



The Republic of Montenegro
The Government of the Republic of Montenegro
The Bureau for Education Services

*The Strategic plan of
The Bureau for Education Services*

2005-2007

Podgorica 2005



Foundation Open Society Institute
Office Montenegro

Contents

1. INTRODUCTION	3
2. VISION OF THE BUREAU	4
3. MISSION OF THE BUREAU	4
4. STARTING POINTS FOR DEVELOPMENT OF THE STRATEGIC PLAN	4
5. GOALS	5
5.1 Goals at the Bureau level.....	5
5.2 Goals at the level of school system.....	6
6. TARGET GROUPS OF THE BUREAU	7
6.1. Primary target groups of the Bureau.....	7
6.2 Main activities toward target groups	7
7. KEY ACTIVITIES OF THE BUREAU.....	10
8. STRUCTURE, ORGANIZATION OF WORK AND MANAGEMENT OF THE BUREAU.....	11
8.1 Structure	11
8.2 Project-based functioning of the Bureau	11
8.3 Professional sections.....	12
8.4 Work group for monitoring of reform in primary and high schools	14
8.5 Role of regional units	14
8.6 Decision-making, responsibilities and competences.....	14
8.7 Staff policy and motivation of the employees	15
8.8 Funding of the Bureau	15
9. THE LIMITATIONS IN IMPLEMENTATION OF THE STRATEGIC PLAN.....	16
10. PROGRAMMES OF THE BUREAU FOR THE PERIOD 2005-2007	16
10.1 PROGRAMME: Curriculum and standards	16
10.2 PROGRAMME: Evaluation research into achievement of curricular goals in nine-year primary school.....	17
10.3 PROGRAMME: Evaluation, self-evaluation and school development planning	18
10.3.1 Subprogram: Pupils` dormitories in the education system	19
10.4 PROGRAMME: Professional development of teachers	21
10.5 PROGRAMME: Inclusive education in pre-school institutions and primary schools.....	22
10.6 PROGRAMME: Civic education	23
10.7 PROGRAMME: Capacity building of the Bureau	25
10.8 PROGRAMME: Media campaign of the Bureau and publishing	26
10.9 PROGRAMME: Preparation of high schools for reform commencement.....	27
A N E X	29

1. INTRODUCTION

The Bureau for Education Services has a long tradition of existence and functioning. *The Bureau for improvement of education system* of the People's Republic of Montenegro was established by a special Regulation on 7th December 1955 with the seat in Titograd. The main tasks of the Bureau were to research school system, harmonize the character of school work with social and economic needs and to plan training of teachers. The role of the Bureau, at that time, was mainly reduced to recognition of the scientific character of the institution while the monitoring of pedagogical practice was in the second place.

In 1995 the competence of the Bureau was transferred to the Ministry of Education and Science.

The education system in Montenegro has been changing rapidly in the last few years in a systematic way. That is one of the responses to social reality that requires changes in education, its adjustment and cooperation with other countries in the region and internationally. The concept of a new education system is defined in *The Book of Changes* (2001) and institutional establishment of the conceptual solutions is enabled by the new laws on education and the new curriculum.

In line with the foreseen implementation of the changes in education the Bureau for Education Services was established once again in March 2003 as a leading institution for monitoring, improvement and evaluation of reform processes and commenced to work on 1st January 2004.

The *Strategic plan* of the Bureau for Education Services is a basic document where the main development stages and activities of the Bureau are defined for the period 2005-2007, from pre-school to university level of education.

The main goal of the *Strategic plan* is to improve and support those forms of communication and organization of work in the Bureau that will meet the needs of the pedagogical practice in the best way. The *Strategic plan* defines the position, the role and the responsibilities of the Bureau in education system of Montenegro as well as the ways of cooperation with other partners. By this we want to be recognized as an education institution that cannot be overlooked and which, by its expert and professional attitude to work, implements development policy of the Ministry in a successful way, meets the needs of schools in time and establishes full cooperation with all participants in education process.

The *Strategic plan* represents the base for definition of annual activity plans of the Bureau and its regional units, as well as of mechanisms of their planning, implementation and evaluation.

Bearing in mind our belief that functional organization is based on dedicated and efficient individuals and their identification with the organization we made efforts to prepare this document in constant consultations with the employees of the Bureau.

Director

Dragan Bogojević, M.A.

2. VISION OF THE BUREAU

In next three-year period the Bureau will strengthen its own professional capacities and support implementation of modern solutions into the education system, creating conditions for continuous monitoring and improvement of quality of education and its own recognition in the education system of Montenegro.

3. MISSION OF THE BUREAU

Having in mind the goals of the education reform in Montenegro, modern knowledge in the field of education as well as the state and the needs of pedagogical practice, the basic functions of the Bureau are :

- § participation in development of the new curriculum,
- § in-service training of teachers, headteachers, deputy headteachers and professional associates to implement the new curriculum,
- § monitoring and evaluation of curriculum and its implementation,
- § research into pedagogical practice and the context where it takes place,
- § assessment of quality of teaching and school organization.

