



UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

INFORMATION AND COMMUNICATION TECHNOLOGIES FOR THE DEVELOPMENT OF EDUCATION AND THE CONSTRUCTION OF A KNOWLEDGE SOCIETY

**UNESCO IITE SUB-REGIONAL PROJECT
FOR SOUTH EASTERN EUROPE 2003-2005**



UNESCO INSTITUTE
FOR INFORMATION TECHNOLOGIES IN EDUCATION





UNESCO IITE sub-regional project for South Eastern Europe
Information and Communication Technologies
for the Development of Education and the Construction of a Knowledge Society

Training session 1

Event 2

Workshop
Indicators of ICT Application in Education

16 February 2004, Bucharest, Romania

PROVISIONAL LIST OF DOCUMENTS

IITE/TS2.2/2004/DOC.1 Provisional agenda

Information Documents

IITE/TS2.2/2004/INF.1	Event description
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IITE/TS2.2/2004/INF.3	Provisional list of participants
IITE/TS2.2/2004/INF.4	Provisional list of documents

Reference documents

- 1 *IITE Medium-Term Strategy 2002 – 2007*. IITE, Moscow 2002.
- 2 *Basic ICT Usage Indicators in Secondary Education in the Baltic and CIS States*. Statistic Report. IITE, Moscow 2002.
- 3 *Information and Communication Technologies in Secondary Education*. Position Paper . IITE, Moscow 2004.
- 4 IITE Newsletter # 3'2003.
- 5 IITE Information booklet.

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IITE



UNESCO INSTITUTE

FOR INFORMATION TECHNOLOGIES IN EDUCATION (IITE)

High Level Seminar for Decision-Makers and Policy-Makers
from South Eastern Europe

Towards Policies for Integrating ICTs into Education

16-20 February 2004, Bucharest, Romania



A team:

Prof. Bernard CORNU, France, Chair

Mr. Mike ASTON, U.K.

Prof. Peter BOLLERSLEV, Denmark

Mrs. Katja van den BRINK, Germany & Portugal

Prof. Raymond MOREL, Switzerland

Mr. Matti SINKO, Finland

Dr. Irina SMIRNOVA, IITE

Dr. Boris KOTZIK, IITE



Participating Countries:

Bosnia & Herzegovina

Bulgaria

Croatia

Republic of Moldova

Romania

Serbia & Montenegro

Turkey



Object of the Seminar:

Work together on the design and implementation of Educational Policies integrating Information and Communication Technologies,



Context:

Changes and evolutions in Societies...

Information Society

Knowledge Societies

Networking Societies...

What do we speak about?

Which kind of Society are we aiming at?

What are the implications for Education?

Evolutions in Knowledge, in Teaching, in Learning, in
Pedagogy...



Method:

We will base the Seminar on the input, questions, needs, expectations of participating countries, on their policies, and on the input from experts,

in an interactive process,
introducing and using appropriate tools and resources,
grids for action and decision,

with concrete work on the situation in countries.



General principles:

We will address different themes and issues,
confront them to the situation in the countries,
analyse their place in the countries' policies,

share our views and experience,
establish together some core principles and key strategies,

and, identifying the context, the aims, the priorities, the
main bottlenecks in each country,

we will elaborate together some keys for decision.



Main issues addressed (and to be taken into account simultaneously in a policy):

- Technology, technological trends
- Educational philosophy, policy issues
- Modernizing Education, national policies and strategies
- « new pedagogy for new Education »:
 - Pedagogical issues
 - Teaching profession, teacher training
 - Operational issues
- Software and content issues
- Issues of Economy, fundraising
- Human, social and ethical issues



The experts will provide input, animate the Seminar, manage the interaction, offer tutoring to each country.

The IITE provides resources and tools.

The programme includes 12 sessions, with group work.

Each country will be invited to apply the input and the tools to its own situation, and then prepare an analytical country report,
in order to elaborate or improve strategies, action plans...



Enjoy the Seminar!

General Introduction

High Level Seminar for Decision-Makers and Policy-Makers from South Eastern Europe
“Towards Policies for Integrating ICTs into Education” was held on 16-20 February 2004 in Bucharest, Romania.

A team:

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The Seminar was based on the input, questions, needs, expectations of participating countries, on their policies, and on the input from experts, in an interactive process, introducing and using appropriate tools and resources, grids for action and decision, with concrete work on the situation in countries.

General principles:

The participants addressed different themes and issues, confronted them to the situation in the countries, analyzed their place in the countries' policies, shared views and experience, established together some core principles and key strategies, and, identifying the context, the aims, the priorities, the main bottlenecks in each country, elaborated together some keys for decision.

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last

Session 1 General Introduction : Countries input

Main Presenter: Raymond Morel

Chair: Bernard Cornu

Reactors and tutors for the working groups: the team of experts

Background

According to the description of this session and especially its objectives (cf. below), it is very important to take in account the real situation of all participants as an heterogenous set of characteristics.

Objectives	<ul style="list-style-type: none">• To Identify participants expectations• To explicite the existing success in introducing ICTs into education• To discover needs of the participants for integrating ICTs into education• To help in drawing guidelines for ensuring the judicious use of ICTs while keeping in view many parameters• To outline approaches to resolving the dilemmas emanating from the diversities of roles of learners, teachers, assessors, and community• To facilitate outlining main features of new pedagogy for different types of education, e.g. distance education and Net-education• To Agree with the participants on the aims to attain and the expected outcomes
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Introduction of the “CPTIC’s WHEEL” as a facilitating tool

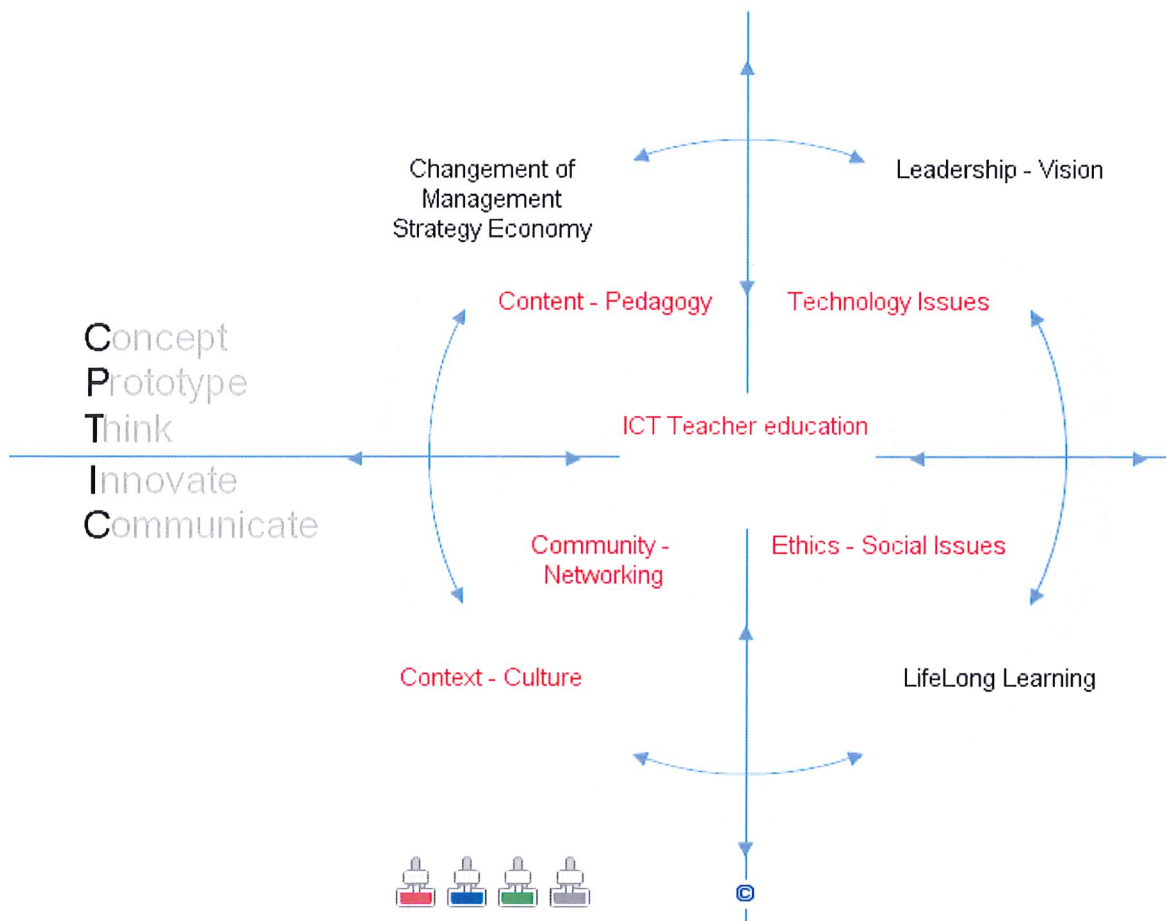
To fhelp collecting a first picture of the starting context and to attract better the implicate considerations of the participants around **ICT integration** in their countries, four domains of competencies are suggested:

- Content & Pedagogy
- Technology Issues
- Collaborative Work & and Networking
- Social Issues

and four problematics to operate with those domains are proposed :

- Leadership and Vision
- Lifelong Learning
- Context and Culture
- Economy, Management, Planning , Strategy.

The combinatorial and dynamic aspects of the diversity of ways to handle the interactions give a good opportunity to act in the working groups.



(for more explanations look at <http://ict.satw.ch>)

Tasks during the first working groups

Each country have to produce consolidated perceptions about the situation of ICT in its education system. The perceptions will represent the main **success stories** and the **challenges** related to the 8 items of the “Wheel”.

As an example of output for a virtual country, you could receive :

- **Success Story 1: Comprehensive policy plan for equipment**
- **Success Story 2: New teacher education curriculum**
- **Success Story 3: Project for production of e-learning material through a consortium**
-
- **Challenge 1: Lack of ethical principles by misusing e-learning facilities**
- **Challenge 2: Absence of local production - Imported educational software**
-

Feedbacks of the first working groups

Sharing the views in a matrix like

	Technology Issues	Content & Pedagogy	Ethics & Social Issues	Collaborative Work & Networking
Leadership & Vision		New teacher education curriculum		
Economy Management Planning Strategy	Comprehensive policy plan for equipment			
LifeLong Learning			Lack of ethical principles by	Project for production of e-learning material

			misusing e-learning facilities	through a consortium
Context & Culture				Absence of local production - Imported educational software

By integrating all the contributions on a same grid , you can have a first appropriation of the work-context and a first appreciation of the reflexions of all actors at the beginning of the seminar



At the end of session 1, the expected outcomes were there !

