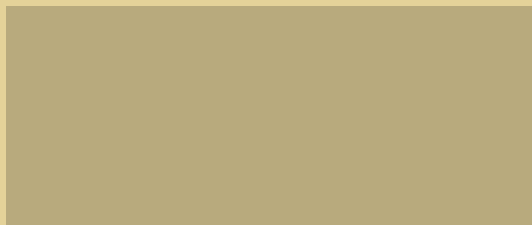




Crna Gora
Vlada Crne Gore
Zavod za školstvo

Strategy for Civic Education in Primary and Secondary Schools in Montenegro 2007 – 2010



FONDACIJA BISTUJU ZA OTVORENO DRUŠTVO
PREDKARNIKIYO – CRNA GORA



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ORGANIZATION FOR SECURITY AND COOPERATION IN EUROPE
Montenegro



Centar za građansko obrazovanje
Centre for Civic Education



Crna Gora
Vlada Crne Gore
Zavod za školstvo

STRATEGY

for Civic Education in Primary and Secondary Schools in Montenegro 2007 – 2010



FOUNDATION OPEN SOCIETY INSTITUTE
REPRESENTATIVE OFFICE – MONTENEGRO



ORGANIZATION FOR SECURITY AND CO-OPERATION IN EUROPE
Mission to Montenegro



Centar za gradjanstvo obrazovanje
Centre for Civic Education

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SUMMARY

The Bureau for Educational Services (BES) is an expert institution within the education system of Montenegro dealing with pre-school, primary and general secondary school education. The main fields of activities for the Bureau include curriculum design and monitoring, professional development of teachers, assessment of education quality and examination of teaching practices.

During the four years of its operation, the Bureau for Educational Services launched a number of activities related to the introduction of the new subject, Civic Education, in primary and general secondary schools. The curricula were designed, training of teachers commenced, the Task Force for Civic Education was established within the BES, the cooperation with interested partners is in place, the establishment of the Association of Civic Education Teachers was supported, and finally, this Strategy was prepared.

Why do we need the Strategy?

Notwithstanding the good foundations set by the basic reform documents and great enthusiasm over the novelties being introduced into our education system approximating European standards in education, it is quite apparent that we lack a comprehensive, *strategic approach* in maintaining the Civic Education quality. The very nature of the subject is closely linked to ongoing changes and challenges within the society it is supposed to provide meaningful response to. Or, to put it differently, the subject needs to remain open towards societal changes and “elastic” enough to be able to attain own goals.

On the other hand, it is not realistic to expect that complex goals of these curricula may be achieved without the involvement and the support not only of school, but also parents, local community, the Ministry of Education and Science, the University, nongovernmental sector, other partners, the public, etc. In order for the support to be well-planned and coordinated, as well as lasting, a “tool” or a “guide” needs to be developed to direct the process – concerning the types of support, who is to provide support, the responsibilities, deadlines, needs, how to recognize effective support, etc.

Led by such notions, we focused the Strategy on five key areas to provide a comprehensive and well-planned approach in addressing the challenges ahead.

I Status of Civic Education and Education for Democratic Citizenship.

Here we define the activities to provide for better curricula viability and improve their quality:

- by applying democratic citizenship principles to the overall school life,
- by incorporating democratic citizenship values in teaching *other* subjects,
- by extending the offer of *elective subjects* with education for democratic citizenship contents and by defining the role of Civic Education as a supplement to matura standards,
- by introducing Civic Education as an elective subject in *secondary vocational schools* and by extending the existing Sociology curriculum in these schools with democratic citizenship goals and contents,
- by defining teacher *competencies* (knowledge, skills and attitudes) and setting the certification procedure for acquired competencies,
- *by promoting the values* of democratic citizenship within the local community, among the educational and general public.

II Teaching, Curricula and Methodologies. The Strategy goals in this area aim to achieve:

- better linking of democratic citizenship contents and principles with teaching in other subject areas,
- introduction of new *elective subjects* treating the topics currently not included in Civic Education teaching (e.g. media literacy, law in daily life etc.),

- ongoing compilation and provision of *teaching materials and expert literature* which should enable the teachers permanent access to knowledge and modern teaching methodologies in the field of civic education.

III Teacher Training. The activities to enhance training have been defined to ensure:

- the development of ongoing and *enhanced training* system (with new contents and goals), following the basic training for primary and general secondary school teachers,
- the creation of the *roster of trainers*, consisting of teachers who have acquired trainer competencies, and
- the inclusion of democratic citizenship principles and practices in *university curricula*, the undergraduate teacher education programme.

IV Quality Monitoring, Assurance and Improvement. To constantly monitor, assure and improve the quality of Civic Education teaching, and the learning context, we have devised the following activities:

- teaching quality and the presence of democratic citizenship principles in schools are *monitored* by *clearly defined indicators* enabling measurement of quality and the level to which the principles are present,
- based on the information obtained by assessing indicators, teaching quality and presence of democratic citizenship principles are permanently *enhanced*,
- development and application of the evaluation and self-evaluation models,
- strengthening capacities of school and BES employees – training for the application of evaluation models; develop a roster of trainers.

V Use of Additional Resources. The so-called external sources or resources (nongovernmental organisations programmes, the University, Association of Civic Education Teachers) provide strong support to Civic Education quality monitoring and assurance. In order for the support to be constant and well-planned, the Strategy envisages the following activities:

- definition of *clear criteria* for the selection of programmes offered to schools by nongovernmental organisations,
- regular *information* provided to teachers concerning the programmes available and other sources of support, outside school,
- strengthening *cooperation* with local, regional and international programmes and organizations in carrying out the activities envisaged by the Strategy,
- strengthening the *role and capacities* of the Association of Civic Education Teachers to take part in the Strategy implementation, together with BES.

The Action Plan defining in detail the contents of the activities, the time-frame, indicators and responsibilities of all the actors makes an integral part of the Strategy.

The Strategy value is seen in the fact that it links the Bureau for Education Services with a wide network of participants in the Strategy implementation and its future users: education institutions at various levels, education policy-makers, nongovernmental sector (domestic and international), local community and the general public.

The Strategy implementation will give a strong impetus to enhancing capacities of the BES and the Task Force for Civic Education, in particular regarding monitoring and evaluation as key areas of action. Education quality measurement then becomes the universal “language” ensuring cooperation, sharing of experiences, ongoing organisational learning and a permanent challenge to improve quality.

This is a pioneer venture for Montenegrin education in which the very presentation of the Strategy is of great importance; a conference will also be organised not only to promote the Strategy but also to identify sources of expert support and other forms of support for its successful implementation.

We believe the Strategy opens the door to the process providing each new generation entering Montenegrin education system with an opportunity to learn the “lessons” of democratic citizenship, but also to practice democratic principles and values in an enabling environment.

INTRODUCTION

The education reform in Montenegro, or the actual introduction of new curricula in primary schools started in the school year 2004/05. It was preceded by an intensive process of new curricula development. Having commenced with the changes in the education system and working towards its harmonisation with the standards of developed European countries, while preserving our traditional values and best achievements in education, we have noted the significance of civic education and the need to promote the principles underlying fundamental civic and humane values across the whole education system.

The Book of Changes (2001), which sets the general aims of changes in education, states the social goals that should contribute to a responsible behaviour of individuals and groups towards the principles and norms of a civil and democratic society, and to the promotion of lifelong learning approach.

