radulović, Marija Trajković. - Belgrade : Institute for Educational Research, 2023 ([Beograd] : Kuća štampe). - 199 str. : table ; 24 cm

Tiraž 100. - Napomene i bibliografske reference uz tekst. - Bibliografija uz svaki rad. - Registar.

ISBN 978-86-7447-165-4

а) Право на образовање -- Зборници б) Школство -- Реформа -- Зборници в) Наставници -- Стручно усавршавање -
 - Зборници г) Настава -- Иновације -- Зборници д) Инклузивно образовање -- Зборници

COBISS.SR-ID 130997001

CONTENT

PLENARY

- 10 *Mitja Sardoč*
MERITOCRATIC RATIONALITY AND EDUCATION:
TENSIONS, PROBLEMS, & CHALLENGES
- 16 *Mladen Radulović*
SOCIAL-STATUS-RELATED INEQUALITIES AS A TOPIC
IN CONTEMPORARY EDUCATIONAL RESEARCH
- 23 *Rajka Đević, Dušica Malinić and Milja Vujačić*
TEACHERS' PERSPECTIVES ON CHALLENGES IN INCLUSIVE
EDUCATION – A RESEARCH OVERVIEW
- 30 *Vera Spasenović*
EDUCATIONAL PRIVATIZATION: RISKS FOR EQUITY

SOCIAL INEQUALITIES AND EDUCATION

- 36 *Jovan Mihojević, Nataša Simić and Danijela Petrović*
THE ROLES OF GENDER AND SOCIOECONOMIC STATUS IN
SECONDARY SCHOOL ACADEMIC ACHIEVEMENT AND WELL-BEING
- 44 *Miloš Janković*
LIMITATIONS OF CONTEMPORARY SOCIOLOGY OF EDUCATION
RESEARCH
- 50 *Aleksandra Ilić Rajković and Ivana Jeremić*
ASSESSING EDUCATIONAL OPPORTUNITIES: FROM THE FIRST
STATISTICAL ANALYSIS IN SERBIA

-
- 55 *Milica Marušić Jablanović, Jelena Stanišić, Dragana Gundogan, Sanja Blagdanić, Zorica Veinović, Dragana Đorđević, Vera Županec and Slađana Savić*
THE IMPORTANCE OF SOCIODEMOGRAPHIC CHARACTERISTICS FOR
THE DEVELOPMENT OF ENVIRONMENTAL LITERACY
- 62 *Jure Novak and Nina Pertoci*
THE RELATIONSHIP BETWEEN FOURTH-GRADERS' AGE AND
ACHIEVEMENT ON THE IEA'S PIRLS 2016 READING TEST IN SLOVENIA
- 68 *Zoe Karanikola and Rania Vasiliadou*
ADULT EAST EUROPEAN IMMIGRANTS IN GREECE: THE RIGHT TO A
MORE HOLISTIC INTEGRATION
- 74 *Olga Borisovna Mikhailova and Elizaveta Sergeevna Farennikova*
CHARACTERISTICS OF VALUES AND ATTITUDE TO MONEY AMONG
RUSSIAN AND CHINESE STUDENTS

ACTORS IN THE EDUCATIONAL PROCESS AS CREATORS OF A MORE EQUITABLE EDUCATION

- 82 *Lidija Radulović and Luka Nikolić*
JUSTICE IN EDUCATION AND SOCIAL JUSTICE –
PERSPECTIVES ON TEACHER EDUCATION
- 87 *Tomaž Vec*
THE AUTHORITY OF THE TEACHER – ARE TEACHERS IN MODERN
SOCIETY LOSING THEIR AUTHORITY IN THE CLASSROOM?
- 93 *Nina Jovanović*
TEACHERS' ROLE IN SOCIAL JUSTICE:
IMPROVING THE LIVES OF ROMA STUDENTS
- 99 *Nikola Koruga and Tamara Nikolić*
INTERGENERATIONAL COMMUNITIES:
ADVANCING EDUCATIONAL EQUITY THROUGH
COMMUNITY LEARNING