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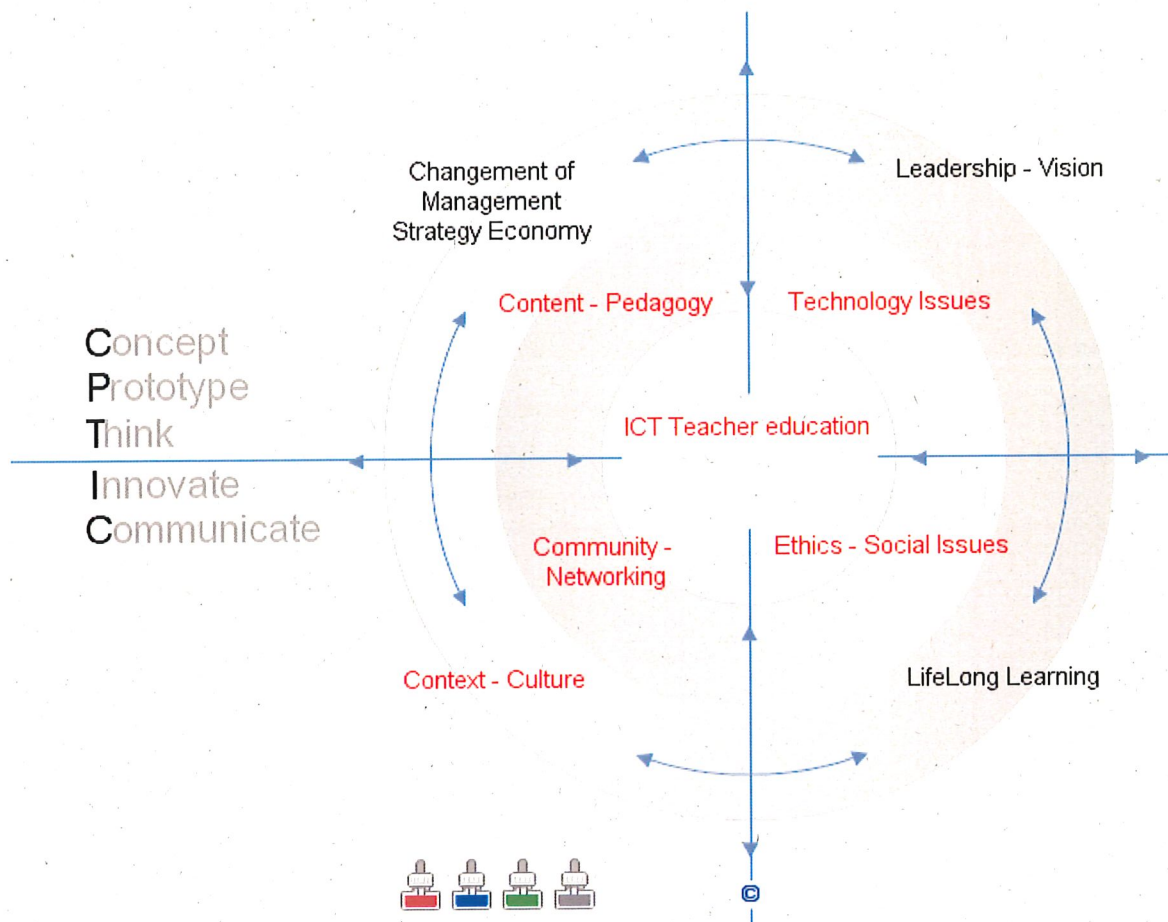
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ICTs in education: South Eastern Europe countries selected Internet resources

The survey is elaborated in the frame of UNESCO extrabudgetary project (Japanese Funds-in-Trust) Information and Communication Technologies for the Development of Education and the Construction of a Knowledge Society as a part of support materials for the preparatory meeting for the UNESCO IITE sub-regional project "ICTs for the Development of Education and the Construction of a Knowledge Society for South Eastern Europe". All materials are compiled for information purpose only and limited by resources in English as of 25.08.2003 to 09.09.2003 via the World Wide Web. Information resources available via email, Usenet, instant communication systems (like ICQ), Hytelnet, FTP, Gopher or push channels are not studied.

The present survey is conducted by modeling real-life situations of education-related users. The search was made online in conditions which can not be restored for control measurement. Thus, the survey can not be viewed as an attempt to provide the full and exhaustive figure of ICTs in education in the SEE countries region. Authors of the survey are not liable for usage of materials for purposes other than those stipulated.

The following resources were used for the survey:

1. ICT@Europe.edu Information and Communication Technology in European Education Systems, October 2001. A Eurydice publication (Survey series).
2. Thematic Reviews of National Policies for Education. Centre for Co-operation with Non-Members (CCNM) of the Organisation for Economic Co-operation and Development (OECD), Stability Pact for South Eastern Europe. 2002
3. The EFA 2000 Assessment: Country Reports.
4. Southeast European Educational Initiatives and Co-operations for Peace, Mutual Understanding, Tolerance, and Democracy. Individual Country Reports. Graz, November 1998.
5. Transforming Information into Knowledge: Online Courses in Education. N. Hoic-Bozic, 2000
6. The strategy of introducing ICT into the education system of Montenegro (up to university level). The Ministry of education and science. Podgorica, 2003.
7. The Turkish education system and developments in education. Republic of Turkey, Ministry of National Education. January 2001

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BULGARIA

1. Aims and strategies

General aim

Develop activities to support the changes in Bulgarian education, thus preparing the young generation for the information society.

Main strategies

- Development of study content, teaching methods and teaching materials, with reference to state educational requirements in the field of ICT;
- provision of schools with hardware, software and Internet access;
- introduction of ICT into the study process, in compliance with new state educational requirements, and the development of special educational software for use in the teaching of other subjects;
- development of partnerships for financing and project development;
- establishment of resource centres;
- initial and in-service training of teachers and policy-makers in accordance with the policy for bringing ICT into education;
- development of the legal basis for incorporating ICT into education;
- development of programmes for the individual training of pupils;
- development of a system for national-level monitoring of the incorporation of ICT into education;
- development of a strategy for cooperation with the public sector while implementing national policy for ICT in education.

2. Sharing of responsibilities

At **central level**, the Ministry of Education and Science develops the national strategy as well as the programme for its implementation. The Ministry is also in charge of the development of state education requirements in ICT, defining the content of studies and specification for equipment and facilities. Financial assistance comes from the state budget.

At **local level**, the authorities concerned are responsible for financing programme implementation from their local budgets.

The **schools** are the real players in programme implementation. They are also encouraged to raise additional funds.

3. Public/private partnerships

The most noteworthy national initiatives and projects already implemented are the following: the Open Society Foundation Programme I*EARN for international communications, which involved over 70 secondary schools; the IBM education initiative for Bulgaria, a joint initiative on the part of IBMEurope, the Bulgarian Ministry of Education and Science and the Open Society Foundation for ICT implementation in different subjects; the widely-used British Council programmes *Train the trainer* and *Cross-cultural studies*;

and the *ViFax* Programme for distance learning in French, using satellite connection and the Internet.

4. Major initiatives implemented

Participation, prior to 1999, in projects aimed at introducing ICT into education.

Progress to date: acquisition of initial knowledge and skills in the use of personal computers. Development of the *Inkonet* programme to establish the information society at national level. Programme implementation involves the provision of primary, basic and secondary schools with hardware, software and related facilities, the development of ICT training standards, and ongoing in-service teacher training.

Progress to date: the development, from June to December 1999, of state education requirements for ICT, thus developing the legal basis for teaching it as a subject and using it in schools: from 2000 to mid-2001, the provision of hardware and software for 10% of primary schools, as well as 10% of basic and upper secondary schools, and schools for pupils with special educational needs.

ROMANIA

1. Aims and strategies

Aims

- develop a technical and information environment to support educational reform;
- ensure that ICT is widely used in education;
- improve the processes of teaching and learning.

Strategies

- developing the necessary infrastructure at all levels of education;
- training teachers to use ICT as a resource for teaching;
- training school heads in ICT;
- training pupils to use ICT as a learning resource;
- producing educational software geared to curricular requirements;
- boosting open and distance education;
- introducing ICT courses at postgraduate level;
- involving the private sector in the acquisition of equipment and materials and in teacher training.

(Sources: National Strategy for the wholesale extension of ICT, 1998-2002; National Strategy for the development of human resources, 2000-2010).

2. Sharing of responsibilities

At **central level**, the **Ministry of Education** sets out the general policy for ICT in the field of education and initiates projects. The Ministry is also responsible for validating curricula. The **Ministry of Communications and Information Technology**, which is responsible for introducing ICT into all sectors, is also involved in some educational projects.

School inspectorates at regional level coordinate the provision of hardware and software to schools. Local authorities and nongovernmental organisations are responsible for the maintenance of these facilities.

Teachers determine their teaching methods and choose their textbooks from those recommended and approved by the Ministry of National Education.

3. Public/private partnerships

There is no partnership with private-sector providers for extensive implementation of initiatives. However, private firms such as IBM or Xnet are involved in schemes to provide schools with computer facilities. Non-governmental organisations also provide opportunities for partnership.

3. Major initiatives implemented

a) Revitalising education in rural areas

Aims: this project includes action to provide schools with ICT.

Partners: the Romanian government and the World Bank.

Target groups: schools in rural areas.

Budget: EUR 3.35 million for 2000/2001.

b) Management and information system for education

Aims: provide schools with ICT.

Partners: the Romanian government and the World Bank.

Budget: EUR 1.45 million for 2000/2001.

c) Computers for compulsory and secondary education

Aims: provide primary and secondary schools with computer equipment and software, and connect them to the Internet so that each school for compulsory education has a minimum of eight computers, while each upper secondary school has at least 12. Three phases are envisaged in which 15% of schools will obtain these facilities in the first two years, 35% in the third year, and 50% in the final year.

Partners: the Ministry of Education, the national commission for ICT, non-governmental organisations and private companies.

Target groups: primary, lower secondary and upper secondary schools.

Period: 1998-2002.

d) P&G 2000 project

Aims: provide schools with computer equipment and ICT.

Partners: Ministry of Education, big private companies (IBM, Xnet) and non-governmental organisations (Save the Children Foundation).

Target groups: primary, lower secondary and upper secondary schools.

Period: 1999/2000.

Measures for promotion and implementation:

- schools submit project proposals;
- project evaluation and selection (criteria: demonstrate effective use of computers).

Results of the final evaluation: 800 computers were distributed to 160 schools.

e) Programme for initial teacher training in the use of ICT

Aims: train teachers so that they can:

- perform word processing and use spreadsheets;
- research information on CD-ROM, the Internet, or in bibliographic databases;
- communicate over the Internet (send and receive e-mail);
- determine the basic requirements for design of a database;
- use a database management system;
- understand the difference between physical structure (meaning the way data is written in files on the hard disc) and the logical structure of a database (the way data is organised from a logical standpoint and the relations between its constituent elements).

Partners: Ministry of Education, national centre for primary, lower secondary and upper secondary school teacher training, the national council for teacher training, teacher training departments (departments placed in universities which train teachers for primary, lower

and upper secondary levels), teachers' resource centres (regional centres attached to county school inspectorates, which train the same target group).

Target groups: teachers undergoing initial training.

Period: 2000-2002.

f) Programme for the in-service training of primary, lower secondary and upper secondary schoolteachers

Aims: train teachers so that they can:

- perform word processing and use spreadsheets;
- research information on CD-ROM, the Internet, or in bibliographic databases;
- communicate over the Internet (send and receive e-mail);
- determine the basic requirements for design of a database;
- use a database management system;
- understand the difference between physical structure and the logical structure of a database.

Partners: Ministry of Education, national centre for upper secondary school teacher training, the national council for teacher training, teacher resource centres.

Target groups: primary, lower secondary and upper secondary schoolteachers.

Period: 2000-2004.

g) Programme for the development of RoEduNet (the Romanian education network)
RoEduNet is a national communications infrastructure within the education system, which is open to non-profit-making organizations involved in education, research or cultural activities.

Aims:

The objectives of RoEduNet are as follows:

- provide Internet access to academic or scientific information related to a given educational field;
- facilitate access to applications based on multimedia technologies;
- develop open and distance education courses;
- provide information for policy-making;
- enable a wide range of people to secure access to information in the field of education. It is intended to connect all main educational institutions, libraries and county school inspectorates to the Ministry of Education.

Partners: Ministry of Education, local authorities, county school inspectorates. Target groups: schools and other educational institutions and non-profit-making organisations.

Measures for promotion and implementation:

- first phase: connecting county school inspectorates and the local authorities;
- second phase: connecting county school inspectorates with schools in their area;
- connecting all educational institutions among themselves and setting up an information service for the general public.

h) Project supported by the Ministry of Communications and Information Technology

Aims: speed up the introduction of computers into education and facilitate Internet access in compulsory and upper secondary education:

- develop the human resources needed to initiate pupils into the use of computers and the Internet;
- train teaching staff to use ICT;
- establish eight centres for distance education;

- use e-mail as a means of communication in primary, lower secondary and upper secondary schools.

