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European Integration and South Eastern Europe

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Europe at Schools in South Eastern Europe – Country Profiles

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Preface

This publication is part of a series, which was established in 2001 in order to make teaching and learning material on all aspects of European integration available for universities and schools throughout South Eastern Europe. The series makes public the results of research projects conducted in the framework of the “Network for ‘European Studies in South Eastern Europe’” which is one of the major undertakings of the Stability Pact for South Eastern Europe.

The Network was founded in January 2000 and now comprises almost 40 universities and institutes both from South Eastern and Western Europe. It aims at strengthening “stability through education” in the region by

- holding yearly conferences in the countries of the region,
- organizing working groups on different topics,
- giving advice in curricula development,
- sending a Flying Faculty for teaching at European Studies Centers,
- holding Train the Trainer seminars,
- establishing Regional European Studies Centers,
- providing a database of all programmes in the region, and
- publishing teaching and learning material.

These activities are mainly financed by the German national budget for the Stability Pact, in close cooperation with partners like the German Ministry of Foreign Affairs, the German Rector’s Conference, the German Academic Exchange Service and the Hertie Foundation.

In this framework, we have started a project called “Europe at Schools in South Eastern Europe”. Its basic philosophy is that it is not sufficient to concentrate on the university level if you really want to spread knowledge about Europe in the region. One must begin with the school level where teaching about Europe can have a maximum impact on entire future generations, raising European-minded young people which will help transform the realities in the region. This is an experience, which has also motivated countries like Germany to invest so much in the European education of their children.

The Working Group that we formed had its first three meetings in 2002, two times at the Institute for Globalisation and Intercultural Learning (IGI) in Zagreb, once at the Center for European Studies (ATAUM) of Ankara University. Representatives from almost all countries of the region took part. We decided to concentrate initially on three topics:

- (1) producing “country profiles” for as many countries of the region as possible as a kind of stock-taking endeavour in order to evaluate in detail what is the state of affairs concerning Europe at Schools in the individual countries. This would provide us with a sound data base in order to take profound decisions on all our future activities;
- (2) producing a publication called “Europe at Schools in Gemany” which presents the German state of affairs on this topic, though not in a theoretical, abstract or even instructing manner but with very practical, creative examples of two German schools on how they try to bring Europe dear to the minds of their pupils;
- (3) producing a curriculum which might serve as a basis both for individual Train the Trainer courses on Europe at Schools for school principals, teachers, and school administration officials and as a full-fledged programme to be adopted by interested institutions. Thus, this curriculum, developed between the Universities of Münster and Zagreb, will be adopted by the International Center of European Teacher Education and European Studies, which is in the process of being established at the University of Zagreb, offering a one-year Master of European Education.

We are glad to be able to present here the first result of our dense and very fruitful cooperation so far, concluding the initial phase of our joint endeavour. All of the texts printed below are available on the Homepage of ZEI for downloading (www.zei.de).

The “country profiles” are based on a set of questions called “Criteria for the Country Profiles” we agreed upon beforehand during our first meeting in Zagreb. They are printed in the Appendix. These questions guided all the authors in their research and also in the structuring of their text. We wanted to devise a standard questionnaire, which would allow us afterwards to compare the findings of the different authors and draw some general conclusions for the activities of our Working Group in the future. Of paramount importance are the final conclusions in each text on what needs to be done in order to strengthen Europe at Schools in the specific country presented. These conclusions will direct our future work as there appears to be

an urgent need both for Train the Trainers courses and for basic literature for teachers and/or pupils on all aspects of European integration in the region.

I would like to take the opportunity to thank all of the authors wholeheartedly for their persistence, dedication and skill, which they demonstrated in the several review cycles of each contribution. Researching in the relevant state offices responsible for Europe at Schools, compiling the data, interviewing school principals and teachers, and drawing the necessary conclusions was a heavy burden of work. I am sure that the “country profiles” not only contain fundamental information on a segment of the school systems in South Eastern Europe, which is hardly available otherwise, but also very practical stimuli on how the European dimension can be strengthened in the schools of the region. Thus, our cooperation was a laudable example of true teamwork among partners who have either already arrived in the integrated Europe or will surely do so in a not too distant future.

We sincerely hope that this publication will be widely distributed in the region, especially in the relevant Ministries and government offices as well as in schools. We also hope that the “country profiles” will not only assist us but others as well in drawing up consistent, forward-looking and very practical projects on how to strengthen Europe at Schools in the countries of South Eastern Europe where the young generation is so eager to learn more about a Europe which is their destiny.

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Country Profile – Albania

Introduction

The education system of Albania comprises a total number of 4,445 institutions, 4,336 of which belong to the state-run public education system, and the remaining 109 are private institutions. The system is divided into several levels, starting with the kindergartens, primary education (1-8 grades), four-year secondary education comprised of high schools of general and vocational profile, and last but not least, tertiary education. During the 1999/2000 school years, 767,000 children, pupils, and students were registered in the public education system and 10,200 in the private one, having a ratio of 229 pupils and students for each 1,000 inhabitants.²

Respectively, there are 2,151 kindergartens, 1,873 schools of 1-8 grades³, 410 schools of secondary education, and 11 tertiary education institutions.⁴ The tertiary education level is the only level where private institutions are still absent.⁵ The latest developments, regarding the tertiary education level, are the postgraduate courses leading to a Master of Arts degree, or post-

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2 Source: INSTAT (Instituti i Statistikes), Yearbook of Educational Statistics, December 2000.

3 The number includes 13 schools of only primary stage (1-4 grades) and 5 schools of only secondary stage (5-8 grades).

4 Ten public universities and one non-university institution, the High Nurse School of Tirana.

5 Source: INSTAT (*supra* note 2).

graduate programs leading to a Doctoral Diploma (PhD), available in all universities.

The total number of pupils for the year 1999/2000 was 776,627, of which some 82,000 were children in kindergarten. In primary schools some 549,000 pupils were registered, 105,000 in the secondary schools and 40,000 students enrolled into the tertiary education system. The total number of teachers for the year 1999/2000 was 40,978, of which 29,000 were employed in the primary schools, 6,000 in secondary schools and 1,679 in tertiary institutions.

With respect to Secondary Education in public schools, approximately 102,963 pupils were enrolled during the 1999/2000 school year, of which 88,470 were in the general secondary schools and 14,493 in the secondary 3, 4 and 5-year vocational schools. Unfortunately, only 43 % of young people from the respective age group enrolled in the Secondary Education institutions throughout the country. This is a relatively low level compared with the level of 80 % for the year 1990, and much higher levels in the neighbouring countries.⁶ The main cause for this dropout rate is the lack of sufficient income for many families, especially in rural areas, to keep their children in school. Part of the responsibility is also given to the closure of the agricultural secondary schools in the rural areas.⁷ These closures have forced pupils to the nearby towns, thus increasing the number of pupils in general secondary schools (up to 86 % of the pupils), as well as reducing the number of pupils in the evening and correspondence schooling system. Approximately 6,000 teachers are currently teaching in secondary schools. Regarding the education level of the teacher staff in secondary schools, 96 % of them have completed tertiary education and only 4 % have a background of secondary education.

The tertiary education system includes 11 institutions with 42 faculties. Some 40,000 students were registered for the 1999/2000 academic years, 55 % as full time students and 45 % as part time within the correspondence system. An effective academic-teaching staff of 1,679 comprises the academic staff, of which 566 have Professor and Assistant Professor degrees

6 For the year 1996/1997 the numbers show: Greece 95 %, Hungary 98 %, Bulgaria 77 %, Italy 95 %, Slovenia 92 % (Source: INSTAT, *supra* note 2).

7 UNICEF – Albania, *Assessment of Social & Economic Conditions of Districts in Albania*, December 20, 2000, p. 28, internet address: <http://www.unicef.org/albania/publications/asec.pdf>.

and 675 are Lectures with Doctorates.⁸ Part of the university program is also the post university qualification of graduated students that seek to acquire postgraduate degrees and scientific titles. These degree candidates work in the universities as part of the teaching staff. There are four universities with colleges of education. The University of Elbasan, Gjirokastra, Korca, and Shkodra specialize in preparing teachers for primary and secondary education. Besides theoretical training, the future teachers are given the opportunity to practice their knowledge for one month per year in a chosen primary or secondary school during the period of their studies.

The reform of the education system

With regard to its education system, Albania is still in the phase of transition and restructuring. Transition to democracy brought about radical changes in the principles that governed education in Albania. According to the Constitution of the Republic of Albania (Art. 57) everyone has the right to education. Mandatory education (1-8 grades) and secondary education in public schools is free.

Curriculum reform

As in all other East European countries, the transition to democracy brought about radical changes in the basic principles upon which the whole education system in Albania was based. Those changes aimed at bringing education into line with the general social and political changes. From the very beginning, this necessary process was considered to be a long term one. The contents of most of the subjects taught at schools had to be revised. Social studies were the most affected by the old ideology. Subjects like, "History of the Party of Labour of Albania" and "Moral and Political Education" had to be completely removed from the curriculum. The content of history and geography taught in school was fully revised. After a decision taken by the Ministry of Education of Albania in 1991, new subjects such as Economics and Philosophy, Knowledge of Society, and Citizenship Education were introduced at pre-university levels. For the first time Albanian pupils were introduced to new topics concerning "Civil So-

8 INSTAT (*supra* note 2).

ciety”, “Human Rights and Responsibilities”, “Education for Peace”, “Democracy in Action”, etc.⁹

Moreover, the students are acquainted with important documents like: the Universal Declaration of Human Rights, Convention on Children’s Rights, The Convention on Civil and Political Rights, the Convention on Social, Economic and Cultural Rights, European Documents on Human Rights and the respective organizations and institutions. The new Law on Preliminary Education in Albania, which was passed by the Parliament in June 1995, provides the legal basis for the social development and citizenship education of Albanian pupils and also encourages the teachers to abandon their old teaching methods. According to its article 21, “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 Institute of Pedagogical Research (IPR)¹⁰, which functions under the auspices of the Ministry of Education and Science and is the most important actor as far as the coordination of education transition reforms is concerned, was charged with the task of monitoring change, reform and improvements in the educational system. Its Curriculum Department helped develop the new curriculum in Citizenship Education and renovate the history curriculum, and it is actually involved in monitoring an improvement process engaging qualified task forces from universities, schools and local educational entities.¹¹

Five experts of the Pedagogical Research Institute and 15 teachers of Civics in Tirana supported by the Helsinki Committee and the Ministry of Foreign Affairs of the Netherlands prepared and published in 1997 the “Annual breakdown of the curriculum standards of civic education”, an 83 page book, which provides teachers with guidelines for the working objectives of the whole curriculum of the civic education program for grades 1 to 10.¹²

9 Fatmira Myteberi, Education for Peace, Stability and Democracy in Albania, Education and Media in Southeast Europe: Country Reports: Albania, last revised May 17, 2000. Internet address:

http://www-gewi.kfunigraz.ac.at/csbsc/country_re-ports/Education_Albania.htm.

10 Instituti i Studimeve Pedagogjike (Institute of Pedagogical Research), Rr. Kavajes perballe Kishes Katolike, Tirane, Albania, Rr. Naim Frasherri 37, Tirana, Tel. / Fax: +355 42 23860.

11 F. Myteberi (*supra* note 9).

12 Milika Dharmo. Stocktaking Research on Policies for Education for Democratic Citizenship and Management of Diversity in Southeast Europe, Country Report: Albania, prepared for Council of Europe, Strasbourg, 26 November 2001,

The book focuses on the development of the intellectual and participatory skills of the pupils and suggests that teachers encourage critical thinking of the latter whilst expressing and defending their positions on certain civil issues. Hence, the pupils will be able to identify, describe, and explain information or events related to personal or public issues. Moreover, they will think and act on behalf of their human rights and evaluate the course of action based on democratic criteria.

Teacher training

Another issue of major importance is the improvement of teachers' qualifications and teaching methods. Teachers' training is the responsibility of the Ministry of Education Science and the Institute of Pedagogical Research. Unfortunately, there is no training scheme or general program in action and teacher training remains the initiative of different donor NGOs.¹³ It is a fact that Albanian teachers were not prepared to teach students the new subjects and were not familiar with an objective, unbiased and independent way of teaching when the reforms were first implemented.¹⁴ Albanian teachers were not allowed to take professional development or read educational studies from abroad until the fall of communism in the beginning of 1990. The classroom activities were strictly controlled by the state and the teaching pattern was almost a simple reproduction of the textbook.¹⁵ Even at the university level, teaching is still characterized by old fashioned teaching methods with "rote learning and factual information being prioritised over discussion and analysis."¹⁶ Another problematic field for university teaching is the lack of research traditions. Despite the fact that the University Act determines the right and duty that university professors have to conduct research, major progress has not yet emerged in this area.¹⁷

http://www.coe.int/T/e/Cultural_Cooperation/Education/E.D.C/Documents_and_publications/By_country/Albania/stocktaking_albania.asp#TopOfPage.

13 Ibid.

14 F. Myteberi (*supra* note 9).

15 The Albanian Education Development Program (AEDP) of the Open Society Foundation (SOROS), internet address:

http://www.gewi.kfunigraz.ac.at/csbsc/documentary_report/AEDP.html.

16 Bente Hagelund, *Higher Education in Albania*, Faculty of Social Sciences, University of Copenhagen, Denmark, May 2001, p.13, internet address:

<http://www.org.uva.nl/eair/porto/papers/Hagelund%20Poster.pdf>.

17 Ibid.

However, since the beginning of 1990, a lot has been done to improve teachers' professional skills and bring about changes in their teaching methods. The main effort of Albanian officials and foreign organizations, including different donors, is concentrated on identifying long and medium-term priorities for improving teaching methods.¹⁸ The IPR experts have drafted the "National Student and Teacher Standards" in an effort to bring national standards in line with the international ones.¹⁹ Following the programs of the Council of Europe (A Secondary Education for Europe), teachers are introduced to new concepts and approaches of teaching, to the learning process, and to a European dimension of education. Council of Europe educational materials²⁰ have been used and some articles have been published in educational magazines.²¹ Since 1997, the IPR and the Foreign Ministry of the Netherlands, the Dutch Helsinki Committee as well as the Albanian Education Development Program (AEDP) of the Soros Open Society Foundation have developed the "Standards for Teachers and Students of Civic Education" (STSCE)²² draft, which was distributed in schools in an effort to develop the teaching of civics at schools as the basis for the citizenship education of pupils. This guide incorporates the basic teaching components and standards required of a Civics teacher. Even though it is still in a piloting phase, STSCE has become a core reference text for policy and institution improvements.²³

As a result of the three year activities of the KUALIDA – AEDP training scheme, two teachers' manuals "Methods of teaching Civics" and "Questioning in Civics" as well as two video cassettes illustrating teaching methods and questioning techniques were produced, and the training sessions developed are transmitted through public TV for Civics teachers. On March 20, 2001, the Minister of Education and Science of Albania signed an agreement with a U.S. State Department representative and the President of the University of Washington USA to have 1,500 civics teachers trained during the fall of 2001.²⁴

18 AEDP (*supra* note 15).

19 M. Dhamo (*supra* note 12).

20 Ibid.

21 F. Myteberi (*supra* note 9).

22 M. Dhamo (*supra* note 12).

23 Ibid.

24 Ibid.

Country Profile - Albania

A TEMPUS project brings together four Albanian universities in cooperation with two European universities in the field of Modern European Languages. The project aims at improving the Curricula of British, French, German and Italian studies and restructuring pre-service and in-service training of teachers of Foreign Languages through combining face-to-face learning with distance education.²⁵ One more initiative of TEMPUS and AEDP in partnership with five Albanian universities has also focused on citizenship education in pre-service teacher training.²⁶ Another TEMPUS project on Institution Building has created a partnership between the University of Tirana, the Prefecture of Tirana and the Tirana Municipality and focuses on developing in-service training modules and ways to embody social issues into higher education programs.²⁷ The University of Elbasan has been training teachers of Civics for two years now. There are 60 students attending courses in the expectation of graduating in Civics.

Other projects, such as “Global Education”²⁸, “Democratic Change in Albania. School and Community based Initiative”²⁹, and “Citizenship Education in School”³⁰ have contributed to upgrading the teaching skills of Albanian teachers and to the improvement of the curricula, and have also helped shape new models of student-teacher cooperation.

The Global Education project seeks to promote adjustments in school environments that would make possible the preparation of children for their future lives in an increasingly complex and interdependent world. Its activi-

25 Tempus Project: CD_JEP-16118-2001, [http://www.etf.eu.int/tempus.nsf/0/d77d0fd80431c1ffc1256c7d00535b52/\\$FILE/JEP_CARDS_Projects_Selected_2001.pdf](http://www.etf.eu.int/tempus.nsf/0/d77d0fd80431c1ffc1256c7d00535b52/$FILE/JEP_CARDS_Projects_Selected_2001.pdf).

26 M. Dhamo (*supra* note 12).

27 Tempus (*supra* note 25) IB_JEP-15038-2000.

28 Ministry Of Education And Science Of Albania & Institute Of Pedagogical Studies & UNICEF & International Institute For Global Education, University Of Toronto: *Global Education Project*, TIRANA, Albania, November 2000, internet address: http://www.unicef.org/albania/publications/global_ed_eval.pdf

29 Rüdiger Teutsch, *Democratic Change in Albania. School and Community based Initiative*. Ministry of Education, Tirana (Albania), AEDP - Albanian Educational Development Project of the Open Society Foundation (Albania), Council of Europe, Strasbourg (France), Federal Chancellery, Vienna (Austria), KulturKontakt, Vienna (Austria), Evaluation 1997 – 2000, <http://www.iz.or.at/school-proj/best-school/quality-education/files/Democratic%20Change%20in%20Albania.pdf>.

30 For more see South East European Education Network, http://www.see-educoop.net/portal/id_projects.htm.

ties include workshops for policy makers, training of core development and resource teams, training of teachers, educational experts and educational authorities, development of curricula, teachers and student manuals, and pre-service courses in Global Education instituted at Albania's Pedagogical Universities. The initiative's curriculum combines education for democratic citizenship, education for human rights and responsibilities, education for peace and conflict resolution, environmental and health education, education for social, political and economic development, and education for equality.³¹

The "Democratic Change in Albania. School and Community based Initiative" endeavours are focused on creating a new atmosphere at schools in 13 districts of the country. Head teachers, teachers, members of the educational authorities, parents and students but also members of the communities and Albanian experts democratically carry out and manage concrete educational projects which involve the whole school community. During the seminars, the participants acquire new skills and attitudes, which are necessary for bringing about democratic change.³²

The "Citizenship Education in School" is a Joint Project of the AEDP of the OSI in cooperation with the Ministry of Education and Science, the University of Washington, Indiana University, IPR (Pedagogical Research Institute) and the University of Tirana as partners. The project has prepared a Manual on Democratic Citizenship Education and a Teacher Guide, and Citizenship Education as school subject.³³

Brain Drain

Another aspect of Albanian society that requires special attention is the problem of the brain drain. Many young and well-educated Albanians travel abroad in search of a better life, since they have little hope that Albania will, in the near future, become a society like the one they dream about and have a chance to watch through foreign TV channels. Many Albanian graduate students enrol in masters studies abroad and after the completion of the latter do not return home. The experience these individuals gain during their period of studies in more developed countries could provide a significant contribution to the Albanian society. Unfortunately, due to the lack

31 Global Education Project (*supra* note 28).

32 For more see: Rüdiger Teutsch (*supra* note 29).

33 For more see: South East European Education Network (*supra* note 30).

of incentives on the part of Albanian society and government policies, this benefaction is not exploited.

The European content

In July 1995, Albania became a member of the Council of Europe. Since then, European affairs have become an important component of national education. Albanian policy makers are becoming aware of the major significance that preparation of the young generation to become active European citizens has for the future of Albania.

Teaching about Europe in secondary education schools

The history curriculum presents European historical developments and aims at strengthening the European identity of the Albanian youth.³⁴ The criteria set by the National Board of History require that the history curriculum provides historic knowledge related to Albanian and European history from ancient to modern times and teaches students patriotic values as well as a sense of European identity.³⁵ Historical facts are presented in such a way that they advance tolerance and encourage pupils to respect diversity of thinking and understand the role of freedom and democracy for social justice and economic progress. Materials are reviewed carefully by qualified task forces of IPR and the Ministry of Education in order to avoid chauvinistic or nationalistic interpretations whilst dealing with the history of the Balkans.³⁶ Following the “Secondary Education for Europe” program of the Council of Europe, initiatives are taken to train teachers according to a European dimension of education and introduce new concepts and approaches into the teaching and learning process.³⁷ Publications of the Council of Europe are translated and then used by teachers as well as students.³⁸

The secondary school history curriculum regards European history as a main focal point.³⁹ Approximately 70 percent of the material is devoted to

34 F. Myteberi (*supra* note 9).

35 Ibid.

36 Ibid.

37 Ibid.

38 Ibid.

39 Source: Albanian Ministry of Education and Science, *Struktura e vitit mesimor dhe programet mesimore te redukuara te lendeve qe zhvillohen ne aresimin e me-*

the development of the “European civilization”. In the first class, pupils are acquainted with Ancient Greece, Ancient Macedonia, and the Roman Empire. Later they make their way through the Middle Ages, European Humanism and the Renaissance. The second class focuses almost exclusively on Europe. The program begins with the Great Discoveries, continues with the Reformation and political developments in 16th and 17th century Europe. Then pupils are taught about the French Revolution, the main European states and the development of European society during the 18th and 19th centuries, and the beginning of the 20th century. The last chapter of the course focuses on the First World War. The third class concentrates on the worldwide situation between the wars and after the Second World War. Here again Europe is the central point and pupils are offered a thorough analysis of the events that occurred during this period. The second half of the course deals with the developments after World War II. Chapter 14 is titled “The Western Europe” and describes from a historical point of view the events, which led to the “birth” of the European Economic Community and the progress of European integration up to the present.

In the “Knowledge of Society” subject, under the Global Education topic, secondary school students study the development of the European Union. The chapter starts with the “economics before politics” idea, continues with an analysis of the historical events and objectives of the EU and ends with a description of the institutions of the EU. Furthermore, students are taught about the Council of Europe and its role in fostering cooperation between European democracies.⁴⁰ Moreover, students and teachers use a variety of texts published in Albanian by the Council of Europe, e.g. the “New Face of Europe” publication, books on human rights, Conflict and Communication.

European subjects at the university level

With financial assistance provided through Tempus, under the objective of restructuring the curricula in Albania, subjects related to European integration have been incorporated in the curricula of almost all universities with social science faculties.⁴¹ Students are familiarized with different subjects

sem te pergjithshem. [Education structures and program curricula of the general secondary education system], Tirana 2002.

40 Source: Knowledge of Society II subject, Chapter Eight, pp. 151 –171.

41 Tempus (*supra* note 25) AC_JEP [14061/14356] Code 260.

Country Profile - Albania

linked to the European Union such as European Law or the economics of European integration. The law faculties of Tirana University or the “Aleksander Xhuvani” University of Elbasan for example teach European Law and Law of European Institutions as core courses of their curricula.⁴² The recent historical political developments in Europe are dealt with under the subject History of the 20th Century in all faculties of social science.⁴³ In all departments of the economic faculties, European Integration is incorporated as a core course.⁴⁴

Under the Joint European Projects (JEP), European and International Relations Studies have been promoted at the Universities of Shkodra, Tirana, Gjirokastra, and Elbasan under the objective of restructuring the curricula in Albania, the Former Yugoslav Republic of Macedonia and Bosnia and Herzegovina.⁴⁵ A postgraduate inter-university Master of Arts in European Studies program was established and brings together three universities, the Universities of Tirana, Shkodra and Elbasan, with the support of the Universities of Granada, Leuven and Thessalonica.⁴⁶ This is a one-year postgraduate program that intends to provide a broad scientific approach of the many dimensions of the integration process of the European Union. This “jewel” of inter-university cooperation aims, among others, at providing future academics and teachers with deep knowledge of European affairs. The curriculum is designed along the lines of similar programs that have mushroomed all over Europe throughout the last decade. The four core courses provide an integral picture of the historical developments, political system, economics and the law of the European Union. The elective courses deal with more specific issues such as human rights, international law and organizations, the role of media in the European context, as well as issues closely related to the position of Albania vis-à-vis the European integration process, e.g. “Albanian identity and position in the Balkans and Europe”.⁴⁷

42 Ministry of Education and Science, Curriculum of Some Albanian Universities at: South East European Education Network (*supra* note 30).