The given principles and goals are embedded in our tradition and the Constitution, but also in international documents.¹ The Council of Europe's initiatives and declarations were also the starting points for the introduction of civic education into our education system.²

While developing the Civic Education curriculum for primary and second-

- 1 General Declaration on Human Rights, Declaration on the Rights of Child, Convention on the Rights of Child, Convention against Discrimination in Education, etc.
- 2 Initiative for the Introduction of Education for Democratic Citizenship of Heads of States and Governments of EU Member States, Strasbourg, 1997, Declaration and the Programme of Education for Democratic Citizenship Based on Rights and Responsibilities, Council of Ministers, Budapest, 1999, "Education and Training in Europe", 2002, Definition and Selection of Key Competencies, OECD, 2005.

ary schools, we also took on board the experiences of the countries in the region. Own experience gained through the implementation of various civic education projects and programmes implemented in our schools gave a special impetus. Cooperation with the representatives of educational institutions, with nongovernmental organisations in Montenegro and the countries in the region, participation to regional conferences organised by the Council of Europe, one of which was held at Cetinje in 2005, set the foundation both for this document development and for building better partnerships with South-eastern European countries and countries of the wider region.

This all set the grounds for the introduction and promotion of civic education values, both as a separate subject and as a principle in the education process as such.

Education for democratic citizenship is a process taking place in many countries in Europe, but also outside Europe. Apart from being an indicator of education quality in a country, it is increasingly more recognised as a strong foothold for societal development and European Union accession. It is all the reason more to network, share knowledge and experiences in the field with other countries. The Strategy encourages such communication and provides for its sustainability.

SITUATION ANALYSIS

I Status of Civic Education as a Subject

According to the Council of Europe's definition³, Education for Democratic Citizenship (EDC) is "a set of practices and principles aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society." Following the Ministerial conference⁴, EDC has become the common goal in education and the basic trend in European education policies.

EDC covers a wide range of activities and programmes grouped in four main areas: human rights education, political education, education for peace and education for democracy, and it takes place in different forms of education – formal, non-formal and informal. EDC policy is based on the principles of life-long learning.

When so formulated, it becomes clear EDC presents a comprehensive and far-reaching vision, an ideal we need to aspire to in designing educational policies, at different levels and in different learning environments. However, at the current point in the process, most often recognised are the elements carried out in formal education, be it as separate subjects (compulsory and elective), as an integrative approach to teaching or as extracurricular activities.

3 Birzea, C. Et al: All-European Study on Policies for Education for Democratic Citizenship, Centre for Civic Education, 2005, Podgorica

4 Krakov, 2000

To that effect, Civic Education (CE) is a separate subject in formal education – in primary and general secondary education; in primary school being an obligatory subject, and in general secondary schools the so-called obligatory elective subject.

We deem particularly important to underline the extension of the objectives of these subjects: from knowledge about democracy and human rights towards the education for civil competencies, i.e. to develop skills and values which should act as a bridge *from knowledge to behaviour*.

Summing up the discussion on the goals of education for democratic citizenship in school, we wish to give emphasis to the following aspects. In order to develop readiness of individuals to play a more active role in the society, in school students should:

- acquire *knowledge* and information **about** their rights, responsibilities, opportunities and ways for action within a community;
- develop *abilities for* observing social problems and their resolution through cooperation;
- develop *motivation* to use newly acquired knowledge and skills, apart from school, also **in** their life.

This general objective is further specified through each of the three components of civic action (*specific knowledge, skills and values*).

Civic Education as a subject is somewhat specific. In primary education, more emphasis is placed on *process goals* (develop civic action skills and values among pupils), while in secondary education equal emphasis is placed on all three components of the general goal (develop knowledge, skills and values among general secondary school students).

After the experience with introducing CE, it became apparent that the subject status and the attainability of its goals are closely linked with the following factors: existing level of democratic environment and practices in school, recognition of the subject significance for attainment of school goals by the school management and other teachers, degree to which CE elements are included in other curricula, level of competence of teachers of other subject matters to recognise CE goals and their readiness to promote these ideas and practices in their teaching.

It is clear that only a long-term, systemic approach striking a good balance between CE as a separate subject and simultaneous action of all principles of civic education at different levels of school life enables sustainability of goals, quality of knowledge and actual impact towards desired changes in education and in the society.

The EDC concept exceeds the framework of the subject itself. EDC also implies the exercise of the subject goals through the contents and activities of all subjects at school throughout the primary, secondary and higher education and onwards. In addition, school is but one place to learn and practice EDC; it needs to be learnt in life and to last throughout life. Understood as such, apart from the existing subjects, EDC implies the achievement of civic education goals:

- through all school subjects (cross-curricular),
- through extra-curricular and free activities pupils perform inside and outside school,
- by cherishing and practicing democratic values in learning and living at school,
- by pupils taking an active part in school bodies and other bodies outside school.

1. Principles of Education for Democratic Citizenship at School Level

The increasing awareness concerning the importance of civic education towards the attainment of desired changes in education was already visible in basic documents of the education reform which clearly identified the principles and values promoting and strengthening civil society in Montenegro. The new curricula are pervaded with such goals.

One of the fundamental EDC principles is to enable, through vertical coherence of CE curricula, continuous building of knowledge and civic competences of children and the young at school that may be achieved by creating an environment in which the principles of democratic citizenship become part of daily life and school practice.

2. Civic Education in Primary Education

Civic Education for 6th and 7th grade was introduced as a new, compulsory subject, with 35 classes a year. Its evolving nature is enabled through the goals and contents of this subject building on the knowledge and competencies acquired through the subjects Nature and Society (1st, 2nd and 3rd grade), Nature and Technology (4th grade), Society (4th and 5th grade), some of which are taught starting from grade 1 of primary school.

Already while designing the CE curriculum, it was obvious that the quality of teaching and the subject status would greatly depend on the overall school environment: level of democracy of education relations and autonomy of the school and teachers, the position of pupils in teaching, teacher competencies, the relation of all participants in the education process towards the subject.

For the time being we may not say that the principle of evolution and continuous building on the knowledge and civic competencies of children and the young at school has been fully ensured. We still lack the curricula and the opportunity to study CE in 8th and 9th grade, which may be enabled by providing elective subjects. Thus, as of this year a new elective subject has been introduced called Study of Humanitarian Law as an elective in 8th and 9th grade. For several years in a row now a project entitled “We the people... I a citizen” is being implemented within extracurricular activities.

3. Civic Education in General Secondary Education

The very introduction of this subject was preceded by several decade long practice of teaching the subject entitled *Constitution and Citizens' Rights*, focusing on political education and the so-called political literacy.

The new curriculum for general secondary school does not envisage any specialisation, but it enables the students, by selection of appropriate electives, to create independently part of their education package. Each school is obliged to offer from the list of compulsory electives, in accord-

ance with own human and spatial resources, starting from the 1st grade at least five obligatory elective subjects. In the following grades, the list of elective subjects offered within the school will be made in accordance with the expressed intentions and wishes of students during the previous grade. Each school year students decide on obligatory elective subject – any student can enter Civic Education curriculum at any grade.

Civic Education in general secondary schools is an obligatory elective subject which may be chosen all the way from the 1st to the 4th grade, with the total of 35 classes a year in the 1st and 2nd grade, and 70 classes a year in the 3rd grade and 64 classes a year in the 4th grade. During the school year 2006/07, some 1,000 students from 19 out of the total of 23 general secondary schools chose CE courses.