By this we want to contribute to creation of conditions for :

- § continuous professional development of headteachers, deputy headteachers, teachers and professional associates,
- § motivating school environment for all participants in education process,
- § assuring quality cooperation between education institutions and parents, local and wider community.

The Mission of the Bureau is to propose changes in education, foster and support realization of good pedagogical practice and evaluate its achievements in order to assure the quality in education.

4. STARTING POINTS FOR DEVELOPMENT OF THE STRATEGIC PLAN

Development of the *Strategic plan* is based on: strategic documents and laws, current phase of the reform and international documents.

a) *Strategic documents and laws*

- § The *Book of Changes* that identified the need for establishing of the professional institution that has to prepare conditions and give support to implementation of the new curriculum,
- § *Law on education* that defines the position and the role of the Bureau for Education Services in education system as an institution that assesses and improves the quality of educational work in institutions and carries out development, advisory, research and professional activities from pre-school to university level of education,
- § *Law on education of children with special needs*,
- § *Programme of inclusive education*,
- § *The Guidelines for the curriculum revision* where the goals and process-oriented approach to curriculum development has been defined,

- § *The Strategic plan of education reform* where the Bureau for Education Services is recognized as a leading institution for the reform implementation,
- § *Introduction of ICT in education system through main MEIS (Montenegro Education Information System) Project* that defines resources, concrete methods and technologies necessary for realization of modern information system in education,
- § *Internal organization and systematization of work posts regulation* which is in line with the law and regulations that determine the work of state administration,
- § *Protocol on work of Bord of directors of the Bureau* that regulates the work of Board of directors of the Bureau.

b) The current phase of the reform

Implementation of the reform in primary and secondary vocational school started in 2004/2005 school year and implementation of the new curriculum in high school will commence in the school year 2005/2006.

As the Bureau is the leading institution in implementation of the education reform, the strategy of its activities has a great influence on further development of this process. *The Strategic plan* of the Bureau for Education Services for the period 2005-2007 will present programmes, activity and dynamics of realization of goals of the education reform.

c) International documents

The Bureau makes efforts to plan its activities in line with basic principles of the international documents and conventions because they are good foundation for following modern tendencies in education practice. The list of those international documents is not final, it is only the main reference material that was used mostly :

- § *UN Universal Declaration of human rights*
- § *UN Declaration of the rights of the child*
- § *UN Convention of the rights of the child*
- § *UNESCO Convention against discrimination in education*
- § *Council of Europe and Education Ministers' Resolution on the European dimension of education*
- § *Council of Europe Common European framework of reference for languages*

5. GOALS

The goals of the Bureau are achieved in two parallel areas: on the level of the Bureau and on the level of the education system.

5.1 Goals at the Bureau level

At the level of functioning, organization and recognition of the Bureau in education process and in education institutions as a professional and reliable partner that gives support in solving problems of the pedagogical practice, and that requires:

- § continuous improvement and training of the employees for the implementation of the reform and improvement of the pedagogical practice,

- § bringing together human, technical and financial resources for the monitoring, analyzing and evaluation of implementation and outcomes of the changes in general education,
- § establishment of partnership relations and continuous communication between the institutions and bodies that the Bureau cooperates with,
- § flexible and adaptable organization of work that enables realization of the main functions of the Bureau and needs/demands of the pedagogical practice.

In order to achieve these goals, the necessary conditions should be met in the Bureau for:

- § evaluation of the quality, clear criteria and motivation of the employees,
- § formal and non-formal education and promotion of the employees,
- § greater participation of the employees in international projects,
- § planned implementation of staff policy,
- § clear distribution of responsibilities and competences within and out of the Bureau,
- § promoting initiative and self-initiative,
- § promoting team work,
- § making decisions by consensus about important issues,
- § undisturbed and recognizable flow of information,
- § technical and space provision of the Bureau.

5.2 Goals at the level of school system

At the level of achievement of key goals projected by the function and the role of the Bureau in the process of the reform of general education :

- § successful implementation of the education reform,
- § development of curriculum, catalogue and standards of knowledge for general education subjects at all levels up to university level,
- § continuous training of teachers based on identified needs so that they can apply in practice interactive methods, objective-oriented planning, cooperation with parents and local community and use positive international experiences,
- § quality school management through training the school management in self-evaluation and school development planning,
- § standardized evaluation of education practice, identification and proposing solutions to problems from the practice,
- § development of partnership relations with professional associations, education institutions, university, NGOs and other relevant institutions in the country and internationally.

In order to achieve these goals it is necessary to:

- § follow dynamics for the development of the general education subject curricula for the nine-year primary school, high school and vocational schools to meet legal deadlines, taking into account the time necessary for the preparation of new textbooks and didactic material and evaluation of their implementation,
- § identify the needs for new profiles of in-service training of teachers for implementation of the conception of the new curriculum,
- § evaluate quality and forms of training, projects or activities that contributed or contribute to development of the new interactive approach in teaching,
- § recognize those activities of schools that develop strategically basic aspects of the system for monitoring and evaluation of the quality of education process,
- § have data on level of provision of schools with modern teaching aids and technologies.