Partners: Ministry of Communications and Information Technology.

Target groups and budget: compulsory and upper secondary education, with a budget of EUR 44.68 million in 2001, EUR 55.85 million in 2001/2002, and EUR 111.71 million in 2003/2004, amounting to a total budget of EUR 212.24 million.

Period: 2001-2004.

Measures for promotion and implementation:

- establishment of ICT laboratories which provide for Internet access in upper secondary schools (2001);
- determination of minimum equipment and facilities required (2001/2002);
- development of ICT in compulsory education (2003/2004).

SLOVENIA

1. Aims and strategies

General aims

- Enable everyone to acquire basic skills not only in computer science but in ICT;
- improve the quality of teaching and learning.

Specific strategies

- Train teachers and pupils to use ICT;
- computerisation of schools (hardware, software, local network with access to the Internet);
- create new working opportunities in the research and development sectors.

Strategies

These are set out as aims to be achieved:

- defining an overall organisational structure for computerising schools;
- computerising course content and working methods;
- providing schools with modern computers and ICT facilities;
- providing schools with local and international educational computer networks for the transmission of new educational materials;
- encouraging educational staff (teachers, school heads and educators) to use their private computer and ICT and, in particular, multimedia and Internet services;
- boosting the research and development sectors;
- taking part in e-projects.

The foregoing aims and strategies involve all educational levels and sectors from pre-primary to higher education. In higher education, there is greater emphasis on teacher training. The relevant institutions are also involved in achieving these aims and strategies (and include educational bodies concerned with lifelong learning programmes, as well as other bodies offering courses outside mainstream education).

(Source: phases I and II of the *CLE Programme (1994- 1997)*; *Information Literacy Education*. Phase II is currently being discussed in the ministries concerned).

2. Sharing of responsibilities

Although not yet formalised, the sharing of responsibilities will involve the **Ministries of Education, Science and Sport**, the **Ministry of the Information Society**, the **local authorities** and **schools**. The Ministry of Education, Science and Sport and the Ministry of the Information Society will be responsible for programme implementation. Another national body to be involved in the Programme, the Council for Information Literacy Education, will be set up in due course.

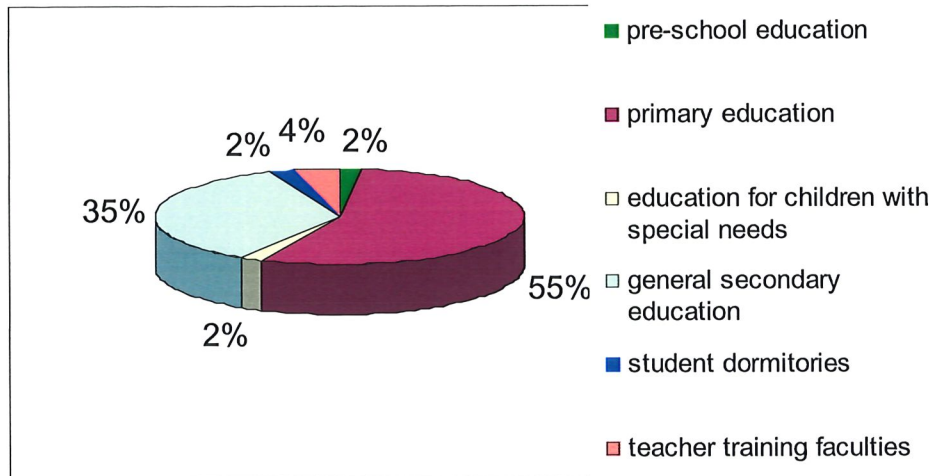


Fig. 1 Finance distribution according to the levels of education

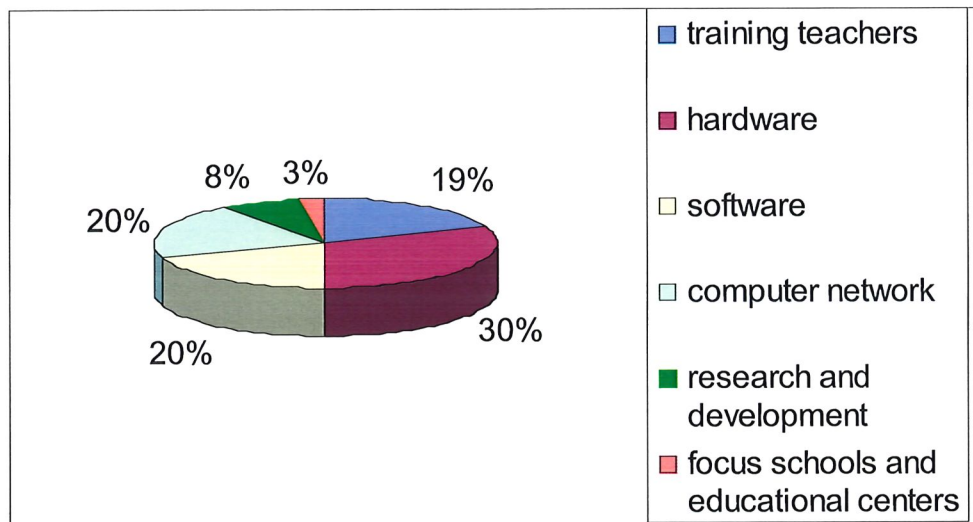


Fig. 2 Budget items

3. Internet connection

Connecting into computer networks (ARNES, June 98)

- 6.440 educators, teachers, school counsellors and headmasters and 7.860 students and pupils have their own usernames
- 57 schools have permanent access to the Internet with leased line and router and 98 schools ISDN line (router)
- computer classroom in 155 schools have fast access to the Internet (router)
- Free access to Internet (for teachers and students) is provided by the public institution ARNES (Academic Research Network of Slovenia) Slovenian Educational Network was established (<http://ro.zrsss.si/>)

- Teachers and students at 70% schools use the possibilities of the Internet to either: communicate with each other and with the “outside world”, obtain information from databases in Slovenia and abroad, present activities of the school, take part in virtual debate conferences or join national and international educational projects (for example Kidlink, ESP, I*EARN, EUN)

4. Public/private partnerships

Partnerships will be formed when the Programme is adopted, particularly to provide equipment and facilities and initiate planned activities.

5. Major initiatives implemented

a) The Slovenian network for education and other networks

Aims: interconnection of local education networks and with similar international networks.

Measures for promotion and implementation:

- permanent connection of educational institutions to the Internet for high-speed exchanges (in terms of gigabytes);
- publishing all learning-related activity on the Slovenian educational network and the European network, *European Schoolnet*;
- establishment of a virtual university on the Internet to transmit local and international educational initiatives.

b) Computerising educational structures **Aims:** computerising structures concerned with education.

Measures for promotion and implementation: a computerised educational structure will be responsible for:

- cofinancing the purchase of 60 000 network multimedia computers and peripherals;
- supplying and cofinancing basic software and software packages for teaching;
- maintaining equipment, supplementing it each year with new purchases and modernising it;
- employing and training people to organize activities linked to information.

c) Education and training

Aims: use of computers and ICT in teaching and learning.

Measures for promotion and implementation:

- enhancing and updating the knowledge, skills and routine activity of educational staff (15 000 persons annually);
- financing education workshops, open days and projects in all schools;
- organising local and international meetings of professionals to promote projects and exchange experience; • actively involving eminent educational staff in local and international meetings.

d) Research and development

Aims: create a stimulating research and development environment, and introduce innovation in the use of computers and ICT in education.

Measures for promotion and implementation:

- setting up at least five centres for research, development and innovation in faculties and schools;
- ordering and selecting annually 20 development projects for the production of teaching software and educational materials on the Internet, as well as 100 smaller projects for the production of appropriate educational content on the Web;
- getting involved in bilateral and international research and development initiatives.

e) Teachers, pupils and e-projects

Aims: devising and using new approaches to teaching and learning.

Measures for promotion and implementation:

- creating a teaching and learning information environment in which teachers can be proactive and train themselves;
- creating a learning information environment for pupils, as well as all citizens involved in lifelong learning;
- cofinancing or fully financing national eprojects (Slovenian history and the Slovenian geographical area, the Slovenian language and translation).

f) Experts and money

Aims: provide resources for development and innovation by experts and the computerization of the education system.

Measures for promotion and implementation:

30 full-time professionals and 200 professionals working for one-third of their time; EUR 46.25 million (SIT 10 billion) a year.

g) Centres for the computerisation of Slovenian education

Aims: establishment of help centres for working with the Internet, as well as centres for organising the introduction of ICT into education and learning within the education system.

CROATIA

Computer Technology in Croatia

The development of information and communication technologies in education is recognized as one of the top priorities in all official papers dealing with educational reform. In The Basis for Restructuring of Educational System of the Republic of Croatia, the diversity of communication is recognised as one of the key principles of educational reform and information technology literacy as one of the main objectives of a new national curriculum. The Strategy for the Development of Education in the Republic of Croatia for the 21st Century links information communication technologies to knowledge and skill acquisition, counselling, assessment, co-operation and system development. No explicit reference to the implementation of ITC in EDC and MofD has been made in these documents.

In the countries throughout the world new methods and means are used to improve education, and special attention is being paid to the role of computer technology in this process. To achieve improvement with the computer technology, it is necessary to educate teachers, introduce new teaching and learning model, and develop appropriate teaching and learning materials: software for learning - courseware. While in some countries these efforts are strategically planned, in others, such projects represent isolated initiatives and modest attempts which merely have a goal to build computer infrastructure and give schools and universities access to the Internet.

This kind of situation holds for Croatia, where there are still no major projects for the introduction of computer and networking technology in education at the governmental level. Currently underway is the preliminary phase, conducted by the Ministry of Science and Technology and the Ministry of Education and Sport which would enable the development of the computer infrastructure and give Internet access to universities and schools via the Croatian Academic and Research Network (CARNet), an academic and research part of the Internet in Croatia (CARNet, 1997). Today, CARNet connects all four university centers in Croatia (Osijek, Rijeka, Split and Zagreb). In the next phase, the Internet access will be given to the primary and secondary schools and the process of building the computer infrastructure in the schools has been already started.

In addition to our non-adequate hardware and network outfit, the problem is that in Croatian schools and universities computers are used rarely, except in the subjects related to computer science. We consider that special emphasis of the role of computer technology in education (especially using WWW courseware) should be put at the colleges that educate student teachers. We hope that these students will use the computer technology in their future work in schools and assure the transfer of the new approach to education. Quality teachers' education is one part of the Faculty of Philosophy at the University of Rijeka mission. Faculty of Philosophy is an institution of higher education within a university that organizes and carries out university studies and scientific research in several research and educational fields.

The Project "Transforming Information into Knowledge: Online Courses in Education"

Before the project described in this paper was implemented, the research has been conducted in the context of the projects supported by the Croatian Ministry of Science and Technology: 'Innovations in Computer Assisted Education' and 'Quality of Teaching in Higher Education'.

The research titled 'Innovations in Computer Assisted Education' was conducted from 1990-1996. The project involved exploring information technologies that would have a large impact on the use of computers in education. Of particular interest was the research in hypertext, hypertext databases and hypermedia (Hoic-Bozic, 1997).

The second research project 'Quality of Teaching in Higher Education' started in November 1996. The main goal of the project is to explore the quality of teaching at the Croatian universities, and to develop a model for improving teaching and learning at the Croatian universities.

The project 'Transforming Information into Knowledge: Online Courses in Education' has been supported by the Research Support Scheme of the Open Society Support Foundation. The purpose of this research is to explore how the use of on-line courses prepared for World Wide Web and combined with other Internet technologies improves the students' learning process as well as their comprehension.