The developmental nature of CE is provided with the goals and contents of this subject building on the knowledge and competencies acquired in primary school within Civic Education, but also some other subjects.

The curriculum for general secondary school envisages 2 classes a week for obligatory electives, or the total of 72 classes for each of the first three grades and 32 classes in the 4th grade. This “space” enables, in addition to the existing curriculum, for other contents of civic education to be incorporated in all years of secondary education.

3.1 Status of Civic Education for Graduation Examination in General Secondary Schools

In the school year 2009/10, the students who enrolled general secondary schools in the school year 2006/07 will be taking their graduation examination (matura exam) according to the new Law on General Secondary Schools. It implies taking examinations in compulsory and elective subjects, according to the defined matura standards within the Plan for General Secondary Schools.

Its elective status makes CE not eligible as a separate subject for matura examination, but may serve to the students who choose it as supplement of the matura standard for similar subjects.

At this point, the evaluation of this subject is still not clearly defined when enrolling relevant faculties; this process is currently in progress. It is to be preceded by the definition of the exam catalogue for obligatory subjects from the Teaching Plan. The same process will be used to define the supplement of matura standard for social sciences which will give the answer to the question to what extent the CE supplements these standards. Knowing the curricula for social sciences, the role of CE in 3rd and 4th grade will be quite substantial as matura standard supplement. However, we need to define in what manner and for which subjects the CE may serve to supplement the envisaged matura standard.

4. Status of Education for Democratic Citizenship in Vocational Secondary Education

The vocational secondary education reform stemmed from the need for students to be well qualified to work in their line of work, for their education to be better adapted to labour market needs, and to be able to continue their education at similar faculties.

The application of new curricula in some of these schools, i.e. for some professions, started in the school year 2004/05. Civic Education does not feature as a separate subject. The contents of the subject entitled Sociology (both in three- and four-year schools) may be upgraded and extended with EDC contents, and another alternative is to introduce EDC-based electives.

Having in mind the growing numbers of students enrolling secondary vocational schools (currently some 70% of all pupils who complete primary schools), there is an obvious need to introduce the EDC contents in these schools as well. Otherwise, it would happen that two thirds of all secondary school students in Montenegro would not have access to these contents and opportunities.

5. Teacher Certification and Status

The teachers currently involved in teaching CE are being trained for the implementation of new curricula. During their initial undergraduate teacher education they had no opportunity to gain knowledge and skills for attaining the goals of such curricula.

In other words, the given training involves the acquisition of *additional* qualifications for teachers already involved or to be involved in teaching these contents. The problem we have been facing from the very start of training is that we still lack systematic approach to the acquisition of further qualifications and the certification process has not been put in place yet. The solution to this should be sought in the agreement with the University and the Ministry of Education and Science.

6. Role of Local Community and General Public in Ensuring the Subject Status

The changes in education require local communities to get more actively involved in the life and work of the school from their territory. To that effect, the process of developing new curricula opens the “space” for this changed role of the local community: all curricula are open to a certain degree giving room for the local community to step in their design, endeavouring to express the specific features of each local community and the need to cooperate and exercise mutual influences between the school and the local community.

The progress we have made so far in this process is visible when it comes to elective topics for compulsory or elective subjects, as well as for extra-curricular activities and other training programmes implemented, primarily, by nongovernmental organisations in cooperation with the Bureau for Educational Services and the Ministry of Education and Science.

Local communities are, at the same time, facing own challenges in efforts towards increased democracy and decentralisation and still lack capacities for exercising better cooperation and coexistence with the school.

In addition, the Action Plan for Adult Education (2005/10) and the Strategy for Adult Education (2005/15) define the activities to enhance adult education in the area of civic education, at the local community level but also wider.⁵

II Teaching, Curricula and Methodologies

In order to support the implementation of the CE curriculum and assure the quality of teaching, the textbooks for 6th and 7th grade have already been made, as well as relevant teacher books. The textbooks have been translated into Albanian and are, thus, used in all schools in Montenegro.

In general secondary schools the teaching is conducted in accordance with the adopted curricula for all four grades.

Concerning the teaching and learning context for civic education, the following needs are of particular importance:

- ensure cross-curricular presence of EDC principles and contents,
- provide additional teaching materials,
- provide reference literature for teachers.

1. Linking Civic Education with Other Subjects

In European countries, within their formal education systems, in general there are three types of programmes. *Civic Education Programmes* focus on political and civil rights, individuals and their competencies for the formal role of citizens. *Human Rights Education Programmes* focus on familiarising students with human rights and freedoms, aiming to raise

⁵ The partners of local communities within this process are the Centre for Vocational Education and Training, Bureau for Educational Services, the University, the Centre for the Development of NGOs and other nongovernmental organisations.

awareness on the importance to protect fundamental freedoms and rights of each individual. *Inter-curricular education Programmes* aim at understanding and respecting cultural differences: they set from the principles of equality, rule of law, pluralism, solidarity, tolerance, interaction and interdependence, with special attention dedicated to mutual respect, cooperation and peaceful conflict resolution skills.

We opted for the CE curricula to include the contents and goals of civic education programmes, human rights education programme and intercultural education programme. Such an approach ensures interdisciplinary nature of these curricula in primary and general secondary schools, illustrated by the fact that they cover contents from four main areas/dimensions of education: *social* (understanding relations among people and their functioning within societal groups and institutions); *economic* (understanding living conditions, the world of labour and forms of economic functioning); *cultural* (understanding shared values and traditions within a group and among groups, including their historic perspective); *political and legal dimension* (rights and duties of individuals and citizens in relation to the political system and laws).

Interdisciplinary CE curricula so designed have close inter-curricular links, correlations with the goals and contents of other subjects in primary and general secondary education.

Horizontal linkages of CE curricula are stated within the curricula themselves, but the actual curricular integrity may be ensured only by *collaboration and joint planning* of different subject teachers within a school. Such an approach requires a comprehensive analysis of similar curricula in order to identify the points which correlate with the CE curriculum contents. Cross-curricular EDC approach in some European countries is the basic approach. These countries do not have civic education as a separate subject, but its themes and goals are carried out in the cross-curricular fashion, through the contents of other similar school subjects.

Another dimension of cross-curricular EDC coherence is seen in the incorporation of EDC principles (freedom of choice, freedom of expression, cooperation, provision of equality for all participants, active participation of all participants in teaching, etc.) into other subjects and the school life.

This segment of cross-curricular EDC will be further discussed in the chapter concerning teaching quality assurance.

2. Civic Education as an Elective Subject in General Secondary Schools

Students are free to choose and study CE in continuity (for instance, for two years, or three years or throughout the four years) or partially (for instance, only in the first year, or only in the second year, etc). This has affected the design of the so-called core curriculum (human rights) present in all curricula.

The possibility of choice does not end here. As already mentioned, the teaching plan for general secondary schools envisages also *obligatory electives* (with the total of 72 classes in each of the first three years and 32 classes in 4th grade). This possibility and offer of *new electives* should create opportunities for increasing the contents and availability of civic education and EDC during all four years of general secondary education.

3. Teaching Materials and Expert Literature

The “Civic Education” textbook for 6th and 7th grade is currently the principal teaching material which, together with teacher books, enables the implementation of this curriculum in primary schools.