-
- 104 *Bojan Ljujić, Jovan Miljković and Vukašin Grozdić*
CHATGPT AND ACADEMIC WRITING IN HIGHER EDUCATION
- 110 *Andrea Gašić*
PEDAGOGY STUDENTS AS AGENTS OF CHANGE: INITIAL EDUCATION
AS SUPPORT IN ACTION AND FOR ACTION

CLASSROOM AND SCHOOL STRATEGIES FOR PROMOTING EQUITY

- 118 *Nada Ševa and Ivana Đerić*
THE MOST SIGNIFICANT LEARNING STORIES: TIMSS ASSESSMENT
ITEMS AS A PROMPT FOR PROFESSIONAL LEARNING
- 124 *Radovan Antonijević, Nataša Nikolić and Ivana Mrvoš*
EQUITY IN THE EDUCATION OF GIFTED STUDENTS
- 128 *Marina Kovačević Lepojević, Marija Trajković,
Branislava Popović-Čitić and Lidija Bukvić*
THROUGH AN ATMOSPHERE OF FAIRNESS TO SAFER SCHOOLS
- 136 *Jelena Medar Zlatković and Nataša Lalić Vučetić*
COOPERATIVE LEARNING AND PROMOTING EQUITY IN EDUCATION
- 142 *Marija Tomić*
INDIVIDUALIZED TEACHING AS THE BASIS OF FAIR EDUCATION
THROUGH TEACHING AT DIFFERENT LEVELS OF COMPLEXITY
- 147 *Marina Rushina, Marina Volk, Alexandra Dostatnyaya and Tamara Jafarova*
TRAINING ACTIVITIES TO REDUCE AGGRESSIVE BEHAVIOR IN
STUDENTS AS AN EDUCATIONAL PROGRAM AT A DEVELOPING
UNIVERSITY

CHALLENGES OF INCLUSIVE EDUCATION

- 154 *Zorica Šaljić and Mirjana Senić Ružić*
POSSIBILITIES AND CHALLENGES OF USING DIGITAL TECHNOLOGY IN
INCLUSIVE EDUCATION
- 159 *Marija Ratković, Jelena Medar Zlatković and Jelena Stanišić*
THE APPLICATION OF SOCIOMETRIC TECHNIQUES IN RESEARCH ON
PEER RELATIONS IN INCLUSIVE EDUCATION
- 165 *Maja Brust Nemet and Mia Bašić Bučanović*
THE ROLE OF THE TEACHING ASSISTANT IN THE INCLUSIVE SCHOOL
CULTURE
- 171 *Ákos Bocskor, Aleš Kudrnáč and Radka Hanzlová*
THE ROLE OF EMPATHY IN SUPPORT FOR INCLUSIVE EDUCATION IN
THE CZECH REPUBLIC

DEFINING EQUITABLE EDUCATION POLICIES

- 182 *Emina Borjanić Bolić, Ivana Milosavljević Đukić and Veselin Medenica*
THE EDUCATIONAL PROCESS OF CHILDREN IN ALTERNATIVE CARE:
TOWARDS A TRAUMA-SENSITIVE SCHOOL
- 188 *Jovan Miljković, Vukašin Grozdić and Bojan Ljujić*
THE CURRENT STATE AND PERSPECTIVES OF THE FUNCTIONAL
BASIC EDUCATION OF ADULTS IN SERBIA
- 195 *Lucija Tomac, Anita Zovko and Jadranka Herceg*
THE VOUCHER SYSTEM – AN ATTEMPT TO INCREASE ENROLMENT
IN ADULT EDUCATION AND STRENGTHEN SKILLS IN
THE REPUBLIC OF CROATIA

CHATGPT AND ACADEMIC WRITING IN HIGHER EDUCATION¹

Bojan Ljujić², Jovan Miljković and Vukašin Grozdić

*Institute of Pedagogy and Andragogy, Department of Pedagogy and Andragogy, Faculty of
Philosophy, University of Belgrade, Belgrade, Serbia*