Results and Discussion

In order to explore the students' attitude concerning courseware usage, we developed questionnaire for students. According the experiences from the similar studies (Ciglaric & Vidmar 1997, Goldberg 1997, Zammit et al. 1999), and our own experience (Hoic-Bozic 1997, Radovan et. al. 1998), we prepared the list of statements, which were the core of the questionnaire.

The students were supposed to express their opinions on the 1-5 agreement scale checking 5 if they strongly agree, 4 if they agree, 3 if they neither agree nor disagree, 2 if they disagree and 1 if they strongly disagree with the statement. We used the list of the criteria in two main queries:

- Effectiveness and quality of the WWW courseware
- Level of student acceptance of the WWW courseware as a teaching resource.

The purpose of the project was to explore how the use of WWW courseware improves the students' learning process as well as their comprehension. The main objective was to prove the hypothesis: hypermedia interactive courseware improves students' motivation for learning and their ability to transform information into knowledge.

In order to explore the students' attitude concerning courseware usage, the questionnaire about the effectiveness and quality of the courseware and the level of students' acceptance of the courseware as a teaching resource was developed. The testing of students' knowledge had to show whether the results of the exam questions about the material covered as WWW courseware will be better, or there will be no difference in comparison with the exam questions about the material covered traditionally.

The number of respondents in the questionnaire and test was small because the research

has been conducted on a group of senior student teachers of Computer Science (25 students). Because of the relatively small number of participants in the research, the results will primarily help me to focus my future research efforts and to develop the strategy for introducing the WWW courseware as a teaching resource, now used as the supplementary method for traditional teaching.

According to the research results, courseware improves students' motivation for learning and interest for the subject being taught. Up to this research, there was no information about the use of courseware in Croatian education. This acquires great significance for Croatia as a small, non-English speaking country, where the need for educational software in its own mother-tongue is more thoroughly emphasized and where courseware is not yet in its proper use. Especially the use of WWW courseware represents the unique attempt at the Faculty of Philosophy and the University of Rijeka.

If we compare our research results with some similar world-wide projects from USA, Canada, Taiwan (Bell & Kaplan 1999, Ciglaric & Vidmar 1997, Goldberg 1997, Psunder 1997, Young 1999, Zammit et al. 1999), it is evident that our students have nearly the same level of acceptance of WWW courseware as a teaching resource, regardless their different socio-cultural background and availability of hardware. Also, as in some of the mentioned studies (Psunder 1997, Young 1999, Zammit et al. 1999), the level of computer-mediated communication between the teacher and students was low, probably because the students were not used to it. The educational strategy that we should use to increase the students' participation in e-mail and Web board discussions deserves further research.

In addition to our non-adequate hardware and network outfit, the problem is that in Croatian schools and universities computers are used rarely, except in the subjects related to the computer science. I consider that special emphasis of the role of computer technology in education (especially using WWW courseware) should be put up at the colleges that educate student teachers as Rijeka's Faculty of Philosophy. The knowledge related to the advantages of the use of courseware in the students' education is particularly important to other colleagues - assistants and professors at the Faculty of Philosophy. The results of this research will contribute to the use of courseware at least at the Department of Computer Science and Department of Education.

We are quite satisfied with the results, especially because the participants are to be student teachers and we hope that they will use the WWW courseware in their future work, enabling the dissemination of the new approach to education in Croatian schools.

MONTENEGRO

THE CURRENT STATE OF AFFAIRS OF ICT IN MONTENEGRIN SCHOOLS AND DORMITORIES

The government of Montenegro is engaged in an economic restructuring process that entails the development of the private sector and industrial re-structuring. In order to accomplish such demanding tasks the education system must change. The current position of ICT1 at all levels of the education system is inadequate in comparison to its role in EU countries; therefore, it cannot provide adequate support for the development of a market economy in Montenegro. In the current structure of the education system of Montenegro, the information communication curricula contents do not play a significant role at all. The curricula do not provide the necessary skills and knowledge to students in primary and secondary schools. For Montenegrin students it would be difficult to achieve computer literacy and approach EU standards without ICT reform. This is also applicable to teacher training. Certain numbers of teachers make their own initiatives towards ICT training though. Teacher faculties (ex.: Faculty of Philosophy – Nik_i_, Faculty of Science – Podgorica and Academies) involved in teacher education and training do not have ICT based curricula.

Through the Book of Changes, meant to offer a new concept for the education system, the Ministry of Education and Sciences has recognized the need of introducing ICT along with EU standards. The Management and Administration of the Montenegrin educational system is rather old-fashioned and inadequate and does not benefit much from ICT; therefore, it also needs a thorough change in both Management and Administration and the Quality Assurance of the system.

Primary Schools

- From the total number of 168 primary schools, 149 or 88,7% were polled. The results show the following: From 4,520 teachers 417 or 10,8% are trained, and from 66,184 pupils 4,703 or 14,07% are computer trained. The number of computers in the polled schools is 381. The computer – student ratio is 1:174 at primary level. Only 36 primary schools have Computer Classrooms, with 243 computers. In management and administration 51 computers are used (head of school, deputy), the teachers use 73 computers and the counselling services 10 (pedagogue & psychologist), and four computers are used by school libraries. Whatever its generation, PI is predominant at 36%. Primary schools have direct telephone & fax lines, which they primarily use as telephones, or faxes and only from time to time for Internet access through a modem. The number of schools connected to the Internet is 19 or 11%. The percentage of primary schools that have a Web Site is 7 or 4%.

Secondary schools

- All 45 or 100% of Secondary Schools were polled. The results show the following: From 2,371 teachers, 449 or 18.9% and from 32,426 students 9,476 or 29,2% are computer trained. The total number of computers is 595. The computer - student ratio is 1:72 at secondary level. From the total number of 45 secondary schools, 34 have computer classrooms with 452 computers. The managerial Staff (head of school, deputy, secretary), use 66 computers. The counselling services (pedagogue & psychologist) use seven computers. Libraries use 5 and teachers 64. Whatever its generation, PI is predominant at

52%. The number of schools connected to the Internet is 18 or 40%. Secondary schools have 93 direct telephone lines that are mostly used for telephone-fax machines. Five secondary schools or 11% have their own Web Sites. Only one school, in Herceg Novi, has an ISDN type of Internet connection.

- Analysis shows that eight High Schools are in the best position. From 382 teachers, 76 or 20% and from 6,051 students, 2,450 or 40.5% are computer trained. The number of direct telephone lines is 22. The total number of computers in use is 111. The Survey shows that the current computer - student ratio is 1:58. All eight High Schools have computer classrooms with 105 computers. PI is predominant at 57%. The percentage of schools that have Internet connection is 50%. Only two High Schools have school Web Sites on the Internet (25%).

Dormitories (dorms)

- There are 10 dorms in Montenegro. From 64 teachers 21 or 32,8% are computer trained. The total number of students and pupils is 3,053. The number of direct telephone connections is 27. The number of computers is 35. The Survey analysis shows that the current ratio of computer – student (pupil) is 1:191. Only one of the dorms has a Computer Classroom with 16 computers. PI is dominant. Two dorms have access to the Internet and two of them have their Web Sites on the Internet.

- Common for all is that direct telephone-fax lines connections refer usually to telephone-fax devices – for basic use, and sometimes to connect to the Internet through a modem.

- The use of computers in primary schools 90% refers to grades 7 and 8 and the Technical subjects and IT in the first grades of secondary schools. In several cases, computers are used for the teaching of the English language and PC Courses.

Table 1: Ratio COMPUTER: STUDENTS in Montenegrin schools (April 2002)

Table 1: Ratio COMPUTER: STUDENTS in Montenegrin schools (April 2002)

SCHOOLS	COMPUTER	PUPIL/STUDENT
PRIMARY SCHOOLS	1	174
SECONDARY SCHOOLS	1	72
Average Value	1	142

*The Analysis showed that 194 primary and secondary schools have 970 computers and together with 10 dorms in Montenegro number of computers rises to 1005.

International programs related to education and other donor activities

The European Agency for Reconstruction provided support to the education Sector of Montenegro through different projects and activities: Project: "Obnova – Education Sector Reform Programme, Montenegro"; year 2000/01; o Ongoing Project: "Technical Assistance to the Ministry of Education and Science, Montenegro", year 2002; o Ongoing construction of "Zlatica" elementary school in Podgorica o Rehabilitation of schools that have the potential to be good venues for training centres in the tourism and wood processing sectors.

The Open Society Institute - Montenegro

Together with MES, OSIM initiated the project of the reform of the Education System of Montenegro in October 1999. The first years of the process of the education reform were characterized by building up resources and human capacities in the MES, identification of the needs of the Montenegrin education system as well as providing the necessary expert, logistics and technical help. In 2001 the first results were encouraging in the reform of education. The most significant result of the reform activities was the adoption of the Book of Changes. To support the initiation of the reform project. Consequently, many other questions and problems were raised which the relevant stakeholders will have to face themselves. OSIM has continuously provided expert, logistics technical and financial support through all the stages of the reform process. They are:

- The development and definition of the strategic concept, principles and objectives of the reform;
- Reform of Education Legislation;
- Curricula Reform;
- Professional training of teachers and heads of educational institutions;
- The promotion and reorganization of the publishing of Text Books;
- Technical support to the Ministry of Education and Science;
- Raising public awareness / Media Campaign for the promotion of the Reform;

The European Training Foundation

The European Training Foundation established the National Observatory for Vocational education and Training, which organised staff development seminars for key stakeholders and developed retraining courses for the young unemployed. At certain stages in the process of conceptualization of the VET system foreign experts were engaged for support.

Unicef

Projects & activities:

- Education for Peace and Tolerance;
- Creative Problem Solving Project;
- Active Learning Methods Project;
- Community School Project;
- Inclusive education for children with special needs;
- Education of Roma children with preparation for their compulsory schooling;
- Prevention of addiction and other activities to support education reform.

It is evident that ICT and EU standards have not been introduced into the system, which means this is a great problem now, which has to be resolved within the reform of the education system. The current curriculum does not incorporate ICT so it can neither meet the demands of modern schooling nor improve the quality of teaching and the effectiveness of the teaching-learning process, didactic organisation both for single subjects and for the acquisition of general skills and so on. However, there are some indications that ICT is understood much more than ever before as an interdisciplinary tool for carrying out multimedia and virtual projects. ICT has not reached schools yet. Along with its introduction into the system, numerous changes will occur that are now being neglected. However, we admit that at present ICT is in no way part of the national curriculum. In order to address the problems of the introduction of ICT into the education system in Montenegro, considerable funds must be allocated for its support. To create a learning society Montenegro will need funds for infrastructure (eg.: Electrics, Internet access, Lighting, Air-

conditioning, The Room, Room for Peripherals and Technical Equipment). In addition to that, a considerable budget must be allocated for the professional development of staff and leave from work, which all may seriously affect the sustainability and effectiveness of the introduction of ICT into the educational system. This is a long-term and continuous process. This strategy is only the beginning and within the planned phases, it will last at least five years. For this important task which is of national interest, we expect help from large companies that produce computers and software. The ICT development will require action by all stakeholders including the whole community: parents, businesspeople, industry, government agencies, private foundations, social, and professional organisations as well as other educational and university institutions. There are different ways the community may take part: providing donations in equipment and resources, and schools may in return organize evening courses for the benefit of students and their parents. ICT gives an opportunity for interactive networking of students both with the local and global community through web sites, joint projects with the community organizations and distant schools and so on.

AIMS

GENERAL AIMS

Modernize the entire education system in Montenegro and improve the quality of the education provided so that all pupils of primary and secondary school get fully involved in the information society through achieving computer and information literacy; All schoolteachers of primary and secondary level, teacher trainers at teacher faculties (Faculty of Philosophy – Nikšić, Faculty of Science – Podgorica and Academies) develop their skills and the use of ICT for teaching and learning.

To provide Management and Quality Assurance in the Education System of Montenegro, to introduce a Management and Information system based on EU experiences.