As for general secondary schools, apart from the curriculum, teachers are not provided with any teaching materials – the textbook, the teacher book and reference literature are missing. Since the textbook production may not be expected for another three to four years, once textbooks for compulsory subjects in general secondary schools are produced, and since there are no alternative textbooks (from the neighbouring countries, for instance), the exchange of teaching materials and ideas among the teachers themselves, as well as better regional cooperation (such as, the use of literature published in the region) remain the only possible solution at this point.

III Teacher Training

Fast changes in the society and the labour market impose the need for permanent enhancement of teacher competences. They are required to keep informed, to adapt to changes and to learn continuously.

After the adoption of the Lisbon Strategy (2000), the new education and training initiatives until the year 2010 should, among other things, create the common European framework for teacher competences and qualifications. To that effect, all European countries should define key competences for teachers and get involved in the process eventually to lead to quality assurance in education.

In Montenegro a clear framework of competences or standards for the two levels has not been fully defined yet. In addition, there is a lack of awareness among some of the educators on the very concept of standards and competences and the necessity of the integration of standards into teacher education programmes.

The new curricula are target-structured. They particularly stress the activities teachers are supposed to plan and develop carefully in order to encourage students to achieve the desired outcomes by own efforts and by assuming a more active role.

It also requires a changed teachers' role – they are expected to lead the learning process by planning well the activities and methodologies to achieve the desired goal, to take care of individual abilities and wants of students, to be competent to undertake new assessment and evaluation methods, in accordance with the hierarchy of goals, to encourage investigative approach in learning. In addition to expert knowledge, teachers are expected to have interdisciplinary knowledge to increase links among separate subjects and enhance the quality of students' knowledge. New teachers' roles increase the field of freedom in their professional activity in development, but also raise the level of responsibility. In that respect, teachers need support.

The teacher training concept so far, designed and subsequently carried out by the Bureau for Educational Services, was based on interactive teaching and learning methodologies. The training was conducted by the advisors from the BES and selected domestic and foreign facilitators (University, NGOs) with the support provided by FOSI ROM and OSCE. The improvement of training concepts includes also the integration of *key competences* in each separate module, as well as measurement and monitoring tools to assess competences after the training. It can significantly contribute to quality assurance.

For the time being, the Catalogue for Teachers Professional Development Programme (2007/08), which represents the basis for accreditation, has been designed as an important part of professional development of teachers. Moreover, it will be of assistance to schools to better identify the needs and plan teacher training in a timely fashion.⁶

1. Primary School Teacher Training

The introduction of new curricula (school year 2004/05) also marks the beginning of intensive trainings for teachers using the new curricula. Such a form of training was imposed by the timeframe and goals of first stage of the education reform (the so-called “ordered” training).

The first group of CE teachers (schools “A”), who were to be prepared for teaching this subject in 6th grade, started their trainings in the school year 2004/05. The group included 40 teachers of various backgrounds (2 from each primary school). Having in mind all the challenges the first generation of teachers and schools was facing with, the first phase of training involved a pair of teachers from each school. This approach was not followed with subsequent generations, where only one teacher per school has undergone training.

6 The Catalogue includes the so-called ordered programmes (carried out by the Bureau for Educational Services for primary and general secondary school teachers) and the three so-called offered programmes carried out by nongovernmental organisations.

Three years since the training commenced, bearing in mind the capacities created so far in schools, it is clear that the number of teachers undergoing trainings within the basic module will be decreasing. So far the total of 68 teachers has been trained, following the so-called compulsory modules: Primary School Changes and the CE Curriculum, CE Teaching Methodologies, Assessment and Evaluation of Pupils' Knowledge, Political Philosophy.

In the upcoming period, training should be planned and carried out at a more advanced level, respecting the specific needs of teachers and schools and constantly upgrading their competences.

2. General Secondary School Teacher Training

The application of CE in general secondary schools also required training of teachers. As for the knowledge of basic concepts, unlike their primary school colleagues, their primary education (philosophy, sociology, political sciences, etc) was much "closer" to their new roles. The basic training concept for this group of teachers includes: Changes in General Secondary Schools and CE Teaching, CE Teaching Methodology, Assessment and Evaluation of Students' Knowledge.

Indeed, both the achievements and the shortcomings of the training conducted so far indicate the need for designing new, enhanced training levels for all teachers who have undergone first level training and creating a roster of trainers (on the basis of defined competences for this group of teachers).

3. Undergraduate Teacher Education

In our country, similarly to most other countries, there is no undergraduate education which would train future teachers for teaching these subjects. It requires their on-the-job training, which is a long and costly process and requires certification.

It is, therefore, required to incorporate elements of education for democratic citizenship and give more emphasis to teaching methodologies in

the course of undergraduate teacher education. This year, the Faculty of Philosophy in Niksic has designed a specialist course in civic education, envisaged as one year studies, and submitted its curriculum to the University for consideration and approval.

IV Quality Monitoring, Assurance and Improvement

Tolerance, dialogue, cooperation, argued negotiation should be practiced and developed through teaching and daily school life. It is, thus, expected that civic and democratic values would become part of students' value system and the basis of their future actions in their environment. Adults have to contribute to the adoption of democratic values, skills and behaviours in schools.

The qualities of education for democratic citizenship have to be recognised and supported:

- through improved quality of CE teaching/learning, and
- through the presence of EDC principles in school life.

Currently, the information on quality of CE teaching and the presence of EDC principles in schools are based on reports of the advisers from the Bureau for Educational Services. Within their regular plan of visits and monitoring the quality of work in schools, they also observe the CE classes. The CE Task Force has developed guidelines and recommendations for the observation of such classes and these are used by advisers for observation of classes and reporting on quality of teaching. The reports are indicative of the quality of work within a school as such and provide information on the quality of teaching in individual subjects. However, more detailed information concerning the CE teaching quality is needed, to be provided by other, more targeted forms of quality assessments.

Moreover, monitoring and improvement of quality of work in schools is conducted through school self-evaluations. An BES expert team devel-

oped the school self-evaluation methodology and, through a pilot project, tested its applicability in school practice. Self-evaluation is understood as an instrument to strengthen schools and enhance quality of education from the inside, applying the bottom-up approach. The aim of self-evaluation is to objectively determine and constantly upgrade the quality of own work, a process undertaken by schools themselves.

The areas of assessing quality in the process of evaluation and self-evaluation are as follows: attainment of knowledge and skills according to educational standards, quality in planning the teaching and extra-curricular activities within a school, quality of teaching, school ethos, management, leadership, provision of staffing, material, technical and security conditions for work, support school gives to students, cooperation of the school with parents, institutions and the local community.

Furthermore, school-level model for professional development of teachers strengthens needs analysis for training, self-assessment and evaluation of own work.

To further enhance the information system and improve CE and EDC teaching quality, it is needed to:

- develop specific indicators to assess the CE quality,
- gather reliable information on CE teaching quality,
- gather information on the presence of EDC principles in schools,
- develop the system to assure and improve quality of teaching and the school in the function of EDC, and
- capacitate the BES to conduct quality assurance and improvement measures.

1. Assessing Quality of Civic Education

Although these subjects have been taught at primary and general secondary schools for third and second year in a row, respectively, so far no systemic evaluation of the quality of teaching and its outcomes has been done. Such an evaluation should provide enough information to be able to define relevant recommendations to enhance CE teaching and its outcomes. The evaluation should show whether CE teaching is conducted

as envisaged, and whether among students and within the school some changes set as the subject goals may be recognised. Apart from the good sides, the evaluation would show the weaknesses and identify further activities towards the implementation of education for democratic citizenship curricula in primary and general secondary schools.