43 Ibid.

44 Ibid.

45 Tempus (*supra* note 25) AC_JEP [14061/14356] Code 260.

46 Tempus (*supra* note 25) JEP-13221-1998.

47 Source: Master of Arts in European Studies Programme curriculum, Universities of Tirana, Shkodra and Elbasan. Tirane 2001.

Foreign languages in Albanian schools

Albanian pupils start learning foreign languages already from the fifth grade and continue until the end of secondary school. At the university level, foreign languages are also compulsory courses in all disciplines. Before 1990, the foreign languages taught in Albanian schools were Russian, English, and French. Since the fall of communism, there has been an obvious change in the preferences of Albanians regarding foreign languages, and other European languages such as Italian, German, and Spanish have been incorporated into Albanian schools. Since Italy is without a doubt the most active of the EU countries in Albania, Italian is the most widespread second language in Albania.⁴⁸ Besides language knowledge, the foreign language curricula offer the students insights into the history, society, and culture of the native countries of the particular language.⁴⁹

International cooperation in the education field

Since the end of the communist self-isolationist regime, Albania has become an active player in the region. Albania is a member of the Stability Pact, which allows it to receive support for its education system from different international organizations such as the EU, the Council of Europe, UNESCO etc. In addition, other players such as UNICEF, the World Bank, AEDP – Soros Open Society Foundation, KulturKontakt Austria, Dutch Helsinki Committee, ANA, MIRA foundations (Norway), Toronto Institute of Global Education are actively involved in supporting the transformation of the education system in Albania, and assist the Ministry of Science and Education of Albania, and the Institute of Pedagogical Studies to fulfil this major task.⁵⁰ As far as individual grants are concerned, the Deutsche Akademische Austausch Dienst (DAAD), the British Council, the Ron Brown and Fulbright foundations provide a major contribution.

Several Italian universities, often with support from the Italian government, have been working for a long period on projects at Albanian universities such as joint seminars on the new Constitution or organised crime. French, Dutch, and American universities have followed these informal cooperation

48 B. Hagelund, (*supra* note 16).

49 Structura e vitit mesimor, (*supra* note 39).

50 M. Dhamo (*supra* note 12).

patterns, for the later offer a great assistance opportunity to the Albanian teachers that participate in such activities.⁵¹

NGOs are mushrooming in Albania, and their involvement with schools has radically changed the traditional inflexibility of the school management system. The number of NGOs involved in schools is high, even though the exact number is not easy to predict. They assist schools to overcome their economic difficulties or help with teacher training, student involvement in social affairs, etc.⁵² The concept of donor activities in Albania is a broad one and may take the form of small hardware gifts all the way to major reform projects of Tempus Phare or the World Bank.

The main problem facing the activity of the donors is a difference in preferences and policies. Donors prefer to teach their Albanian partners western style solutions, but the latter often desire fast solutions in the form of simple money transfers.⁵³ This creates a situation where donors hesitate to expand their support, or the already supplied assistance would not be put to use, for the conditions that the donor had requested are not met.

Tempus Phare in Albania

Since 1992, Albania was one of the first countries to be included within the Tempus program. Between 1990 and 1993 some 180 individual scholarships were provided for Albania. This figure came down to 16 in 1998 due to a change in the policy of fund allocations, and most of the support went to larger programs of general interest.⁵⁴ Currently, there are 51 ongoing projects financed by the EU through the Tempus Phare program, involving a total number of 16 institutions, and also some 18 Complementary Measures (CME). These projects focus on the following areas:

- University Management
- Academic Priorities
- Institution Building
- Networking

51 B. Hagelund (*supra* note 16), p. 17.

52 M. Dhamo (*supra* note 12).

53 B. Hagelund (*supra* note 16), p. 15.

54 Ibid.

- Mobility JEPs (Focused on Student Mobility)⁵⁵

Under Academic Priorities area, among others, emphasis is given to the development of graduate and postgraduate programs in the following areas: natural sciences, foreign languages, engineering, teacher training, and the development of postgraduate programs in the following fields: Law and business administration, European studies, agriculture management, European Community Law, regional planning, environment, etc.⁵⁶ European and International Relations Studies have been promoted in the Universities of Elbasan, Gjirokastra, Shkodra and Tirana under the objective of restructuring the curricula in Albania. Other programs deal with a variety of issues, from the development of an accreditation system in Albania to professional training of Albanian judges according to European standards.⁵⁷ Under the auspices of Tempus, Albanian universities are given the opportunity to cooperate and to exchange information and academic experience with partner universities from all over Europe and from the Balkan region as well.⁵⁸ Notwithstanding the significance of the Tempus program in assisting the transitional period in Albania, critical voices have stressed that a change in the policy, meaning more support for individual grants and exchange training programs, would be more efficient, knowing the fact that the main problematic area regarding the Albanian educational system is the lack of qualifications on the part of teaching staff.⁵⁹

Conclusions

The education sector will definitely play a substantial role in the overall development of Albania and its integration into the European family. In spite of the significant work that has been done so far, much remains to be achieved as far as a European profile of education is concerned. The most important field to be worked on is teacher qualification, especially with regard to the teaching staff of the primary and secondary schools. The lack of a general training program for this category of teachers and the absence of periodical magazines for teachers do not give them the opportunity to up-

55 In addition to the above mentioned projects, Regional Cooperation projects are also eligible for funding.

56 Tempus (*supra* note 25).

57 Ibid.

58 Ibid.

59 See for more: B. Hagelund (*supra* note 16).

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grade their knowledge above and beyond what is provided for within the textbooks. Moreover, the lack of foreign language knowledge amongst the majority of teaching staff deprives them from foreign information sources and also forces them to depend on the text. Since it is not feasible to upgrade the skills of all teaching staff in a short period of time, Albanian policy makers should consider other ways of providing Albanian pupils with an objective view on European affairs and the position of Albania vis-à-vis Europe and vice-versa. Introducing a special subject, e.g. in the upper class levels of the secondary education schools, which will deal explicitly with those matters, could be an avant-garde proposal.

Regarding the university level, the situation is more promising. Even in the departments that do not explicitly deal with issues related to European developments, students are able to find better access to information through libraries or Internet sources, in spite of the problems that the country often faces regarding the supply of literature or electricity. Therefore, besides curriculum and teacher qualification improvements, emphasis should be given regarding the organization of libraries and the promotion of the information society, i.e. Internet centres, electronic databases, etc. The creation of the inter-university Master of European Studies program is a step forward, and other programs of this kind should be promoted and be open to foreign professors and students as well. Incentives must be created for Albanian students that study abroad, especially within the EU countries, to return either on a permanent basis or even as exchange students in their home country universities so that their co-citizens ay also benefit from their experience abroad.⁶⁰

60 Finally, a deficiency that needs to urgently be considered is the confusion one faces whilst attempting to gather information from Albanian institutions. During our research, we became aware of how difficult acquiring materials from Albania might turn out to be, despite the “readiness” of Albanian officials to assist our work.

*Olga Borissova / Silvia Todorova*¹

Country Profile – Bulgaria

1. *The school system of Bulgaria – concept and structure*

Basic principles

According to the Constitution of the Republic of Bulgaria, the right of education is a basic right for all citizens. School education is compulsory up to the age of 16. School education in state and municipal schools is free of charge.

Basic normative documents regulating education are *the National Education Act* and *the Law on the Level of Schooling, the general Educational Minimum* and *the Syllabus* adopted by the National Assembly. The regula-

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tions passed by the Ministry of Education and Science (MES) elaborate mechanisms for applying the laws and carrying out the process of reform.

Structure of the school education process

The curriculum framework is set in accordance with state standards for school education in the respective subjects ratified by a decree of MES. These standards form a basis for elaborating school curricula for the separate school subjects. The curricula prepared by the expert teams have to be approved by MES and lay the ground for designing textbooks on different subjects. An important aspect of the reform is the availability of competitive textbooks on the same subject, enabling teachers with the right of choice.

The General education preparation is administrated through subjects in the following subject areas: Bulgarian Language and Literature; Foreign Languages; Mathematics; Computer Science and Information Technologies; Social Sciences and Civic Education; Natural Sciences and Ecology; Art; Culture and Technologies; Physical Education and Sports.

The schooling process is divided into two basic levels: primary and secondary. The primary level is further broken down into two stages: primary (grades 1 to 4) and lower secondary (grades 5 to 8) while the secondary level encompasses the upper secondary level (grades 9 to 12).

The school syllabus combines three types of preparation: compulsory, optional/compulsory and optional for each stage; the distribution of the number of classes is regulated according to a decree of the MES. The compulsory preparation in school subjects ensures the fulfillment of the General educational minimum. The optional/compulsory courses provide students with the opportunity to choose between subjects they are interested in for further and more extensive study. These two components of the compulsory preparation assure the integrity of the whole education process. The optional courses offer education in fields and activities provided by the school and chosen by the students; some could also fall outside the scope of subjects studied directly at school. Those courses are usually financed directly by the respective municipality.

There is no doubt that the existence of two phases of preparation, taking into account the student's personal choice, is a guarantee for bettering quality in the school education process.

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Compulsory full-time education

Primary school	6/7 – 9/10 years of age
Lower secondary school	10/11 – 14/15 years of age
Technical/vocational classes	13/14 years of age
Upper secondary schools (Technical/vocational secondary schools, Technical schools)	14/15 – 17/18 years of age

Education is compulsory for children from the age of 6 or 7 (at the discretion of the parents) up to age of 16. Children complete their compulsory education in upper and secondary schools.

Admission criteria

Basic (primary and lower secondary) education is free, except in private schools. Additional criteria include distance and parental choice.

Curricular control and content

There is one single school curriculum for primary education, compulsory for all pupils from the first to fourth grade. The curriculum for lower secondary education is also standard and compulsory. Teachers are free to use textbooks and teaching materials of their choice (from a list approved by the Ministry of Education and Science). Only first-grade pupils are provided with free textbooks.

Upper secondary and post-secondary education

Types of education

General secondary schools including specialized sections	14/15 – 17/18 years of age
Technical/vocational secondary schools	15-17 years of age (3 years)
Technical schools	14 – 18 years of age (4/5 years)

Admission criteria

In Bulgaria, secondary education is free, except in private schools. The basic education certificate is sufficient for admission at this level of education. Nevertheless, in specialized schools (for example, language or technical schools), there are entrance exams, which vary according to the type of school.

Curricular control and content

Teaching curricula are agreed upon on the national level. The general subjects remain the same and are compulsory for all pupils in secondary schools. Both compulsory and optional subjects are selected and taught according to each school's specialization.

Vocational studies include compulsory general education and specialised vocational training. In technical schools the compulsory general subjects are the same for all pupils. Compulsory and optional subjects vary in accordance with the area of specialization.

Foreign language education: teaching methods and material

The foreign language education in Bulgaria may be divided into two basic levels:

- initial language education in primary and secondary schools; and
- advanced language education in high schools.

The primary and secondary school language teaching offers the main European languages such as English, French, German and others. Not as widely spread is the study of Spanish, Italian, Russian.

The high school level comprises Specialized Language High Schools and specialized foreign language classes in the regular schools.

The Language High Schools provide an advanced knowledge of one main foreign language – English, French, German, Spanish, Italian or Russian. In addition, the students are allowed to choose a second compulsory foreign language from the above mentioned.

The regular schools providing advanced language classes follow the curricula of the basic Language High Schools. Still, some give the student the opportunity to choose some more rarely taught languages such as Greek, Japanese, Hindi and Romanian in combination with the standard, widely accepted language training.

The Ministry of Education and Science defines the main curricula. Teachers on the other hand define the teaching methods and materials with regard to the specific needs and aims of the teaching programme.

2. Educational resources of the country

Schools, students, teachers

For the academic year 2001/2002, the school system in Bulgaria has included:

- 28 educational inspectorates;
- 3,445 schools, of which 2,779 general secondary schools; 459 Technical/vocational schools; and 207 specialized schools; and
- 86,969 teachers.

Universities with pedagogical faculties, teachers' education and training

The following universities in Bulgaria offer programs at BA and MA levels:

- Sofia University "Sv. Kliment Ohridski"
- South-Western University "Neofit Rilski", Blagoevgrad
- Shoumen University "Konstantin Preslavski"
- Veliko Turnovo University "Sv. Sv. Kiril i Metodii"
- Institute for Teachers' Qualification of Thracian University – located in Stara Zagora
- Department for Teachers Information and Training – Sofia University
- Institute for Teachers' Training of Shoumen University – located in Varna
- Pedagogical College of Plovdiv University – located in Pazardjik
- Pedagogical College of Veliko Turnovo University – located in Vratza
- Pedagogical College of Veliko Turnovo University – located in Pleven
- Pedagogical College of Shoumen University – located in Dobrich
- Pedagogical College of Thracian University – located in Dupnitza

Centers for European Studies and EU Documentation Centres

It can be stated that there is a good information infrastructure in Bulgaria, which serves the general public and specific interest groups. In a concise fashion the information activities are broken down as follows:

Structures	Current activities and status of provided information
Institute for European Studies and Information (IESI) at the Ministry of Foreign Affairs – Sofia http://www.cesbg.org	IESI, which since 1991 has had the status of a European Documentation Centre, has a specialised library of books and periodicals in the following major areas: law, economics, political relations, European history and civilisation. Most of the publications are in English. IESI possesses the official publications of the Official Journal of the EU, a collection of case studies of the European Court, publications of the European Commission, the European Council and the European Parliament. IESI's library can use the EU databases. Access to the library is free.
Information Center of the European Union http://www.evropa.bg	The Information Center of the European Union was launched by the Delegation of the European Commission in Bulgaria on September 13, 2001. Its objectives are to promote information and knowledge about the EU, to encourage the public debate on European integration, to explain the impact of accession to the EU and its significance for Bulgaria citizens: the benefits EU membership will bring and the challenges it poses. The activities of the Information Center are guided by the principles of transparency and free access, objectivity, and partnership.
Euro Info Centers in Bulgaria http://europa.eu.int/comm/enterprise/networks/eic/eic_bulgaria.html/	The Euro Info Centers are the "First Stop Shops", which provide information, assistance and help to SMEs on all subjects concerning EU enlargement, EU <i>acquis</i> and the requirements, which the process of European integration places before the local business community. They organize seminars, round tables and other events on the challenges of EU enlargement. The Euro Info Centers contribute to the establishment of business contacts between the local SMEs and their counterparts from the European Union, and to the adaptation of the national manufacturers and exporters to the requirements of the integrated European market. The Euro Info Centers also provide feedback to the European institutions on all the matters, concerning Bulgarian SMEs. There are 8 such centres in Bulgaria in the cities of Sofia, Sandanski, Plovdiv, Vratsa, Dobrich, Stara Zagora, Yambol and Rousse.
EDC at the municipality of Varna	The Municipal Centre for European Integration in Varna was founded in 1998 with the status of a European Documentation Centre. It has a specialized library with over 2,000 volumes of books and periodicals in the following areas: law, economics,

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<p>E-mail: edcvar-na@hotmail.com</p>	<p>political relations, European history and civilisation. Most of the publications are in English. Important publications in the area of European integration can also be found in German and French. European News a monthly press publication - is under preparation, providing information on newly received publications. Access to the library is free for every one.</p>
<p>The Official Publications Department at the St. St. Cyril and Methodius National Library, Sofia</p> <p>E-mail: popova@online.bg</p>	<p>The Official Publications Department of the St. St. Cyril and Methodius National Library has turned into an Information Unit of the United Nations (UN) since 1996. It maintains a collection of official editions of the UN, and of international organizations in the UN framework: the World Health Organization (WHO), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), Food and Agriculture Organization (FAO), World Trade Organization (WTO), etc. There are also editions of the Council of Europe, OSCE, and official publications of the U.S.A., Canada, France, Germany, Italy, Spain, Sweden, Japan etc. Information is received daily through e-mail from the Library of the UN in New York.</p> <p>The National Library is a deposit library of the European Community. The Official Publications Department receives a partial book deposit as well as a deposit of periodicals of traditional and non-traditional information carriers. The department is equipped with the necessary facilities for the use of non-traditional information carriers. It offers free INTERNET access 25 hours monthly for access to the sites of international organizations. Readers are served according to the general rules for the readers of the National Library. The department is open from Monday to Friday from 8.30 a.m. to 5 p.m.</p>
<p>EU Documentation Centre at the National Assembly, Sofia</p> <p>http://www.parliament.bg</p>	<p>A EU Documentation Center has been set up at the National Assembly with the kind assistance of the Delegation of the European Commission to Bulgaria.</p> <p>The EU Depository at the National Assembly provides documentary support and EU information to parliamentarians and the general public. It assists the Standing Committees and especially the Council on EU Affairs in the harmonization of the Bulgarian legislation with the law of the EU. It adds value to the overall parliamentary control over the process of EU integration, promotes a EU information campaign through discussions on the problems to be solved and the tasks to be carried out during the accession period.</p> <p>The European Commission deposits a complete set of its official publications at the EU Documentation Center thus enriching its EU library collection. All those publications are available to the public.</p>

	<p>The Centre prepares and distributes information about the development of the Bulgaria-EU relations. One could find this information at the Parliamentary Information Centre, in the Parliamentary Library's reading rooms, as well as on the Internet http://www.parliament.bg/eu/bgeueng.htm.</p>
<p>European Information Centri in Veliko Turnovo http://www.coe.veliko-turnovo.com</p>	<p>The EIC was established in 1997. Since January 2001, the Center has the status of a European Documentation Center. The European Information Center (EIC) is a partner project of the Business Faculty at "St. St. Cyril and Methodius" University and the Veliko Turnovo Municipality and Region – the EIC is also the first Documentation Center of the Council of Europe not located in a capital city. There is an electronic catalogue for searching by key words, by title, and by year in the large library. Most of the editions are in French and in English. There are also books in Russian and in Bulgarian. All visitors have free access to the web sites of the European Union and the Council of Europe. It has at its disposal the entire public documents of the Council of Europe since 1949 – more than 7,200 documents.</p>
<p>Documentation Centre on European Community Legislation, Sofia E-mail: Did-Any @hotmail.com</p>	<p>The Documentation Centre on European Law provides specialised information on the following: literature on EU law, official publications of the community, primary and secondary EU law, legal aspects of European integration and international law, information materials of EU, EU information on CD-ROM and on-line access to the daily Agence Europe, periodicals in Bulgarian and foreign languages.</p>
<p>European Innovation Centre, Sofia http://www.irc.bg</p>	<p>The European Innovation Centre is building an information structure for transfer of technologies, promotion of EU programmes in R & D and cooperation between Bulgaria and the member-countries in this area. The Centre provides information and advice on specialised programmes, publishes and disseminates quarterly an information bulletin on EU activities aimed at encouraging research and innovation. Services provided to customers are free of charge and cover: selecting the appropriate programme; consultations on drafting the applications for participation in certain projects; assistance in seeking partners for the development of joint projects.</p>

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<p>Euro-Bulgarian Cultural Center, Sofia</p> <p>http://www.eubcc.bg/</p>	<p>The Euro-Bulgarian Cultural Centre has been established with support from the European Union Phare Programme and under the auspices of the Ministry of Culture of Bulgaria. The principal objective of the Euro-Bulgarian Cultural Centre is to support the development of the cultural life in Bulgaria through links with European structure values and models. The Centre provides visitors with information about European cultural institutes and representatives in Bulgaria, as well as about the European Commission and its cultural programmes. The Euro-Bulgarian Cultural Centre offers: access to the world wide web in the Internet Centre; database of Bulgarian cultural organisations and European cultural directories, as well as reference materials.</p>
<p>Association of Journalists for the EU</p>	<p>Currently enrolls about 150 journalists interested in and working on EU matters. Members are based mainly in Sofia. Provides opportunities for information exchanges and encourages development of EU values and attitudes.</p>
<p>European Institute, Sofia</p> <p>http://www.europeaninstitute.net</p>	<p>The European Institute (EI) is an independent policy center, founded in April 1999 in response to Bulgaria's increased efforts at speeding up the process of preparing for EU membership. The mission of the EI is to support the efforts of governmental and non-governmental agencies to successfully prepare Bulgaria for EU membership through research, technical assistance, public awareness projects and training. The European Institute undertakes research focusing on areas related to EU accession and the enlargement process in general. The EI has set up an Internet database with information about the enlargement process, Bulgaria's accession negotiations, news, the EI publications, etc. This database website provides a searchable feature, through which various official documents, policy papers and news items can be retrieved and downloaded. EI has signed a content partnership agreement with www.EurActiv.com a Brussels based Internet portal serving the needs of the community of EU actors.</p>
<p>Center for European Programs of the American University in Bulgaria, Sofia</p> <p>http://www.au.bg/cep</p>	<p>The Center for European Programs is an academic, research and training institution of the American University in Bulgaria, which works towards the advancement of the AUBG degree in European studies, short-term professional programmes in European Studies, thus serving University students, faculty and working professionals alike. The main aim of CEP is to work towards becoming a national and regional Centre of Excellence in European Studies in Southeast Europe. The range of the CEP activities includes academic activities (development of the European Studies academic programme of the American University, establishment and further development of a Center of</p>

	Excellence in European Studies), training activities and research (Training seminars for civil servants, participation in a wide range of European programs), development of library facilities in European Studies etc.
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3. Institutions dealing with education

Governance of the educational system at state level

Education administration in Bulgaria is organized at four levels: national, regional, municipal and school.

The Ministry of Education and Science (MES) is responsible for elaborating and implementing national education policy, and for planning education development through putting together long-term programs and operational projects. The municipal bodies on education are part of the national government structure, and participate in the implementation of municipal education policy. They are responsible *inter alia* for the compulsory education of students up to the age of 16, pre-school education and funding. In recent years the autonomy of schools has been considerably expanded. Teaching councils, management boards and head teachers are the administrative bodies of schools, and they are expected to meet the requirements in the realms of teaching, organization, methodology, administration and management. Education supervision falls under the authority of the MES, Education Inspectorates, head teachers and their assistants.

The Education Inspectorates are territorial units of the MES for the management and control of the education system. Their number, 28, corresponds to the administrative division of the country. Each Education Inspectorate is responsible for implementing government's education policy in the region, and for assuring cooperation between state education institutions and municipalities, NGOs and regional structures. State and municipality budgets secure the financing of the schooling process in state and municipal schools.

The NGOs` contribution to the education process in the country

The most active NGO in this sector is the Paideia Foundation. With the European Lessons project, the Paideia Foundation undertakes the ambitious task of introducing an educational product, up to the challenges of United and Uniting Europe (www.paideiafoundation.org).

The specialized school curriculum European Lessons presents civic education through the perspective of an education about a United Europe. The curriculum provides access to knowledge about: the scope and dynamics of the European integration process and its major trends; the nature of European unity and the globalization of the modern world; the common European values and rights; the common political, economic and social policies and practices; the cultural heritage and cultural differences; the role of young people in this dynamic process. The Paideia Foundation elaborated school curricula for all school stages (primary, lower secondary, and upper secondary). In this way the study of civic education on United Europe covers all education stages guaranteeing integrity and effectiveness throughout the process of study.