SPECIFIC AIMS

1. Achieve equality of opportunities for all pupils irrespective of their sex, social and cultural background, ethnic origin or physical attributes through the ICT policy;
2. Link and introduce ICT into the process of changes in the education system in order to achieve its full impact;
3. Provide all students with computer training at certain phases of schooling by 2005 so that they can acquire basic ICT skills and get to know the multimedia capabilities of computers;
4. Ensure a balance between hardware and software investment as well as on site support and maintenance;
5. Provide ICT training programs for all those involved in the education system such as teachers, school heads and pupils;
6. Ensure support and maintenance, or data-collection systems so to justify the investment by full usage of hardware and software, thus achieving ICT strategic goals;
7. Ensure inclusiveness for the poorest and the most disadvantaged, target those with special needs in less prosperous areas;
8. Provide all schools with multimedia computers connected to the Internet before 2010;
9. Establish, develop and upgrade local and general networks with fast access to the Internet and data exchange;

10. Assist in bringing ICT in: the curricula, developing training programs, assessment and certification procedures;
11. Standardize basic and didactic software;
12. Provide all schools with suitable multimedia computers, presentation equipment, and other digital equipment; curricula materials in accordance with the national curriculum and the ICT implementation plan;
13. Train teachers and trainers in modern teaching and learning techniques through the use of ICT based concepts and technologies for youth and adults, through providing continual knowledge update through adequate training programs;
14. Establish the structure, to support the implementation of ICT into the education system of Montenegro;
15. Facilitate research and further development in the field of introducing new information technologies into education;
16. Enable all ICT users through different ICT publications to improve the information available about the education system and its developmental perspectives including their direct participation;
17. Purchase equipment for selected training institutions;
18. Ensure sustainability of the ICT project through continuous investment - maintenance, renewal, upgrading, consumables, connection charges, support staff and so on.;
19. Provide ICT training and assistance to children in special schools (language problems or physical handicaps.);
20. Enable presentation of the projects through a "logical framework"².

3.3. SUMMARY OF SPECIAL AIMS

- Development of an integrated ICT based education system in Montenegro;
- Raising of standards of performances and competitiveness of pupils, students, teachers, trainers, school managers, and so on.;
- Through a scalability approach to implementation, strives for a computer: pupil ratio of 1:5 at the end of the process of the implementation of the ICT strategy in Montenegro.

BOSNIA AND HERZEGOVINA

Following the signing of Dayton Agreement, radical changes occurred in the whole social-political system of the country. Bosnia and Herzegovina became a state composed of two entities: Federation of Bosnia and Herzegovina and Republika Srpska the former comprising ten federal units - cantons. The map of Bosnia and Herzegovina is enclosed as Annex1. State functions were, in their greatest extent, highly decentralized and transferred to jurisdiction of entities, that is, federal units. In that context, educational activity lost its centralized organization whereas, the cantons got their wide authorizations and jurisdictions in respect of defining the educational policy, legislative set up of education and all other issues in the field. Federation of Bosnia and Herzegovina took on the role of coordinator and a guarantee of the rights to education in the establishment and organization of educational system.

Starting from the need of taking the democratic principles, the right to national identity, tradition and culture into consideration, the constitutional solutions were, through the high decentralization and the right of every entity and canton to independently and in accordance with their needs and the will of citizens to arrange the educational activity, enabled existence of at least ten educational systems in the Federation of Bosnia and Herzegovina.

However, the said constitutional solutions, under the existing conditions restricted a possibility to reach consensus about common basic principles and goals of education as an activity of special interest for any state.

Today, the educational system, organization and structure of educational authorities in the Federation of Bosnia and Herzegovina are arranged and represented through:

Federation Ministry of Education, Science, Culture and Sport and nonexistence of any federal expert institution /service, institute/ which would be dealing with improvement of educational system in all its segments;

Ten cantonal ministries of education and the unequally and insufficiently developed nets of expert bodies and institutions in the cantons' territories;

Cantonal educational legislation in eight cantons, regulating educational system in the respective cantons;

Current federal educational legislation which, in accordance with the constitution, is being implemented in the territory of two cantons until an appropriate cantonal regulations are passed.

Process of reconstruction and establishment of a coherent educational system is underway. An aggravating circumstance lies in the fact that the process of decentralization of education, initiated by the constitution, was halted on the level of cantonal educational authorities as the transfer of authorization has been carried out, in an inconsiderable

extent, from this level of decision making to the lower ones. There had been almost no transfer to a higher level (Federation) at all.

However, in spite of the fact that the process of the education decentralization turned into its opposite – system fragmentation and limited territorial, political and legislative sovereignties, it can still be said that there are certain common characteristics and similar or identical legal solutions in the field of primary education.

In regards to an early – preschool education, the operative cantons' legislation follow similar solutions and treat this level of decision making as an activity of special public interest, which is, in fact, an integral part of a single system of education and a public care for children.

It includes children in the age of six months (or one year) until their enrollment in primary education. This early level of upbringing and education is being realized on the bases of preschool education program followed by primary school program contents. Preschool education goal is to ensure all conditions for optimal physical, intellectual, emotional and social development and progress towards further successful upbringing and education in accordance with scientific achievements and children's needs.

Primary education, as an activity of special public interest, is compulsory for the whole, lawfully defined, primary education population including children in the age from 6 (6,5) to 15. Primary education lasts for eight years and includes upbringing and education of students of normal psycho-physical development, students with difficulties in psycho-physical development, primary music and ballet education, extra curriculum education for talented students, primary education of the adult and other forms of upbringing and education of children and youth. The scheme of primary education in Federation of Bosnia and Herzegovina is enclosed as Annex 2.

Aims, objectives, contents, forms and acts of upbringing-educational work are defined by curricula. Regardless of which document generally defines and implements the educational goals – laws or curricula (and in the greatest number of cantons in use are curricula passed by Federation Ministry of Education, Science, Culture and Sport) it can be said that, in that respect, there are similarly defined goals and basic needs for learning which can be summarized through the following:

encouraging and developing the interests, aptitudes, abilities and independence while learning; creativeness, moral awareness and conscience; aesthetic taste and criteria; self-confidence and responsibility; public awareness; tolerance; coexistence on everlasting historical, cultural, ethnic and religious postulates; respecting human rights and universal values and humane relations among people and genders; etc.

developing communication ability and conduct of reasonable dialogue; critical opinion and thinking; functional knowledge; understanding of notions, content and conclusions; developing the ability to reproduce data, apply scientific facts, analysis and synthesis; gaining of necessary knowledge for further education, etc.

Although the public inclination and expressed ambitions of responsible educational authorities that the education system be one of the main components in the reconstruction process in view of getting closer to Western European and the world's primary education, should have determined strategy of changes in the educational system of Bosnia and

Herzegovina, the current political and economical circumstances in the country, have still not enabled taking the joint, general attitude about development directions of primary education. There is no general consensus on strategy of changes, basic principles and common (national, that is, state) goals of education.

Not only that global strategy and development plans do not exist on the state level of Bosnia and Herzegovina, they do not exist on the level of the Federation of BiH either. Nor, at the moment, cantonal authorities have their own strategies / development plans, adopted.

Federation Ministry of Education, Science, Culture and Sport initiated and started the work on creation of strategy proposal for all levels of education in this entity. Expert group was formed within the framework of the ministry and carried out preparatory activities for the work on this document in creation of which, a great number of various profile experts, will be included. In parallel with these activities, a process of passing and adopting strategies of education development by cantonal education authorities in a number of cantons, is underway. Not disputing the jurisdiction and freedom of cantons in setting up the educational policy, the Federation Ministry of Education, Science, Culture and Sport is trying, through an unofficial, advisory and coordination body – board of Federation and cantonal ministries - to harmonize attitudes about defining the strategy and development plans, basic principles and common goals of education. For that and for coordination of positions on these issues with responsible educational authorities of Republika Srpska, this Ministry should and it gets the support of authorized representatives of the international community and international organizations engaged in reconstruction of educational systems in Bosnia and Herzegovina: The World Bank, UNESCO, UNICEF, UNDP, USAID..., donors, NGOs from the whole world, etc.

In the past period and with the help of these organizations, a physical reconstruction (construction and rehabilitation) was carried out on a great number of school objects in the Federation of Bosnia and Herzegovina. According to the available data of PIU Education, 239 primary school objects were constructed or rehabilitated in the Federation of Bosnia and Herzegovina. With the help of these organizations, a great number of textbooks and manuals, free of charge, was ensured for primary schools. Some 84 titles were printed and distributed, total circulation 3.045.010 copies. The given material – financial help of the international community enabled creation of elementary conditions (objects and equipment) for beginning of the reconstruction of the country's educational system. Academic reconstruction of education and thorough reform of the system, among other issues, requires the adequate financial resources which, economically destroyed country is not capable can not ensure. Cantonal education authorities are mainly responsible for financing the education in general and therefore for primary education as well. The greatest percentage of resources for this segment of education is set aside from the cantonal budget, a smaller part from the municipality budget (for students' transport and meals) and a very small part is ensured by schools, through alternative sources of financing.

CURRICULA AND TEXTBOOKS

Ideological approaches to textbooks and curricula creation

Traditional perception of defining the quality and scope of curriculum content has been retained in Bosnia and Herzegovina as, after all, in the whole former Yugoslavia and

central and Eastern Europe. In spite of numerous attempts to carry out educational reforms, especially during the period of communist rule 1945 - 1990, the fundamental postulate has never been challenged. For the sake of truth, it must be said that transitions from one ideological system of education to another, were always gradual as the development level of previous educational systems had not allowed rapid changes. They were especially actual during the period from 1958 to 1987, when it appeared that the reforms were finally brought to an end. As a rule, every time the changes used to be adopted with a presumption that they bring something new and better in relation to the previous situation. Yet, the justification of enlargement of curriculum content scope had never been challenged. They continued to be aimed towards plentiful accumulation of data and facts from several teaching subjects. Such an approach was often justified by the necessity that our students gain a very broad knowledge base and not only a narrow, vocational one. That is where the ideological superiority of the local educational system over the one of capitalistic countries was often shown. It has been claimed that bigger quantity of basic knowledge ensures a better knowledge complement and reorganization within chosen, future profession even into completely different profession profile than the one initially chosen by students. In seventies, such a concept was challenged in a certain extent when the "vocational education" was introduced but, very soon, that large educational experiment failed in practice. One could claim that the major mistake of the approach was a result of the presumption that the communist Yugoslavia would be living a constant progress, comprehensive economic prosperity and almost total employment. On the other side, the changes implemented in the educational system, also had a completely defined ideological background, for the then dominant standpoints on the working class' power based on free work exchange, should have been implemented.

Relation and intertwining of ideological and pedagogical, curriculum content and its only "correct" interpretation, were considered a priority within the curricula structure. Textbooks written during that period, had to meet the very requests in order to approved for use.

Indications of changes at the end of communist rule

In Bosnia and Herzegovina, certain changes occurred in the field of education, first of all in revision of primary and secondary education curricula. There was room already opening for a much more expanded and flexible educational system. It was more and more open towards market economy and multi party parliamentary democracy principles. It offered possibilities for introduction of different positive experiences of developed western countries. Among them, it is worth to mention the adjustment with the system and regime of education of the European Community countries as well as planning of introduction of a greater number of optional subjects, among them, religion.

Curricula changes are related to understanding that the quantity of knowledge that students gain in higher grades of primary school is often repeated, with slight scope extension, in the secondary school. On the other side, the knowledge achieved in secondary school not always corresponded sufficiently to relatively high requirements of teaching at higher education level. In spite of serious attempts to adjust the whole educational system - from preschool to higher education - and to get it as close as possible to an imagined entirety of educational process, they were not realized to the end.