The definition of quality indicators is the starting point in assessing and improving the quality of CE teaching. First, the desired qualities should be defined (what is expected of teaching and of schools), and then focus on assessing the current situation in schools and improving quality of teaching and the school.

2. Assessing the Presence of Education for Democratic Citizenship Principles in Schools

When it comes to school as an environment to learn civic competences, one basic question comes up – to what extent are democratic principles and learning conditions (active participation of students in school, promotion of differences and respect for individuality, ensuring equality for all, freedom of choice, freedom of expression, etc) built into the school and actual school life?. These principles are based on the respect of international standards, and need to be adapted to our context when actually applied.

3. System of Quality Assurance and Improvement

Since its establishment the Bureau for Educational Services has constantly been carrying out and simultaneously improving quality assurance and improvement models. The Supervisory Service of the BES is engaged in this task. Notwithstanding the obvious achievements of the process (raising awareness concerning the necessity to measure quality and the use of results thus obtained for systematic decisions), the existing models need to incorporate clearer indicators and principles concerning the quality of EDC in schools.

V Additional Resources

Almost a decade before the introduction of the CE as a subject, various programmes aimed to promote civic values and practice were implemented in many schools. The programmes helped a large number of teaching and other staff at schools to increase their awareness regarding such contents and apply the same in their work with students.

The methodological innovations (active teaching methodology) and more effective communication between teachers and students proved to be particularly helpful. The results of such programmes may be seen as groundwork for the introduction of CE as a subject, since they did exercise some influence on the system, i.e. the decisions of educational authorities before the commencement of the reform.

It has already been mentioned several times that the nature of the subject and its openness towards the ever-changing societal reality implies their linkages (partnership) with other systems outside school and ensuring the support of the local community, the University, nongovernmental sector, parents, the public, etc. Otherwise, despite its good intentions, these subjects would remain as isolated islands not having the strength to have an impact on the desired changes neither in education nor in the society as a whole.

1. Nongovernmental Organisations Programmes

The practice to date was that before these programmes were implemented in schools, the Ministry of Education and Science or the Bureau for Educational Services should be informed about the programme offered by nongovernmental organisations and should give their opinion of it.

One of the main problems encountered in the implementation of these programmes was their sustainability. As the case was, regardless of their quality, the programmes would most often end due to lack of resources

and/or donors pulling out. Today, there are few data on the results of completed programmes. In addition, one of the shortcomings of such programmes was that they were introduced top-down and the school was not able to choose programmes to suit its needs.

At this point, there are several programmes in place in our schools carried out in cooperation with nongovernmental organisations. The viability of these programmes relies on external provision of funds, but it has become apparent that their sustainability would be ensured by a larger number of trained teachers, creating a roster of trainers in certain programmes and the impact the programmes have in the school and the community.

Some of the existing systemic solutions may ensure full sustainability of such programmes: 20% of open curricula, compulsory electives in general secondary schools and free activities and optional teaching in primary schools, open list of electives, school needs as identified in its development plan.

When it comes to nongovernmental organisations programmes, we should not forget the issue of certification. There are still some ambiguities in this area, since in the case of CE teacher training this constitutes some form of re-training considering their educational background. Therefore, this issue should be addressed in cooperation with the Ministry of Education and Science and the University. Obviously, the training programmes offered by nongovernmental organisations make part of the same process.

If we wish to improve quality of programmes offered by nongovernmental organisations, so far *ad hoc* activities should be replaced by mechanisms of quality assurance of the programmes.

2. Role of the University

The role of the University in teacher training and certification, and in assuring teaching quality is of paramount importance.

Although the University of Montenegro is recording good results in the implementation of the Bologna process, at this point the existing un-

dergraduate teacher training programmes still do not contain enough basic knowledge, values, methodologies and skills necessary for each teacher to be ready for continuing improvement of democratic relations in education.

3. Association of Civic Education Teachers

Shortly after the very beginnings of introduction of CE in primary schools the need was identified to establish a professional association of teachers. The traditional education system had professional associations, although their operation was insufficient and sporadic.

The new education concept also identifies the need to network teachers and enable their cooperation, not only within a school, but also through such organisations, be them on the local, regional or national level.

At this point, the Association gathers some of the primary school teachers. They are currently working on the inclusion of all interested teachers from primary and general secondary schools.

Nevertheless, to increase the functionality of the Association, at this stage some activities towards building their capacities for the above goals need to be planned and carried out. These activities will be carried out in cooperation with nongovernmental organisations as well.

4. Information on Additional Resources

School are still not competent enough or properly equipped to have regular access to information (lack of ICT equipment and competences, low level of foreign language proficiency etc.). This usually leads to the situation in which schools are not aware of all the resources, information primarily, available in the surrounding system, or wider.

To that effect, the ongoing school information system on available resources, especially within the nongovernmental sector and local authorities needs to be developed.

On the other hand, the cooperation between the Bureau for Educational Services and the Ministry of Education and Science with numerous actors in the field of CE and EDC is still not adequately developed. Apart from the inclusion in European and regional processes which often may provide access to additional financial resources, we need to strengthen those forms of cooperation leading to the definition of clear criteria of teaching and learning quality in these subjects.

STRATEGY ACTIVITIES

I Status of CE and Education for Democratic Citizenship

The main principles of changes in education imply greater democratisation of relations within school and promotion of civic education principles in teaching and in school life. Thus, these goals could not only be implemented within separate subjects, but through other subjects and teaching activities, be it compulsory subjects, electives, or elected contents and free activities of students.

It is essential to involve different subject teachers in this process, to raise their awareness for this type of changes and help them change school culture towards better communication, mutual respect, understanding and tolerance among all participants in the teaching process.

To date this has been done by various trainings put in place by different nongovernmental organisations and the Bureau for Educational Services. The same should continue, but it is at the same time very important when analysing the new curricula introduced to increase the degree of their correlation with CE. Furthermore, the contents and objectives of education for democratic citizenship need to be reflected in the teaching of other subjects.

1. Education for Democratic Citizenship Principles at School Level

The activities envisaged by the Strategy aim, after the introduction of separate subjects, to further strengthen their status, and there results be more effective through the provision of principles and practice of democratic citizenship at other school levels.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|--|---|---|---------------------------------------|
| 1. Application of democratic citizenship principles in overall teaching and school life | 1. Other subject teacher training 2. Training for school management and expert services 3. Establishment of EDC as a criterion in school (self)evaluation 4. Implementation of projects/programmes (extra-curricular) promoting the ideas, values and practice of democratic citizenship 5. Promoting student participation in the form of student communities | Bureau for Educational Services (BES) School Association of CE Teachers NGOs Students' communities Parents' Board Local community | Trained teachers, principals, expert services School (self)evaluation tools amended No of projects/programmes carried out and no of participating students and teachers Degree of democracy in school communications Degree of access to information Structure and number of students involved in information (students, teachers, school management) PR strategy of schools (type and number of activities) Number of student communities | As of 2009 2008 Ongoing |
| 2. Strengthening inter-curricular approach to teaching | 1. Analysis of existing curricula and increase of correlations 2. Teaching quality monitoring and assurance | BES School | Identify new correlations Develop monitoring tools | 2007/08 |

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|---|---|--|-----------------|
| 3. Promote the importance of education for democratic citizenship and the importance of CE subject in primary and secondary schools | 1. Public information via the media, campaigns, spots | BES VET Centre School Students' communities Parents' Board NGOs Media | No of shows dedicated to these topics Analysis of the show contents (report) No of campaigns No of actors Analysis of school development plans and activities related to presentation of electives and other EDC related curricula | Ongoing |

2. Civic Education in Primary Schools

One of the activities which could enhance and ensure the status of CE in the long run is for the school to put in place elective subjects reflecting EDC contents and goals. After the CE being taught as a separate subject in 6th and 7th grade, the 8- and 9-graders should have available a number of electives whose contents and goals will ensure the continuity in education for democratic citizenship until the completion of primary schooling.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|--|--|--|-----------------|
| 1. EDC contents as elective subjects in 8 th and 9 th grade | 1. Make a list of possible electives and prepare basic standards (contents, methodology) 2. Curriculum assessment and submission to the Council for General Education | BES Curricular Commissions and Curriculum authors | Inventory of subjects with basic standards | End 2008 |

3. Civic Education in General Secondary School

Considering the general education nature and goals of gymnasiums, CE should enable even better linkages of goals within the social sciences subjects, but also all other subjects, primarily by promoting values and practice of democratic citizenship at this level of education.