6. TARGET GROUPS OF THE BUREAU

6.1. Primary target groups of the Bureau

The primary target groups of the Bureau are:

1. Teachers, headteachers, deputy headteachers, professional associates in these institutions: pre-school institutions, primary schools, high schools, general education in vocational schools, institutions for education of children with special needs, primary music schools and pupils dormitories. Target groups are also those who deliver and use programmes for primary education of adults.
2. Ministry of Education and Science
3. The Council for General Education
4. Institute for textbook publishing and teaching aids
5. The Center for vocational education
6. University, that is, teacher training university units
7. Teachers associations
8. Educational inspection
9. Parents and pupils
10. NGOs and international organizations in Montenegro and in the region
11. Ministries, state agencies, administrative organizations
12. Publishing houses
13. Media and periodicals reporting about education
14. Children's holiday centres
15. Local community

6.2 Main activities toward target groups

The Bureau towards schools:

- § participates in development of new curriculum (comprising aims, content, didactic recommendations, recommended equipment and teaching aids, as well as teachers' profiles, distribution of new curricula to schools, publishing of appropriate brochures, guides and recommendations for implementation of the curricula),
- § monitors and evaluates the curriculum and school practice adjustments to new requirements and possibility of their realization,
- § prepares and concretizes specific solutions at a particular level of education, monitors and assesses how those solutions match with the achievements of reform goals through introduction of verified solutions into pedagogic context,
- § trains the headteachers, deputy headteachers, teachers and professional associates for implementation of the new curriculum (seminars, advisory sessions, development projects, preparation of handbooks, recommendation of literature, periodicals and websites),
- § assesses the quality of teaching and gives support to preparation of school development plans,
- § conducts research for its own needs and at the request of the Ministry of Education and Science,
- § monitors and evaluates introduced changes and gives feedback to decision-making bodies and institutions in school system,
- § distributes the publications of the Bureau to schools.

The Bureau towards the Ministry of Education and Science:

- § carries out the preparation professional tasks (analysis, research, proposals, views and solutions) regarding issues decided upon by the Ministry at its request,
- § participates in the work of commissions established by the Ministry.

The Bureau towards The Council for General Education:

- § carries out professional tasks in preparation of: curriculum, catalogues and standards of knowledge, norms and standards of teaching aids and equipment in pre-school institutions, primary schools, high school and general education catalogue and curriculum for secondary vocational education, gives logistic support for their development,
- § carries out professional tasks of monitoring, analysis and improvement of the education system,
- § proposes measures for development of a particular level of education, new teaching technologies and their application,
- § monitors experiments,
- § conducts research at the request of the Council,
- § carries out the professional tasks regarding the issues decided upon by the Council at its request.

The Bureau towards the Institute for textbooks publishing and teaching aids:

- § prepares educational and pedagogic-methodological standards for textbooks and handbooks,
- § forwards documents and requests of the Institute for textbook publishing to The Council for General Education.

The Bureau towards the Centre for vocational education:

- § participates in implementation and evaluation of general educational programmes in vocational schools,
- § organizes in-service training of teachers in general education subjects.

The Bureau towards University, i.e. teacher training university units:

- § forwards standards for levels of promotion and other teacher qualifications, their activities and obligations in education process,
- § initiates communication between promoted teachers and the university,
- § hires university professors to deliver in-service teacher training.

The Bureau towards teachers professional associations:

- § initiates and supports founding of teachers professional associations and supports the initiatives, plans and activities for better functioning of those associations.

The Bureau towards Educational Inspection:

- § The Ministry of Education and Science in cooperation with the Bureau appoints commissions for giving expert opinion about assessment in teaching, and educational inspection has to act in line with it,
- § the Bureau shares information of mutual interests, invites inspectors to important seminars, meetings, round tables that address issues and attitudes on novelties in education system.

The Bureau towards parents and students:

- § informs parents, students and their associations and communities about activities of the Bureau toward schools,
- § organizes the training at the request of Students organization and Parents Councils,
- § proposes and supports more efficient involvement of parents in school life and work and promotes examples of good practice from this field,
- § participates in organization of competitions and gives professional and logistic support to it.

The Bureau towards NGOs and international organizations:

- § plans, coordinates and realizes credit arrangement of the World Bank for the Bureau needs (defines the funds for realization of activities, assesses the need for engagement of foreign experts, makes program budget in line with dynamics of utilization of funds from the World Bank)
- § improves and maintains the cooperation with donors in education areas such as FOSI ROM, UNICEF, CIDA, Save the Children, UNDP (for projects that the Bureau can not realize financially and professionally on its own),
- § proposes accreditation of teacher training programmes in line with educational reform priorities,
- § if necessary, gives opinion on quality of NGOs programmes that will be realized in schools.

The Bureau towards ministries, state agencies, administrative organizations:

- § plans activities in line with adopted general goals of the Government in the area of development of education policy (PRSP strategy, monitoring of standards for approaching EU membership, guidelines for »Education for All« project etc).
- § at request of ministries or its own cooperates and informs on its activities in coordinated and purposeful way, acts in line with laws and regulations of bodies of state administration.