Aggression against Bosnia and Herzegovina and occurrence of three curricula

In the territory of Bosnia and Herzegovina, three separate educational systems were formed as a consequence of war. In the bulk of the territory (70 % at a certain period of time) controlled by military forces of Bosnia Serbs, assisted by JNA and other para-military structures, an educational system was established according to the one in use in Serbia and Monte Negro. At the same time, it developed all signs of negation of other peoples living in the area. Ekavian dialect was proclaimed official and alphabetical norm in education and administration, instead of standard, literary-language norm. Cyrillic alphabet completely pushed Latin out, the curricula put an emphasize on unity with Serb people in other parts of former Yugoslavia and favored values of, integrally presented, Serb literature, history, culture, tradition and Orthodox religion as basic, ideological agai, components of educational system. In the curricula, there was neither room for other peoples and their centuries long presence in Bosnia and Herzegovina nor for Bosnia and Herzegovina itself.

Schools in HVO controlled territory, took over the educational organization from neighboring Croatia which was also understood as region of reference for Croatian people in the area. Curriculum developed in Zagreb, in the years following Croatia's proclamation of independence, was accepted in those schools and textbooks were obtained in Croatia, developed according to the new curriculum which stressed Croatian political, social, economical, cultural and educational identity. Parts of the country, under control of RBiH Government in Sarajevo, retained the old educational system. It should be pointed out again that, the political and military unfolding of events imposed such a situation. The earlier system had not foreseen a possibility for any higher autonomy in education, not even for some moderate decentralization but it stuck to the strict, centralized approach.

In such a situation, the Ministry of Education, Science, Culture and Sport of the RBiH Government, a year after the aggression had started, tried to connect the cut off links and re-establish any kind of educational system, at least in those parts of the country which were controlled by the Army of BiH. At the same time, a need emerged to carry out certain changes. One of the basic dilemmas lay in the answer to a fundamental question, whether to continue with works on transition of education from the current system with regard to its general orientation and quality of education according to the model which would be including far reaching changes or to try with a more moderate variant. After a comprehensive analysis of advantages and flaws of both approaches, a decision was made to go on with gradual changes and not with radical alterations as envisaged at the end of eighties and the beginning of the nineties. Later experiences confirmed that this had been the only possible approach within the war environment full of incessant obstruction and destruction of strongly shattered and quite fragile educational tissue.

Curricular changes

One of the key points of that enormous endeavor was a decision to start creating conceptions for various stages of upbringing which will be a starting point in the curricula change and not only in their sheer revision and to try to draw up new textbooks according to the changed curricula. The conceptions helped removal of components that indicated earlier communist regime postulates and definition of existence and feature of Bosnia and Herzegovina merely as an integral part of the erstwhile common country. In spite of difficult war conditions and uncertainty of the war outcome, a fundamental presumption about Bosnia and Herzegovina as a sovereign and independent civil state with three constituent peoples and other citizens from minor national groups, was incorporated into curricula. At

the same time were taken decisions that for a certain period of time should have excluded the current consideration about the length and character of all levels of education. Previous model was retained. Primary education still lasted for eight years/grades (and not for nine, as the pre-war law had foreseen according to the European Union countries' model) and it remained compulsory for all six and a half old children (the limit was lowered from the previous seven) with a tendency that the greatest possible number of primary school students continue their education in secondary schools. Although with reduced number of institutions, the former structure of pre-school and special needs education, was retained. At the higher education level, it was decided not to enter any serious changes but to discuss the issue with teachers and associates from the higher education institutions, mainly from those in function in Sarajevo. Support was given to the principle of common education for all students regardless of their gender, nationality and class, but in parallel, a position was promoted that besides the so-called public schools, all types of privately owned schools which would enable quality education pursuant to current legal provisions and which would be supported by either local or international organizations, may be established. Since it was highly unlikely that such forms of education might soon appear under the war conditions, an accent was put on the dominating component of public education.

Creation of textbooks was initiated in parallel with creation of primary school curricula. Experience from the first war year in the area of free part of Sarajevo, when there were attempts to reduce the content matter and to bridge the lack of textbooks (the bulk of which, more than 4,5 million copies, was destroyed during the occupation of the two biggest textbook publishers' warehouses), did not yield good results. The work had no quality as the textbooks underwent physical changes only but out of many examples, a conclusion could have been drawn that in some cases, the point was not just in an accidental oversight.

Then the decision should have been made about which textbooks to start with first having in mind that the textbook meant interpretation of contents foreseen by curriculum in a scope set forth by syllabus.

It was for the first time in history of public education of Bosnia and Herzegovina, that in Sarajevo, under the extremely difficult war conditions, curricula were printed on the whole.

Ministry of Education forwarded the printed curricula copies to all schools and educators in the then accessible territories controlled by BiH Army.

Creation of textbooks of "national group of subjects"

It was decided, in spring 1994, that the primary school curriculum should be the first to create. Curriculum for the subject of religion, as an optional subject, was created in cooperation with religious communities (Islamic, Catholic, Jewish and Adventist). Creation of the extracurricular textbooks was foreseen as a separate project for a great number children from Bosnia and Herzegovina living outside the homeland. Total number of titles to be made was 56 and circulation was 1.520.000 copies which was a real undertaking in the history of textbook publishing, especially when the unbearable war conditions are taken into consideration.

Under no circumstances had the textbooks to call for hatred, revenge, intolerance, negation of any nation and its culture, history, tradition, literature, art and any characteristic

that determined it as a nation in Bosnia and Herzegovina and neighboring countries with which Bosnia has shared, for centuries, the same geographical areas, customs, culture, language(s), history and not so seldom, destiny.

The authors were expected to avoid, as much as possible, *idealization* of the past, *indoctrination* of the present and *ideologization* of the future. Besides that, the textbook had to answer, first of all by its content and form, all the requests that a textbook must have in expert, methodical, pedagogical and any other professional respect.

Continuity of Bosnia and Herzegovina and its peoples was a basic criterion of these textbooks' concept.

One of the most difficult issues to be solved within each of the mentioned textbooks was the issue of **proportion**.

In the difficult war times of tumultuous events and great changes which befell Bosnia and Herzegovina, there was a danger that the very proportion is not always hit.

Out of that reason, validity of curricula and textbooks was limited to one school term. That was done with an assumption that the issue would be discussed in a more peaceful times, after the war and in a more open and tolerant environment and without heavy emotions.

A year and a half later, immediately after signing of the Dayton Agreement in Paris, a two days seminar on the issue was organized at the end of December 1995, in Sarajevo. The curricula from 1994 served as a base for creation and a wider expert evaluation of the published textbooks.

Process of revision and adjustment of primary school curricula

Although the Federation and cantonal ministries of education endeavored in the course of 1996 and 1997 to adjust the two separate educational systems present in some parts of Federation, there was no real result with regards to curricula. On the one side, a constitutional obligation of the cantons to arrange autonomously the whole field of education, was emphasized and on the other, a need that the whole process be thoroughly examined and rationalized. Upon completion of process of institution of cantonal educational authorities, that is, of cantonal ministries of education, many actual issues of education were discussed in the regular monthly meetings between cantonal ministries and the Federation ministry of education. The Federation Ministry coordinated the process of solving the problems which prevented integration of education in the Federation into one system. It appears that the biggest problem in that work was the existence of two parallel educational system with two different curricula: Bosnian, approved by the erstwhile Ministry of Education, Science, Culture and Sport of the RbIH Government and Croat, approved by Ministry of Education of the erstwhile separate authority of Croatian Republic of Herceg Bosna which was functioning in the territories controlled by HVO.

Federation Ministry started activities on creation of common cores that could serve as a base for the future uniform curriculum.

It is exactly now that the curricula revision is more than necessary. It appears that that will be a fundamental issue in the forthcoming period but, first of all in the orientation towards gaining and implementing knowledge and not towards accumulating bare facts and data.

Federation Ministry of Education, Science, Culture and Sport organized creation of primary school curriculum. The curriculum is completed and forwarded to cantonal ministries for discussion and adoption.

The curriculum offered to cantonal ministries may be adopted as a whole curriculum or as a curriculum core with an obligatory (70%) and the part that can be subject to changes (30%).

Creation of this curriculum was initiated by the BiH Federation Forum and the BiH Federation Government and it was agreed upon in the meeting of all cantonal ministers of education held on 13 November 1997.

In the course of 1998, upon a proposal made by cantonal ministers, the education expert teams worked on creation of the curriculum.

In 1999, since January until April, a public hearing was organized for all schools, pedagogical academies, faculties and other institutions. The expert teams took into consideration all suggestions, remarks and proposals and created a new curriculum adopted by the Federation Minister who suggested cantonal ministries to adopt it as well as approve for implementation.

We expect that the curriculum will be implemented in the school term of 1999/2000.

Regarding the textbooks in use in primary schools of Bosnia and Herzegovina, we would like to point out the following:

In the Federation cantons with Bosniak majority are in use textbooks created according to the Republic of Bosnia and Herzegovina curriculum which was adopted in 1994 and which is presenting Bosnia and Herzegovina as an independent state.

In Croat majority cantons are used textbooks from Republic of Croatia and in Republika Srpska, textbooks from FR Yugoslavia, that is, Republic of Serbia.

OHR requests that the textbooks in use in Bosnia and Herzegovina are revised and all disputable or offensive texts removed. The revision activity is coming to its end.

ALBANIA

On the Way to Change

Transition to democracy brought about radical changes in the principles that governed education in Albania. Transformation aimed at bringing education into line with the general social and political changes. From the very beginning, it was considered to be a long term process, though imperative. Of the subjects taught at school, social studies was the most affected by the old ideology. In the last few years, it has undergone a profound change. The content of history and geography taught in school was thoroughly revised. New subjects like Economics and Philosophy were introduced. Subjects like, "History of the Party of Labour of Albania" and "Moral and Political Education" were driven out of the curriculum to make room for the new subjects: "Knowledge of Society" and "Citizenship Education". These new subjects started to be taught at the pre-university level after the decision taken by the Ministry of Education of Albania in 1991. Albanian students were exposed for the first time to topics like:

Civil society,
 Human Rights and responsibilities,
 Education for Peace,
 Democracy in action,
 Citizenship and law,
 Economic education,
 Environmental education issues, etc.

Important documents like: the Universal Declaration of Human Rights, Convention on Children's Rights, The Convention on Civil and Political Rights as well as the Convention on Social, Economic and Cultural Rights, European Documents on Human Rights and the respective organisations and institutions were introduced to the classroom. Though it is true that teachers were not prepared to teach students on these topics, they were all willing to teach young people in such a way that they would leave school confident enough to participate in social life, to resolve conflicts, to express themselves and treat opposition fairly, effectively and peacefully. School work in teaching these topics was further supported by the new law on Preliminary Education in Albania that was passed by the Parliament in June 1995. It provided a legal basis for the social development and citizenship education of the young generation. Explicitly, Articles 2 and 21 of this law state:

"The mission of education is the spiritual emancipation, material progress and social development of the individuals."

"Compulsory public education aims at developing the intellectual, creative, practical and physical abilities of students, at achieving basic elements of cultural and citizenship education."

The legislative level is a basic support for further developments in citizenship education in Albania. The Ministry of Education and Science runs a Pedagogical Research Institute (IRP) charged with the task of monitoring change, reform and improvements in educational system (K-12).

Under this framework, the IRP Curriculum Department helped to develop the new curriculum in Citizenship Education and renovate the history curriculum. Actually, it is

monitoring an improvement process engaging qualified task forces from universities, schools and local educational entities. Albanian NGOs, foreign local foundations and organisations, mass media, etc. are involved in the process too, because their work is aimed at the democratic education of the citizens.