Research Problem Background In Brief

The invention of ChatGPT constitutes the most significant stride in the field of artificial intelligence (AI) in recent years. It was launched in November 2022 as an open-source chatbot able to generate human-like texts while engaging in deep learning (Deng & Lin, 2022; Eke, 2023). Developed to impact every aspect of society (Zhai, 2023), ChatGPT has quickly become the subject of educational endeavors (Mhlanga, 2023b) as well as controversies, dividing the education community into dystopians and optimists (Mhlanga, 2023a; Sejnowski, 2023). The debate has focused on the issue of academic writing, offering different views on how this AI tool might influence phenomena such as intellectual property (Bjork, 2023; Hill-Yardin et al., 2023), plagiarism (Yu, 2023), authenticity, originality and creativity in learning (Rahman & Watanobe, 2023), and critical and analytical thinking (Mhlanga, 2023a; Rudolph et al., 2023, Shidiq, 2023). Namely, education actors should respect ethical principles (Eke, 2023) and incorporate them into the inevitable educational use of ChatGPT in order to uphold equity and responsibility in education (Cohen, 2023; A. A. Jadhav & A. N. Jadhav, 2023; Kasneci, 2023).

1 *Note.* The realization of this research was financially supported by the Ministry of Science, Technological Development, and Innovation of the Republic of Serbia, as a part of the financing of scientific research work at the University of Belgrade - Faculty of Philosophy (contract number 451-03-47/2023-01/ 200163).

2 bojangljujic@gmail.com

Methodology

The present research focused on the dominant controversy surrounding the educational use of ChatGPT for the purpose of accomplishing academic writing tasks. The research goal was to investigate ChatGPT's performance in writing academic assignments and compare it to corresponding higher education students' performance. The descriptive research included the application of a comparative method and the content analysis research technique. Relevant data sources were: (1) pre-exam assignments written by final-year andragogy students at the University of Belgrade who received excellent grades and submitted their assignments in 2022, before ChatGPT was launched; (2) ChatGPT-generated essays. Both students and ChatGPT were tasked with writing an andragogical analysis of specific multimedia content. Units of qualitative comparative content analysis were derived from criteria for the assessment of the abovementioned pre-exam written assignments: grammar and fluency in expression; content structuration and organization; scientific relevancy; referencing; depth of knowledge and understanding; theoretical, research, and experiential foundations; argumentation and discussion; reflectiveness and critical positioning; and originality and creativity.

Results

ChatGPT possesses linguistic and semantic algorithms that enable automatic evaluation, correction, and feedback regarding grammar, vocabulary, and sentence composition adequacy (Yu, 2023). Hence, it generated essays that were largely correct in terms of *grammar* and *expressional fluency* and could be deemed slightly more precise compared to students' assignments. Although fairly *structured* and logically *organized*, ChatGPT-generated essays comprised rather elementary textual units (introduction, elaboration, and conclusion). Conversely, students' essays were more complex in structure, with more elements organized using different levels of headings, which clearly revealed ideas expounded in corresponding sections. Similarly, recent research results have indicated that ChatGPT essays lack structure and are poorly organized compared to those written by humans (Rudolph et al., 2023).

In ChatGPT-generated essays, andragogical *scientific relevancy* was evident, but it was quite general, random, superficial, unconvincing, wrongly indicative, and thematically inappropriate (Hill-Yardin et al., 2023), while the opposite was true for students' assignments. When prompted, ChatGPT was able to report the usage of certain *references*, but the accuracy, relevancy, and quality of citations seemed poorly contextualized (A. A. Jadhav & A. N. Jadhav, 2023; Zhai, 2023) compared to students' essays. ChatGPT offered general statements, simple presentations of information, and plenty of universalities poorly interconnected within *knowledge networks*, lacking demonstration of contextual *understanding* of implied ideas (Rudolph et al., 2023), while students' assignments were thoughtful, meaningful, and comprehensively relational in terms of connecting ideas in a complex manner. ChatGPT was unable to incorporate texts into comprehensive *theoretical frameworks*, find meaningful relations with relevant *scientific studies* (Hill-Yardin et al., 2023), and reflect on any kind of *experience* (Rudolph et al., 2023), contrary to students, who were distinctively successful in this domain. This clearly indicates that human intervention and interaction are irreplaceable in composing experiential written content (Rahman & Watanobe, 2023; Shidiq, 2023). Furthermore, ChatGPT offered inconclusive and unconvincing *arguments* and the *discussion* only provided an answer to the question of "What?", without answering "Why?" and "How?" (Hill-Yardin et al., 2023). Hence, ChatGPT-generated essays were predominantly descriptive and devoid of problematizing or polemicizing orientations, which were conspicuously present in students' assignments as a result of the engagement of human intellectual capacities.