The Bureau towards publishing houses:

- § participates in preparation of handbooks and professional literature.

The Bureau towards media:

- § informs them about its activities,
- § promotes reform goals and solutions,
- § animates professional and general public.

The Bureau towards children's holiday centres:

- § supports development of the programmes of summer schools and schools in nature,
- § supports preparation of regulations regarding conditions and criteria for organization of programmes to be carried out in children's holiday centres.

The Bureau towards local community:

- § gives support and advice in developing 20% of the curriculum content for each subject that is defined by schools in cooperation with local community,
- § helps, at request of a school, in coordination and realization of projects which are carried out in local community.

7. KEY ACTIVITIES OF THE BUREAU

1. Participates in development, monitoring and evaluation of new curricula:

- § proposes new curricula, changes and additions to the curriculum (including aims, content, didactic recommendations and in the supplement recommended equipment and aids and teachers qualifications),
- § evaluates feasibility and alignment of new curricula with set goals of general curriculum,
- § analyses, monitors and evaluates implementation of new curricula,
- § supports introduction of democratic and civic values into contents of curricula, analyses level of possible correlations between contents of subject curricula and foster interdisciplinary work,
- § helps, at the request of a school, in preparation and development of school curriculum,
- § monitors and evaluates introduced changes and gives feedback to decision-making bodies and institutions in school system,
- § carries out other tasks at the request of the Ministry or The Council for General Education.

2. Organizes training for teachers, professional associates, head teachers and deputy head teachers for implementation of planned reform solutions, provides the possibility for continuous professional development of education staff and preconditions for good pedagogical practice through different activities and forms of professional development:

- § seminars, advisory sessions, round tables, working meetings, consultations,
- § study visits,
- § publication of handbooks,
- § publication of periodicals with examples of good practice,
- § information on the website of the Bureau,
- § recommendation of professional and methodological literature.

3. Monitors and assesses school practice:

- § develops, defines quality indicators in education,
- § evaluates quality indicators for key areas of school practice for internal and external evaluation,
- § gives advice in the process of preparation of school development plan,
- § evaluates the state of education process in a standardized and continuous manner (applying instruments for evaluation), foster adjustment of teaching process to modern pedagogical theories and practice,
- § organizes, implements and evaluates external and internal assessment of knowledge and achievements of pupils in line with laws on education,
- § fosters, develops and evaluates process of inclusion of children with special needs into school system in cooperation with Ministry,
- § evaluates process of inclusion of Roma children into school system in cooperation with Ministry,
- § in cooperation with Information center develops and update different database for needs of analysis, monitoring and evaluation of school practice.

4. Conducts research (qualitative and quantitative) for its own needs or at the request of the Ministry or the Council:

- § defines the priority research problems according to needs of pedagogical practice,
- § continuously monitors and collects data and other relevant information (from pedagogic practice, entire social context and literature) about functioning of education system in our country and internationally,
- § develops instruments for analysis of pedagogical issues and problems,

- § initiates and defines drafts of research projects both qualitative and quantities for conducting research into attitudes towards education (separate elements and processes in the education),
- § initiates and defines drafts of projects for indirect research of teaching process, its elements and participants,
- § analysis and interprets research results and proposes solutions for improvement of pedagogical practice and position of education system,
- § prepares reports for different users at their request,
- § publishes and forwards to users the research results and other information.

The activities of the Bureau are in function of achieving goals of the education reform through providing professional information continuously and they can be used as a starting point by bodies and institutions competent for decision-making and managing education policy.

8. STRUCTURE, ORGANIZATION OF WORK AND MANAGEMENT OF THE BUREAU

8.1 Structure

According to the new Systematization and internal organization the Bureau is comprised of:

Sector for improvement of education

- § Department for introduction of curriculum and standards in education system
- § Department for monitoring and development of education system

Sector for teaching

- § Department for quality assessment
- § Department for continuous professional development

General affairs service

*Examination center (new changes of the Law foresees separation of Examination center from the Bureau as a public institution, to be established in 2005)

Regional units in Nikšić, Bijelo Polje and Tivat The Bureau operates at the whole territory of Montenegro. The seat of the Bureau is in Podgorica.

8.2 Project-based functioning of the Bureau

The Bureau is facing numerous and demanding tasks in the next three years. Practical implementation of the planned reform solutions, growing needs of school practice, from time to time will require different dynamics and organization of work within the Bureau. Solution is more flexible approach than the usual one, and that is the project-based work.

A project is a temporary organization of human, technical and financial resources for achieving a particular goal. The project is defined through consultation with a head of a department depending on thematic and organizational requirements. Project-based work is based on high expertise and autonomy of the project manager. For the project all human resources within the Bureau can be used as well associates from schools and university.

Project managers are responsible for its organization, realization and final results. The director of the Bureau nominates project managers and also defines their position and they are directly responsible to the director. During the realization of the project the project manager is a member of the Boards of directors.