A significant feature of those curricula is their dynamic nature. There is no doubt that a successful curriculum dealing with such a dynamic topic, as European integration must be dynamic and flexible. The European Lessons school curricula are in a process of on-going discussion with representatives of all parties involved in the education process. After the pilot testing (2000-2001) of the upper secondary school curriculum, it was further developed and enriched following the comments and suggestions made by participants in the education process – students and teachers.

4. The educational reform in Bulgaria – state of play, major goals

Ongoing educational reforms

In the context of the ongoing socio-economic changes taking place more or less rapidly in Bulgaria, the system of education and training is undergoing a process of wide development. Influenced by those changes, Bulgarian education has made efforts to keep up with the demands of new public and market mechanisms. The development of the Bulgarian national market depends directly on the successful implementation of a well-defined policy on schooling, supported by a well-structured system of education.

The reforms that have been recently undertaken by the Government with respect to the organisation and functioning of the national education system were elaborated on a twofold basis. On the one hand, they were designed to assure adaptability of the education system to the new challenges that will emerge with the future membership of the country in the European Union.

On the other hand, these reforms were generated in order to establish a sustainable system of schooling compatible with the European standards and capable of providing a valuable system of knowledge and sound skills.

The reform process within the school system is closely related to the implementation of the newly amended National Education Act (last amendments, 1999). In order to assure the quality of education the Law on the Level of Schooling, the General Educational Minimum and the Syllabus was also adopted and entered into effect. This law stipulates the introduction of 12-year schooling and the compulsory matriculation examinations as well as the elaboration of standards concerning the syllabi and the assessment system.

European Integration and School Education in Bulgaria

Since the late 1990s, the problem of adapting Bulgarian school education to the educational standards of the European Union – both legally, academically, technologically and administratively – has been a key challenge to Bulgaria's national education policy. The Government's policy brought about significant changes in school education. A key element of this reform effort was the introduction of Social Sciences and Civic Education as a new subject area in Bulgarian school curricula in order to extend and provide substantial information on significant problems of contemporaneity. There is no doubt that most young Bulgarians associate his or her own contemporaneity with European Integration. That is why the introduction of a well-structured European integration program in Bulgarian schools with its own curricula, textbooks, teacher's training seminars, etc. is justified and would constitute a serious investment in several strategic areas:

- School education immediately affects all basic elements of civil society. That is why such a change in the school system would produce sustainable human resources, which would promote and influence the values of civil society while retaining identity and visibility vis-à-vis society at large.
- The reform in school education is one of the key criteria, which Bulgaria should meet in order to effectively conduct negotiations for EU membership. Therefore the support for school education reform is a support for effective integration of Bulgaria to the European Union.
- The time-consuming and complex European integration process requires an adequate and long-term support from all layers of Bulgar-

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ian society. Bulgarian schools are uniquely positioned for influencing key social values in the long run. Therefore education on the European Union will promote better understanding of the process of European integration, thus generating continuous support for Bulgaria's integration efforts. Such a support would provide a civic and democratic guarantee for the Government's commitment to pursue a policy towards integration to the EU.

The European Union's and other foreign sponsors' financial contribution to the educational field in Bulgaria

Education projects financed by the EU run mainly within the framework of the SOCRATES, LEONARDO DA VINCI, and YOUTH Programmes. Each of these programmes deals with a specific area of the educational and vocational training process.

Under the Leonardo da Vinci Program, the European Community vocational training policy is implemented to target the sphere of vocational training, improvement of the quality of education, enhancement of the mobility of students, workers, human resource managers and instructors.

The Youth Program offers young people opportunities for mobility and active participation in the construction of the Europe of the third millennium. It aims to contribute to the achievement of a "Europe of knowledge" and create a European area for cooperation in the development of youth policy, based on non-formal education. It encourages the concept of lifelong learning and the development of skills and competency, which promote active citizenship. The program strives to achieve and maintain a balance between personal development and collective activity across all sectors of society.

The projects concerning school education run mainly under Comenius, sub-area of the Socrates Program of the European Union. The main aims and objectives of the Socrates program are the development of quality education and training and the creation of an open European area for cooperation in education. Additional new aims of the program for its second phase are to promote lifelong learning and the creation of a Europe of knowledge.

The Comenius sub-program of Socrates targets schools and centers specializing in primary and high school education. It seeks to enhance educational quality and reinforce the European dimension of school education in all its stages beginning from pre-school, primary, up to the high school stage. The

“Socrates” National Agency coordinates all the sub-areas of the “Socrates” Program, including Comenius. According to statistics from the European Commission, 130 Bulgarian schools have participated in Comenius School Partnerships in 2001 and 33 Comenius Language Assistants from Bulgaria are working in schools in other Socrates countries in 2002.

Other education projects run under the EUROPE program of the European Commission Delegation in Bulgaria, the MATRA program of the Embassy of Netherlands in Bulgaria and the Education program of the Open Society Institute.

Participation in the My Europe network gives an opportunity to establish a partnership with a school team from a European country. Schools included in the school network European Lessons in School accept My Europe’s proposals for joint action in the education field.

5. *Europe at schools – the European issues in the educational process in Bulgaria*

National programs and strategies for disseminating knowledge about Europe at schools.

The development of a specialized education curriculum is the most effective means the education system disposes of to provide students with adequate strategies for comprehension of the complex nature of the European integration process and adaptation to its dynamics. In order to fulfill its goals, such a curriculum should meet the following requirements:

- A wide ranging syllabus tailored to each education level, designed for all education stages (primary, lower and upper secondary), thus assuring the unity, effectiveness, and duration of the education process.
- A specialized syllabus providing access to information about the dynamics of the European integration process, its basic parameters, the nature of the European process and the globalization of the contemporary world; the common social and economic policies; the common cultural heritage and cultural differences; the place of young people as citizens in this process.

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- A complex syllabus providing a balanced relationship between subjects studied in school and developing basic knowledge and skills within the framework of those subjects.
- A process of developing school curricula allowing the active participation of all interested parties: civil society, state and municipal education institutions, schools, teachers and students.

There is no doubt that such education about Europe, teaching civic education namely through European topics, is extremely necessary both for EU member states and candidate countries. The future of a united Europe largely depends on broad, enduring civic support, which is achievable only through education.

With the European Lessons project, the Paideia foundation undertakes the ambitious task of introducing an education product befitting to the challenges of united and uniting Europe.

Paideia Foundation – initiator and coordinator of the “European Lessons” Project for Bulgaria

Paideia Foundation is a non-governmental, non-profit organization in the field of education. It was established in the summer of 1999 by Mr. Georgi Kazakov, Chairman of Paideia Foundation. The Foundation does not appropriate funds. It focuses at developing and implementing projects aimed at establishing an education infrastructure suitable for successful administration of school education reforms. Its activities contribute to incorporating civic education in education syllabi of various school subjects, creating prerequisites for studying civic education about a United Europe in the education system, and establishing contacts and partnerships with European countries in the field of education.

Paideia Foundation identifies as its priority to attract public attention to ideas, structures, institutions, history and projects for deepening European unity. A key component of the foundation’s activities are the acquisition of practical experience and the dissemination of knowledge about the European integration process among young students – future public opinion and policy makers.

One of the main goals of the Paideia Foundation is to raise the quality of Bulgarian education. Financial support from the Open Society Foundation assures the development and implementation of the European Lessons project from the Paideia Foundation. The project aims at introducing compre-

hensive education about United Europe and innovative practices for school administration as well.

The European Lessons project is realized in close collaboration with the Bulgarian Ministry of Education and Science (MES) and especially with the Secondary Education Department, the Coordination and Control of Secondary Education Department and the International Relations Department-European Integration Division. Their participation with expertise and recommendations is extremely valuable for implementing the European Lessons project, and for expanding this initiative for the introduction of education about a United Europe in schools. At each stage, the MES officially supported the project.

The project is developed in close collaboration with national MES Education Inspectorates. All 28 Education Inspectorates are involved in project implementation, demonstrating their professional capacity as experts administering Bulgarian school education. Their contribution to the realization of the project is vital for its nationwide expansion and sustainability.

Neither the scope of the project nor its diversification would have been possible without municipal financial support for school participation in the European Lessons in the School network. Such a support, given the chronic financial deficiency, is even more valuable because it demonstrates the commitment of Bulgarian local authorities to the cause of a United Europe and education.

The Bulgarian Ministry of Foreign Affairs – European Integration Directorate welcomed the European Lessons curriculum. Representatives of the Paideia Foundation participate in working groups for elaborating and administering the Bulgarian government's communication strategy on Bulgaria's accession to the EU.

The Delegation of the European Commission in Bulgaria is a major partner to the European Lessons project. Its financial and expert support was essential for increasing the effectiveness and expanding the scope of qualification modules. It was exactly the European education cause around which collaboration evolved and long-term working contacts have grown.

All political parties in Bulgaria place the country's EU integration on top of their priorities. The European Lessons project is carried out in close collaboration with the National Assembly, namely its Education Committee and European Integration Committee. It has received substantial support

from MPs and members of the Parliamentary Assembly of the Council of Europe.

Partnership with the Council of Europe provides opportunities for disseminating project results well outside the country. This organization, in which 43 European countries participate, actively supports the project by providing expertise and facilitating international contacts. The Informational Centre of the Council of Europe in Sofia is an active partner, timely supplying European Lessons in the School network with up-to-date information and reference literature on the problems of European integration.

The "European lessons" – state of affairs: teaching methods, teaching materials, textbooks, etc.

As there is no separate subject dedicated to this kind of education European themes are taught mainly in the subject area Social Sciences and Civic Education, which was introduced as a significant part of the on-going education reform. Paideia's curricula European Lessons are the only existing school curricula focused on the European theme.

The implementation of the European Lessons curricula is composed of several forms: compulsory; compulsory/optional; optional and extracurricular-clubs. The teaching methods used in this education depend on the teacher's conception of the topic. Interactive methods and use of new technologies are introduced in the education process.

Basic teaching materials are the above mentioned: School Curricula European Lessons for the primary, lower secondary, and upper secondary education stages; Methodological Manuals for all education stages; Encyclopaedic Reference Book - European Lessons.

There are no specialized textbooks concerning European Lessons at the moment. Conceptions for textbooks and manuals for European Lessons have been developed.

Teaching resources in European studies at school

Students are interested in civic education on a United Europe, because its focus is their own contemporaneity. They are offered skills and knowledge enabling them to meet the challenges of these dynamic times. The very fact that this education is realized in different forms (compulsory/optional; optional and extracurricular) demanding students' choice indicates the high extent of interest European Lessons creates among the students.

As of March 2002, the school network European Lessons in School includes all 28 MES Education Inspectorates. Over 490 schools, 2000 teachers, and about 14 000 students are involved in the European Lessons Project. The number of the schools depends on the time of their enrollment in the project and the active involvement of respective educational inspectorates.²

The school network succeeded at:

- establishing contacts with representatives of different education structures for discussing specific problems associated with the ongoing educational reform and its implementation;
- carrying out discussions on European Lessons Project activities, identifying forthcoming problems and developing strategies for solutions;
- assessing supplementary needs (teacher qualification, manuals, materials) for effective teaching of European Lessons curricula;
- exchanging different participants' experiences in implementing European Lessons curricula;
- developing working contacts between MES and schools, between various schools themselves, between education structures and Paideia Foundation experts. Such an array of contacts provides an opportunity for useful education experience exchange and active participation in implementing education reform; and
- supplying all participants timely with up-to-date information about financing opportunities in the field of school education.

2 They are enlisted as follows – Plovdiv (21 schools), Pazardjik (19 schools), Stara Zagora (24 schools), Silistra (17 schools), Shumen (47 schools), Blagoevgrad (30 schools), Vidin (23 schools), Targovishte (20 schools), Burgas (18 schools), Kardjali (16 schools), Veliko Tarnovo (18 schools), Varna (12 schools), Pleven (47 schools), Gabrovo (15 schools), Montana (15 schools), Sofia – city (56 schools), Sofia – district (10 schools), Dobrich (5 schools), Haskovo (5 schools), Kyustendil (15 schools), Lovech (5 schools), Pernik (26 schools), Razgrad (10 schools), Rousse (3 schools), Sliven (5 schools), Smolyan (3 schools), Vratza (3 schools), Yambol (3 schools).

Country Profile - Bulgaria

Paideia Foundation provides a free educational package to all participants in the network including school curricula, school manuals, qualification modules, reference literature, and material.

Qualification modules

The complex nature of the European Lessons curricula calls for the need of further qualification and training of experts from Education Inspectorates, headmasters and teachers. Therefore qualification is one of the major structural elements of the European Lessons project. The qualification system is designed according to an already tested European project – participants in different qualification modules teach their colleagues afterwards. This provides a guarantee for successful teacher qualification and their active and positive participation in the process of education reforms. The implementation of schooling models helps to establish a network of qualified teachers and experts. They gather specific experience while working with a new education product in the school education system.

By December 2002, the Paideia Foundation organized and conducted five qualification seminars. The dynamic and continually developing modules have been further updated after each seminar on the basis of gained experience and closing discussions. 28 experts from the Education Inspectorates and 176 teachers coming from more than 600 Bulgarian schools participating in the European Lessons at School network have been trained.

Four of the qualification seminars have been organized and conducted by the Paideia Foundation in 2001 – one for experts from Education Inspectorates and three for teachers (upper secondary education stage). Teacher seminars offered a presentation of all themes included in the European Lessons curriculum for the upper secondary education stage. The fifth qualification seminar for teachers in primary and lower secondary stages was organized at the end of September 2002.

Paideia Foundation is in the process of organizing a long-distance qualification via monthly manual, containing exercises from European Lessons curricula themes and interesting methods and teaching experience.

Informational resources on Europe: school books and other teaching material

The increased interest in European integration is reflected in the growing number of publications on specific aspects of this process. In spite of this

general tendency, however, the literature used in the education process is still scarce, for two reasons. First, few publications are adapted to meet school education needs. They are published and distributed – usually for free – in small numbers and cannot cope with the rising demands for such material. Second, available books usually are not tailored to the specific needs of school education, thus forcing teachers to further search and adapt various texts. Except in big urban cities teachers have relatively limited access to the Internet, which is a major impediment for flexible solutions to this problem.

After a series of discussions in the framework of the European Lessons in School network the most useful publications for the successful implementation of the European Lessons curricula have been identified. At this stage of the project, priority is given to methodological publications, which are completely lacking, and at the same time are vitally important for curricula implementation. Publications include the School Curricula European Lessons for Primary, Lower Secondary and Upper Secondary Education Stages, as well as the Methodological Manual for Secondary education Stage.

The Methodological Manual aims at supporting and facilitating the task of teachers in Social Sciences and Civic Education subject areas. It optimizes the introduction of European Lessons curricula in different school grades and its splitting up among different school grades and different subjects. Thus maximum education effectiveness has been attained and new opportunities for establishing intra-subject links – a characteristic index for high achievement and quality of the education process – have been developed.

Alongside methodological publications, the Paideia Foundation team prepared a teacher's Encyclopedic Reference book – European Lessons that covers all basic topics and concepts dealt with in the European Lessons curriculum. The reference is important for the successful performance within the curriculum as it provides systematic and concise information about basic concepts, European institutions, trends in their functioning, links between them, chronology of European partnerships, etc.

At the next project stage, a series of manuals especially adapted for primary, lower secondary and upper secondary school stages according to their specific needs are going to be published.

The Ministry of Education and Science organizes an annual international competition Europe at School under the patronage of the Council of Europe, the European Commission, the European Parliament and the Euro-

pean Cultural Foundation. The Paideia Foundation together with the Institute for Citizenship (UK) organized an essay competition, “Future of Europe”, for students. The Paideia Foundation is also in the process of establishing an on-line Forum about “Future of Europe”. Its target groups are all institutions and persons engaged in the education process:

- Students
- Teachers
- Parents
- School boards
- Governmental and regional institutions on education (MES, Education Inspectorates and municipalities)

6. Deficits and strengths: analysis and recommendations for future development of school education in Bulgaria

It is traditionally accepted that the Bulgarian schools provide a good level of general education owing to the large variety of subjects and effective methods of instruction. Throughout the whole process of their education, the students receive a high level of general culture and knowledge on a range of topics.

With the accelerating process of integration of Bulgaria into the European Union, there is a strong need to synchronize the whole system of Bulgarian education with the European curricula and to meet the educational requirements of the EU.

This could be achieved through:

- wider inclusion and further development of the European Lessons program in order to introduce young people to the history and developments of the EU;
- wider and more active inclusion of the Social sciences and Civic Education in the school education;
- specialised training of teaching staff in these areas, in order to fill in the quotas for teaching European related subjects;

- more projects related to curriculum development, as well as the introduction and implementation of European Lessons at school;
- projects that could support the development of more reference and teaching material, which will facilitate the work of both the teachers and the students.

There is no doubt that education about Europe and teaching civic education namely through European topics is extremely necessary both for EU member states and candidate countries. In order to secure a united Europe in the future, wide spread civic support must be achieved – a purpose for which education will play a crucial role.

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Country Profile – Croatia

This country report is a general overview that consists of three main chapters, allowing the reader an insight into

- I. the main features of the Croatian school system with its ongoing reform;
- II. the system of teacher training; and
- III. the European dimension in the educational context on three different levels:
 - A. European dimension at schools
 - B. European dimension at the university
 - C. European dimension within the activities of NGOs and other institutions.

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I. The Education system in the Republic of Croatia

In order to allow the reader to get an impression about the participants of the education system, before going into its complete structure, it is worth starting with some figures. Education and upbringing takes place in the Republic of Croatia in 1,886 institutions today. 850,722 pupils and students and 62,499 teachers take part in this system. The Republic of Croatia has a population of 4,535,054 citizens (census of 2001) and more than 20 % of the population is included in the system of education.

If one takes the institutions for adult training into consideration too (some 372 institutions, 23,000 course participants, more than 1.300.000 parents and caregivers) it can be said that 50 % of the Croatian citizens are directly interested in a high-quality education process at schools.

A decrease in the number of children entering school has been noticed by demographers and they foresee that some 40,000 children will enrol in school per year in the course of the next 20 years. 46,000 children entered Croatian schools in 2002.

The education system in the Republic of Croatia comprises pre-school education, elementary, secondary and higher education (Figure 1 see page 50). The education system is under the authority of two ministries in Croatia: the Ministry of Education and Sports and the Ministry of Science and Technology that manages higher education.

Pre-school education

Although pre-school education and training is not compulsory in the Republic of Croatia, it does present the beginning of the educational system. Pre-school education is carried out in different institution types: kindergartens, play groups, libraries, hospitals, mobile kindergartens, orphanages and elementary schools. All these institutions can be founded by local government units, physical and legal persons, religious communities, and other organisations.

Despite all those different types of institutions, the prevailing organisational form of pre-school education is kindergarten, where children spend between 5 and 10 hours daily. About 32 % of the pre-school children take part in pre-school education. For those children who have not attended kindergarten, the so-called “little school” is organised a year before starting the first grade of the elementary school.

Elementary education

The elementary school in the duration of eight years is a compulsory part of education for children who are between six and fifteen years old. The elementary school curriculum is divided into two parts and carried out in two different ways. The contents of the first part (grades 1 to 4) are based on an integrated programme and divided into six subjects. During the first four grades classes are held by one teacher (the so-called class-teacher). The second part of the curriculum (grades 5 to 8) is based on single subjects and reflects the scientific division of knowledge; it comprises some thirteen subjects all together. The classes in grades 5 to 8 are carried out by subject teachers who are trained for individual science fields. Almost 98 % of the students finish their elementary education successfully and some 94 % carry on at different secondary schools.

Secondary education

Having finished compulsory elementary school, students continue their schooling in secondary schools. Since 1990 post-compulsory secondary education comprises three school types: gymnasium, art schools, and vocational schools.

Gymnasium offers general education during four years. The task of the gymnasium is to prepare students to continue their education at colleges, polytechnics and faculties. The secondary art schools also last four years and they are organised for music, dance, visual arts and design. Having finished secondary art schools, students can enrol in art faculties. Secondary vocational schools include both four-year and three-year programme schools. Having graduated from a four-year vocational programme, students can get a job or study at different institutions of higher education. Three-year programme schools (industrial and tradesman programmes) prepare students for work (employment).

Higher education

Higher education in Croatia can be acquired at the university and non-university higher educational institutions. In the academic year 2001/2002, there were all together 90 institutions of higher education. There are five universities in Croatia (in Zagreb, Rijeka, Split, Zadar and Osijek) with more than 70 faculties, art academies and high schools. Higher education can be acquired at independent colleges, private colleges, and other colleges that are not a part of the university system. Those institutions do not

offer programs, which lead to MA or PhD degrees. They offer specialised programmes and corresponding diplomas.

Some 35,000 students enrol in universities and colleges yearly, i.e. between 65-70 % of the students who have finished secondary education.

Problems and perspectives

The existing school system in Croatia has not been significantly changed for the last 50 years. However, current analysis shows that the present educational system does not follow Croatia's needs for restructuring and development. Some of the most frequently stressed problems are:

- too small a number of children is included in the pre-school education programmes
- programs of pre-school education are not versatile enough
- primary and compulsory education is not compatible with the same education in developed countries, both in terms of structure and content
- students in the primary school have difficulties in the transition from the class teacher to the subject teacher system
- the curriculum of the upper elementary school is adjusted to the needs of students who will continue their schooling at secondary general education schools (gymnasium)
- teaching methods are too much teacher and programme oriented instead of being focused on students
- the enrolment methods at secondary schools are not appropriate,
- in the secondary education system there is no horizontal mobility between the existing school types
- programs of vocational education do not correspond to the needs of the labour market
- internal effectiveness of higher education is relatively low
- university studies are too burdened, there are too few elective programmes, and they lack an interdisciplinary approach.

Due to the mentioned problems, the Government has summoned expert teams whose task was to analyse weaknesses of the existing educational system and to suggest short-term and long-term changes.

State of the educational reform

After the parliamentary elections in 2000 the new Croatian government placed the education reform among the national priorities. An expert group has worked on the *White Paper on Croatian Education* (www.hrvatska21.hr) which is a framework strategic document about life long learning and its implications for the educational policy in Croatia. The Ministry of Education and Sports has worked on the segments of pre-school, elementary school and secondary school education, and the Ministry of Science and Technology has worked on university education and science. An integral document on changes in the education system and science, called *Project of the Croatian Education System for the 21st Century*, was approved by the Croatian government on November 21, 2002. The document should be accessible on the web page of the Ministry of Education and Sports (www.mips.hr).

At the same time, operational plans for reform implementation are being created in the form of four research projects focusing on the key problems that had been identified in the *White Paper*. The four problems are:

1. feasibility study of the primary and secondary education reform
2. reform of the national curriculum
3. reform of the teacher training for primary and secondary education
4. external evaluation of education achievements.

The institution working on these projects is the Centre for Education Research and Development within the Institute for Social Research. The Centre was originally founded with the purpose of working on the policy paper. Projects are being carried out in cooperation with the Institute for School System Improvement.

The aim of the education reform is to improve the efficiency of the education system through the following changes:

- transition to a six-year long elementary education
- introduction of a nine-year long compulsory education
- modernisation of the curriculum

- training the teachers for a six-year long elementary education
- introduction of a state exam based on external evaluation
- the reform of the university system in accordance with the *Bologna Declaration*
- decentralization of the system financing and management.

The goal is not only to improve the efficiency of the system, but also to harmonise it with European systems.

At the same time there are measures that aim at the consolidation of the existing education system: reducing school programmes and leaving out superfluous information, introducing new information technology. A lot is being invested in the construction of new school buildings. Financial and management decentralization of the system is being implemented.

The conclusion is that the process of introducing structural changes is slow. However, the education administration has made a final decision about structural changes and the transition is in progress in Croatia. The proposal of a new education system can be seen in Figure 2.