According to the current concept of the Matura examination for general secondary schools, the role of this subject as the supplement of matura standards for similar subjects needs to be defined.

To attain these goals, the Strategy envisages the following activities.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|--|---------------------------|--|----------|
| 1. Define the role of CE as a supplement to Matura standards of certain subjects | 1. Analyse the curricula of similar subjects and identify parts of curricula to be used as Matura standard supplement 2. Compare CE curriculum for different grades with Matura catalogue for social studies 3. Make Matura Rulebook | BES Examination Centre | Curricula analysed Matura catalogue developed Matura Rulebook made | End 2007 |

4. EDC in Secondary Vocational Education

Since Sociology is taught in three- and four-year vocational schools, a subject which contains some basic concepts and goals of civic education, but there is no civic education as a separate subject, there is a need to overcome this deficiency by adapting the existing Sociology curriculum, expanding its contents and teaching methodology, but also to introduce Civic Education as an elective subject. Strengthening inter-curricular links and incorporating these contents into various forms of extracurricular or free activities will contribute to greater sustainability. It implies the development of the new curriculum to be offered to students as an elective.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|--|---|---|----------------------------|
| 1. Introduction of Civic Education as an elective subject for vocational secondary schools (long-term) | 1. Curriculum development 2. Training of teachers to conduct the teaching | BES MES Association of CE Teachers NGOs Social partners | Curriculum made Teachers trained Number of schools/ students electing the subject | Starting from 2008 onwards |

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|---|--|--|-----------------|
| 2. Incorporation of democratic citizenship goals and contents in the existing Sociology curriculum (short-term) | 1. Revision of existing Sociology curriculum 2. Incorporation of democratic citizenship contents in the curriculum 3. Adaptation of the existing Sociology textbook or development of a new one | BES MES VET Centre Bureau for Textbooks and Teaching Aids | New contents incorporated in Sociology curriculum and applied Textbook adapted, new textbook made or additional teaching materials provided | By May 2008 |

5. Teacher Certification and Status

Apart from basic competences required for target planning and effective teaching, civic education teachers are expected to be well informed of political, legal, social and economic phenomena within our fast-changing society, i.e. to have inter-disciplinary knowledge. A teacher should also serve as a role model for responsible civic behaviour to students, primarily through communication in teaching, but also through their activities in school and a wider context.

The new approaches to measuring quality in education that are starting to be applied (external and internal school evaluation model), the enhanced new titles system and continuous promotion of teachers, the new concept of Matura exam, also entail clearer definition and constant development of key teacher competences.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|---|--|---|--------------------|
| 1. Make a list of teacher competencies | 1. Reach a consensus on the need to make a list of competences and set up formal certification 2. Make a list of competences on the basis of curriculum 3. Design certification process | MES University BES Association of CE Teachers | Standards developed (list of competences) A functioning certification in place | Mid 2008 |
| 2. Established certification procedure | | | Commencement of certification | Since January 2009 |

6. Role of Local Community and General Public in Ensuring the Subject Status

Having in mind that, after years of crises and transition challenges, neither the general public nor the local community still show the desired levels of democratic awareness and practices, they could hardly be expected to recognise general changes in education goals, those in the area of civic education included. Therefore, we need to strengthen the democratic processes and values in our society, in particular at the level of local communities, thus creating an environment for more vigorous public participation in maintaining and enhancing the status of this subject in schools.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|---|--------------------|---|---------------|
| 1. Promote democratic citizenship values and principles at all levels (local community, educational and general public) | 1. Survey of attitudes towards democratic citizenship | MES BES NGOs | 1. Survey report with recommendations | November 2007 |
| | 2. Promote the Strategy | | 2. Strategy promoted | November 2007 |
| | 3. Promote the programmes linking school with local community | | 3. Number of joint programmes of school and local community | |
| | | | 4. Promotion of the programme in the media | Ongoing |

II Teaching Civic Education and Education for Democratic Citizenship

1. Contents and Principles of Education for Democratic Citizenship in Other Subjects

It is not realistic to expect for the goals of education for democratic citizenship to be achieved solely through teaching CE as a separate subject. The very concept and idea of education for democracy and civic society is much more widely set and entails the attainment of civic education goals through the contents and activities of almost all school subjects, throughout primary, secondary and higher education, even further.

Thus understood, EDC implies the incorporation of its principles and contents into the curricula of similar subjects in the primary school, general and vocational secondary schools.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|--|-----------------------------------|---|--------------------|
| 1. Initiate better links between education for democratic citizenship principles and contents with teaching other subjects | 1. Analyse subject curricula to identify appropriate contents (goals) to incorporate EDC principles and contents | BES Association of CE Teachers | Contents within curricula of other subjects correlating with EDC principles and contents identified | By the end of 2009 |
| | 2. Develop an EDC correlation guide | BES Association of CE Teachers | Correlation guide distributed | By the end of 2009 |

2. Elective Subjects with Education for Democratic Citizenship Contents

The identification of existing electives, as well as the development of new curricula (the so-called curricular packages: curriculum, teaching materials, training) with EDC contents not covered by CE (e.g. Ecology, Civil Society, Media Literacy, Political Philosophy, Law in Daily Life, Debate etc.), enable each student to acquire at least some of the EDC contents during their general secondary education. The offer of such and similar electives should be further developed.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|---|---------------------------|---|-----------------|
| 1. Introduce Debate as an elective for 2 nd grade of gymnasium | 1. Curriculum design 2. Curriculum approval 3. Development of teaching materials 4. Teacher training | Curriculum authors BES | Curriculum adopted No of teaching materials developed No of trained teachers No of students electing the subject | May 2008 |
| 2. Media Literacy as an elective for 3 rd or 4 th grade of gymnasium | 1. Curriculum design 2. Curriculum approval 3. Development of teaching materials 4. Teacher training | Curriculum authors BES | Curriculum adopted No of teaching materials developed No of trained teachers No of students electing the subject | May 2008 |