Project-based functional organization requires programmed financing. Because of that it is necessary to evaluate annual plan financially according to certain "norms" and the proposed budget of the Bureau should be based on it. Project-based organization can be funded by the Budget or by donors (FOSI ROM, UNICEF, OSCE etc). Allocated funds have to be used only for the project during the project realization. Depending on workload and size of the project additional payment can be foreseen both for the project manager and for the team who participates in realization of the project.

Participation in the Bureau's projects is a part of the job of all employees of the Bureau. When an employee of the Bureau participates in a project the number of working hours necessary for realization of the project is calculated and then deducted from their regular working hours. The rest of working hours employees spend on their regular activities.

By this organization of work the Bureau can, besides carrying out regular activities, be focused on intensifying its activities in the fields identified by the pedagogical practice. The Bureau will carry out its basic functions in full, but in some areas more intensively and in others less depending on agreed priorities.

Project-based organization will always be used when existing structure of the Bureau cannot meet the needs of school practice on time. That can be:

- § increased projected activity foreseen by a programme of the Bureau but with a lack of resources in a department for its realization,
- § completely new idea for improvement of pedagogical practice,
- § project not prepared by the Bureau that matches the activities foreseen by the *Strategic plan* and approved by the Board of directors

In general sense, the term project can be applied to all activities of the Bureau because clear dynamics of realization, goals and evaluation are defined.

8.3 Professional sections

Employees of the Bureau with the same or similar profession form professional section. The director of the Bureau establishes professional section and the member appointed by the director administers it.

Tasks of the professional section relates to:

- § participation in development of curriculum content of a subject or group of subjects, implementation and evaluation of achievements,
- § discussion of professional issues and proposing measures in order to improve teaching,
- § professional development of the members and participation in in-service training of teachers,
- § nomination and selection of teachers for participation in various projects,
- § monitoring of the action plan realization in relation to curriculum implementation for a particular subject,
- § participation in preparation of programme content of seminars for teachers.

8.3.1 Role of professional sections

Endeavoring to make the Bureau as capable as possible to meet the needs of time and school practice, expert component of overall activities of the Bureau becomes more significant. This comprises activities of different factors in programming, planning and improvement of teaching process, as well as monitoring and evaluation of dynamics and results of that process. This work in the Bureau is performed by: sectors/departments, project-based organized groups, individuals (advisors in the Bureau) and professional sections.

Professional sections can contribute significantly to overall results of the Bureau's work. Team work is often necessary in order to deal with current issues related to improvement of teaching process. Professional sections should be active factors of expert assessment and concretization of the most important issues for specific subject areas.

Current systematic, expert, methodical, didactic, pedagogic and other issues raised by scientific, professional and social reality which the Bureau can meet by team work illustrates importance of work of professional sections. Team analysis of specific expert and didactic-methodological issues will contribute to quality solutions.

8.3.2 Principles of organization of professional sections

1. Deficiencies caused by no uniformed number of advisors of same or similar professions should be overcome.
2. One advisor can be member of a few professional sections.
3. Every advisor is a member of at least one professional section.
4. Care should be taken of need for interdisciplinary approach to important issues.
5. Professional section, as a rule, comprises advisors of same or similar professional profile.
6. The base for organization of a professional section is condition that at least three advisors of same or similar professional profile are employees of the Bureau.

8.3.3 Organization of professional sections

Based on above-mentioned principles, current curricula for general education and current professional structures of advisors, following professional sections of the Bureau are formed:

1. Professional section for mother tongue and literature,
2. Professional section for Albanian language and literature,
3. Professional section for foreign languages,
4. Professional section for philosophy and sociology,
5. Professional section for civic education,
6. Professional section for psychology and pedagogy,
7. Professional section for history, geography and arts,
8. Professional section for mathematics and information technology,
9. Professional section for physic and technology,
10. Professional section for chemistry and biology,
11. Professional section for physical education,
12. Professional section for education of children with special needs,
13. Professional section for pre-school education.

8.4 Work group for monitoring of reform in primary and high schools

Planned dynamics of implementation of reform in 2005/2006 implies more work and obligation for the Bureau in the next period. Next school year new 27 primary schools start implementation of new curricula in first grade. In 20 primary schools that have already started implementation of subject curricula for nine-year primary school next school year new classes of first grade will be enrolled and pupils who finished fourth grade of eight-year primary school will enroll, by administrative regulation, sixth grade of nine-year primary school.

Comprehensive and complex process of preparation of gymnasiums which in 2005/2006 school year will have first classes enrolled by new curriculum should also timely begin during 2005. In order to prepare and organize all necessary activities for subsequent implementation of reform, the Bureau formed two work groups for monitoring reform in primary schools and gymnasiums which have task of planning activities and managing their realization. Coordinators of groups are deputy directors, and their composition reflects the Bureau's structure and covers all expert jobs and activities performed by the Bureau. At the same time, this kind of organization and delegation of responsibilities should enable higher level of keeping informed and coordination within the Bureau and better communication with schools.

8.5 Role of regional units

One of the important roles of the Bureau is to initiate and support functioning of professional association of teachers, organize regular thematic meetings and other forms of advisory work with head teachers, teachers and professional associates with the aim of animating them for changes brought by the reform (a new role of head teachers and teachers in relation to realization of work programme and all other aspects of importance for pedagogical practice). A special attention should be paid to continuous and planned advisory work with teachers who implement the curriculum at all levels of education as well as their training for implementation. These activities will also enable exchange of the examples of good pedagogical practice.