National agencies and educational institutions

Finally, to round up the picture of the Croatian education system it is important to mention who is institutionally involved in the whole education process and its reform. The main national agency is the Institute for School System Improvement, founded by the Ministry of Education and Sports. The Institute employs 75 expert advisers who work in six towns (Zagreb, Rijeka, Osijek, Split, Varaždin and Zadar). The work of all the advisers has been divided into four sections:

- Section for research, development, and publishing
- Section for general and special programmes
- Section for vocational and art schools
- Section for pre-school, elementary school and gymnasium

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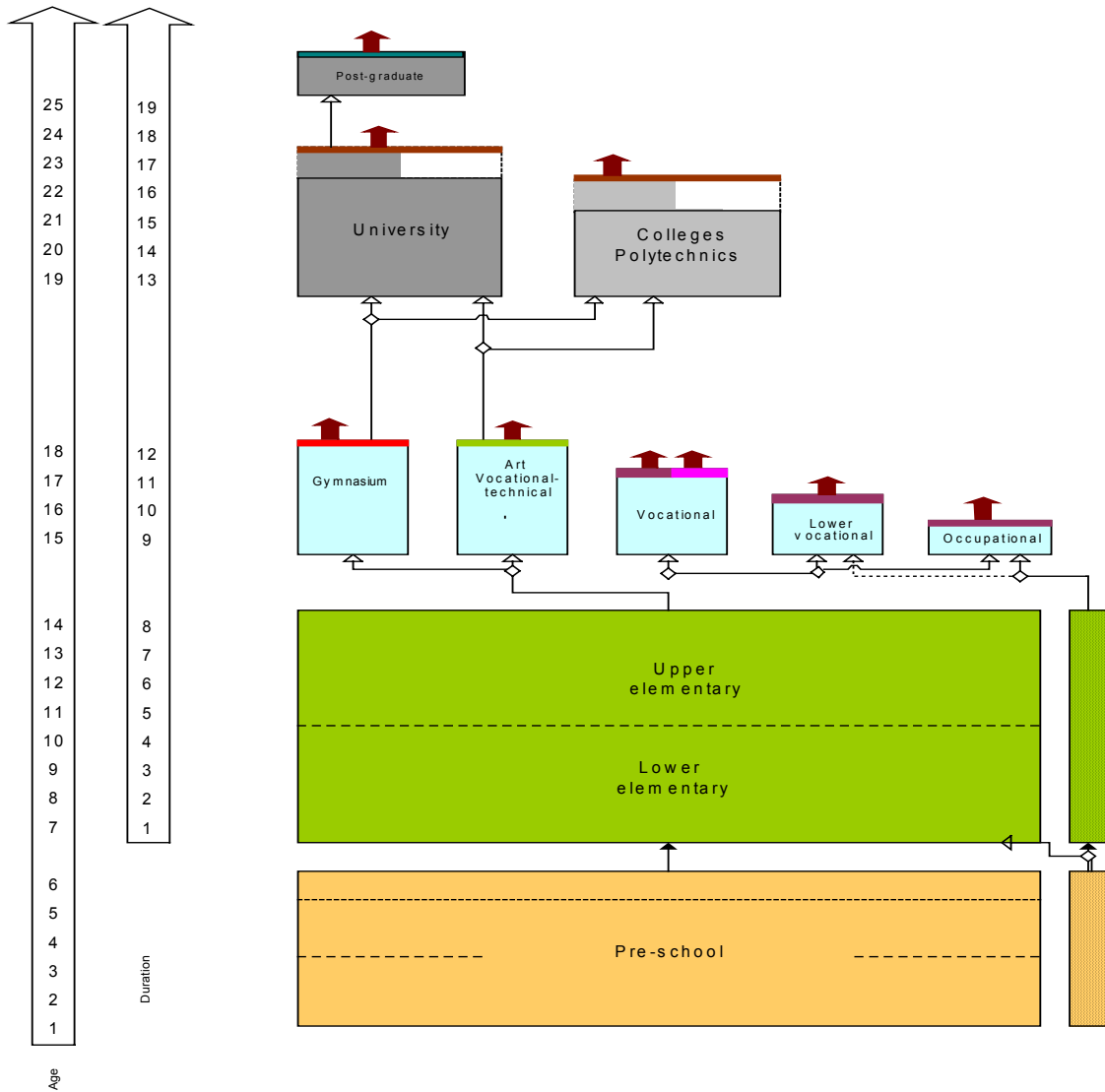
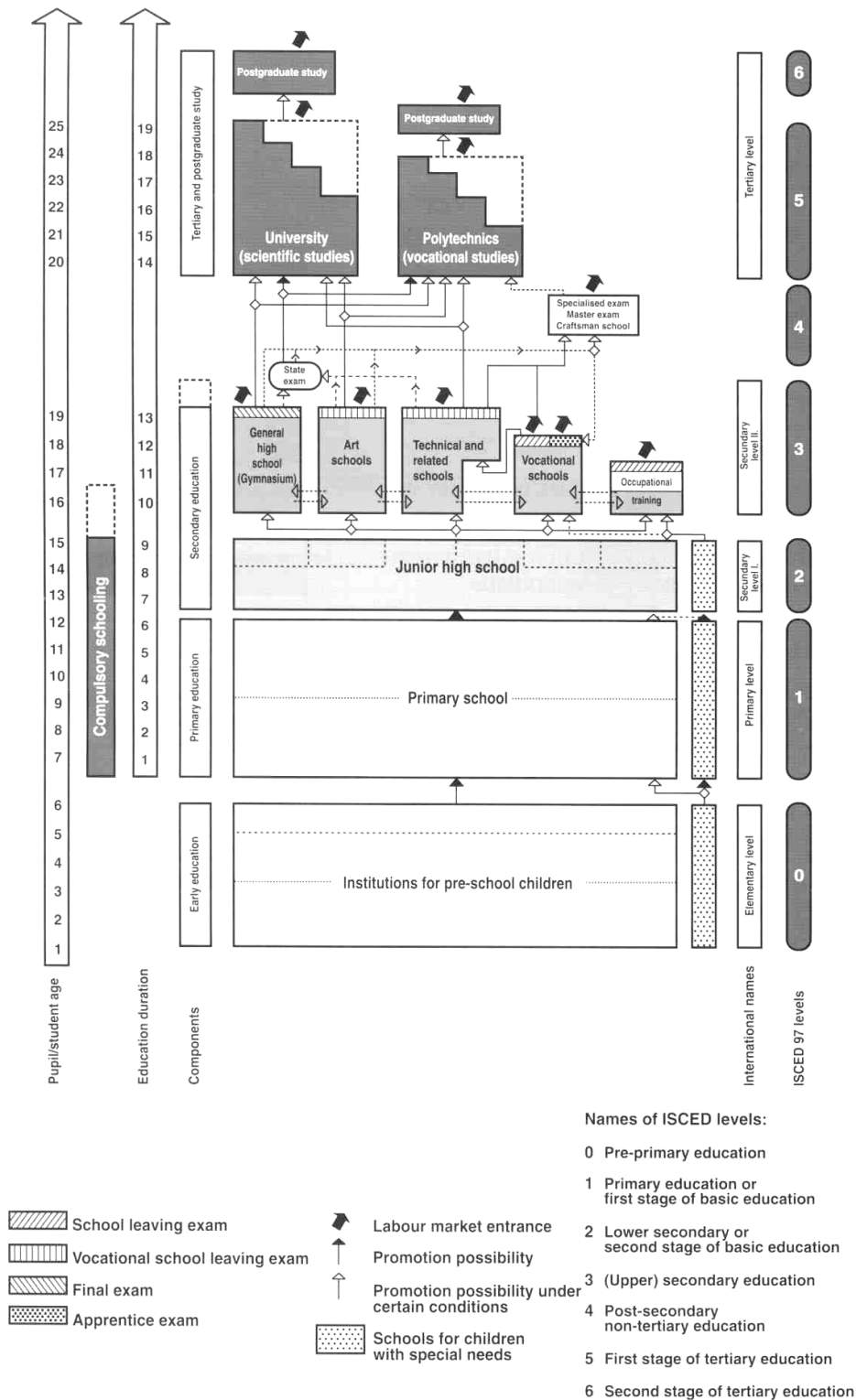


Figure 1: The contemporary system of education in Croatia

STRUCTURE OF NEW EDUCATION SYSTEM IN THE REPUBLIC OF CROATIA



* ISCED levels = International Standard Classification of Education (ISCED) of UNESCO

Figure 2: Structure of a new education system in the Republic of Croatia

The Institute for School System Improvement meets the tasks of monitoring, controlling, improving and developing the school system. The Institute prepares, analyses, and evaluates school curricula, suggests improvements, organises state student contests in different subjects, organises seminars for kindergarten, elementary and secondary school teachers, and it also takes part in meeting obligations of the Republic of Croatia within international programmes.

Besides the Institute for School System Improvement, there is also the Institute for Social Research; the Centre for Education Research and Development was founded within this Institute in 2001. Experts of this Centre are occupied with research, instruction, and training, and their goal is the development of the education system. The results of those experts are primarily used as supporting elements in launching expert studies to the purpose of improving educational policy in Croatia.

II. The teacher training system

Pre-service teacher education

The system of teacher training in Croatia has two subsystems: training of class teachers (grades 1 to 4) and education of subject teachers.

a) Education of class teachers for lower elementary school (grades 1-4)

Education of class teachers takes place at higher teacher training schools and lasts four years (eight terms). Class teacher training takes place at nine higher schools; seven of them belong to one of the four Croatian universities. At the moment class teachers cannot enroll in postgraduate studies (MA or PhD), however, possibilities of opening postgraduate studies are being considered.

b) Education of subject teachers

In upper grades of the elementary schools (grades 5-8) and in the secondary schools, instruction is organised by subject. Consequently, teaching is performed by subject specialists. Training of subject teachers takes place at different colleges in Croatia today, all together at 14 colleges within four universities.

The studies last four years and the same programme is valid for subject teachers in upper elementary (grades 5 to 8) and in secondary schools. It is

possible to study two parallel subjects at some faculties, whereas some studies include only one subject. Having graduated, students are called professors and they can apply for a job both in upper elementary and secondary schools. During the first year of teaching, teachers have to take the state teacher proficiency exam, which proves their capability to carry out education processes independently.

Since the 1990s, there has been a new possibility for future teachers. They can be trained at higher pedagogical schools / teacher training academies not only to become class teachers but also to be subject teachers for one subject in the grades 5 to 8 of the upper elementary school. In other words they specialise in one subject parallel to their studies for a class teacher in the lower elementary school four years long (see a). When those students graduate they are called “class teachers” with an additional subject. Certain faculties and higher pedagogical teacher training schools overlap in the field of specialising students for the teaching of one subject in the grades 5 to 8 of the upper elementary school. The only difference is that students at pedagogical teacher training schools get a more comprehensive methodological knowledge. The leading institution in this new reform approach is the Teacher Training Academy of the University of Zagreb.

c) Education of teachers for secondary vocational schools

Since there is no specialised study programme for teachers of certain subjects who would deal only with a theory of an expert field and on the other hand for those teachers who take care of the practical training in vocational secondary schools, all the teachers in this school profile have to finish a special training programme during the first year of their teaching which will enable them to get the full teaching qualification. According to the present regulation, this programme includes the following fields: pedagogy (30 school lessons), educational psychology (35 school lessons), didactics (25 school lessons) plus teaching methodology of vocational subjects with practice (55 school lessons). This kind of additional training (in-service) can be acquired at nine colleges and academies that train teachers for subjects of general education.

There is no system of permanent in-service teacher training for primary and secondary school teachers in Croatia. In other words, permanent education is not a part of the teacher training system, it happens as a series of insufficiently connected and discontinuous training activities. However, different scientific institutions for teacher training, professional associations of teachers according to subjects and NGOs organize seminars and workshops

for employed teachers and other educational specialists (pedagogues, school psychologists). An important role in supporting continuous teacher training belongs to the Institute for School System Improvement.

III. The European dimension in the educational context

Although there are no specific practice-oriented programmes yet that would support direct implementation of European contents in the education system, e.g. “European Lessons”, there are general long-term national programmes and strategies for dissemination of knowledge about Europe at schools.

The strategic document about the reform of the Croatian education system (the earlier quoted *White Paper*) talks about the need to introduce a European dimension in the education system. The European dimension can be traced in the following areas:

A. European dimension at schools

1. elementary and secondary school curricula
2. the issue of foreign language teaching
3. international school partnerships

B. European dimension at the university

1. EU programmes and cooperation
2. European dimension within teacher training

C. European dimension within the activities of NGOs and other institutions

A. European dimension at schools

1. European dimension in elementary and secondary school curricula

The analysis of the primary and secondary school curricula concerning the question of European dimension is based on the following working definition of the concept. European dimension includes on the one hand general knowledge about European history, geography, art, culture and civilisation, and on the other hand it covers knowledge, skills, capabilities, and attitudes that contribute to the understanding and active participation in processes of

European integration. The second group of European dimension components refers to goals and contents of education that are directly connected with the European context (e.g. knowledge about present integration processes and institutions that are in charge of them, becoming conscious about national and European identities). At the same time it refers to politics, ecology, culture and language goals and contents of global significance that make the basis of European integration processes (civil education for democracy, human rights education, multiculturalism, interculturalism and multilingualism).

There is no independent subject on any level in the Croatian school system that would comprise all the mentioned components. Single components of the European dimension are present in curriculum documents

- on the level of general education goals and principles for the realisation of school programmes,
- on the level of goals and tasks within single subjects and
- in the contents of single subjects

However, it cannot be said at this moment to which extent those tasks and contents are put into practice. This often depends on individual schools and teachers. A broader empirical study would allow a deeper insight in the school practice in the context of European dimension.

European dimension in general education tasks and in the principles for the realisation of school plans and programmes

The National Education Programme for human rights (1999) foresees civic education for democracy and education for human rights in elementary and secondary schools. It was suggested that those education goals should be achieved through an interdisciplinary approach within single subjects, during class meetings, within an elective programme or in form of projects outside regular classes.

The teaching plan and programme for elementary schools (1999) foresees also education for environment and sustainable development. The European dimension is mentioned as a principle for the realisation of the plan and programme in elementary schools. It is explicitly stated in the document called *Development of the framework plan and programme with the aim of relieving pupils of too much information* (2002). The mentioned document was published by the Ministry of Education and Sports, and it defines European dimension of education as “achieving knowledge about

Country Profile - Croatia

European culture and history, education for tolerance towards national, cultural, linguistic and religious differences, feeling of belonging to Europe through acceptance of common values and taking the responsibility for its development, but at the same time cherishing and protecting national values and tradition” (p. 8). This document defines European dimension more narrowly than it is defined in this report.

European dimension in the goals and tasks of single subjects

EUROPEAN DIMENSION COMPONENT	SUBJECT
Development of national and European identity	Croatian (ES, SS), foreign languages (ES, G, SS), nature and society (ES), history (ES), classical languages (G), philosophy (G)
Education for human rights	nature and society (ES)
Education for environment and sustainable development	nature and society (ES), physics (ES), geography (ES), biology (G)
Education for tolerance and plural society	Croatian (SS), foreign languages (G, SS), religion (G, SS)
Civic education (democratic values, political culture, participation in politics)	Politics and economy (G, SS), history (G), sociology (G)
Multiculturalism	foreign languages (G, SS), ethics (G, SS)
Supporting multilingualism in Europe	foreign languages (SS)

ES = elementary school (grades 1-8)

G = gymnasium (grades 9 - 12)

SS = secondary vocational school (grades 9 - 11/12)

European dimension in the contents of single subjects

General knowledge about history, geography, art, culture and civilisation of Europe is most frequently present in teaching programmes for Croatian language, music classes, art classes, and also in the programmes for history and geography. General knowledge about Europe within gymnasium appears in philosophy and classical languages.

Information about the culture and civilisation of individual European countries, including every day life, is especially present in foreign language programmes.

Information about the process of European integration as a special chapter can be found in geography programmes for secondary schools and in the secondary school programme for politics and economy. Pupils can chose additional elective geography lessons in elementary school, and the pro-

gramme for those lessons includes European topics under the title “General characteristics and problems of contemporary development in Europe” (70 lessons).

Ecology issues (in the European context) are included in the optional geography programmes. A special programme “Ecological Problems in Europe” (35 lessons) is offered in elementary schools. Ecological issues can be found in the biology programme for gymnasium too.

Contents of civic education for democracy appear within the subject politics and economy in secondary schools and within elective subjects of sociology and constitution, foundations of democracy (an experimental programme). In upper grades of elementary school, there is another experimental optional programme of civic education.

Human rights are a topic in secondary schools within the programme of politics and economy, within the subjects ethics and religion, and as a primary content in the experimental human rights programme.

Basic concepts of sociological and intercultural relations are present in the subjects psychology and sociology within gymnasium programmes and within the secondary school subject ethics.

Foreign language teaching is certainly the part of the curriculum that deserves special attention when analysing elements of European dimension, since foreign languages as school subjects implicitly deal with other cultures in the widest sense. For this reason it is worth paying special attention within this chapter as well.

2. The issue of foreign language teaching

Obligatory foreign language learning

Pupils obligatory learn one foreign language starting in the 4th grade of the elementary school and to the end of the secondary education. The complete number of lessons for the obligatory foreign language in the elementary school is 525 (during 5 years), while in the secondary school it varies from 525 lessons in language gymnasiums (4-year programme) to 210 in a 3-year vocational programme. Obligatory learning of a second foreign language exists only for language gymnasiums (all together 455 lessons) and general gymnasiums (280 lessons).

An obligatory foreign language course connected with a specific study field exists at all non-language study groups and other institutions of higher edu-

cation. The complete number of foreign language lessons during university education varies between 60 and 240.

Optional foreign language learning

There is the possibility of optional foreign language learning in elementary and secondary schools. The number of lessons for the second optional foreign language is 70 lessons per year. All together this is 350 or 280 lessons for primary schools and 210 or 280 lessons for secondary schools. Students of language gymnasiums can chose a third foreign language in the 3rd and 4th grade. Gymnasiums offer generally more possibilities for learning a 3rd foreign language additionally outside the regular schedule. Some faculties that have obligatory language courses during the 1st and 2nd year offer the possibility to continue the foreign language course as an optional subject during the 3rd and 4th year.

Early language learning

Some elementary schools organise a special programme of early language learning (grades 1-3) with 70 lessons a year and 210 lessons all-together. This program is financed by local communities. The number of schools that offer such a programme is not large. It has been a while that kindergartens offer foreign language programmes, primarily English, less German. Those programmes are additionally paid by parents.

Languages

The most frequent languages in elementary and secondary schools are English, German, French and Italian. Most of the children learn English, which is followed by German, Italian and French at the end. Russian and Spanish are taught to a much smaller extent. The following statistics describe the position of single languages:

Out of the complete number of elementary school pupils 68.29 % learn English, 26 % German, 4.5 % Italian (both as a mother tongue in Istria and as a foreign language) and finally 1.08 % French (Statistics of the Institute for School System Improvement in the school year 1999/2000).

English and German are the most frequent languages at faculties at other institutions of higher education, but a larger number of students learn English than German.

Teaching methods

Foreign language lessons (4 most frequently taught foreign languages) are based on a communicational approach, which comprises a variety of meth-

ods. There is a noticeable trend towards a modernisation of lessons through open teaching forms (projects, individual work). However, the traditional teacher-centred approach is still there. The intercultural approach in foreign language teaching is still at the beginning. There are single examples of international student exchange.

Teaching materials

For English and German there are more parallel student books by domestic and foreign publishers for all teaching levels. Concepts of all student books are based on a communicative approach and cover topics from culture and civilisation, including topics from every day life. Contents that go much further than the speaking area of a single language and bring in a European dimension in the sense of integration of different national and cultural perspectives, or knowledge about European integration and institutions are unevenly represented. In the student books by domestic authors, national culture and civilisation vary from author to author. It is impossible to give a short overview of teaching materials at faculties and other institutions of higher education because they are so numerous.

Knowledge level

At the beginning it has to be said that there is no perfect correspondence between school types and levels of foreign language competence. The competence level depends very much on the type of school, the complete number of foreign language lessons, and the personal effort of every single student.

Having finished elementary school, especially if foreign language learning started in the form of early language learning, pupils are at the intermediate level (level BI according to the Council of Europe categorisation). Depending on a school type and its foreign language programme, secondary school students can achieve upper-intermediate level or even higher (B II approaching C I) in the first foreign language and intermediate level (B I) in the second foreign language.

3. International school partnerships

There is no single coordination office, which would enable a thorough insight in all partnership and exchange programmes of Croatian schools. The office for international cooperation at the Ministry of Education and Sports has reports on some school projects; however, lots of schools have their own initiatives, which are not in the files of the Ministry. They often de-

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pend on the enthusiasm of individual teachers and school principles. Some of the programmes are:

1. ESSSE – European Secondary School Students Exchange is a program of the Council of Europe. The Association for Intercultural Learning GLOBUS coordinates this programme in Croatia.
2. Elementary school “Marjan” from Split takes part in International Youth Meetings of the Mediterranean in Italy.
3. The Nurses' School from Zagreb has a partnership with “Lycee Technique Privee” from France.
4. Elementary school “Gelsi” from Rijeka has a partnership with a school from Stromstade in Sweden.
5. Elementary school “Juraj Žigorić” from Šibenik has a partnership with the Austrian school “Öffentliche Schule der Stadt Wien” from Vienna.
6. gymnasium from Split works on common music projects with the Astor School from Dover, Great Britain.
7. Art School from Split works together with an art school from Norway.

According to the information from the Ministry of Education, a number of schools also take part in projects of the Council of Europe, Stability Pact (high school “Mate Blažina” from Labin, a gymnasium from Varaždin, IV. gymnasium from Zagreb, XVIII. gymnasium from Zagreb), and UNESCO (ASP UNESCO schools).

Another important extra-curricular activity happens in form of essay competitions. Since 1995 the competition “Europe at School” has been taking place at Croatian schools. Europe House Zagreb is the main coordinator of this project and the competition is supported by the Ministry of Education and Sports of the Republic of Croatia. The aim is to promote the European idea and European consciousness of teachers and students. There are three fields of expression: essays, drawing or painting, and music.

B. European dimension at the university

1. EU programs and cooperation

The following table shows TEMPUS projects approved for Croatia in 2001.

	PROJECT TITLE	JEP-number	Project coordinator	Coordinating institution
1.	Development of Quality Assurance System in Higher Education	UM_JEP-16015-2001	Chancellor Helena Jasna MENCER	University of Zagreb
2.	EU Law Teaching and Research at the University of Zagreb	CD_JEP-16010-2001	Doc. dr. Siniša RODIN, Law Faculty	University of Zagreb
3.	MBA in Construction	CD_JEP-16042-2001	Prof. dr. Mariza KATAVIĆ, Construction Faculty	University of Zagreb
4.	Aspects of Organization and Information Systems: CD	CD_JEP-16086-2001	Doc. dr. Blaženka DIVJAK, Faculty of Informatics	University of Zagreb
5.	Centre for Biotechnology Transfer and Advanced Education in Biomedical Sciences	CD_JEP-16048-2001	Prof. dr. Slobodan VUKIČEVIĆ, Faculty of Medicine	University of Zagreb
6.	Création Centre Transfert Croate en Biotechnique et Economie Appliquée aux Pays SEE	UM_JEP-16003-2001 (regional)	Prof. dr. Ingrid BAUMAN, Faculty of Nutrition and Biotechnology	University of Zagreb
7.	Education in the Field of Earthquake Engineering	CD_JEP-16158-200 (regional)	Prof. dr. Marijan HERAK, Faculty of Natural Sciences and Mathematics	University of Skopje Macedonia

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8.	CD for Undergraduate Programmes in Earth Sciences	CD_JEP-16145-2001 (regional)	Prof. dr. Vladimir BERMANEC Faculty of Natural Sciences and Mathematics	University of Sarajevo Bosnia and Herzegovina
9.	A European Space of Justice	IB_JEP-16061-2001 (regional)	Prof. dr. Mihajlo DIKA, Law Faculty	University of Bologna Italy
10.	Improvement of Teaching Quality in South East Europe	IB_JEP-16081-2001 (regional)	Doc. dr. Vlatka Domović, Teacher Education Academy	University of Erlangen Germany
11.	European Studies: Languages and Cultures in Contact	CD_JEP-16026-2001	Dr. Vesna MUHVIĆ-DIMANO-VSKI, Faculty of Philosophy	University of Split Croatia

The coordinating institution for the projects 1-6 is the University of Zagreb, projects 7-11 are situated at other universities, however, project coordinators are professors at the University of Zagreb.