1.1 Democratic Citizenship Education in Schools

The aim of citizenship education in school can be summarised as being: to prepare students to be good citizens in the future, to help students exercise their freedom and responsibilities, to enable them to face successfully the challenges that the future has in store for them. Citizenship education is in widespread demand today. School is considered to be the training ground for citizenship, because it is there where the thoughtful, sequential preparation needed to assume responsibilities and enjoy the opportunities of adult citizenship, is provided.

The introduction of an effective subject-based program was considered an imperative. Citizenship education in Albania actually is considered part of the official curriculum. The Albanian specialists think that a specifically allocated period of study is necessary for knowledge, skills and values to develop. This seems a more reasonable decision in a situation when other social studies programs are undergoing changes and improvements and respective teachers are getting in-service training. The fact that the social studies curriculum is not finally decided yet, added to the other fact that studies and publications in this area are still scarce, constitute sufficient support for the idea of teaching Citizenship education as a separate subject. Otherwise, the risk of becoming unidentifiable and nobody's task, is evident.

Citizenship education is taught one session a week in primary education (K-8). Topics like: family, school, community, social, political and the economic life of society are taught. They are interrelated to issues like: human rights, peace education, diversity, environmental education, etc.

Secondary school students study "Knowledge of Society" two sessions a week (9-10). Topics like: family in a changing society, culture and society, from the pre-industrial to the information-oriented society, social behaviour and human interests, race, ethnicity and minorities, the political structure of society, our environment, global education are taught. The sociological approach prevails in the part taught in secondary school. Students and teachers have a complete set of students' and teachers' books at their disposal. There are enough civics books for all students of grades 1-10.

As the product of a joint project of Ministry of Education and Science, University of Washington (USA), Indiana University (USA), Soros Foundation (AEDP program), working together with experts from IRP and the University of Tirana, all teachers are provided with a manual on Democratic Citizenship Education in Albania and the teacher's guide for civics, grades 1-7. (grades 8-10 are in the process of publication).

Moreover, students and teachers are using a variety of publications. They are using books on Human Rights, Conflict and Communication, publications in Albanian of the Council of Europe publications (e.g. "New Face of Europe"). Teaching aims at skills development but it is still a long way from being achieved. Though a lot is being done as regards improving teaching methods in civics, we find that teachers are trapped in their old teaching ways. A result of this is students' reluctance to use knowledge to solve problems. Teachers are encouraged to use active methods, to stir students to raise questions and conduct inquiries, surveys, independent study, media exploration, documentary research in groups or individually, but it is evident that there is a need for further training.

The school environment and atmosphere, the school discipline and structures, the opportunities it provides for each student to express personal views on what is happening in school, have a direct impact on education for democracy. Though it hurts to admit it, it is too far from being in line with the messages students get in Civics. What is being taught in Civics is, in a way, conditioned by the degree of freedom that students enjoy in school.

1.2 The Renovation of the History Curriculum

The ongoing change and improvement in the history curriculum is a natural process connected with the continuous political, social and cultural developments in Albania, Europe and other countries. History curriculum development during the years 1990-1996 can be divided into two phases:

1991 - 1993 is the emergency phase. During these years some radical changes were hastily made. So, during these years we did away with the Marxist-Leninist axis that pervaded the teaching and learning of social studies. We threw the History of the PLA out of the school curriculum, which was adapted to show the students the entire spectrum of philosophical trends, including contemporary ones. The teaching of that part of the national history that had been distorted during the communist era was reviewed, too. The second phase, which began in 1993 is still continuing. During this phase the conceptual bases of teaching and learning were improved. It is considered a very important subject in terms of imbuing students with democratic values. Important curricular changes have taken place. More time was given to the study of modern history. In all the modern world history textbooks, relevant national historical developments are included. The structure of the history programs is comparable to that of the Western historiography. The main principle is that of the continuity in presenting historical data and facts. All the history textbooks have been rewritten during these last years. Their common characteristic is that content is qualitatively new and totally different from the previous Marxist-Leninist interpretations. They provide a wider spectrum of interpretation of the events. Besides the political, diplomatic and military historical events, other social, religious, cultural, scientific, economic and technologic events are equally represented. The ratio between world and national history is acceptable (60% +40%). Authentic documents presented in the textbooks try to prove the objectivity of facts and events, and help students think for themselves. As it is now, the history curriculum meets the criteria set by the national Board of History, which are:

To provide historic knowledge related to the Albanian, European and world history from Ancient to Modern times.

To allow students to grow up as well-informed citizens, with a democratic culture, capable of using critical thinking skills in their active participation in the social life of the society.

To instil patriotic values as well as a feeling of European identity.

To instil moral sound values, tolerance and understanding among people of different nationalities and ethnic background.

To provide students with opportunities to develop research skills in the field of history.

The curricular changes in the subject of history met with all kinds of difficulties. First, history had been the most manipulated subject taught in the communist schools. Second, the history writers and interpreters were kept isolated from the world historiography for fifty years. It was very difficult for them to grasp new ways of thinking and to write students textbooks immediately. Despite the difficulties, history taught today in the Albanian school is qualitatively different from what was taught before. It is the first step safely taken towards

new ways of teaching facts and events to children. The work done by the National Board of History have helped in improving the development of the new curriculum of history in Albania.

1.3 The European Dimension

It became an important component of education after 1995 (in July 1995 Albania became a member of the Council of Europe). The educational community is becoming aware of its role in preparing the young generation to become active European and Albanian citizens too.

The fact the history curriculum presents European historical developments aims at strengthening the European identity of the Albanian student. In presenting Balkan history, care has been taken to avoid chauvinistic interpretations. Attention has been paid in presenting historical facts in such a way that they contribute to tolerance, to respect for the diversity of thinking, for freedom and democracy, for social justice and economic progress. Steps are being taken to train teachers according to a European dimension of education; to introduce new concepts and approaches into the teaching and learning process, following the programs of the Council of Europe (A Secondary Education for Europe). Some of their publications are being translated, CEDREE materials are being used and some articles are being published in educational magazines.

The extending of the foreign languages teaching and learning (e.g. German and Spanish), the twinning between Albanian and European schools, common activities and school based activities focused on European culture and historical heritage, on advantages and challenges that Europe represents, demonstrate to the students the impact that Europe will have on their lives as adults and make them feel part of the wider, diverse and collaborative community.

2. Implemented and Ongoing Projects at the Pre-University Level of Education (K-12)

Educating the younger generation to accept a life of peace and harmony with others, remains an indisputable priority for Albanian schools. Albanian society needs responsible citizens, open to others, their cultures and traditions, capable of dealing with and solving conflicts through peaceful human means. The growing tendency to refer to violent means in solving conflicts is a great challenge to schools. It is reflected in school life too, when it comes to solving conflicts among students, teachers, parents and the community at large. Fear that it will continue to be considered a way of resolving social and civil conflict later, in adult life, is strong. This is why teachers are trying to integrate into the general curriculum, issues of tolerance, peace education, human rights, conflict prevention, conflict resolution, mediation, etc. Trying to achieve these objectives, schools have constantly been engaged in projects, which, though different in focus, have the same aim: democratic citizenship education.

2.1 Human Rights Education

Human Rights education has recently (1993) been introduced in Albania as a central tenet of its educational curriculum and has become a primary focus of the programs of numerous NGOs. The building of new state institutions founded on democratic values and principles, as well as new relationships between the individual and the state based on respect for human rights, require the widening of human rights' education programs to help people transform human rights from abstract norms to an accepted set of values. IRP, in co-

operation with the national Centre of Human Rights, Helsinki Committee of Netherlands, UNICEF, ANA, MIRA foundations (Norway), developed a new curriculum that was introduced in the form of formal, cross-curricular and extra-curricular activities in grades 1-8 during the years 1993-1996. This initiative aimed to:

- introduce the Human Rights issue into compulsory education,
- provide books and materials for students and teachers,
- train teachers to teach human rights at school according to national and international criteria.

Collaborative efforts led to:

A. The publication of

- students' book on human rights grade 1-8 (each grade a set of 70.000 copies).
- teachers' guides: "It is only the human right!" (translation 10.000 copies)

"Human rights" (5.000 copies)

"Human rights education in schools" (35.000 copies)

"Children's Convention" (a simplifies version)

- posters: "Our rights" (11.000 copies)

B. In-service teacher training of hundreds of teachers, trainers and local supervisors of education. (the total sum of the seminar days from 1993-1996 was 75 and the number of participants: 10.000). International experts assisted in training and developing teaching materials (Felissa Tibitts, Nancy Flowers, Cheril Law, Anette Jacobson, Hacan Woll, etc.). After the pilot phase 93-95, these materials were used successfully all over the country. The H.R issues became part of the current teacher training programs.

The experience learned from this initial project, served as a basis for developing a human rights curriculum to be used at a higher level of education, in high schools and continuing education programs.

The introduction of human right education in the high school curriculum (as a follow up project) is seen as an effective way to prepare the young generation for a knowledgeable, informed, responsible and active role in civil society. It is widely believed that focusing on this age group could instil the necessary values, and initial programs have demonstrated its benefit. At this level of schooling there are 170 000 students and 9600 teachers involved in human rights curricula.

More specifically, this project aims to :

establish human rights as democratic values and fundamental concepts, as conditions for the rule of law and active participation.

make people aware of national standards and international institutions for promoting and protecting human rights.

help people understand their political, economic and social rights and define ways of enjoying them.

set up links between schools and the immediate communities in addressing everyday problems.

enable people to participate and have a better say in the policy making process.

IRP has already decided on its short term objectives:

to integrate human rights education into high school curriculum throughout Albania,

to make educators aware of the importance of human rights education,.

to produce human rights education teacher/trainer manual, students' textbooks, activity books and video materials,

to train high school teachers to use interactive methods in implementing the new curriculum, so that a dynamic relationship and supportive atmosphere is created in the process of human rights education.

This project is an initiative of IRP, Albanian Centre for Human Rights planned to be implemented over three years, 1998-2001. (We are working with the National Endowment for Democracy (Washington DC, USA) to have their financial support.) The supporting budget is 150.000 USD.

2.2 Peace Education

Peace education is a very important aspect of citizenship education. Prior to 1997, there were only elements of peace education in the social studies curriculum. Following the tragic events of Spring 1997, education for peace and tolerance, has ranked very highly on the list of priorities.

The self-arming of the population, conflicts, riots and killings had a very bad impact on the lives of children, who often witnessed adults' violence. School had a very difficult task: to assist students in getting over the stress and depression and provide peace education for them. The Ministry of Science and Education of Albania, UNICEF, the Council of Europe, KulturKontakt Austria, Open Society Foundation, SOROS, Albania, Albanian Foundation of Conflict Resolution and Mediation were ready to help schools face up to this difficult situation. A round table meeting provided the location from where many project ideas originated. The common ground was peace education for different age groups and their ability to resolve conflicts and practise mediation within school and outside.

When the curfew situation was lifted, the teachers felt the responsibility of healing children's broken hearts. One way was to gather the students in summer schools. The first experience was that of last year's summer schools. The aim was to use art therapy to help students overcome stress and find relief. Seven schools from five districts were included in the project. UNICEF provided a rich material basis. Teachers took part in a five-day training course with art therapy by American experts. Training aimed to help teachers recognise different forms of stress in young children, read students' drawings to understand their inner world, use art therapy etc. This training course helped teachers to make the summer schools successful.

The students' day in the summer school started with practical peace related activities. Teachers used "Conflicts and Communication", a book translated into Albanian, as a resource activity book. Under teachers' guidance students used different art techniques in the form of drawings, collages, essays to express their changing inner world. They frequently came together in groups to express their creativity. The dominant idea was the message of peace. This message went beyond the school walls. The final activities included children, parents, teachers from other schools who carried the message of peace to the whole community.

In addition to these activities, the "Conflict Resolution and Mediation in School" project continued at high school level, as part of a regional project of the Open Society Foundation, (Budapest Office).