Regional units in Nikšić, Bijelo Polje and Tivat should:

- § play key role in coordination of above-mentioned activities,
- § be the first step for establishing successful communication between schools and the Bureau,
- § support schools and propose solutions,
- § have direct insight into schools' performance,
- § inform the Bureau regularly about undertaken activities and actions.

8.6 Decision-making, responsibilities and competences

The Board of directors has responsibility for work control, coordination of tasks and preparation of materials for the most important decisions. It usually meets weekly and it comprises the director, the deputy directors, heads of the departments and project managers.

Final preparation and approval of key documents (*The Strategic plan*, annual plan, normative documents) are responsibility of enlarged Board of directors that usually meets monthly and it consists of deputy directors, heads of centers, project managers, a head of general affairs service and examination center and if necessary other employees of the Bureau.

Both Boards of directors aim at regular and timely exchange of information, planning and coordination of current tasks and control of work results.

The transparency of work of Boards is achieved through keeping the employees informed on regular basis, as well as possibility of their presence and participation in work of Boards.

The director makes the final decisions.

8.7 Staff policy and motivation of the employees

The decisive criteria in planning and managing staff policy of the Bureau for the next period are:

- § identification of needs regarding staff profiles for more efficient work,
- § continuous assessment of functioning of the organization and identification of needs for professional development,
- § available Budget funds for programs.

Taking into consideration above-mentioned restrictions, in the next period the Bureau will employ new staff in line with Systematization regulation and projected capacities. At the same time, by planned training of the employees, usual outflow of the employees, identifying quality teaching staff, the Bureau will make up for the lack of staff. The Bureau offers the possibility for more successful staff work performance by project-based organization and more flexible structure.

It is possible to improve the employees motivation through adequate valorization of the overtime, giving assignments according to their abilities and interest, enabling professional development (study visits, seminars), better working conditions (spatial, technical and financial conditions), taking care of those in need, giving rewards and praise for work excellence, meeting the needs of specific requests of the employees who have professional and conscientious attitude towards work and fostering positive work atmosphere.

The Strategic plan is the basis for defining annual action plans of the Bureau and its units as well as the mechanism for their planning, realization and evaluation.

8.8 Funding of the Bureau

The Bureau for Education Services is administrative organization founded by Government of Montenegro. For the first time since its establishing the Bureau made program budget for the current fiscal year, and funds necessary for salaries of the employees, material costs, functioning and work of the Bureau will be allocated based on this budget. Since the funds approved by Ministry of finance are not sufficient for realization of all planned activities, the Bureau foreseen certain part of funds from the credit for education reform which the Government of Montenegro will arrange with the World Bank and which will be available in the third or the fourth quarter of this year. At the same time, Ministry of Education and Science will provide part of funds necessary for implementation of reform in schools.

The needs of school practice, current activities and identification of needs of the Bureau's capacity development (logistic support to Council for general education, creation of web site and promotion in media, development of human resources, training of teachers, head teachers, competitions of pupils, standardized testing in first cycle, research projects, development of strategy of inclusive education...) inevitably will require additional investments for realization of necessary activities. The Bureau expects provision of part of funds with support of its former partners: FOSI ROM, UNDP, UNICEF, Save the Children, OESCE etc.

9. THE LIMITATIONS IN IMPLEMENTATION OF THE STRATEGIC PLAN

There are certain risks and limitations that must be taken in consideration during the realization of the activities envisaged in the *Strategic plan* in order to react timely and possibly prevent them.

Some objective limitations in realization of certain activities may arise from unwillingness of existing human resources in the Bureau to attend additional trainings, insufficient experiences in project organization of work, the lack of the updated data bases, the lack of the optimal work discipline which is the result of inadequate space and conditions for work in general and the reluctance to participate in team work. Setting financial limits may also influence the realization of the projected activities.

10. PROGRAMMES OF THE BUREAU FOR THE PERIOD 2005-2007

Taking into account the current stage of the reform, human and technical resources that are available and the needs of pedagogical practice the Bureau identifies in the *Strategic plan* the priority areas of its activities. The key functions of the Bureau in the next three years are integrated into the following programme.

10.1 PROGRAMME: Curriculum and standards

Description of the programme

One of the priority tasks of the Bureau is the work on introducing, monitoring, analyzing and improving new educational curriculum. The program implies making proposals and constituting the commissions for designing the new curricula, monitoring their work, analyses and monitoring the implementation of the curricula and their improvement.

Accomplishing the program requests:

- § close cross - departmental cooperation (especially in the area of teacher training, indicators of the quality of work in schools, evaluation and other research in schools);
- § engagement of the professional sections of the Bureau;
- § organizing counseling, round tables, sharing experiences with teachers.

The programme also includes the following inevitable activities: preparation of the professional tasks about issues to be decided upon by the Council for General Education and Ministry of Education and Science, carrying out professional tasks in developing standards for teaching aids, preparation of implementation plans of curricular solutions, cooperation with international organizations and institutions in the field of education.