ChatGPT-generated essays were uniform, brief, and limited in terms of composing *reflective insights* (Hill-Yardin et al., 2023) or *critical observations* (Rahman & Watanobe, 2023). Conversely, students' assignments featured complex ideas covering different aspects and potential relations within the given subject, with various demonstrations of critical attitudes, which gave their written accomplishments a more personal tone. Since ChatGPT-generated essays merely contained existing insights, observations, and reproductions of materials available online, they seemed *unoriginal* and lacked the distinctive *creative* or *innovative* elements observed in students' assignments. This was to be expected, as ChatGPT does not possess the human ability to engage creative, analytic, problem-solving, and collaborative skills (Mhlanga, 2023a; Rudolph et al., 2023; Shidiq, 2023) to produce innovative and unique written elaborations.

Concluding Implications

ChatGPT could reduce teachers' workload regarding instruction, assistance, and correction and it could support students in composing written assignments in a grammatical and fluent manner. However, it offers limited support in structuring and organizing a holistic essay (Rahman & Watanobe, 2023). ChatGPT-generated essays could serve as a starting point for further inquiry directed towards stronger scientific foundations in academic writing. However, teachers and students need to employ human capacities in instructing, learning, and higher-level thinking to reach an appreciable level of interconnection of information within knowledge systems enriched with genuine human understanding of internally influencing ideas. Cautious application of ChatGPT suggestions is needed to avoid inappropriate citations and poor contextualization (Mhlanga, 2023a), which could inspire experiential experimentation in instruction and learning processes (Rudolph et al., 2023). When using ChatGPT in academic writing, it is necessary to foster critical thinking skill development (Carvalho et al., 2022; Shidiq, 2023) in order to demonstrate conceptual and practical understanding of responsible positioning in relation to the issue of academic fairness (Eke, 2023). Thus, ChatGPT-generated texts could exclusively be useful in highlighting convergent concepts from the diverse literature available online, which could be analyzed and encompassed within theoretical and research frameworks through human experiential instructional or non-linear learning engagement. If not taken for granted, ChatGPT-generated ideas could inspire teachers and students to unleash their creativity in instruction and learning (Yu, 2023; Zhai, 2023) with the aim of permanently developing creative and problem-solving skills and producing original and innovative learning outcomes, particularly in the form of academic writing accomplishments (A. A. Jadhav & A. N. Jadhav, 2023) enriched with sustainable and practically applicable ideas.

Responsible use of ChatGPT should foster equity in education by minimizing time and space barriers, empowering learners in personal development regardless of their learning abilities (Cohen, 2023), making the learning process more individualized since educational topics could be critically observed, and obligating teachers to be au courant with technologies so they can overcome issues related to data protection, intellectual property, and a lack of activation in critical thinking development and engagement (Kasneci, 2023). As Bjork (2023) argues, ChatGPT is not particularly

friendly toward indigenous languages, while being highly cooperative with the English language. Furthermore, since the latest version of this AI tool (GPT-4) is not open-source, its availability is diminished by the economic factor, while some countries have completely banned the use of ChatGPT in the education system. Therefore, to achieve greater equity in education through the application of ChatGPT, the abovementioned disadvantages need to be properly addressed.