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|---|---|---|---|
| 3. Law in Daily Life as an elective for 4 th grade of gymnasium | 1. Curriculum design 2. Curriculum approval 3. Development of teaching materials 4. Teacher training | Curriculum authors BES | Curriculum adopted No of teaching materials developed No of trained teachers No of students electing the subject | By the beginning of school year 2009/10 |
| 4. Introduction of additional electives with EDC contents not covered by CE as a subject | 1. Make a list and descriptions of subjects and the plan for their introduction | BES Association of CE Teachers MES | A list and descriptions of electives containing EDC contents and the plan for their introduction | By the end of 2008 |
| | 1. Curriculum design 2. Curriculum approval 3. Development of teaching materials 4. Teacher training | BES Association of CE Teachers NGOs | Curricula adopted No of teaching materials developed No of trained teachers No of students electing the subjects | Ongoing |

3. Teaching Materials and Expert Literature

Apart from teacher training (discussed above), in order to build and strengthen teacher competences, the activities on gathering information (in some cases involving translation or publication preparation) which would support their competencies to teach CE need to be carried out. In this case, the relevant literature includes the texts covering CE contents, but also teaching methodology, didactics, psychology and pedagogy reference literature concerning modern approaches to teaching and learning.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|--|-----------------------------------|---|------------------|
| 1. Introduce the system for development, collection and exchange of teaching materials | 1. Initial gathering, compiling and establishing of a topic-based teaching material portfolio 2. Initial copying and distribution 3. Setting up a CE website | BES Association of CE Teachers | Portfolios of teaching materials for certain topics available to teachers | By February 2008 |
| 2. Mechanism to collect and exchange expert literature | 1. Collection and exchange of literature | BES Association of CE Teachers | Availability of a certain body of expert literature to teachers | Ongoing |

III Civic Education Teachers Training

1. Training of Primary School Teachers

Since undergraduate teacher education does not incorporate appropriate contents, the basic training has so far been tailored to respond to the need of these teachers for basic information and contents related to reform solutions in teaching and some basic knowledge and skills related to the subject goals and contents. Such a concept entailed training which could not be differentiated to cater for specific needs of teachers and schools. The concept of future training should rely more on the specific needs of teachers and schools, but also other forms of continuing professional development (apart from seminars).

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|---|--|--|-----------------|
| 1. Enhance training – after the basic, provide for additional teacher training | 1. Identify the need for enhanced trainings 2. Define new modules for enhanced training | BES University Association of CE Teachers NGOs | Training modules designed New modules included in Catalogue of Teacher Professional Development | During 2008 |
| 2. Establish directory of trainers (select among teachers who have undergone training) | 1. Make a roster of trainers and their competencies 2. Set standards for future trainers 3. Identify and select future trainers 4. Capacitate selected teachers to participate to trainings by assisting in carrying out the existing and designing future modules 5. Directory of trainers | BES Association of CE Teachers | Roster of trainers and their competencies made Define standards Future trainers selected No of seminars where they assisted No of modules they assisted in designing No of trainers Directory of trainers made | Throughout 2008 |

2. Training of General Secondary School Teachers

The introduction of CE in general secondary schools imposes the need to train these teachers as well, although, unlike their colleagues in primary schools, the main educational background of these teachers (Philosophy, Sociology, Political Sciences, etc) is much closer to their new roles, at least when it comes to the knowledge of basic concepts. The existing basic training concept for this group of teachers should be upgraded, after having identified their training needs, with more advanced trainings and creation of a roster of trainers.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|---|---|--|--------------------|
| 1. Enhanced training – following the basic training, provide additional teacher training | 1. Identify advanced training needs 2. Define new advanced training modules | BES University Association of CE Teachers NGOs | Training modules developed New models included in Catalogue of Teachers Professional Development | During 2008 |
| 2. Establish trainer directory (select among teachers who have undergone training) | 1. Make a roster of trainers and their competencies 2. Set standards for future trainers 3. Identify and select future trainers 4. Capacitate selected teachers to participate to trainings by assisting in carrying out the existing and designing future modules 5. Directory of trainers | BES Association of CE Teachers | Roster of trainers and their competencies made Define standards Future trainers selected No of seminars where they assisted No of modules they assisted in designing No of trainers Directory of trainers made | By the end of 2008 |

3. Undergraduate Education of Future Teachers

A new postgraduate Civic Education studies programme is currently being designed at the Faculty of Philosophy in Nikšić.

In addition to this, however, even the undergraduate level studies, especially those for the education of future teachers, need to incorporate democratic

citizenship contents and values in order for new teachers to enter this profession with necessary knowledge, attitude and skills, as well as the capacity for ongoing professional development in this field and continuing enhancement of democratic values and practices in education.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|--|---------------------------|--|------------------|
| 1. Reach a consensus at the level of general education policy to incorporate democratic citizenship principles and practices at this level of education | 1. Organize consultations and meetings with partners | MES University BES | Consultations done | Until mid 2008 |
| | 2. Analysis of existing university programmes concerning the presence of democratic citizenship principles and practices | | No of included partners from the University and MES Programmes analysed and recommendations formulated | Until March 2009 |

IV Quality Monitoring, Assurance and Improvement

1. Development of Indicators

In order to monitor and improve CE teaching and learning environment quality, quality indicators for the education for democracy and civic society children and young receive in school need to be established. They should serve as the basis for further activities to establish and enhance quality of education for democratic citizenship for children and the young in primary schools and general secondary schools.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|---------------------------|-----------------------------------|---|-----------------|
| 1. Develop indicators to assess CE teaching quality | 1. Indicators development | BES Association of CE Teachers | Indicators to assess CE teaching quality developed. | By June 2008 |

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|------------------------------|-----------------------------------|---|--------------------|
| 2. Develop indicators to assess the presence of education for democratic citizenship principles in school life | 1. Development of indicators | BES Association of CE Teachers | Indicators developed to measure the presence of EDC principles in school life | By the end of 2008 |

2. Assessing Quality of Civic Education Teaching

The evaluation of CE teaching and learning should show whether teaching is conducted at schools in the manner envisaged by the curriculum, and whether development changes may be recognised in students as defined by the subject goals. Apart from the assessment of current situation, the evaluation should guide future BES activities towards the enhancement of teaching quality in school.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|--|---------------------------|---|-----------------|
| 1. Enough information to assess the quality of teaching and design quality improvement | 1. Design evaluation 2. Conduct evaluation 3. Analysis of evaluation results and recommendations | BES | Make recommendations to enhance CE teaching quality | By June 2008 |

3. Assess the Presence of Education for Democratic Citizenship Principles in Schools

When it comes to school as a context for learning civic competencies it is justified to ask to what extent the democratic principles and learning conditions have been incorporated in real school life. For this reason one should have relevant information on the presence of EDC principles in the school context.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|--|--|---|--------------------|
| 1. Relevant information on the presence of EDC principles in schools | 1. Action research on a stratified sample of 40-50 schools | NGO CCE BES Association of CE Teachers | Recommendation made to enhance CE teaching quality. | By the end of 2008 |

4. Quality Assurance and Improvement System

The existing quality assurance and improvement system in place, developed by the Bureau for Educational Services, conducted through regular school supervisions and self-evaluations, needs to be improved, upgraded and adapted to the need of EDC quality assurance and improvement. It entails the introduction of CE teaching quality indicators into the supervision methodology and school self-evaluation methodology.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|---|-----------------------------------|--|---------------|
| 1. Quality assurance and improvement model | 1. Define the goals of quality assurance and improvement | BES Association of CE Teachers | Goals defined | By April 2009 |
| | 2. Make an inventory of quality assurance activities (monitoring and improvement) and assign responsibilities for conducting them | | Inventory made | During 2009 |
| | 3. Planning document: list of activities and timeframe for their implementation by 2010 | BES Association of CE Teachers | Planning document published | During 2009 |
| | 4. Introduction of ongoing quality assurance and improvement | BES | EDC quality assurance and improvement system in place in schools | During 2009 |