Aims of the programme

- § introducing, monitoring and analyzing the implementation of the curriculum or parts of it,
- § defining the common areas for certain topics from other subjects, developing the correlations among curricula.
- § designing the proposals for standards for promoted posts in cooperation with Center for continuous professional development,
- § designing the proposals for standards for teaching aids,
- § monitoring and getting familiar with the international documents in the field of education, creating the data base.

Dynamics of programme realization:

2005/2007

- § constituting the professional sections of the Bureau and defining the programmes of their work,
- § holding counseling on subjects,
- § holding counseling on cross curricular links,
- § evaluation of the counseling,
- § designing the brochure *Cross-curricular guide to new curricula for teachers with examples*,
- § designing the brochure on school curriculum,
- § presentation of the examples from school practice,
- § preparation of school calendar,
- § preparation of the new Rule Book on school, regional and national competitions,
- § designing the standards for teachers, headteachers, deputy headteachers, professional associates, supervisors, trainers and promoted posts for teachers,
- § keeping a register of international documents,
- § preparation of the proposal for the Rule Book on students excursions.

10.2 PROGRAMME: Evaluation research into achievement of curricular goals in nine-year primary school

Description of the programme

Apart from objective identification of characteristics and effects of school curriculum and determining its coordination with foreseen changes in education (national curriculum) this research should influence the implementation of organization and teaching/learning process in primary school so that it can be additionally directed towards foreseen changes in education.

Realization of the programme entails the following activities:

1. analysis of the education reform documents (The Book of Changes, The Guidelines for the curriculum revision etc.) and defining the main goals of the changes as well as the indicator system for monitoring and determining the foreseen changes in education;
2. development of research instruments (based on defined indicators) and collecting objective data on implementation of foreseen changes in school practice;
3. analysis of collected data, preparation of evaluation report and recommendation for implementation of changes in education in primary school.

Evaluation research should give an answer to the question:

How are the foreseen reform changes implemented in school practice and to what extent do they contribute to achievement of foreseen curriculum goals in nine-year school?

The research should identify positive example as well as the weaknesses in school practice in an objective way, additionally directing (or possibly modifying) further activities of the Bureau in relation to the implementation of the education reform in Montenegro. The research should contribute to professional capacity building of the Bureau staff (as well as the Bureau associates) in relation to development of methodology and objective assessment of the state of school practice and planning further activities of the Bureau in order to improve the quality of education in primary school.

Aims of the programme

Starting from the fact that the reform is what is actually happening in schools and what reaches every school and every student in a class, the primary aims of this programme are to:

- § contribute to developing of the methodology (indicators and instruments) for continuous objective monitoring and achieving the curriculum goals in reformed primary school,
- § obtain objective data on teaching and learning process in the nine-year primary school,
- § determine whether teaching practice in process of learning in the nine-year primary schools is in line with foreseen changes in education in Montenegro,
- § influence the organization and teaching/learning process in the nine-year primary school and that schools, teachers, educators are additionally directed towards foreseen changes in education,
- § improve the implementation process in education and apply gained experiences in schools which are to going to commence the reform implementation.

Dynamics of the programme

2005

Evaluation research in achieving curriculum goals in first grade of the nine-year primary school (Pilot programme)

- § creation of research methodology
- § creation of research instrument
- § conducting the research at the sample of 20 schools, preparation of the report

2006

- § evaluation research in achieving curriculum goals in the first, second and sixth grade of the nine-year primary school.

2007

- § evaluation research in achieving curriculum goals in the first, second, third, sixth and seventh grade of the nine-year primary school.

The programme continues until 2009 by when the education reform should be implemented in all schools.

10.3 PROGRAMME: Evaluation, self-evaluation and school development planning

Description of the programme

What an education reform requires is an effective system of assessment that entails objectivity, validity and reliability of the assessment criteria. That is why it is very important that this complex process is organized in a modern manner for all levels of education (pre-school, primary and secondary) with clearly formulated conceptual and methodological standards. It is necessary to introduce the system of external evaluation not only in compulsory education but also in secondary education: high schools, general part of vocational schools as well as in special schools.

A special attention should be given to internal evaluation because it is known that schools have not developed the capacity for carrying out these activities. Internal and external evaluation deal with the same educational standards, use the same indicators of assessment so that the result is objective and balanced. A partnership relation between school and external evaluators is the precondition for this process to be effective. It is necessary that determined educational standards become operational, that is to determine a number of indicators to measure to what extent a particular standard is achieved.

Partnership relations between external evaluators and schools are established during consultations in relation to final report of external evaluation when ways of improving are recommended to schools. School development planning and support to schools to commence this process should raise awareness on responsibility for their own self-development and contribute the quality assurance.

Aims of the programme

- § Establishing the system of evaluation has as its aim improvement of school performance, better achievements in knowledge, skills and competencies of students that is, achievement of curriculum goals in all segments.
- § Effective evaluation system ensures timely information for all stakeholders in education system (school, teachers, educational institutions, parents, local community).
- § Obtaining the objective picture of education quality will help efficient planning and development of education policy strategy.