Both at the Ministry of Science and Technology and within the administration of the University of Zagreb, there are offices for international cooperation, which take care of this programme. In the last three years, Tempus Priorities for Croatia have been:

- University Management (management, links with economy, quality assurance systems, etc.),
- Academic priorities (Curriculum Development),
- Institution Building (justice, media and information),
- Networking (promotion of cooperation among existing JEPs), and
- Mobility (student mobility by a network of universities, institutions, industry and companies).

As part of the cooperation with the EU, the Republic of Croatia also takes part in the following programmes:

- As a full member of the COST programme, European Cooperation in the Field of Scientific and Technical Research, Croatia participates in 25 projects. National COST coordinator is Božidar Biondić, director of the Institute for geological research.

- As far as the EUREKA programme is concerned Croatia is going to apply for full membership. A national information office of the EUREKA program exists since 1998 at the Centre for Technology Transfer.
- FP6 – Sixth Framework Programme is another program of the European Commission that Croatian universities and institutions participate in.
- As far as the Comenius Programme is concerned, Croatia is not an eligible country yet.

2. European dimension within teacher training

In the last twenty years changes have been introduced in the teacher training system, which had a formal character (a network of institutions for higher education, new names), but one has not followed “European models” when introducing those changes. The changes have not happened in order to prepare teachers for the future task of European dimension implementation. Some professors at teacher training academies have reshaped their courses and lectures and introduced European issues; however, this cannot be considered a reform of the teacher training system. In addition to the number of problems that need to be solved in the Croatian system in order to harmonise it with the European experience in teacher training, the following tasks have to be underlined:

- consistent democratisation of the education system and school itself
- respecting human rights and children's rights on high quality education
- a more direct and responsible participation of parents in the school life and resource management
- realisation of the interculturalism concept and training of teachers for the application of tasks of this concept creatively.

A special complex problem is the lack of a continuous in-service teacher training, as an activity that can offer necessary information and knowledge that can respond to the needs of a modern school. In spite of numerous warnings about the lack of a continuous in-service training, there are still only smaller sporadic activities on a voluntary basis without adequate motivation for teachers.

However, appreciable less formal attempts to make teachers familiar with the European idea are undertaken by the Ministry for European Integration of the Republic of Croatia. The Ministry's Section for Information and Education organises seminars for teachers in different parts of Croatia. Another project aimed at teachers is coordinated by Europe House Zagreb, under the title "Teacher for Europe" and consists of different seminars and workshops in the country and abroad with the goal of making teachers at all levels familiar with different European contents and processes.

One of the concrete reform projects that implies European dimension already in the pre-service teacher training has been developing at the Teacher Training Academy of the University of Zagreb. With the support of the Ministry of Education and Sports and the Ministry of Science and Technology, it was possible to introduce a programme called "Intercultural German Studies" as a subject that students can choose to study parallel to their primary class teacher programme. Having graduated from those two programmes, students become class teachers (grades 1 to 4) of the lower elementary school, but they can also teach German as a special subject in all the grades of the elementary school (grades 1 to 8). "Intercultural German Studies" deals increasingly with European and intercultural issues and all the parts of the study programme.

C. European dimension within activities of NGOs and other institutions

Some of the examples of NGOs and their programmes are as follows:

- *Europe House, Zagreb*: in 2001 – Euroyouth Club "Eurospot", Summer University "Europe"; in 2002 – Teachers for Europe; since 1995 coordinates the international competition "Europe at School" for Europe House schools (see www.europe-house-zagreb.hr).
- *Croatian Esperanto Association, Zagreb*: in 2001 – Esperanto school groups took part in the international project "Interculture"
- *Globus, NGO for intercultural learning, Zagreb*: Programme for European Secondary School Students Exchange (ESSE)
- *European Movement, Split*: in 2001 – European information point
- *European Movement Croatia, Zagreb*: in 2002 – Europe as a Guest, Europe Day

- *Centre for European Documentation and Research*: in 2002 – Everything about Europe for Everybody
- *Sonnenberg-Kreis* in Croatia: offers seminars for students and teachers focusing on intercultural education and education for tolerance.

The Institute for Globalisation and Intercultural Learning deserves special attention here. IGI is one of the first examples of private public partnership in education in Croatia. It has been founded by the Teacher Training Academy of the University of Zagreb and the publishing house “Školska knjiga”. The main goal of the Institute is to support reform processes in the field of education in the context of European integration. Types of activities include development of new school material, conferences, international projects and others. Some examples of the projects coordinated by the Institute are: a new book series “Europe”, as additional material for primary and secondary schools (the first book in the series was Le Goff’s *European History for the Young*); coordination of the project for the preparation and foundation of an international Centre for European Teacher Training and European Studies in Zagreb, preceded by the work on a framework curriculum in the cooperation with the Centre for European Integration Studies – ZEI from Bonn University; in the attempt to raise the awareness of the importance of multilingual education, the Institute coordinated the work on a Zagreb Resolution on Multilingualism, published in May 2002; and holding an international conference on “New Media and Education” in March 2003.

On the ministerial level, special efforts of the Ministry for European Education need to be mentioned. The Ministry's Section for Information and Education organises seminars, internet and other competitions for pupils and students (e.g. Europe 2020: International graphic design competition images of vision of the future of Europe; Login@Europe: web site competition), events to mark Europe Week, an Open Door Week at MEI, it also publishes booklets for schools and the general public in order to inform Croatian citizens about the process of European integration (e.g. a booklet for elementary schools “Learning about EU”, see www.mei.hr).

Conclusion

Concerning the European dimension at schools and in teacher training, the Croatian educational system is in a phase of reform and restructuring. Within the reform basis there are crucial documents that foresee the im-

plementation of European dimension components in the new education system (human rights education, multiculturalism, civic education, etc.). The concrete realisation of those concepts still needs time. One of the reasons is the fact that pre-service and in-service teacher training does not consider the European dimension systematically in the structural and content planning of the studies. This is still a big gap that needs to be tackled in the next reform steps. Both the Croatian Ministry of Education and Sports and the Croatian Ministry of Science are open for reform initiatives and projects. One of the significant reform projects is the “Centre for European Teacher Training and European Studies” at the Teacher Training Academy of the University of Zagreb that will organise a postgraduate study programme “Master of European Education” for teachers and advisers of ministries and other institutions dealing with education.

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Country Profile – Macedonia

Macedonia is a land-locked country located in the centre of the Balkan Peninsula, and it covers a total area of 25,713 sq-km. The dominant religion is Christianity (70 %) within which the overwhelming majority of people belong to the Eastern-Orthodox church. The total population of 2,160,000 million is divided into several ethnic groups: Macedonians 66 % (Macedonian language Eastern Orthodoxy as a dominant religion), Albanians 23 % (Albanian language Islam), Turks 4 % (Turkish language Islam), Romanies (Gypsies) 3 %, Serbs 2 %, etc. (census 1994).

The state is constituted as a Parliamentary Republic. The Head of State is the President of the Republic, and the Government is the main executive body. The municipality is the main administrative territorial unit for the local government. For the time being, Macedonia consists of 123 municipalities – including Skopje as the country's capital (500,000 inhabitants). However, this huge number of municipalities does not suit with the country's real territorial and economic conditions. Thus a law has been drafted to reduce the municipalities to somewhere between 75 and 85 local government units and is expected to pass in Parliament. In addition to the Macedonian language, the official language in the whole country, languages of the other ethnic communities, spoken by at least 20 % of the population in certain municipalities, are also officially recognised. The literacy rate is 96 %.

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1. Short description of the school system

According to the Constitution of the Republic of Macedonia, the right of education is a basic right of all citizens. The Ministry of Education and Science (MES) is responsible for the creation and governing of national education policy. The structure of the educational system is composed by:

- Pre-school education for children (1 – 6 years of age)
- Primary (elementary) school education (7/8 – 14/15 years of age)
- Secondary school education and (15 – 19 years of age)
- Higher school education

Pre-school education

It comprises public nursery and kindergartens. This education is not compulsory, and the educational process is being accomplished in the mother tongue of the children. The pre-school education is organised by two Ministries, depending on the location of the activity: the MES and the Ministry of Labour and Social Politics. Pre-school education is organised for children from 1 to 6 years old. In the last decade, the priority has lain in taking care of children in the Pre-school classes and in the Kindergartens one year before they begin Primary education. This practice will continue until the introduction of the obligatory 9-year schooling, when the Primary School will be prolonged for a year – from the present 8 to 9 years. However, this 9-year primary education is still only a reform concept within the MES. Whether it would be realised depends on the reform course of the new Government (elected 2002). Under this reform, the schooling and the programs for 6-year old children (in the Kindergartens and in Pre-schools) will become an integral part of the mandatory Primary Education.

Primary Education

It is obligatory, lasts 8 years, and is carried out in the Primary Schools. As a rule, children (6 to 7-year olds) go to Pre-school facilities in the year before they start their Primary Education. The main task of the Primary Education is for the pupils to get basic knowledge and to prepare for further schooling and life in the community. Schools are founded exclusively by the state. According to the Law, the elementary schools are founded by the municipalities, which are financed by the state. It is divided into two equal levels: Primary education from 1 to 4 grade, and Subject teaching from 5 to

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8 grade for a total of 8 years (7/8 – 14/15 ages). In this respect, depending on the ethnic structure in every municipality and based on the right to mother-tongue-education, Macedonia has primary schools, in which the teaching languages are the mother tongues of the respective ethnic communities living. Therefore, ethnically mixed classes are very rare in practice. Primary Education is free for the pupils. Depending on their income, the parents pay a certain amount for textbooks, food-expenses, and other educational materials.

Total number of the elementary schools	1010
Total number of teacher	13,395
Teachers in Macedonian language	9,110
Teachers in Albanian language	3,900
Teachers in Turkish language	290
Teachers in Serbo-Croatian language	95
Total number of pupils	246,517
In Macedonian language	164,240
In Albanian language	75,600
In Turkish language	6,061
In Serbo-Croatian language	

Source – Ministry of Education, 2001

Secondary Education

It is regulated through the special Education Act from 1995. Secondary school education (15-19 years age) is provided in the following types:

- high schools (Gymnasium),
- specialized secondary schools (Art, Music, Ballet, Medicine, Economy-Law etc.), and
- three or four-year technical and vocational schools.

Secondary schools have been financed primarily from state sources and enterprises. Schools can however also gain income from other sources such as donations. Schools have been founded by the municipalities or enterprises with their associations, when there is a need of a certain staff. As a result of a law passed in 1995, private secondary schools may be founded

by a legal or physical entity from Macedonia or another country. The founder finances private schools. The instruction of all subjects in the secondary schools is carried out in Macedonian, Albanian, Turkish, and Roma language. The ethnic division thus continues in the secondary education; ethnically mixed classes are exceptions. The members of the other ethnic communities learn the Macedonian language – two hours per week. Instruction in the secondary schools may also be carried out in some foreign language. The Government of the Republic of Macedonia, upon prior opinion of the MES, issues the approval for the opening of public or private secondary schools.

After elementary school, the pupils have the right to enrol, under equal criteria, in a secondary school. Thus 80 % of the pupils enrol in one of the secondary schools. Around 28 % of them enter High Schools, while the participation in the technical and vocational schools is up to 60 %. The percentage of the pupils continuing the secondary education is noticeably smaller among the Albanian female pupils.²

Secondary schools

Total number	92
schools for disabled students	4
private schools with a foreign language of instruction	2
<i>“Nova” – an American high school (English)</i>	
<i>“Jaha Khemal” – a Turkish gymnasium (English-Turkish)</i>	

2 Main reasons: a) gender discrimination inside the Albanian Muslim community, especially among more traditional Albanians, where the head of the family decides for the education of the girls beyond the 8th grade; b) early marriage; c) lack of school buildings and good connections in some rural areas; see Country Reports on Human Rights 2000, Macedonia – U.S. Department of State: “Women from some part of the ethnic Albanian community do not have equal opportunities for employment and education, primarily due to the traditional and religious constraints on their full participation in the society”.

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Total number of teachers	5,667
Teachers in Macedonian language	4,638
Teachers in Albanian language	856
Teachers in Turkish language	87
Teachers in Roma language	86
Total number of students	92,000
In Macedonian language	75,170
In Albanian language	15,550
In Turkish language	650
In Serbo-Croatian language	630

Source – Ministry of Education, 2001

High school is the most important part of the Macedonian secondary education and it lasts four years. In the academic year 1991/92, a high-school curriculum was introduced for three vocations: general, natural sciences and mathematics and language studies.

Since 2001/2 a new High-School education curriculum is being applied. The tendencies in other countries, as well as the recommendations of the Council of Europe were also taken into account. Both in elementary and secondary education, schools are obliged to hold at least 180 teaching days. The number of pupils in a class should be no larger than 34 pupils. The number of hours per week ranges from 28 to 31. The first foreign (European) language is studied as an extension course from elementary school, while the second European language as a beginners or advanced course. In the language studies vocation, the pupils are offered the opportunity to study more intensively the first or second European language in the III and IV classes.

Curriculum for High-School Education

Subject	Year of Education			
	Weekly no. of hours			
Compulsory subjects	I	II	III	IV
Macedonian (or Albanian, Turkish) language and literature	4	4	4	4
Macedonian language for the pupils of other ethnic communities	2	2	2	2
Mathematics	3	3	3	3
First European language	3	3	3 (3,5)	3 (3,5)
Second European language ¹	2	2	2 (2,5)	2 (2,5)
Civic Education	1	1	2	2
History	2	2	2	2
Geography	2	2		
Biology	2	2	2	
Physics	2	2	2	
Chemistry	2	2	2	
Sociology		2		
Philosophy				3
Information science	2			
ELECTIVE SUBJECT HOURS	2-3	3-5	to 8	to 10
Sport and sport activities ²	3	3	3	3
Music ²				
Fine art ²				
Elective contents ³				

1. The pupil chooses one of the following foreign (European) languages: French, German, English, or Russian.
2. Compulsory elective contents are embodied in these programs.
3. Civic culture; defence, peace and tolerance; cooperation with NGOs; health education; cultural and artistic activities; information sciences.

The curricula offer substantial knowledge and general education. The school exit examination consists of a defence of the thesis prepared by the pupils in the course of the fourth year, a written exam in native language and literature and an oral exam in a given subject (e.g. mathematics, foreign language, etc.), covered in the curriculum. This enables the pupils to enrol in the universities. The elective subjects are aimed to provide instruction on a higher level than that offered in the common part of the curricula, which guarantees general education. The elective part offers programmes, topics, and activities that enable the pupils to shape their education independently. Thus, the high-school curricula provide a basis for all vocations at the university. The main aim of high school education is to develop the

pupils' individual intellectual and physical abilities, humanistic, moral and civic values, motivation for creativity and preparation for life and work in the spirit of peace, cooperation, and mutual respect.

Higher Education

It is founded on the basis of the 1991 Constitution and the Higher Education Act from June 2000. In article 46 of the Constitution, the universities are granted autonomy, while the conditions for founding, executing, and terminating their activities was laid down in the Higher Education Act. The higher education system covers two-year studies at the colleges and between four and six-year studies at the faculties. Besides instruction for students at the university institutions, scientific and research activity in different fields is organized, as well as permanent training of the staff for the lower levels of education. After secondary school, approximately 28 % of the pupils enrol in the colleges or faculties. The colleges are incorporated in three universities: "St. Cyril and Methodius" – Skopje (state sponsored), "St. Clement of Ohrid" – Bitola (state sponsored) and University of South-East Europe – Tetovo (first private University, accredited in the year 2000; languages of instruction: English, Albanian and Macedonian). Since 1996 an affirmative quota exists at the state-sponsored universities. This assures that the percentage of the national-minority students enrolled in every college will not be smaller than the percentage of the respective minority in the country's population. In regard to the University of South-East Europe, which was mainly founded to meet the political demands of the Albanians for higher education, we can emphasise one peculiarity. Namely, 300 ethnic Macedonians are among the more than 2,000 students who are studying public administration and management economy, which was certainly not an expected development in the early days of the project.³

PEDAGOGICAL FACULTIES – for education of teachers for the Primary schools

- Pedagogical College in Skopje – with Macedonian, Albanian, Turkish and Roma language of instruction
- Pedagogical College in Bitola – instruction in Macedonian
- Pedagogical College in Shtip – instruction in Macedonian

3 There also exists one unofficial Albanian-language University in Tetovo, which the government allows to function, but without giving it official recognition.

2. Reform, Tendencies and Characteristics of Changes in Education

During the last decade, reforms in the political and economic system are enforced simultaneously, and that has great repercussions for the country's social development. These processes are also present in the educational politics, and thus a great number of expert teams and groups continually work on the design of the new educational system. In the last decade, the changes in education are mainly in the following areas:

1. Extending the number of children on all levels of education;
2. conceptualising of contemporary solutions for the curricula, especially for the Primary and the Secondary Education;
3. modernising the contents and the methods in the educational-upbringing;
4. democratising the educational process in accordance with the needs of the society and the common interests of the pupils and their parents. In that aspect, tendencies and priorities are:
 - rationalisation of the curricula (more concrete text books' content);
 - establishment of greater autonomy of the educational institutions and the teachers (especially for the sources for learning, the methods of the educational process, etc.);
 - establishment of greater harmony of the aims, contents and methods in the education with the development characteristics of the pupils and the students;
 - defining of realistic and accomplishable aims with which connecting of practice with theory is achieved (with accent on the function of practical training) and
 - strengthening of the integration of the educational institutions with the other segments of the social life (Cultural Institutions, Local Governments, NGOs, and parents).

3. Pre-Service and In-Service Teachers' Training

In the sector of *pre-service* teacher training, all projects have very limited scope. The university students preparing to become teachers have insignificant hours of practice in schools. Their participation in such practical activities does not count for credit for their university studies; therefore there is systematic lack of incentive for this training during the studies. However, in the last year (half-semester) of studying, students preparing to become teachers must have practical training in some secondary or primary school, which means “hands-on” teaching of the certain subject to pupils/students. There is no training on the European process, neither as a pre-service, nor as an in-service teachers' training.

Most of the teachers who teach primary or secondary school subjects have a university education. Teachers in primary schools are initially trained at the teacher training colleges (pedagogical college), and teachers in secondary schools, depending on the subject, are trained in one of the traditional university disciplines or college departments. Those teachers who do not have pedagogical education are obliged to take additional exams on the pedagogical group of subjects after their studies. Also, new teachers, employed for the first time, are obliged to take an examination on vocal ability.

The Bureau of Education Development (BED) is the relevant institution for the education of teachers, as well as for permanent in-service teacher training. The teachers are obliged to visit seminars and other forms of professional and pedagogical training. Annually, approximately 2,000 secondary-school teachers are taking part in the training seminars and workshops organized by the Pedagogical Bureau. More than half of these seminars are financed by foreign organizations or governments (PHARE, USAID, UNESCO, CRS), and usually the content of the training includes new teaching methods, interactive teaching, school management, etc. Thus far, there is no seminar about the “EU” as a topic. Also, the BED is responsible for determining the curricula, for professional inspection of the schools, and for training the education personnel for the changes in the curricula. In addition, the BED has initiated routine evaluation of the pupils' success in the primary and secondary schools.

The State Educational Inspectorate (as an organ within the Ministry) inspects the enforcement of the legal and other regulations in the educational system on all levels. The Pedagogical Service is responsible for reviewing

the curricula, the textbooks, and other projects in the primary and the secondary schools. There is no national agency for the Comenius Programme.

4. European Content in the Educational System

Education on Europe in the secondary schools in Macedonia takes place through Geography and History as curricular subjects. In the first two years of high-school education students learn about European History, for instance the “period of Napoleon” and the developments and national movements in France, Germany, Italy and Russia in that time. Also, certain attention is paid to the French revolution and its contributions to the development of human rights, as well as the subsequent revolutionary movements and unifications of Germany and Italy. Special attention is paid to Austro-Hungary, its role as one of the Great powers in that time, and its influence on the Balkans. Geography mainly offers knowledge about the states of Europe, their geopolitical position, number of inhabitants, and eventual membership in some international organisation (i.e. EU, NATO, OSCE, etc.).

In the last two years of high-school education, the main topics relating to Europe are the First and the Second World War from the national and from the European political, economic, and social perspective. There is still nothing about European history and integration after the Second World War.

In the IV grade of high school, there are only two hours (one in every semester) devoted to „Our Country and the International Processes”. In this respect, discussion takes into consideration the ambitions of the Republic of Macedonia to become a member of NATO and the EU, the role of the UN in world affairs, and the importance of international cooperation between states.

There are neither special textbooks nor separate chapters in the compulsory educational subjects concerning the European integration process.

TEMPUS and PHARE Projects

There is currently no concrete project financed by the EU or other foreign sponsors focussing on the education about European integration in the secondary schools.

Country Profile - Macedonia

The first Tempus projects approved for the academic year 1997/98 mostly focused on the development of the European dimension and the restructuring of study programs in engineering and technology disciplines. At the national level, the focus was on the development and introduction of a quality assurance system, as well as the establishment of mechanisms for financing higher education. Within Tempus II (1998/2001), special emphasis was given to widening the national reform of higher education to include continuing education, institution building, the development of a knowledge-based information society and the restructuring of recognized professions. Tempus III (2002-2006) addresses the current needs of the country, in addition to priorities for support to curriculum development and university management, the country has agreed with the European Commission on specific priorities for new types of mobility, networking and dissemination, as well as for institution building projects. Institution Building projects will aim primarily at the training of staff from non-academic institutions (administrations, NGOs, media etc.) in several fields including trade policy, environmental policy and the fight against crime. Support to the higher education institutional reforms will include the following priorities:

- upgrading of university/college management, international co-operation, and library management, human resources development;
- upgrading of information systems and the administrative services to students, particularly student career advice units;
- development of credit transfer and quality assurance systems;
- development of adequate administrative structures with emphasis on fund raising and co-operation with the private sector;
- teacher pre-service training;
- management and business studies;
- history and arts with emphasis on European cultures;
- European Studies;
- community law and related EU policies;
- fiscal and monetary policy;
- public administration;

- harmonisation of the curricula to comply with the EU directives for regulated professions (doctor, pharmacist, dentist, nurse, veterinary surgeon, architect, etc.).

The main centres of activity concerning participation in Tempus are the universities in Skopje and Bitola, and their pedagogical faculties. In this respect, one project (Reform of the Balkan-history textbooks) already started, on the recommendation of the Council of Europe. Historians from Albania, Bulgaria, Macedonia and Greece are engaged in this scientific debate, but there is no indication of when this project will be finished, and how difficult the implementation of the outcome will be.

In Secondary Education, the PHARE Reform of the Secondary Vocational Education and Training (VET) has special importance. Since 1998, Macedonia has begun a long neglected modernisation of secondary vocational education. This reform project aims to adjust the differences between labour market and vocational education as it is in developed countries. The main challenge for this reform process, however, is to place that type of education in line with the new economical and political reality, as well as to adjust the vocational issues to the needs of a competitive economy and democracy. The VET Program is designed to provide modernisation and adjustment of Macedonia's vocational education and training system to the systems that are well known in the EU countries. As a result of the reform activities, 17 vocational pilot schools were chosen. All 17 are public schools. PHARE reform of the VET system was designed to provide an answer to three very specific issues:

1. Preparation of a National Strategy for secondary VET
2. Development of a demand oriented secondary VET system
3. Establishment of efficient and effective management in education

The activities of VET coincide with general improvements in other areas. These include: better equipment in the schools, better conditions for practical training, constant perfecting of the school personnel, establishing standards for the educational process in relation with the changes of the curricula, monitoring of the pupils' success, and connecting with the social partners interested in the professional education.