In order to ensure sustainability and continuation of quality assurance and improvement activities, the BES advisors and the schools need to be trained to implement the quality assurance and improvement system. Moreover, expert teams need to be established and trained to support teachers and schools in raising the quality of educating children and the young for democracy and civil society.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|---|---------------------------|--|--------------------|
| 1. BES able to perform ongoing quality monitoring | 1. Form and train mixed teacher support teams 2. Establish an inventory of trainers 3. Training of the Task Force members | BES | Mixed teacher support teams established Inventory of trainers established Training programme made No of trained members | By the end of 2009 |
| 2. Training of supervisory services | 1. Training 2. Development of quality measurement tools | BES | Quality auditors trained Tools developed | By the end of 2009 |
| 3. Annual activity plans per schools | 1. task Force proposes annual activity plan and coordinates it with supervisory services | BES | Annual plan of activities made | By the end of 2008 |

V Use of Additional Resources

1. Cooperation with Nongovernmental Organisations

The programmes offered by the nongovernmental sector play a pivotal role in upgrading the CE quality. Quality assurance implies setting quality standards in different areas where these resources are identified, but also strengthening the capacities of the new systems in order to help them become more active and effective participants in the Strategy implementation. To further effective collaboration, the nongovernmental sector active in the field of education in Montenegro needs to enhance their capacities, primarily concerning the knowledge of new concepts and educational policies.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|---|--|---------------------------|---|--------------------|
| 1. Further elaboration of criteria to give recommendations for NGO offered programmes | 1. Elaboration of the criteria | BES | Criteria defined | February 2008 |
| 2. Inform and train NGO members | 1. Roundtables, seminars for NGO members | BES NGOs | No of events, no of trainings No of trainees/attendees | Late 2008 |
| 3. Secure mechanisms to gather and disseminate information on programmes available outside the formal education system | 1. Regular updating of the catalogue www.zavsko.org | BES NGOs | Catalogue made Catalogue distributed | As of 2008 onwards |
| 3. Establish cooperation with local, regional and international organisations and get informed of international resources (the so-called "key persons") | 1. Assign responsibilities 2. Define tasks | BES MES | Database of international programmes and organisations developed No of contacts made with programmes and organisations | Ongoing as of 2007 |

2. Association of Civic Education Teachers

The Association of CE Teachers, as a professional association, may become a more active partner to the Bureau for Educational Services towards the Strategy implementation. To that effect, the Association needs to be further capacitated and supported. It should become an active participant and promoter of the development and improvement of education for democracy and civil society in school.

| Goals | Activities | Who is responsible | Indicators | Deadline |
|--|--|---|--|---|
| 1. Strategic partnership with the Association of CE teachers established | 1. Agreement on strategic partnership with the Association 2. Active role in capacitating the Association 3. Actively seeking to secure operational resources for the Association 4. Make capacity building plan | BES Association of CE Teachers | Association of CE Teachers Active in enhancing CE teaching The plan made | By the end of 2007 By the end of January 2008 |
| 2. Capacity building of the Association of CE Teachers to implement the Strategy | 1. Develop an inventory of Association membership 2. Training of the Association members | NGO Centre for CE BES Association of CE Teachers | Inventory made Trainings envisaged for 2008 executed as planned (no of trainees) Training evaluation reports Types and contents of the Association activities concerning the Strategy - reporting | January 2008. From April 2008 onwards |
| 3. Activities of the Association towards the Strategy implementation | 1. Promote the democratic citizenship principles in school and the community 2. Compile, prepare and distribute teaching materials 3. Organize thematic meetings, roundtables, conferences for members of the Association and other partners | Association of CE Teachers NGO Centre for CE BES MES | No of projects implemented Presence in the media No of teaching materials prepared BES and MES reports and recommendations | 2008 and onwards As of the school year 2008/09 2008 and onwards |

PRIORITIES AND TIMEFRAME

☒ - deadline for activity completion
 ✓ - priority activities for 2007

| I | Status of CE and Education for Democratic Citizenship | 2007 | | | | 2008 | | | | 2009 | | | | 2010 | | | | |
|----|---|------|---|----|-----|------|---|----|-----|------|---|----|-----|------|--|--|--|--|
| | | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | | | | |
| 1 | Principles of education for democratic citizenship at the school level | | | | | | | | | | | | | | | | | |
| c1 | Application of education for democratic citizenship principles in overall teaching process and school life | | | | | | | | | | | | | | | | | |
| c2 | Strengthening cross-curricular approach to teaching | | | | | | | | | | | | | | | | | |
| 2 | Civic Education in primary school | | | | | | | | | | | | | | | | | |
| c1 | EDC contents as elective subjects in 8 th and 9 th grade | | | | | | | | | | | | | | | | | |
| 3 | Civic Education in general secondary school | | | | | | | | | | | | | | | | | |
| c1 | Define the role of CE as supplement to matura standards in certain subjects | ✓ | | | | | | | | | | | | | | | | |
| 4 | ETC status in vocational secondary education | | | | | | | | | | | | | | | | | |
| c1 | Introduction of civic education as an elective subject in vocational secondary education (long-term) | | | | | | | | | | | | | | | | | |
| c2 | Introduction of democratic citizenship goals and contents in the existing Sociology curriculum (short-term) | | | | | | | | | | | | | | | | | |
| 5 | Teacher certification and status | | | | | | | | | | | | | | | | | |
| c1 | Make the list of teacher competencies | | | | | | | | | | | | | | | | | |
| c2 | Certification procedure in place | | | | | | | | | | | | | | | | | |
| 6 | Role of local community and general public in ensuring the status of the subject | ✓ | | | | | | | | | | | | | | | | |
| c1 | Promote values and principles of democratic citizenship at all levels (local community, education and general public) | | | | | | | | | | | | | | | | | |

| V | Use additional resources | 2007 | 2008 | | | | 2009 | | | | 2010 | | | | |
|----|---|-------------------------------------|-------------------------------------|----|-----|-------------------------------------|------|----|-----|----|------|----|-----|----|-------------------------------------|
| | | | I | II | III | IV | I | II | III | IV | I | II | III | IV | |
| I | Cooperation with nongovernmental organisations | IV | | | | | | | | | | | | | |
| c1 | Elaborated criteria for giving recommendations to NGO programs | | <input checked="" type="checkbox"/> | | | | | | | | | | | | |
| c2 | NGO membership information and training | | | | | <input checked="" type="checkbox"/> | | | | | | | | | |
| c3 | Provision of mechanisms to gather and disseminate information on programmes outside the education system | | | | | | | | | | | | | | <input checked="" type="checkbox"/> |
| c4 | Establishment of cooperation with local, regional and international organisations and programmes and information on international resources (the so-called "key persons") | | | | | | | | | | | | | | <input checked="" type="checkbox"/> |
| 2 | Association of CE teachers | ✓ | | | | | | | | | | | | | |
| c1 | Strategic partnership with the Association established | <input checked="" type="checkbox"/> | | | | | | | | | | | | | |
| c2 | Capacity building of the Association for Strategy implementation | | | | | | | | | | | | | | <input checked="" type="checkbox"/> |
| c3 | Actions of the Association towards the Strategy implementation | | | | | | | | | | | | | | <input checked="" type="checkbox"/> |