The project, run by the Open Society Foundation, Local office, Albanian Foundation of Reconciliation of Disputes and Conflict Resolution with participation of IRP and University of Tirana, aims to make students familiar with concepts and practices of conflict resolution through mediation and in peaceful, creative and democratic ways.

12 high schools, from ten different regions are involved. Within this project, in 1997-1998, three regional seminars, with the participation of local educational authorities, school directors and teachers (120 people) prepared the ground for the implementation of the project. The follow-up training seminars and workshops, with 40 pilot teachers and 20 other school based activities helped create in schools student-teacher mediation teams. Their

role is to assist and mediate in conflict situations in schools and, working with local centres of conflict resolutions, in their community, too.

The teachers and students are provided with teaching materials, such as Conflict and Communication (Daniel Shapiro, 1995, NY, USA), "Adolescents in Conflict or....?"(Tirane, 1998) and some other publications.

With the participation of teacher and student mediators, a week's summer school "Let Us Be Friends", closed the activities of the first phase of the project.

The involvement of the students in all these activities is impressive and testifies to their willingness to accept their share of responsibility for tolerance and peaceful coexistence. The preparation of a 120 min. video tape with activities, methods and experiences in conflict resolution, to be used in training sessions and the media, too; the publication of posters prepared by students; media monitoring; the "best essay" activity; the integration as a part of the school curriculum, cross-curriculum and extra-curricular of issues like tolerance, peace, communication, conflict resolution and mediation, are the second phase activities, planned for 1998-1999.

2.3 Global Education

Global education is an approach to education which seeks to influence changes in school, so as to make education more influential in the preparation of children for life in this increasingly more complex and interdependent world. Global education dictates such curricular modifications that make knowledge, skills and values comprehensively acquired for a more constructive participation in societal development. Specifically, the global education approach dictated the inclusion of the following issues into the curriculum: Interdependence and interconnectedness of communities, countries and peoples, the interplay of the local, national and international trends and events.

Education for democratic citizenship, education for human rights and responsibilities, education for peace and conflict resolution, environmental, health and safety education, education for social, political, and economic development, anti-discriminatory education as well as education for justice.

Future oriented thinking (probable, possible, and preferred futures at personal, local, national, regional and global levels).

Self-awareness, understanding, the complementary intellectual, emotional, physical, and spiritual aspects of the individual.

All of the above is encouraged to be taught at school through active methods, co-operation, discussion, interaction, and participation. Activities brought to the classroom are designed to reinforce basic skills and higher order thinking and skills like: conflict avoidance and resolution, consensus building, negotiation, and problem solving. This project will be piloted for three years (1997-2000) starting from the 5th grade in math, language and civic education.

During the first year of implementation, 5 schools were involved in the project, whereas during the second year, other schools were involved and the project was extended in the 6th, 7th and 8th grades including the subjects of history, geography and natural sciences.

The experience of the first year showed:

Enrichment of the learning environment with diversified materials and methods.

Reinforcement of certain important issues throughout the curriculum (topics like environment, future, democracy, citizenship, health were constantly reinforced across and throughout the curriculum.

Enhancement of teachers' professionalism, through new skills and position in their role as facilitators.

IRP runs this project in co-operation with UNICEF, Canadian Institute of Global education.

2.4 Democratic Change: School and Community Based Initiatives

The role of the school is no longer that of simply an information transmitter. Students need knowledge, skills and opinions to become active and responsible citizens. Today's student is not a passive recipient of knowledge, but an active individual capable of critical thinking and constructive action in the school and community where he learns and lives. This is a way school can assist the regional development of the communities. This is the philosophy that permeates the project which aims to:

- develop school as a place where democracy can be experienced in day to day decision making as part of partnerships within school and between the school and community;
- enhance the individual through acquiring the knowledge, skills and opinions necessary to act as responsible citizens in a democratic society;
- create a model through working out school partnership and school democracy which can be followed and applied;
- developing a partnership between school and community to the benefit of both;
- developing conflict resolution skills, etc.

The project is designed in such a way that the learning process is set in motion to meet the above goals as well as to set up structures so that the project can be maintained in the future to meet long-term goals.

The project is planned to be developed between September 1997 and June 1999. 15 high schools throughout the country are involved in this project supported and sponsored by IRP, the Ministry of Education and Science, the Council of Europe, KulturKontakt Austria, AEDP SOROS Foundation.

2.5 Law Education

Law education is planned to be introduced in high schools by means of a "Street law" project which aims to provide accessible and available information to all citizens in a wide variety of settings including the high school.

This is a comprehensive project implemented in 15 countries initiated by OSI, NY, USA. Albanian partners in the project (AEDP and local office of Soros Foundation, IRP, Law Faculty) are enthusiastic because:

- Law education is a field people are mostly illiterate about.

- School is a perfect place to generate education about law, human rights and respect for them.

- School work so far has mostly been academic and the methods used, very traditional.

- It helps school meet the standards set by educational authorities.

- It is in line with other projects aiming at citizenship education of students.

- Motivated lawyers have promised to participate in the project and help with their expertise both in writing the textbooks and training teachers.

This project is planned to be developed from October 1998-July 2000. The project hopes to have 100 teachers and almost 3.000 students trained by year 2000.

The total budget is 65.000 with funds to be matched between AEDP and OSI. NY on 50 - 50 basis.

The universities, as explained above, are involved in some projects with other institutions and their contribution is very important; particularly as it helps to narrow the gap between pre-university and university level of education.

Since 1991, the universities have concentrated on gaining more academic freedom, opening new faculties, renovating the structure and content of the courses, balancing the

ratio between theory and practice, implementing new methods of teaching that create more space for students' independent work and research and staff training .

Topics like peace education, human rights and conflict resolution, diversity and tolerance, etc. are more individually included in everyday teaching practice, based on the experience or contemporary information the professors gained in training abroad, than introduced in projects that have an impact on the whole of university life.

The "Luigj Gurakuqi" university of Elbasan has been working since 1997 with Norre Nisum College of Education, Denmark, as part of the DANIDA project, to introduce new courses on citizenship education into pre-service teacher training.

There is an initiative of the Tempus project and the AEDP, with the partnership of five Albanian universities, to work on citizenship education in pre-service teacher training. Both projects, although at a very early stage, show that, education for peace, stability and democracy is going to receive the attention it needs.

It is an established fact that it is up to politics to provide the ground on which peaceful coexistence is built.

In this period of crisis that Albania is going through, where personal violence, and even structural violence is dominating, society is being torn apart by individualism, competition and short-term interests because of the total absent of trust in state institutions or optimism in the future. In this context, education for peace, stability and tolerance is considered a big challenge.

What is tough enough to introduce in school, - social values and constructive attitudes, face with social and political violence and destruction outside. The teachers working in such an environment generally have difficulty motivating their students and sometimes maintaining their own commitment.

On the other hand, these situations demonstrate the necessity of education for peace and democracy as a foremost educational goal in Albania.

The Ministry of Education and Science proclaimed democratic citizenship education as a priority and has opened the doors for projects and partners interested in the field.

It is very important for these projects to be successful and for an effective education for peace, stability and tolerance, to have a wider and longer term partnership with other European countries particularly the Balkan countries, through joint projects and exchange activities.

TURKEY

4.14.6 Development of the Examination Criteria for Educational Software

Besides the emphasis on the importance of the learner – centred teaching and training, through self – learning and the improvement of educational technology materials, it is foreseen to develop the evaluation criteria of the software, the number of which has been increasing.

Expected Contributions to the System: Availability of educational software which are not suitable for students in terms of quality and content will be prevented and educational software directed to their abilities and interests ,which will support the individual studies of the students, will be included in the system.

4.14.12 Research Project on Educational Materials and Software

Every kind of educational and teaching materials will be registered and numerical data for the quick access to the related data will be available on WEB safely.

Expected Contribution to the System: Quick access to the related data will be available on WEB safely. Besides, it will be possible to evaluate the studies in order to take measures for the future and make true planning by using the available numerical data.

4.19 Technology-supported Education

Within all levels and types of educational institutions affiliated to the MONE, it is aimed to increase the quality, student achievement, and competencies and professional skills of the administrative personnel and the teachers, to realize more effective and efficient use of resources, and to help effective use of the technology in education institutions of all levels and types. Due to the objectives put forward with the 'Project for Globalisation in Education 2000' , MONE has aimed to provide continuous education opportunities for all and everywhere by establishing "learning centres" and summarised the framework of its national objective and policy in information technologies as keeping pace with the information age, educating people as individuals thinking global acting local to become 'information society', supporting every level of education system with technology education, and increasing the competitiveness of our society.

Accordingly, Internet Service Provider has been set up at MONE Data Processing Centre, and MONE WEB pages have been developed on the computer. Through this site, open education students can learn their test results, and the recent state of teacher designations can be seen. (Services such as email is provided through internet.)

Some services such as producing, improving or adapting all kinds of audio visual and numerical educational materials, services related to public and private placement and graduation tests which are carried out through central system, and data processing activities of MONE' s units of central and provincial organizations are carried out to be used

in formal and non-formal education in the field of educational technology , considering the long-term contribution of Information Technology materials, which are to be used in creating, directing, presenting and sharing information.

In this context work has been realised regarding following areas:

- Improvement and application of interactive distance education systems besides the production of educational television and radio programs and audio visual cassettes for the individual use.
- Implementation of formal and private placement, graduation and promotion examinations organised centrally
- Fulfilment of tasks and services related with information process for central and regional organisations of MONE.
- Preparation, production and broadcasting of radio and television programs to increase the educational and cultural level of people in GAP (South-eastern Anatolian Project) region.

Seminars - for the use of information technologies in education- to teachers, school directors, deputy directors of provincial national education directorates, inspectors; computer literacy courses for MONE personnel and software and hardware courses for teacher trainers have been provided in order to use computer and computer based products in daily life, teach the use of computer in schools, bring together educational concepts with technology education and technology support.

4.21.3 Work on Distance Education

Distance education services are offered in order to provide equal learning opportunities for all and support the education provided in primary, secondary and tertiary education institutions. Open primary school (OPE), open high school (OHS) and vocational and technical open school are included in distance education services.

4.21.3.1 Open Primary School

The implementation of open primary school was initiated in 1997. In this way, in accordance with the Eight-year Compulsory Education Law, former primary education graduates who remained out of the education and training system have been given a chance to complete the eight-year primary education through distance education.

4.21.3.2 Open Education High School

Open education high school provides service for the students who cannot attend o formal education institutions offering face-to face education, who are out of formal education age due to lack of opportunity, who want to transfer to open high school while continuing to formal high schools.

4.21.3.3 Open Vocational and Technical Education School

Open vocational and technical education school aims to provide training for those who have completed primary education but for various reasons have not had the chance to take vocational education, and to provide vocational knowledge and skills for those who have not been able to continue higher education, by implementing distance learning including face to face education programmes when needed.

4.21.3.3 OPEN VOCATIONAL AND TECHNICAL EDUCATION

In 2000-2001 Academic Year:

- The number of students, who attended the open primary education programme is 137,847.
- Total number of students in the open high school programme is 368.100, 330.800 of whom are in the general secondary education programme and 37.200 vocational education programme.

• 37.200 students are in the open vocational and technical education programmes.

Distribution of them is shown as follows;

*60% of the students is in the vocational industrial high school,

*8% is in the vocational high schools for girls,

*23% is in the commerce vocational high schools,

*9% is in the "imam" and preacher high schools.

4.23. Projects

Name of the Project	Relevant Institution	Beginning and Ending Dates	Aim
Management of Information Systems (MEBSIS)	General Directorate for Educational Technologies	1998-2005	To develop a system to disseminate the information to teachers, students, directors and other citizens about MONE in an easy and short way.
World Links for development	General Directorate for Educational Technologies	1998-2005	To contribute to the international cultural interaction and information sharing in secondary education as a "project based learning model" in the internet environment by 15 countries including our country.