In this program, establishing partnership with schools from the EU or other partner countries was also achieved. The goal of this activity was to establish partnerships between 17 pilot schools with selected secondary VET schools from EU or other partner countries. Essentially, these partnerships

sought to reinforce the implementation of secondary VET reform by providing exchanges of experience and expertise. Identification of partner schools is a main task, which can provide valuable information and good practices. Furthermore, the partnership program entails organisation of school and teacher exchanges between Macedonia and EU or other partner country schools. Today, all 17 pilot schools have partners and small exchange programs in Denmark, the Netherlands, Slovenia, Greece and Bulgaria.

The next aim was establishing teacher training. This activity intends to achieve better organization of training courses for selected teachers in each pilot school. VET reform provided a framework for building a national VET system to facilitate the students' transition from school to their future workplaces.

5. Centers for European Studies

There are two Centers for European Studies, both of them as postgraduate studies:

European Studies at the College of Economics, Skopje teaching

- European Economic Integration / Trends in the World Economy
- Economies of Transition / EU Law and Regulations
- European Monetary System and EMU / EU Fiscal System and Policy
- European Business Environment / EU Labour Market and Social-Policies

European Integration Studies at the Philosophy & Humanities College, Skopje, teaching

- European Civilization / European market and EMU
- European political and legal institutions / Europeans media and communications
- European security
- The Conflicts, the Peace and the European Organizations
- European Languages Sociology of the European Society and Integration

Both postgraduate studies last four semesters and include compulsory preparation of a Master Thesis as a final work.

Currently the University in Skopje is developing an initiative for founding an Undergraduate College for European Studies, which has accreditation from the government authorities. This initiative is in the framework of TEMPUS-projects, which the European Commission will partially finance. Partners in this project are the University “Sofia Antipolis” – Nice, the University College of London, the University of Athens, and Macedonia University from Thessalonica – Greece. The college is expected to launch as of next year.

In June 1995, the European Documentation Centre (EDC) was established upon an agreement between the European Commission, the Government of Macedonia, and the College of Economics in Skopje. EDC is located in the College of Economics and according to its tasks and performances; it functions as a specialized centre including a library with reading room. EDC, which is open to the public, has free on-line access to the European databases: CELEX (legislation), RAPID (press releases), etc. Thus it can accomplish rapid searches on request of users and contains information from the EU institutions and their official journals. Given its singularity in the Republic of Macedonia, its permanent development and growth are a necessity.

6. Foreign Languages

English is the most popular foreign language for Macedonian students. From public schools to universities, an increasing number of pupils and students are studying English. Domestic languages spoken in Macedonia are:

- Macedonian – 70 %
- Albanian – 21 %⁴
- Turkish – 4 %
- Serbo-Croatian – 3 %

4 The percentage of the Albanians is higher than the percentage of Albanian speakers mainly because there are a number of Macedonians with Muslim religion, and some Roma too, who declare themselves as Albanians because of the religion, even though they do not speak Albanian.

Country Profile - Macedonia

- other – 2 %

Concerning the usage and knowledge of foreign languages, only the following figure is available, and it shows how many students in the secondary schools learn some of the foreign languages:

Secondary Schools	English	French	German	Russian	Italian
As a first foreign language	70,407	17,503	1,712	2,201	
As a second foreign language	6,759	14,608	11,128	1,568	298

Source – Ministry of Education, 2001

7. New National Education Programs

As a result of the cooperation with the CRS – Catholic Relief Services (USA) and the Austrian Ministry of Foreign Affairs since 1999, the Macedonian Ministry of Education is realizing one very important and new education subject, called “Civic Education”. The project successfully produced a developed curriculum and teaching material, as well as trained trainers for primary and secondary education. Today this subject is an obligatory course at all levels of education, and at the Pedagogical (Teachers) College in Bitola. The content of “Civic Education” is:

- Basis of democracy (justice, authority, responsibility and privacy)
- The people and the citizen
- Municipality and State
- Society, Culture, and Differences
- Democracy, Politics, and Government

The teaching material and textbooks are published in the Macedonian, Albanian and Turkish. “Civic education” as an educational subject is devoted to ethnic tolerance, understanding, peace, and democracy in multi-national

societies, as well as among the national societies, i.e. in the European Union and other international configurations.

8. Deficits and Strengths as Recommendations

- The greatest deficit of the Macedonian education system derives from the fact that it is divided ethnically in both primary and secondary education, as well as in higher education in recent years. Consequently there is no “meeting point” where pupils and students from different nationalities can get together, which is one of the basic preconditions for the building of a cohesive and tolerant multiethnic society.
- Teaching equipment is often obsolete – It is insufficient and has not been harmonised, especially concerning computer equipment in the secondary schools. As a result, teachers in many secondary schools must rely heavily on oral presentation, while experiments and practical work are insufficiently present.
- There is no training of teachers on European affairs; so at least the training of trainers (in cooperation with some of the higher education institutions) appears as a first and necessary step in order to achieve this qualification for the teachers.
- There is no text or lesson book on the European Union. Having in mind its ambitions to join the EU, it seems highly recommendable to publish and incorporate such a book into the curricula of Macedonia.
- There is a lack of expert institutions for ongoing teaching staff education. The need for more effective and modern teachers’ training is obvious, both in pre-service and in-service, and thus appropriate training units should be established.
- Low teachers’ salaries.
- Unfavourable infrastructure – numerous structures within the education system fail to meet relevant technical standards.

*Elena-Marilena Porumb*¹

Country Profile – Romania

Situated in the Southeastern part of Europe, linked historically to European antiquity by the Latin language with the Romans, geographically to Europe through the Danube, Romania's desire to join the West is the force behind her current domestic and foreign policies. On 22 June 1995 the Romanian application for membership to the European Union was signed. Although Romanian efforts to achieve European Union membership have been notable, many problems remain. Education in the European spirit will help the future elite of Romania to catch up. We will try to present in our paper how schools contribute in ensuring this objective.

1. Key features of Romania²

- Area 237,500 sq. km
- Population 22,455,485 (according to data in 2000) with a rapid decline in the birth rate
- Population density: 94.2 per sq.km; urban/rural distribution is 54.8 / 45.2 %
- Ethnic composition: Romanian 89.4 % Hungarian 7.1 %, Roma 2 %, German 0.5 %, Ukrainians 0.3 % (1992 census, see fig. 1)

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2 Statistic Yearbook, Romania, 2000.

- Age distribution:
 - 0-17 year 24.6 % (down from 33 % in 1980)
 - 16-65 year old 67.8 %

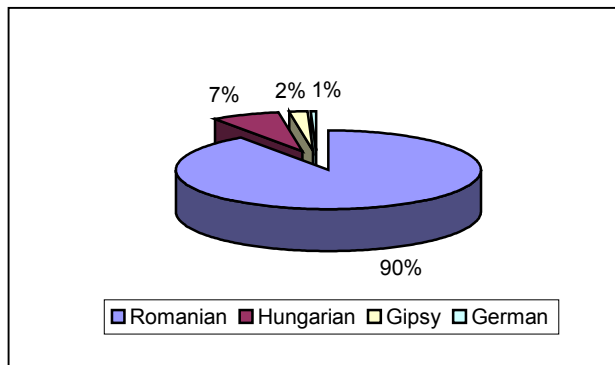


Fig. 1 Population Ethnic Structure

- Language of instruction:
 - Romanian (95.6 %)
 - Hungarian (4 %)
 - German (0.3 %),
 - other (0.1 %)
- GDP per capita: 6,000 US\$ PPP in 1999, 7,000 in 2000, and 7,036 in 2002³
- Private sector contribution to GDP: 61.5 %
- Work force participation: 55 % women, 75 % men
- Unemployment rate: 11.5 %

2. Structure of the Educational System⁴

2.1 Basic facts and figures

The Ministry of Education and Research is responsible for developing new programs, strategies, and reforms for this sector. The education system is

3 Source: World Development Indicators, 2002.

4 www.edu.ro.

Country Profile - Romania

governed by the Education Law no. 84 from 1995, republished in the Official Monitor 1999 and the Teaching Staff Statute Law no. 128 from 1997. The Ministry of Education and Research (MER) presents a functional structure according to the major activities in this sector: pre-school, primary, secondary, upper secondary school, and college and university.

MER works with a network of other specific bodies like: Professional Training and Re-conversion Center of Adults Bucharest; Science Education Institute Bucharest; National Pedagogical Library "I.C. Petrescu" Bucharest; Romanian National Commission for UNESCO; Romanian National Committee for World Decade of Cultural Development; Center for European Integration Studies, Didactic and Pedagogic Publishing House RA. Structure of the Educational System for the year 1999/2000⁵:

- Pre-school 1- 4 years, in which are involved 616,313 children
- Primary classes 1- 4, involved 1,250,000 pupils
- Gymnasium classes 5 - 9, with a total pupils of 1,248,139
- High school classes 9 - 12 or 13, total number of 694,376 students
- University level includes 452,416 students

The total number of pupils in schools in the year 1999/2000 was 4,578,383. The distribution of graduates on different levels is the following:

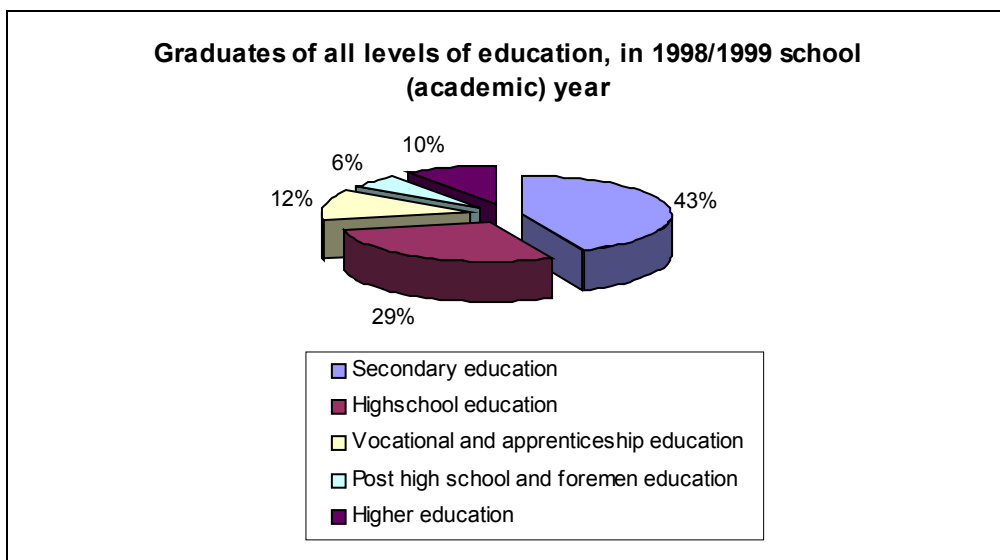


Fig. 2 Graduates of all levels of education, in 1998/1999 school years⁶

5 Statistic Yearbook, Romania, 2000, Chapter 7.

6 Ibid.

The total amount of education institutions in the year 1999/2000 was 27,763, consisting of 13,154 primary and secondary schools, 1,340 high schools, 97 vocational schools, and 65 universities.

The size of the teaching staff is not always commensurate with the number of the students. In the academic year 1999/2000, the Romanian education system had:

- 102,275 teaching staff for primary and secondary schools
- 67,239 for high schools
- 26,977 for university level, including private institutions (see fig.3)

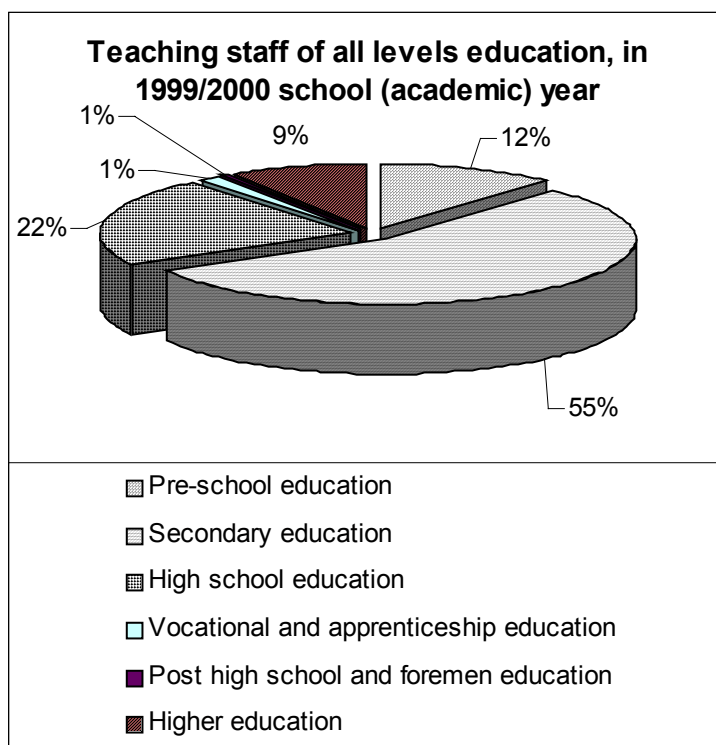


Fig. 3. Teaching staff of all levels education, in 1999/2000 school (academic) year⁷

Pre-school system

Between 1995 and 1998, the number of pupils decreased, so Romania reduced the number of kindergartens to 583 units. Between 1999 and 2000, the number of pupils increased from 619,115 to 665,000, corresponding to the positive demographic trend.

7 Ibid.

Country Profile - Romania

Primary education

Between 1998 and 1999, the number of pupils was 1,330,000, but in 1999/2000, demographic data showed a number of 1,250,000 pupils. In the previous period 1997 and 1998 the number of pupils was 1,356,000.⁸

Secondary education

The number of pupils increased from 1,158,000 in 1997/98 to 1,300,000 in 1998/99 (special education). In 1999/2000 the number increased up to 1,357,000, including special education. The difference between the numbers of population by sex at each education level can be observed in fig. 4 (male) and fig. 5 (female).

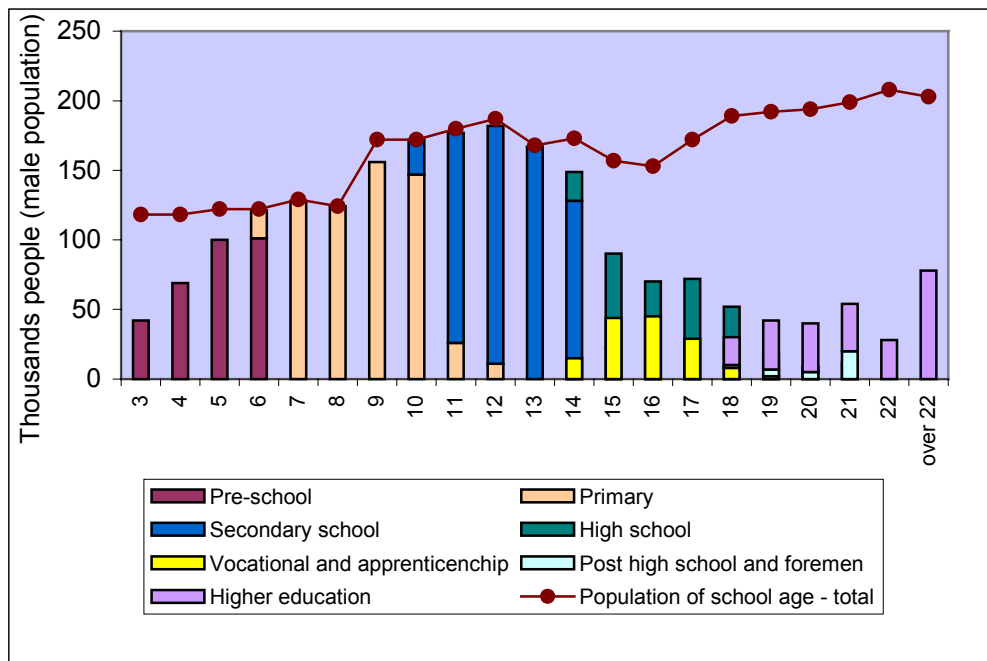


Fig. 4. School aged male population of Romania by age and education levels in the 1999/2000 school years⁹

8 Ibid.

9 Ibid.

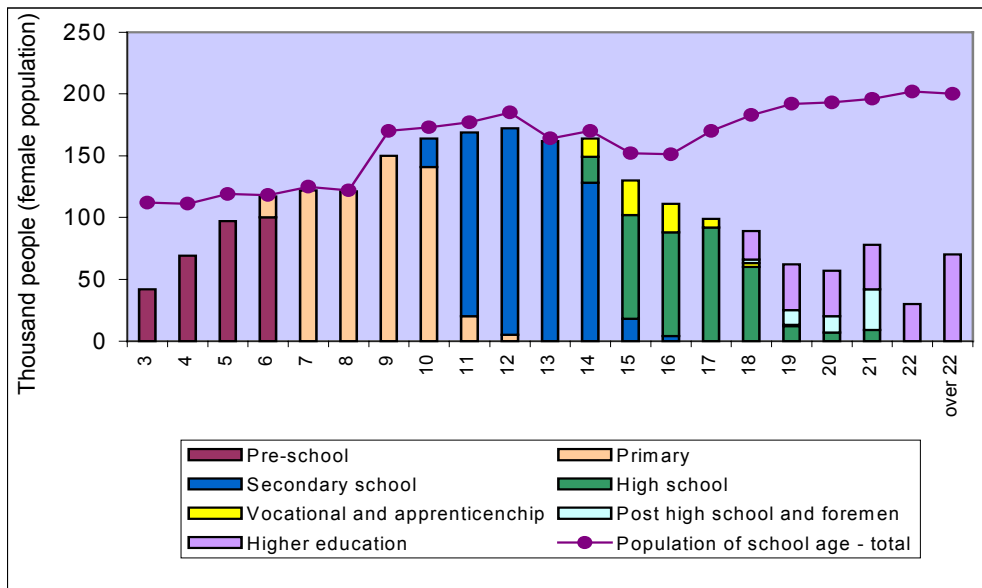


Fig. 5. School aged female population of Romania by age and education levels in 1999/2000 school years¹⁰

2.2 Education in mother tongue languages¹¹

Level of Education	Teaching Languages	Enrolled Pupils	Teaching Staff
Pre-school	Romanian	569,520	33,198
	Hungarian	40,207	2,232
	German	5,467	133
	Romanes	82	5
Primary & Secondary	Romanian	2,367,628	158,855
	Hungarian	118,220	7,154
	German	10,381	195
	Romanes	80	
High school	Romanian	664,816	66,120
	Hungarian	26,430	2,759
	German	2,388	186

Table 1. The distribution of pupils and teaching staff by mother tongue language

As far as the preparation for a teaching career is concerned, Romania has 38 pedagogical high schools with 16,005 pupils enrolled and with a teaching staff of around 2,036.

Concerning the total number of students seeking a university degree in Pedagogy, we have 1,743 students in public colleges and 7,972 students in

10 Ibid.

11 Ibid.

private institutions located in Bucharest, Iasi, Cluj-Napoca, Timisoara, Sibiu, Constanta, and Oradea.

3. Stage and Status of Reform

3.1 Milestones of Reform¹²

We can observe two phases of education reform. The first stage, 1992 to 1996, had the following objectives:

- To drastically reduce illiteracy and increase vocational qualifications
- To increase enrolment in upper secondary and tertiary education
- To develop non-traditional forms of education (distance, continuing and alternative) using new technologies
- To introduce more active learning and problem-solving activities in schools

The second stage of the reform, 1997-2001, had different objectives: To improve career guidance for students

- To expand the programs for social and ethnic minorities
- To promote European standards for curricula, performance, and examination
- To ensure transferable credit system
- To develop extra-curricular activities

Furthermore, the ministry has established a website (www.edu.ro) for “best practices”. It is part of the new policy developed in the last two years, which ensures new technology inside the government, especially for public procurement and E government.

Romania has adapted to the European experience and established a national capacity exam at the end of the secondary school (8th grade). It tests pupils’ general knowledge and establishes ranking for admission in high school and a national Bachelor (12th grade).

12 See www.edu.ro.

3.2 Romanian Experience in Curricula Development

Reform and continuity in the compulsory education curriculum was institutionalized in the MER as a National Center for Curriculum – Center Education 2000.¹³ In this Center there are various aspects linked to a set of European values such as: equal opportunity, second chance for older drop outs, critical thinking and active learning, improving education in disadvantaged areas, improving education for Roma children, impact study on rural education development, new curriculum in the mandatory education system. The first notions on European Idea, Democracy and Citizenship are taught in the Civic Education class in the secondary level, two hours per week (7th grade).

Teaching European languages in Romanian schools starts in the primary system, and even in pre-school with one of the following: English, French, German, Italian, Spanish. A second foreign language is studied starting with the secondary level (again one from the above mentioned list). Linguistic competency in one or two of the major European languages is required for the admission in faculties.

Romania also developed a national network of schools in mother tongue languages. In Cluj-Napoca, 750 students study all subjects in German at “George Cosbuc” National College.¹⁴ Similar high schools are in Bucharest, Sibiu, Brasov, Arad, Timisoara, Bistrita, and other towns. We also have high schools and faculties in other minority languages, for example Hungarian at “Babes-Bolyai” University of Cluj-Napoca, Miercurea Ciuc, Covasna, Odorhei among others.

In municipalities, we have high schools with intensive European language classes (English, French, German, Italian, Spanish): six to seven hours per week for language competency, and four to six hours per week for nature, culture and civilization. There are also special optional courses for developing entrepreneurial competencies (running a school newspaper, managing cultural events etc.).

Compulsory European subjects in the Romanian educational system are: History of Europe and, Geography of Europe – 2 h/week (5th and 12th

13 Education Center 2000+ summer schools (www.cedu.ro).

14 Information provided by Rodica Paun, Deputy Director National College “G.Cosbuc”, Cluj-Napoca.

grade). The History of Europe studied in high school for three years starts with the ancient times and ends with modern European Integration.

“George Cosbuc” National College started a special program in 1998 for curricula development linked with the Faculty of European Studies at “Babes-Bolyai” University, Cluj. Pupils can choose two subjects from an optional package (2h/week, 11th grade): European Construction; European Institutions; Human Resource Management (in the European context); European Diplomacy; European Integration; European Idea; Community Law. The manuals used are from the Faculty of European Studies, special edition for distance learning, but their number is insufficient. The publishing house of the faculty provides only in-house services.

After the success story of the “George Cosbuc” National College, special classes for European Studies and Management of European Institutions are now developed in other high schools of Cluj-Napoca, Suceava, Calarasi, and Deva.

4. Training System through the Comenius Program – Romania’s case

Comenius supports school partnerships, projects for the training of school education staff, and school education networks. Thus it aims to enhance the quality of teaching, strengthen its European dimension and promote language learning and mobility.

Comenius also emphasizes important issues like learning in a multi-cultural framework, which is the cornerstone of European citizenship, support for disadvantaged groups, countering under-achievement at school and preventing exclusion.

The Comenius project is part of the Socrates program for Gymnasium and College level. Its objectives are to promote European values in schools, to increase synergy by networking to other European projects, and to accelerate Romania’s Pre-Accession process in the EU.

*Comenius Action 1 - School Partnership*¹⁵

Comenius is the name given to the SOCRATES Actions, which concern schools.

Action 1 of Comenius provides a framework for multilateral partnerships between schools, which enable the development of Comenius School Projects, Comenius Language Learning Projects and School Development Projects. It also provides for mobility of teachers through teacher exchanges, in-company placements and also study visits for principals and senior management. Schools may also apply to host a language assistant under this action. Schools applying for grant aid under Comenius 1 must submit a Comenius Plan whereby they outline the role of the European Project within the overall school development plan.