Keywords: ChatGPT, academic writing, higher education, andragogy students

References

- Bjork, C. (2023, April 5). *Don't fret about students using ChatGPT to cheat – AI is a bigger threat to educational equality*. The Conversation. <https://theconversation.com/dont-fret-about-students-using-chatgpt-to-cheat-ai-is-a-bigger-threat-to-educational-equality-202842>
- Carvalho, L., Martinez-Maldonado, R., Tsai, Y. S., Markauskaite, L., & De Laat, M. (2022). How can we design for learning in an AI world? *Computers and Education: Artificial Intelligence*, 3, 1–9. <https://doi.org/10.1016/j.caeai.2022.100053>
- Cohen, Z. (2023, January 17). *Can Chat GPT Be the Key to Achieving Educational Equity?* The Core Collaborative. <https://thecorecollaborative.com/can-chat-gpt-be-the-key-to-achieving-educational-equity/>
- Deng, J., & Lin, Y. (2022). The Benefits and Challenges of ChatGPT: An Overview. *Frontiers in Computing and Intelligent Systems*, 2(2), 81–83. <https://doi.org/10.54097/fcis.v2i2.4465>
- Eke, O. D. (2023). ChatGPT and the rise of generative AI: Threat to academic integrity? *Journal of Responsible Technology*, 13, 1–4. <https://doi.org/10.1016/j.jrt.2023.100060>
- Hill-Yardin, E. L., Hutchinson, M. R., Laycock, R., & Spencer, S. J. (2023). A Chat(GPT) about the future of scientific publishing. *Brain, Behavior, and Immunity*, 110, 152–154. <https://doi.org/10.1016/j.bbi.2023.02.022>
- Jadhav, A. A., & Jadhav, A. N. (2023). A responsible use of Open AI ChatGPT in education. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 10(3), 46–49. <https://www.jetir.org/view?paper=JETIR2303609>
- Kasneci, E. (2023, July 2). *ChatGPT can lead to greater equity in education*. Technical University of Munich. <https://www.tum.de/en/news-and-events/all-news/press-releases/details/chatgpt-kann-zu-mehr-bildungsgerechtigkeit-fuehren>
- Mhlanga, D. (2023a). Open AI in Education, the responsible and ethical use of ChatGPT towards lifelong learning. *SSRN Electronic Journal* (2023, February 11). <http://dx.doi.org/10.2139/ssrn.4354422>

- Mhlanga, D. (2023b). The Value of Open AI and Chat GPT for the Current Learning Environments and the Potential Future Uses. *SSRN Electronic Journal* (2023, May 5). <https://dx.doi.org/10.2139/ssrn.4439267>
- Rahman, M., & Watanobe, Y. (2023). ChatGPT for Education and Research: Opportunities, Threats, and Strategies. *Applied Sciences*, *13*, 1–21. <https://doi.org/10.3390/app13095783>
- Rudolph, J., Tan, S., & Tan, S. (2023). ChatGPT: Bullshit spewer or the end of traditional assessments in higher education? *Journal of Applied Learning & Teaching*, *6*(1), 342–363. <https://doi.org/10.37074/jalt.2023.6.1.9>
- Sejnowski, T. J. (2023). Large language models and the reverse turing test. *Neural Computation*, *35*(3), 309–342. https://doi.org/10.1162/neco_a_01563
- Shidiq, M. (2023). The use of artificial intelligence-based ChatGPT and its challenges for the world of education: From the viewpoint of the development of creative writing skills. *Proceeding of International Conference on Education, Society and Humanity*, *1*(1), 353–357. <https://ejournal.unuja.ac.id/index.php/icesh/article/view/5614>
- Yu, H. (2023). Reflection on whether Chat GPT should be banned by academia from the perspective of education and teaching. *Frontiers in Psychology*, *14*, 1–12. <https://doi.org/10.3389/fpsyg.2023.1181712>
- Zhai, X. (2023). ChatGPT user experience: Implications for education. *SSRN Electronic Journal* (2023, January 4). <https://dx.doi.org/10.2139/ssrn.4312418>

BOOK OF PROCEEDINGS

*The 29th International Scientific Conference
“Educational Research and School Practice“*

TOWARDS A MORE EQUITABLE EDUCATION: FROM RESEARCH TO CHANGE

Publisher

Institute for Educational Research

For the publisher

Nikoleta GUTVAJN

Editors

Mladen RADULOVIĆ

Marija TRAJKOVIĆ

Proofreader

Aleksandra ILIĆ

Copy Editor

Marija TRAJKOVIĆ

Print run

100

Cover design / Graphic processing

Branko CVETIĆ

Printed by

Kuća štampe plus
stampanje.com

<https://www.ipisr.org.rs/images/pdf/towards-a-more-equitable-education.pdf>

ISBN 978-86-7447-165-4

© Copyright by Institute for Educational Research First edition, Belgrade 2023
Publication under the Creative Commons Attribution-NonCommercial-NoDerivs 4.0
International (CC BY-NC-ND)