School Partner Finding in Romania

Several Comenius 1-type events took place already between 1998 and 2000. In October 2001, the Romanian National Agency Socrates/Comenius and the British Council hosted a contact seminar. More than thirty teachers and principals came together from Flemish Belgium, Ireland, Italy, Romania and the UK. The seminar took place in the picturesque town of Sinaia and the relaxed setting gave participants the opportunity to form partnerships for school projects.

The seminar provided participants with insight into: how to put together a Comenius Application, what makes a good Comenius Project, and how to run a project effectively. Examples of good practice and case studies were provided. But it was not all-hard graft; workshops were interspersed with opportunities to visit historic sites (Peles castle) and tourist attractions (Count Dracula's castle) and getting to know the European colleagues.

Starting with 2001, this Comenius Action 1-type project, which previously took place at the local high school level, became a national level contest, with the title "What EU means?", an essay and poster contest. It takes place in Gymnasium and High School at the local, county, and national level. Each level of the contest involves a large number of pupils and teachers who prove creativity and a new style in teaching EU subjects.

15 <http://www.leargas.ie/education/comenius1/clp.html>. Comenius School Projects, Comenius Language Learning Projects and School Development Projects.

Country Profile - Romania

Comenius Action 2 – In-Service and Initial Teacher Training

Comenius Action 2 provides a framework for the development and provision of transnational in-service and initial teacher training projects and provides funding to enable teachers, students, and other educational staff to participate in European training courses.

Two main types of activity are funded under Comenius Action 2 European Co-operation: Comenius 2.1. and Comenius 2.2.

Comenius 2.1.

Grants are provided to help cover the costs incurred by a group of institutions or bodies who work together on a transnational project for the provision of in-service courses or curriculum development materials.

In the case of county Cluj, “George Cosbuc” National College has been the promoter of different activities financed by Comenius 2.1. Other local schools very soon followed its example:

PRPROJECT	SCHOOL	FINAN- CIAL SUPPORT	PARTNERS	DATE AND PLACE
Education for European Citizenship	“George Cosbuc” National College, Cluj-Napoca	Socrates Program	France, Belgium, Romania	Cluj-Napoca 10-15 Feb. 2002
Communication between the kids with or without handicap in Europe	Scoala speciala Nr. 1 Cluj-Napoca	Socrates Program	Germany, Belgium, Poland and Romania	Cluj-Napoca : 11-15 Jan. 2002
e monnaie pour mieux se connaître	School “Ioan Bob” Cluj-Napoca	Socrates Program	France, Italy, Romania	Cluj-Napoca : 15-19 Feb.2002
An Engineer for Europe	Technical Energetic College Cluj-Napoca	Socrates Program	Italy, Bulgaria, Spain, Portugal and Romania	Cluj-Napoca 26-31 March 2002

Table 2. Co-operation with European Schools students, teacher exchanges¹⁶

Some best practices in expanding extra-curricular activities are also worth mentioning. Siemens finances a project contest, which encourages the co-operation with European firms. Pupils of the “George Cosbuc” National

16 Education County Cluj Inspectorate Report, Prof. Eugen Bogdan.

College benefit each summer from study visits to EU countries, like Italy, Germany, Denmark, Spain, Belgium. They visit all the important EU institutions. Some of them are financed by sponsors and parents.¹⁷

Comenius 2.2.

Grants are provided to help cover the costs of a person who travels to another participating country. One type of project involves the co-operation between the Faculty of European Studies at “Babes-Bolyai” University, AEGEE, and the European Students’ Society. Some of the expected results are the creation, testing and deliver of training courses for teachers or other educational staff, the development of curricula for the initial training of teachers, the promotion of the mobility of students and teachers, and the development of teaching strategies, methods and materials for specific learner groups.

*Comenius 3 – Networks*¹⁸

Comenius 3 encourages the networking of Comenius projects on subjects of common interest with the aim of promoting European co-operation and innovation in school education in various thematic areas.

The main aim of Comenius Networks is to create synergies between the projects carried out by school partnerships and those relating to the training of staff.

Networks may enhance and develop European co-operation between participating countries through the exchange of information, training of project coordinators, and dissemination of results. They may also seek to promote innovative practice in a thematic area through comparative analyses, case studies, seminars, etc.

Year 2001 was nominated as European Year of Languages (EYL). In 45 different countries, millions of people celebrated the diversity of languages. In Romania the National Committee of coordination of EYL managed the project for linguistic training and intercultural mediation.

“Multilingualism and Education on the Path towards Stability” took place in Mangalia, Romania, 4-7 October 2001, and was organized by the Ministry of Public Information, the Association of German Teachers from Romania, the Hans Seidel Foundation and the Goethe Institute International.

17 Interview with Rodica Paun.

18 Web Site of the European Council www.coe.int/JEL.

Country Profile - Romania

The event included a folkloric show of the pupils from different ethnic groups: (Turk, German, Tatar), exhibition of manuals from the Association of German Teachers of Romania, meeting guests from Italy, Hungary, Germany, and France.

The next days a special workshop, “the National Convention for Minorities” took place in Bucharest at “Eugen Lovinescu” High School, entitled: What does it mean to be a European? In Cluj Napoca, at the Faculty of Letters of “Babes-Bolyai” University, the seminar “Linguistic Policies of European Universities” took place with participation from Germany, Romania, France, and UK.¹⁹

The European Council declared in spring 2002 the day of 26 September as the Annual Day of Languages. For the year 2002, the European Council promoted the theme “life long language learning for a dynamic, open society in international exchanges, according with the permanent changing in a cultural professional universe”. The major events of the day took place in Bucharest, Timisoara, Iasi, Craiova and Galati, attended by a large number of participants. On this occasion, the Department of Modern Languages from the European Council appealed to the young people from schools, high schools, and universities in an electronic contest: “Say Hello Europe”.

5. Concluding Remarks

In conclusion, we would like to present the strengths and deficiencies of the Romanian education system regarding Europe at Schools. We can observe high quality competitors for Comenius projects. The national essay and poster contest for gymnasium and college helps to spread the theoretical concepts and good practices on EU issues.

However, the Romanian education system lacks important tools necessary for a real change in the whole system, such as: modern, electronic format for preparatory materials, supportive visual material, a database of European partners, and a proper management of the communication strategy.

Our recommendation is learning from previous experience, bad or good, the improvement of the fund raising strategy and of the information technology. We need a coherent national strategy for continuous training programs for teachers who will teach subjects from the elective course curric-

19 European Center for Modern Languages information@ecml.at.

ula (see the list mentioned earlier). We must develop new teaching materials and case studies from the papers, projects, posters and other material presented at different contests. We need to render them more accessible for pupils and other ordinary citizens. We need to improve our publishing house's technology in order to be able to provide a larger number of teaching materials. For the impact to be strong enough at the national level, one book title must be printed in thousands of issues. For starters, we need funds to pay teachers to write electronic teaching materials and use more visual aid tools (CD-ROMs, video cassettes).

People are the most valuable resource in a knowledge-based society. Therefore we must improve the knowledge, skills and attitude of the teaching and assisting staff in schools. Each school should develop a career development plan and a curricula development strategy.

In the end, we will have to design a strategy for a continuous training program in European studies at the national level.

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Dejan Stanković¹

Country Profile – Serbia

1. The Normative Basis of the Education System in the Republic of Serbia

The following acts represent the legal basis of education in Serbia: The Constitution of the Federal Republic of Yugoslavia², the Constitution of the Republic of Serbia, the Law on Social Childcare, the Law on Primary Schooling, the Law on Secondary Schooling, the Law on Vocational Schools, the Law on University. Therefore, there is no general legislative act referring to education, but rather a separate law regulating each educational level. In the past two years, following democratic changes in Serbia, a new University Law has been passed, as well as a Law Amending the Law on Primary Schooling and the Law Amending the Law on Secondary Schooling, while the remainder of education regulations date from 1992. Apart from these basic legal regulations, there are numerous other ones, derived from particular acts of law and with equivalent legal effect (among these is the most important legal act defining the creation of curricula).

- 1 Dejan Stanković has worked as an associate expert in the Section for Education Development and International Cooperation in Education at the Ministry of Education and Sports of the Republic of Serbia since August 2001. His main fields of work are democratization and decentralization of the education system. Furthermore, he has extensive experience working in the NGO sector dealing with education on democracy and human rights issues.
- 2 A process of redefining the relations of the constituent republics of the Federal Republic of Yugoslavia is currently underway. The adoption of the constitutional charter at all levels has created a new state union – Serbia and Montenegro. These fundamental changes will not directly affect the education systems in the constituent republics since the implementation of the right to education has never been in the authority of the federal level, and there are no federal laws on education or any related to relevant republic laws on education.

The federal and republican constitutions state the key principles on which the education system in the Republic of Serbia is based. They guarantee access to education for all citizens on equal conditions. Primary schooling is compulsory. There are no tuition fees for citizens for regular schooling is funded from public revenue. Members of national minorities have the right to education in their mother tongue at all levels.

2. Structure of the Education System

The education system in the Republic of Serbia is currently undergoing comprehensive reforms. In many ways legislation lags behind educational practice, so that the condition is still not fully stabilized or legally defined. A flexible and consultative approach to education system reform was given priority over a strictly legal and structurally regulated and guided reform. Therefore, the system that operated in the past is still significantly present and valid. On the other hand, much of the system has already been reformed and the parts that are still practically not reformed have been placed under thorough investigation of all interested parties and are either in the stage of reform, strategy development or in some degree of implementation of an already defined strategy, depending on its priority and the magnitude of the existing problem. Of course, many aspects of the Serbian education system have a long tradition and are of proven quality, and these aspects therefore represent an important pillar in the critical periods in which reforms always take place.

We should also bear in mind that the description of the system is made even more difficult by the inconsistency between educational practice and official regulations in the past years, to which the efforts of individual teachers and schools, numerous expert groups and professional organizations fortunately contributed. Since the second part of the text will deal with the ongoing education reform in Serbia in more detail, this overview serves to warn readers that they will sometimes encounter a description of the condition in which the education system has been in the last decade of the past century, sometimes a description of the intended and desired state and perhaps most frequently that of a system in between these two conditions.

The existing education system is structured and organized according to the following levels:

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Preschool education and nurture covers children aged one to seven and is not obligatory.

Primary education is compulsory for all children ages 7 to 15. It is free and lasts eight years (lower, classroom-based and higher, subject-based teaching: 4 plus 4 years). Children turning seven years of age by the end of the calendar year and who are capable in terms of health enroll in the first grade. Persons over 15 years of age who do not regularly attend primary schooling gain elementary education according to the curriculum for adults and in institutions providing primary education for adults. There are also primary music and ballet schools in the system.

Secondary education is not compulsory and lasts for two, three or four years. Students enroll into secondary schools upon completion of the compulsory primary education (age 14-15). Within the secondary education system, there are:

- Four-year secondary schools providing general education for further schooling (gymnasiums).
- Four-year arts schools providing education for work and for further schooling.
- Secondary vocational schools providing qualifications at the level of one-year, two-year, three-year and four-year education and offering general and vocational (theoretical and practical) education, so that the students are provided with entry into the labor market, but also the opportunity to continue their education.

Over 75 % of the students continuing their education after primary schooling enrolls into secondary vocational schools (in which 544 educational profiles are grouped into 15 work areas) and the remaining 25 % attend general secondary education.

Tertiary education consists of two types of education:

- Non-university tertiary education – vocational colleges lasting two to three years.
- University education – colleges and art academies lasting three to six years. Upon completion of undergraduate studies, students may continue their education on specialist (one to two years), master's (two to three years) and doctoral (up to three years) studies.

Examinations and entrance to higher education levels – There is an entrance examination for entry into secondary schools (except for three-year secondary vocational schools) at the end of compulsory education; a final examination at the end of general secondary education; a differential examination at the end of two- and three-year secondary vocational school for moving to the higher education level; an entrance examination for colleges and art academies.

According to the laws on primary and secondary schooling, the curricula for all schools are designed by the Ministry of Education and Sports of the Republic of Serbia. They are developed in detail, mainly in the form of a list of contents obligatory for all schools, with a defined number of classes for the program of each school subject or even for larger parts of a single program. The primary education curriculum covers the mother language, Serbian language for national minority students, a foreign language, mathematics, biology, physics (from grade six), chemistry (from grade seven), social sciences, arts and health and fitness. The general secondary education (gymnasium) curriculum is mostly a continuation of primary schooling with several additional subjects. The curriculum structure for secondary vocational schools includes compulsory general education subjects, vocational subjects, practical teaching and facultative subjects. The percentage representation of these subjects in the total number of classes in different schools varies greatly.

A curricular reform is underway in the education system in the Republic of Serbia, the implementation of which will commence in academic year 2003/2004 in the first grade of primary school. Since key system changes are practically on the doorstep, without going into the essence of the curricular reform here, we will sketch the proposed structure and organization of the education system (in primary and secondary education) as suggested by the expert Commission for Curriculum Development operating with the Ministry of Education and Sports.

Compulsory education will last for nine (instead of the current eight) years and will take place in three cycles of three years each. The division into cycles is based on age and developmental characteristics of students. Compulsory education will continue to start at the age of seven. The final examination in compulsory education will serve as selection for entry into the next level of education. Secondary education will take place in: general education secondary schools (gymnasiums) lasting three years; secondary vocational schools (including art schools) lasting one, two or three years, or

longer according to need. Upon completion of general secondary education, students will take a general final exam that will enable the transfer to the higher education level. Upon completion of the second or third grade of secondary vocational school a vocational final exam will be taken, which will provide students with the qualifications required for entry into the labor market and, on certain conditions, also the possibility of continuing education at a higher level.

3. The Education Governance System in Serbia

The 1992 laws on primary and secondary schooling rendered education governance very centralized and regulated. Important decisions were taken at the level of the republic, that is, by the education minister: the curriculum, textbook selection, class schedule, appointment of school board members and principals. The first steps towards decentralization and deregulation of education governance have been taken through amendments to the existing laws, which changed the method of selecting principals and school boards and their structure.

At the lowest governance level, there are 12 regional departments of the Ministry of Education and Sports. These departments have so far not enjoyed real decision-making powers, but were only authorized to implement the decisions of the central Ministry. The main activity focus was the supervisory service. The redefinition and creation of new roles and authorities for these regional departments is underway. Among other things, the functions of pedagogical and governing inspections have been separated, and new staff engaged in school development planning has been employed, as well as staff to coordinate professional development in the region etc.

Municipalities have so far been in charge of covering school maintenance expenses and some capital investments. With the legislative changes of 2002, representatives of the local community obtained three chairs in nine-member school boards and governing inspection moved to the municipal level.

At the school level, the principal and the school board carry out governance functions.

The governance system in education has already undergone some significant changes. New legislative solutions expected in 2003 will continue the commenced decentralization process.

Until the beginning of the 1990s, there existed in Serbia regional centers for teachers' professional development, which were shut down by the systemic changes in education of the time. Several institutions in Serbia deal with education research and the development and implementation of different educational programs and projects: the Institute for Pedagogical Research; the Institute of Psychology and the Institute for Pedagogy and Andragogy (at the Faculty of Philosophy in Belgrade); and the Institute for Pedagogy at the Novi Sad University.

Within the ongoing education reform, the following are in process of being formed: the National Evaluation and Standards Center, the National Center for Secondary Vocational Education, the National Center for Professional Development (as well as two regional professional development centers).

4. Statistical Data

The data refer to the academic year 2000/2001

	Primary Schools	Secondary Schools
Number of schools (including satellite schools)	3,607	475
Number of students	711,954	323,490
Number of Teachers	43,767	24,694
Number of support staff (psychologists, pedagogues)	1,858	1,171
Student-teacher ratio	16,2	13,1

5. Education Reform in Serbia

The current education reform in Serbia is so comprehensive that a summary with the intention of also being complete is an impossible task. The number of reform activities, their complexity and inter-relatedness demand far more space than we have at our disposal here. Therefore we will only sketch some of the aims of reform, its context and basic pillars and directions.

Following the democratic changes in Serbia in October 2000, the new Ministry of Education and Sports was formed in February 2001 and it com-

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menced thorough preparations for the now ongoing education reform soon afterwards. The education reform White Paper “Quality Education for All – A Way toward a Developed Society” was published in April 2002. Apart from the findings and recommendations of analytical overviews of the OECD and other international organizations, the education reform strategy includes the results of intensive consultation processes (Roundtables on Reform) within the education system itself (with around 9,000 students, teachers, principals, parents school board members, and support staff in 65 places throughout Serbia) as well as the results of the work of eight expert groups formed by the Ministry of Education and Sports. The goals of the education reform that can be found in the mentioned policy paper, supported by the Government of the Republic of Serbia, are:

- Efficient support to the economic recovery and development of the country;
- support to the democratic development of the country; and
- support to the international integration of the country.

The hitherto education system could by no means meet such goals, thus the following steps require a preparation for the modernization and reorganization of the school system. Let us mention some of the characteristics of the education system in Serbia during the past and at the beginning of the current decade which have led the new education authorities to take on this extremely complex task: deficiency of educational legislation; lack of an integrated information system; the incompleteness, utter centralization, inefficiency and marked poverty of the system; the underdevelopment of systems of planning, governance, administration and monitoring of the operation and effects of education; undemocratic schooling; inadequacy of school buildings and space; poor access to equipment and teaching tools; the excessive scope and rigidity of the curriculum; the questionable textbook quality; the primacy of traditional methods of teaching/learning; the lack of evaluation of the education system, etc.

Contrary to this situation, new specific aims of the reformed education system were set:

- Formation and development of generative and transferable knowledge, thinking skills, informed decision-making procedures and problem-solving skills;
- mastery of life skills and functional literacy for the contemporary information-based society; and

- development of a value system that recognizes diversity and respects justice, human rights as well as other worthy national traditions.

It is useful to view the ongoing reform through a metaphor of three waves:

First wave

- Decentralization of the system through a redefined role of the central administration, regional and local educational authorities;
- democratization of the education system by creating conditions for participatory involvement of stakeholders, and infusion of civic education and education for democracy in the curriculum and school activities;
- establishment of a system for quality assurance and evaluation and for educational achievements and institutions of education
- enhancement of teacher education and establishment of a system for continuous teachers' professional development.

The second wave is devoted to further elaborating the reform conceptions and putting the introduced innovations up for further public debate. The moves in the direction of developing a curricular reform strategy and the beginning of its implementation, of secondary vocational education reform and of inspection reform are the main focus in this wave.

A third wave has also been initiated, in which the reform steps will focus on: national minority education (including the Roma), education of threatened groups and persons with special needs, foreign language teaching, textbook and teaching tools production and publishing policy, information technologies in education, the school network, etc.

6. International Support for the Education Reform in Serbia (for primary and secondary education)

The Ministry of Education and Sports has presented the needs of the education sector at the donor conference for Yugoslavia in Brussels in June 2001. Many countries and international organizations have recognized the importance and potentials of education reforms in Serbia and accordingly offered their support. While material support in form of 'hardware' in education was insufficient, the input of the international community in 'software' (support in the preparation of the reform strategy and action plan, devel-

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opment of the capacity of relevant interest groups, research studies, analyses, etc.) was more than fine.

In the area of education decentralization and school development, the World Bank has offered development credits to the school development project in Serbia, for its four components:

1. Founding the national evaluation center
2. Forming an integrated information system for education governance
3. Relevant training of all interest groups in the system, necessary for high quality operation in the decentralized system
4. School development project (the pilot phase of this component was aided by the Swiss Agency for Development and Cooperation – SDC).

KulturKontakt (Austria) supports the paring up of regional departments of the Ministry of Education and Sports with educational institutions from Europe within the Regional Decentralization of Education Governance in Serbia project.

Closely related to the previous area is the democratization of education. The introduction of the new subject of civic education was supported by UNICEF, the Fund for an Open Society – Belgrade (FOS), and the US Embassy; the evaluation of the first year of the program was organized and implemented by UNESCO, UNICEF, FOS and the Open Society Institute – Budapest.

In the area of initial teacher education, the government of Finland provided significant financial support for the ‘Serbian Teacher Education Development Program’ in which special emphasis was placed on updating the curriculum of basic teachers education. The reform of the system for professional development was assisted by the SDC initially focusing on support for the creation of national and regional centers for professional development as well as on the development of a decentralized INSET support system. The Canadian International Development Agency is also interested in providing support to this component. Continuous aid to teachers’ professional development also derives from UNICEF, FOS and the British Council.

Besides support allocated from the World Bank credit to the development of the system for quality assurance and evaluation, support is also provided by the British Council.

In the area of curricular reform for primary and secondary education, FOS as well as the Open Society Institute Program for Southeast Europe provided significant financial and technical support to the Ministry of Education and Sports.

The reform of secondary vocational education is aided by Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), and in the following year support will also be provided through the CARDS (Community Assistance for Reconstruction, Development and Stabilization) program of the EU.

Rehabilitation, reconstruction and school equipping has so far been assisted by the SDC, the European Agency for Reconstruction and UNICEF. The governments of Greece, Luxemburg and Japan will also assist the rehabilitation of school infrastructure. The SDC and UNICEF, including individual aid of donors to some schools, so far helped equipping schools with information systems.

7. Teacher Education and Professional Development

Teachers of the first four grades of primary school, that is pedagogical workers for work in the lower grades, are educated at teachers' colleges.

There are currently five relatively new teachers' colleges in Serbia, which were transferred to the level of university education in 1993:

- The Belgrade Teachers' College
- The Sombor Teachers' College
- The Vranje Teachers' College
- The Kragujevac Teachers' College
- The Jagodina Teachers' College
- The Uzice Teachers' College

These teachers' colleges also have outside classes intended for the education of teachers working in the primary schools in which teaching is conducted in the Hungarian, Slovak, Ruthenian and Romanian languages. Education lasts for eight semesters. The dominant form of teaching is theoretical lecture. Students have little practice during which they learn how to work with children. They learn mostly through observation of the work of experienced teachers. Still, analyses indicate that the lower-grade primary school teachers are the only category of teachers who prepare for profes-

sional work relatively comprehensively in the theoretical and practical respect.

The education of teachers for children with special educational needs takes place at the university level – the College of Disability at the Belgrade University.

Upper level teachers holding classes in grades five through eight in primary school and in secondary schools acquire education within the adequate study groups of the colleges of philology, philosophy, natural science, and mathematics, health and fitness, music, art and applied arts (the so-called ‘colleges for training higher-grade and secondary school teachers’). Each of the 14 such colleges has separate sections for educating various profiles of teachers. Education of upper level and secondary school teachers in Serbia is characterized by subject knowledge dominating the acquisition of pedagogical and methodical skills and knowledge. Pedagogical-psychological disciplines are represented by fewer than 5 % of the total number of classes intended for the education of future teachers. Curriculum preparation, knowledge evaluation and similar topics are not studied at all. Such schooling is very decentralized and inconsistent.

Legislation allows employment in school teaching to all university graduates. The problem of the lack of professional pedagogical skills and knowledge is therefore especially acute in secondary vocational schools. Here professionals often teach general vocational and narrowly vocational subjects with degrees from colleges other than faculties for training higher-grade and secondary school teachers. During their formal studies, they have not encountered groups of subjects dealing with the pedagogical and psychological aspects of teaching and therefore enter the teaching profession completely unprepared.

One should also bear in mind that reforms of the curricula of institutions of higher education are not in the authority of the Ministry of Education and Sports. Starting from the general consensus that such reform is necessary in order to enhance the overall teacher education system, the Ministry of Education and Sports has secured the financial support of the government of Finland for the curriculum update of initial teacher education programs. The pilot study of curriculum update at two teachers’ colleges (Belgrade and Sombor), which this program should support, represents the first step in the process.

Until recently, continuous professional advancement of teachers was not systematically organized. Legislation that had planned for the duties of in-

structors, teachers and staff to be developed for the promotion of educational work in the past never reached adequate systemic implementation. Professional development lacked aims, coordination and relevance in terms of actual needs. It was often reduced to the building of knowledge and skills of foreign language teachers and teachers of the lower grades of primary school. Further, presence at professional assemblies or professional development did not bring any advancement in the professional status of a teacher.

Various professional associations gathering active teachers have also played an important role in propagating professional development. Professional gatherings, assemblies, education workers' days, etc. have served the function of professional development, among other things. Non-governmental organizations with a focus on education and particular academic institutions have also initiated a series of alternative programs for professional development during the past ten years: programs for nonviolent communication, psychosocial programs, active learning, critical thinking, multiculturalism, children's rights, conflict resolution, dialogue and debate and other similar topics.

The practice of professional development in Serbia changed significantly last year. A system of accreditation of programs for professional development was established and the first Catalogue with 120 accredited programs was published and disseminated. In the past period, 360 professional seminars have been held, with 12,765 participants having undergone them. The amendments to the laws on primary and secondary schooling defined the criteria of teachers' advancement in titles. The foundation of the National Center for Professional Development is underway and two more regional centers will be established in the course of 2003.

8. Foreign Language Teaching

All students in Serbia are obliged to study at least one foreign language starting from primary schooling and up to university level education.

According to the hitherto curriculum, foreign language teaching began in the third grade of primary school (age 9). This teaching subject was elective, whereby if the student (parent) does choose to attend classes of the language, the subject became compulsory for him/her.

The foreign language was introduced as a compulsory subject as of the fifth grade of primary school (age 11).

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The study of two foreign languages (and a third facultative one) is compulsory in gymnasiums and catering-tourism schools, while one (and a second facultative one) foreign language is mandatory in other secondary schools.

The still valid curriculum in Serbia intends for the study of the English, German, Russian and French languages (valid for both primary and secondary education). In recent years, interest has been expressed for the introduction of the study of the Italian and Spanish language and these (not very numerous) demands reaching the Ministry have been met.

Starting from the coming 2003/2004 academic year, in accordance with the curricular reform, the first compulsory foreign language will start in the first grade of primary school. The second, also obligatory foreign language will commence at the beginning of the second cycle, i.e. at the age corresponding to the current fourth grade of primary school (age 10). The status of the Italian and Spanish languages will formally be equated to the status of the four traditional languages.

Everything mentioned in the section on teacher education is also valid for the initial education of foreign language teachers: few pedagogical-psychological subjects and little practice during studies. The one thing that always separated foreign language teachers from their colleagues teaching other subjects is high quality, organized professional development. Summer and winter foreign language schools have for decades represented the most significant form of development. Native speakers, professors at foreign universities and institutes lectured at the seminars, and they acquainted the participants with the latest achievements in the methodology of foreign language teaching, the cultural heritage of particular countries and so on. Apart from these schools, many seminars have been initiated by the cultural centers of certain countries.

Formally, in the teaching of foreign languages the communicative method and active teaching is proclaimed, but it appears that a great number of teachers still applies some traditional work methods such as the grammar method. This is one reason why, generally speaking, upon completion of secondary schooling students possess a solid passive knowledge of the language with weaker communicative competencies.

Like all other teaching subjects, foreign language teaching was defined according to a single curriculum and textbook, compulsory for all students of, for example, primary schools or gymnasiums. Foreign language teachers were in a better position than their colleagues in school, because of more frequent contact with foreign textbooks and other teaching material. On

rare occasions, they received permission to use foreign textbooks in teaching. Unlike foreign textbooks, the domestic, obsolete foreign language textbooks are deficient in pointing out the European dimension. The socio-linguistic component is insufficiently represented (in the words of an inspector – these textbooks have only translated the domestic reality into a foreign language). Since the reform of textbook production and publishing policy will move towards an open market and de-monopolization, a trend of increased usage of foreign textbooks is expected. It is also anticipated that the new textbooks in domestic production will be more oriented towards including European topics in foreign language lessons.

9. Serbia and the European Union

The relations of Serbia and Montenegro with the European Union reached a new dimension after the democratic changes in Serbia in October 2000. Serbia and Montenegro have clearly defined their aims, which include joining the Stabilization and Association Process, a new EU policy devised to assist the integration of Yugoslavia into the European mainstream. Accession of Serbia and Montenegro into the EU as full members by 2010 has been set as a long-term aim.

10. Institutions and Organizations related to the European Union

In the early 1990's, while pro-European politics gained momentum in other East European countries and when all channels of communication and relation with European institutions were opening up, Serbia became a closed society, 'thanks' to the official policy and propaganda. In the course of the entire past decade, the European discourse has forcefully been rendered taboo or even a 'proven' enemy. Therefore, Serbia's belated opening towards Europe also affected the insufficiently developed network and number of institutions and organizations oriented towards the European Union, compared to some other countries in the region. However, even during the antidemocratic period in Serbia, a significant number of people were active and they individually or in association propagated changes in the main course of Serbian politics, turning towards the European democratic current. Following the democratic changes in Serbia, after many years a fertile ground was created for the spread of the European idea and for moving in the direction of European integration.

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The Sector for European Integration of the Ministry for International Economic Relations of the Republic of Serbia (<http://www.mier-.sr.gov.yu>) represents the central instance and main coordination unit within the Government of Serbia for all questions related to joining the EU. It was established in May 2002.

The European Movement in Serbia (<http://www.emins.org>) was established in 1992 as an independent and voluntary social organization of the citizens of Serbia. It became a full-fledged member of the International European Movement in 1993. The aim of the European Movement in Serbia is the accession of Serbia and Montenegro into all European institutions and organizations as a full member state. Its primary mission is influencing the general public in Serbia to become involved in the creation of a democratic, pluralist society, in the realization of equality among people and their communities, to promote European values and heritage, inciting European events, tendencies and achievements in Serbia itself. The organization's regular activities are realized through: the international relations forum, the political forum, the economic forum, the ethnic forum, the entrepreneurial forum, the women's rights group, European studies, the transparency group. The European Movement in Serbia has around thirty local councils, autonomous in their action, but within the statutory framework of the European movement and in the accepted ideological matrix and common thematic orientation.

The Institute for European Studies (<http://www.ies.org.yu>) is a research institution dedicated to comprehensive studies of the political, economic, and cultural processes in Europe. Research studies are focused on contemporary processes in Europe: integration, transition in Central and Eastern Europe, issues of democracy, federalism, regional development and cultural identity. Research is organized in the form of five-year global projects (e.g. Europe and Yugoslavia: Problems of Integration, Modernization and Transition – project 1996-2000) covering a wide array of topics and subtopics. The results of research are published booklets, collections of articles, chronologies and individual analyses (over 40 different publications in the past decade). The Institute for European Studies has also organized numerous conferences, roundtables and seminars.

Euro Info Correspondent Center Belgrade (<http://www.eicc.co.yu>) belongs to a network encompassing around 300 Euro Info (and correspondent) Centers established by the European Commission. The organization was founded in order to support small and medium size enterprises (SME's) and

efficiently assist them in solving problems and finding shortcuts for doing business with the EU. It provides information, advice and assistance in all EU-related areas and internationalization in general. The EICC Belgrade distributes information in the areas of: EU legislation, EU support programs to SME's, European standards, trade fairs in Europe, contract models in international trade, and European tenders. Two relay centers have been established on EICC Belgrade initiative – Relay Center Novi Sad and Relay Center Zrenjanin. The Relay Center Niš is in the process of establishment. The mission of these centers is identical to the mission of EICC Belgrade.

The Delegation of the European Commission in FR Yugoslavia (<http://www.eudelyug.org>) is the official representative of the European Commission in Belgrade. Its primary task is to facilitate the development of political and economic relations between the European Union and FRY within the Stabilization and Association Process. Another key task of the Delegation is to disseminate information to the Yugoslav authorities, institutions, media and citizens on the integration process, as well as on the institutions and policies of the European Union.

The G17 Institute Section for European Studies (<http://www.g17institut.co.yu>). The G17 Institute was established in June 2001 and it gathers experts in the areas of economic, legal and social sciences. The primary aim of its foundation is the introduction of the Yugoslav society and economy into the framework of market economy and civil society. The main activity of the Section for European Studies is monitoring integration processes. Within these activities, the theoretical, practical, multidisciplinary and comparative methods are used, and the results of research – professional and objective – are at the disposal of the professional public and state institutions, as well as the most general public. Researchers of the Section are currently working on the following projects: *Report on Political and Legal Reform*, *Meet the European Union* and *Harmonization of FRY Regulations with the EU*. The foundation of a library with professional literature in Serbian and foreign languages is also underway.

The First European House Čukarica (<http://www.eurocukarica.org.yu>) was established in February 2000 by citizens of Serbia of pro-European orientation. The organization is a member of FIMA – the European house federation – a network of institutions of similar (European) ideas, values, aims and cooperation. The primary goal of the European House is the promotion of European ideas and cooperation through independent cultural and educa-

tional programs, through information exchange on the general European and particular national or regional achievements in different areas of life.

There is a large number of think tank and action tank organizations in Serbia. Many of them have promoted European values and ideas through their academic and/or advisory work for years but will not be mentioned in detail here, since their focus has not so strongly been on relations to the EU as that of the above mentioned organizations. Among others, these are: The Belgrade Center for Human Rights, the Center for Antiwar Action, the Center for Multiculturalism, the Center for Policy Studies, the Education Forum, G17 PLUS, the Center for Liberal-democratic Studies, the Center for the Advancement of Legal Studies, etc.

11. Undergraduate and Postgraduate European Studies in Serbia

Within the framework of formal higher education there are several universities in the country offering programs related to the EU.

The Faculty of Law in Novi Sad offers specialist and master's degrees within the 'European Union Civil and Business Law' program. The Faculty of Law of Belgrade University offers similar programs. The Center for EU law of the Law Faculty in Kragujevac is organizing the fourth consecutive winter school of European Law.

The Belgrade Open School, a non-governmental educational organization enrolls 35 top students chosen from all years of studies except freshmen within their Europe and the Balkans program. This program is based on multidisciplinary modules and skills, but focused on one topic – European studies. The aim of the program is to familiarize students with the EU, its values, standards, institutions and culture.

In the past several years, European studies have also been offered at the Alternative Academic Educational Network, an association of nongovernmental and nonprofit organizations whose main activity is to increase the quality of higher education in Serbia and promote its social importance.

Within the current European integration processes supported by the Stability Pact for Southeastern Europe, the Federal Ministry of Education and Research of the Federal Republic of Germany, the German Rectors' Conference, Novi Sad University (represented by the Faculty of Economics from Subotica), University from Cluj, University of Münster, Nottingham

Trent University and Zentrum für Europäische Integrationsforschung of the University of Bonn have established contact and agreed to enhance cooperation related to investigation and research within European studies. They have also agreed to improve cooperation for the development of the common curriculum for postgraduate European studies at the University of Economics in Subotica, to form a network for continuous information exchange in all relevant teaching and research areas related to European studies, and to support the development of the European Information Center at the University of Novi Sad, with headquarters in Novi Sad and Subotica.

12. The European Dimension in Serbian Schools

Context

During the last decade of the past century, education in Serbia has suffered the negative consequences of the country's international isolation and of the officially forced xenophobic climate within the country. The earlier cooperation of educational actors at all levels with partners from Europe and the world was either reduced to the minimum or even completely broken off. In the last two years the situation started to rapidly change in the direction of reestablishing the old contacts and creating new ones.

International Contact

External evaluation for the first year of civic education teaching in primary and secondary schools in Serbia revealed an interesting piece of information (the national survey was conducted on a representative sample) – only a low percentage of school principals (10 %), teachers (16 %), parents (14 %) and students (11 %) has lived or worked outside the Republic of Serbia for some time and these experiences are mostly related to the countries of the former Socialist Federative Republic of Yugoslavia.

The European Dimension in the National Curriculum

In the broadest sense, Europe can be found in the curricula and textbooks of several subjects: geography, history, sociology, Serbian language and literature, and foreign languages. The approach to the more recent European topics and trends (if they are even there) has become obsolete, and they are not considered important in the curriculum. The first steps toward changing this situation were made within the changes in the history curricu-

lum for primary schools. The curricula for the 6th and 7th grades aimed to relate national history with the context of neighboring peoples as well as Europe. The most recently published history textbook for the 8th grade of primary school (2001/2002) especially pays attention to the political and economic integration of the European Union, a social modernization, cultural transformation and the challenges of the end of the 20th century.

Civic Education

In the academic year 2001/2002, a new subject was introduced in the first grades of primary and secondary school – civic education. From the current academic year 2002/2003, the teaching of this subject has been broadened to the other grades of the same education level. The civic education curriculum covers the following topics: the development of social skills, communicational competencies, group work, cooperation, active participation in school life and the like (the primary school program), the individual and the group, rights and responsibilities, the school as a community and the like (the secondary school program). The group of authors plans to include lectures on the institutions of modern European society (primarily their function in the modern society) into the curriculum for the third grade of secondary school from the following academic year. Among other things, these innovations represent a result of the inclusion of Serbia into the Council of Europe project – Education for Democratic Citizenship.

The European Dimension in Pre-service and In-service Teacher Training

Within their initial education on teachers' colleges and colleges for training upper level and secondary school teachers, future teachers do not have the opportunity of acquiring knowledge about Europe. A consistent attitude and access to teaching contents which they could transfer to the classroom and thus strengthen the European dimension in the education of Serbian students is missing.

The situation in the area of professional development is better. Programs for professional development are more modern, diverse, and they include some contemporary European topics such as multiculturalism, tolerance, development of civil consciousness and society, etc. Still, it is notable that there are no programs for teachers' professional development that would directly focus on e.g. the history of European integration, European values, the European political thought, etc.

Nongovernmental Organizations dealing with Education

There exist a large number of nongovernmental organizations and institutes focused on education in Serbia. The highly developed informal education has significantly contributed to the amelioration of the consequences from the drastic decrease in the quality of formal education. The education programs of these organizations were developed in cooperation with foreign experts and institutions and they followed modern topics as well as contemporary theoretical and methodological approaches to education. As they are one of the main creators of the program for professional development, the issues mentioned in the previous point are also valid here. At the level of primary and secondary school, there are many educational programs for both teachers and children addressing some of the topics current in the EU as well, but the lack of a program for the development of the European perspective in education is noticeable.

EU Education Projects

As a ‘third country’, the Republic of Serbia does not participate in the programs of the European Commission for education and culture: SOCRATES, COMENIUS, LEONARDO DA VINCI, YOUTH, LINGUA etc. An exception is the TEMPUS III program – the third phase of the main instrument-project backing the development and restructuring of higher education in Central and Eastern Europe. Here the universities in Serbia have the right of application on the basis of CARDS norms. The ‘European lessons’ program is not applied in Serbian education.

Textbooks and teaching materials

Not a single official textbook about Europe or related teaching material is used in primary and secondary education. Topics from modern history of Europe are elaborated in the new history textbooks for the eight grade of primary school, the third and fourth grade of grammar schools (depending on a course) and in the older history textbook for the second grade of four-year secondary vocational schools. It has been already mentioned that European integration is elaborated mainly in the history textbook for the eighth grade of primary school, but rather within general and world history lectures than in a specific one.

National Strategy for Education on 'Europe'

Although so far the national program and the strategy for the dissemination of knowledge about Europe have not been conceived, and neither has a group to deal with such a task been created, according to the Ministry of Education and Sports officials the great importance of education for and about Europe has been recognized. It is necessary for this area to find a place in the current reform processes, above all in curricular reform and the reform of teacher's professional development.

Europe oriented educational activities

At the level of primary and secondary education there is a certain number of traditional as well as newly introduced actions and projects, which offer the European dimension in schools.

The 'Hello Europe' contest – it is held in the academic year 2002/2003 organized by the delegation of the European Commission, the Ministry of Education and Sports of the Republic of Serbia and the Ministry of Education of Montenegro. The contest gathers students from 178 secondary schools from Serbia and 17 secondary schools from Montenegro. The topic of the contest covers closer familiarization with EU countries, the European integration process, institutions, history and geography of the member states, as well as knowledge of the music, art, sports and sciences of the member states at the level of general culture. The final contest of the four best teams will be attended by representatives of the diplomatic cores of the member states in the roles of evaluators or examiners. The first prize for the best team is a trip to a EU member country.

The European language day – supported by the Ministry of Education and Sports and initiated by the Council of Europe, Serbia started to mark December 26th the European language day, through the creation and distribution of appropriate posters, organization of media campaigns and round tables. At least fifteen primary and secondary schools have observed the European language day in various ways: by organizing raffles, theatre plays on the topic of foreign languages, creating posters, recitals, organizing and presenting a European language portfolio, etc.

Joy of Europe – is a several day manifestation that has been gathering children from the whole of Europe in Belgrade since 1969. Children ages 7 to 14 participate in these encounters. Every country is represented by a group comprising 35 children and 5 adults. The idea of the manifestation is that

children should not be limited by borders, that children should not be burdened by the linguistic or other differences and that they should grow and develop their personalities freely.

Schools in Serbia have an opportunity to be included in a series of similar manifestations and contests: within the framework of marking the Day of Europe, school plays are performed presenting the children's creative approach to the European idea and their view of Europe; contests of school theatres in the French language, art contests on the topic of Europe; etc.

UNESCO Associated School Project Network (ASPNET) – Yugoslavia has been reintegrated into this UNESCO program. Experiences have also been exchanged in visits to the schools of Slovenia. Sixteen schools from Serbia have applied for this program and there is an upward trend.

A certain number of schools have their own activities or established relations with schools from EU member states, outside of regular manifestations and programs. An example of such practice is provided by two primary schools from Belgrade – 'Jovan Miodragović' and 'Vladislav Ribnikar' – that have organized two-week visits to France for groups of their students for years.

European training program – The School Network of Europe and the Balkans – is a program aiming to form networks and relations between schools from EU countries and from the Balkans. The Ministry of Education and Sports of the Republic of Serbia has accepted cooperation with the Italian Ministry of Education. Schools from four provinces of North Italy, Austria, Hungary, Bosnia and Herzegovina, Croatia and Serbia participate in the implementation of the program. Within the established school network, modules that would contribute to the creation of European level experts have been planned.

Europe in schools – is a project/program of the Council of Europe that has been pursued for 20 years already throughout Europe and today in 31 European countries, as well as in other member countries of the Council of Europe. The European Movement in Serbia will be the coordinator of this project in Serbia. The program realizes annual literary and art competitions based on topics related to the EU and Europe (multiculturalism, tolerance, freedom of movement etc) in primary and secondary schools through the entire country. At the end of the selection, the best 30 works are published and the student creating the best piece participates at a ten-day gathering of the best students from all of the countries where the program is practiced,

where they visit some of the most important institutions of the EU and the CoE.

Among other things, let us mention the inclusion of some Serbian schools into the 'Peaceful Schools International' organization and the scholarship offer to students aged 16 to 19 for study at one of the United World Colleges. The number of such projects is increasing continuously and this shows beyond doubt that the situation in Serbia is such that all serious Europe-oriented programs are very welcomed.

13. Conclusion

Generally, schools in Serbia do not have a developed European dimension in education understood as education of the young, oriented towards the formation of a 'European consciousness' based on the common spiritual heritage, humanistic core and freedom-loving culture inspired by European history. Neither has a systematic inclusion of the European dimension in primary and secondary education been implemented yet, nor has Serbia gained access to the main educational projects of the European Union. There are a great number of projects with a EU or European theme (celebrations, manifestations, contests) and their number is rapidly increasing. This trend implies an increased need and motivation of the school actors for further development of European contents. Let us note again that one of the three general aims of the education reform in Serbia is the modernization or re-organization of the school system as a fundamental source of support for the future European integration of the country. Many efforts have already been invested in this direction. Bearing in mind these two facts, it seems that this is the right moment for initiating ambitious projects in this area.

14. Suggestions

In this final part of the text, only those suggestions, which the author believes are for the most part specific for Serbia, will be mentioned.

1. As many experts in the area of European studies as possible should be included in the current process of curricular reform for primary and secondary education in Serbia as soon as possible and the unique opportunity for introducing a cross curricular presence of the European educational dimension should be used.

2. Experts in the area of European studies should be included in the process of the reform of the curriculum of teachers' faculties and faculties for training upper level and secondary school teachers.
3. The amount of accredited programs for teachers' professional development should be broadened by programs with a greater emphasis on European topics. It is also necessary to establish a strong European dimension of programs within the professional development centers.
4. More significant presence of modern teaching materials on Europe in schools of Serbia should be offered, either developed by domestic experts or in cooperation with relevant European institutions.
5. A group of experts and activists from different social areas should be formed aiming to promote, represent and lobby for the European dimension of education in Serbia.
6. It would be useful to strengthen even more the cooperation of the formal education sector and nongovernmental organizations that are EU oriented.
7. It would also be helpful to deepen the cooperation with the countries of Southeastern Europe and become involved in international initiatives and programs related to this particular issue.

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Appendix

Criteria for the Country Profiles

In order to get a maximum objective profile, the authors should stick to the following guidelines (as far as possible):

- Start with a short description of the whole school system in the respective country and concentrate then on secondary school education.
- Give the number of schools, students, teachers, etc. and the trends for the future.
- Enlist the universities with pedagogical faculties and elaborate on the teacher education and training – pre-service and in-service.
- Give a short description of the national agencies and educational institutions dealing with education.
- Is there a national agency for the Comenius Programme?
- Present the state of educational reform in the respective country: What are the plans? Is the system in a state of transition? What are the major goals?
- Present the European content (if any) in the educational system.
- Present the NGO activities concerning European education, if existing.
- Enlist the projects in the educational field financed by the EU, or other foreign sponsors (completed or running). Under which programme (TEMPUS etc.) do they run?
- Present the Centers for European Studies, EU Documentation Centers and Jean Monnet Chairs in the country.
- Present the level of foreign language education, the teaching methods and materials.
- Present the areas in the school curriculum dealing with Europe.
- Name and introduce the schoolbooks or other teaching material specifically on ‘Europe’ for the pupils of the schools.

- Present the national programmes and strategies (if any), or intentions for disseminating knowledge about Europe at schools.
- Present the actual state of affairs of the ‘European lessons’ (if any), the teaching methods, teaching materials, textbooks etc.
- Evaluate the qualification of the teachers dealing with the ‘European lessons’ and the response of the students.
- Present the actual level of ‘train the teachers’ about Europe, or eventual plans for starting such activities.
- Present the existing partnerships and exchanges with schools from the EU countries.
- Name other relevant activities or projects like essay competitions etc. that you think are relevant for the topic.
- At the end please write a short analysis of main deficits and strengths, concluding with recommendations of what is most needed in the country concerned.

Please try also to interview relevant school principals on what is really done in individual schools and how far this corresponds with political will and curriculum objectives.

The papers should be precise, competent, well structured, reflecting the most current state of affairs. Please try to be as objective and realistic as possible. Only this will help to devise the best follow-up strategy for your country.

June 18, 2002

ZEI-Paper: European Integration and South Eastern Europe

Bisher erschienen / Already published:

- SEE1 (2002) Rafael Biermann and Emil Mintchev (eds.):
A Core Curriculum for European Studies in South Eastern Europe
- SEE2 (2002) Ana Devic: Nationalism, Regional Multiculturalism and Democracy
- SEE3 (2002) Nail Alkan: Borders in Europe
- SEE4 (2003) Rafael Biermann (ed.): Europe at Schools in South Eastern Europe – Country Profiles
- SEE5 (2003) Rafael Biermann (ed.): Europe at Schools in Germany
- SEE6 (2003) Siegfried Gehrman / Marianne Krüger-Potratz: Europe at Schools in South Eastern Europe – Core Curriculum for a Master of European Education