Dynamics of the programme realization

2005/2007

- § external evaluation of 70% pre-school institutions, primary schools and high schools,
- § development of external evaluation methodology for general education in vocational schools,
- § external evaluation of 50% vocational schools,
- § development of external evaluation methodology for special schools,
- § external evaluation of 50% special schools,
- § development of school self-evaluation model,
- § training 50% of schools for self-evaluation,
- § development of school development plan model,
- § support to 50% of schools in preparing school development plan

10.3.1 Subprogram: Pupils` dormitories in the education system

Description of the programme

Pupil dormitories are educational institutions that provide accommodation, diet, conditions for studying, cultural, sport, entertainment and other forms of social events for the pupils that attend school out of their residence place.

The necessity for preparing the new curriculum of education work in pupils` dormitories is especially intensified by current education reform and new system education legislation. The new curriculum should be based on modern concept of education and it requires the complete redefining of the role of the pedagogue who becomes a collaborator, a partner and a friend that differs from the former role of an order keeper. That implies defining and implementation of the new model of work organization in pupils` dormitories in line with the documents issued by the Ministry of Education and Science under the name *Rationalization of the institutions for students` standard (2003)* and *Decision on public education institutions network (2004)*.

Aim of the subprogramme

Starting from the new education legislation and from the social changes context as well, the pedagogical work in pupils` dormitories should be based on the program that is designed according the following principles:

- § development of a self-confident, competent and creative personality that is open for making a dialogue and cooperation and that has respect for himself/herself as well as for the others,
- § supporting the development of self-consciousness, recognition and development of their own capabilities,
- § social integration – making and developing friendship and interaction with the peers, respecting the differences,
- § development of communication skills and nonviolent communication,
- § development of ethical values,
- § supporting the creation of better links among the dormitories (sharing experiences about educational work, students` encounters).

Dynamics of the subprogramme realization

2005

- § the creation of standards for conducting the activities from the pupils` dormitories scope of work and they should be designed in cooperation with the Department for introduction of curricula and standards in educational system (setting up the minimum of technical, technological, health and sanitary requirements in terms of building, sanitary, fire and seismic protection);
- § the creation of standards for the staff in the pupils` dormitories in cooperation with the Department for introduction of curricula and standards in educational system and the Ministry of Education and Science (administrative and financial staff, pedagogical, production/service staff, and sanitary-technical staff);
- § the creation of the methodology for external evaluation of the pupils` dormitories;
- § external evaluation of 25% of pupils` dormitories;
- § the creation of the (framework) educational curriculum;
- § training of professional associates and directors for implementation of the new curriculum;
- § training the pedagogues and directors for individual and team work in designing numerous documents related to the curriculum and in keeping pedagogical documentation:
 - the annual work plan of the pupils` dormitory,
 - the annual and monthly work plan of the pedagogues and pedagogic groups,
 - individual planning of each pedagogue,
 - work plan of the professional associates,
 - work plans of the pupils` association, their interest groups, sections etc.
 - work plan of the dormitory's director,
 - house rules and timetable of pupils` daily activities.

2006/07

- § monitoring the process of achieving the curriculum objectives,
- § evaluation of the curriculum effectiveness on the sample number of pedagogues,
- § evaluation of the curriculum effectiveness on the sample number of pupils.

2007

- § evaluation of the accomplished level in implementation and outcomes of the curricula,
- § publishing the vocational magazine.

10.4 PROGRAMME: Professional development of teachers

Description of the programme

One of the mainstays of the ongoing education reform in Montenegro is establishing the system of professional development for all the professionals in education (teachers, professional associates, head teachers and deputy head teachers).

Programme of professional development of teachers aims at ensuring the possibility for continuous professional development of teachers, professional associates, head teachers and deputy head teachers both those who implement the new curriculum and those who do not, then on motivating teachers for professional development through establishing levels of promotion as well as cooperation with institution for initial education of teachers in Montenegro and with other institutions that provide teacher training.

Aims of the programme

- § train teachers, head teachers, deputy head teachers and professional associates for implementation of planned reform solutions,
- § ensure the possibility for continuous professional development of the educational staff after initial education was completed through various forms of professional development: in workplace, at seminars and workshops, round-tables, exchange of experiences at different levels, congresses and study visits,
- § make operational devised system of promoted posts,
- § set standards for all promoted posts in education, develop training and define their activities and obligations following the promotion,
- § accredit programmes of professional development of all the professionals in education and offer them,
- § establish cooperation with teacher education faculties in Montenegro.
- § establish cooperation with NGOs and other organizations that provide teacher training.

Dynamics of the programme realization

2005

- § training of teachers, head teachers, deputy head teachers and professional associates for implementation of planned reform solutions,
- § realization of various forms of professional development of teachers, head teachers, deputy head teachers and professional associates who do not implement the reform,
- § professional development model for schools (appraisal of yearly progress),
- § make operational system of promoted posts (standards, training, activities and obligation in education process, the system of rewarding according to promotion, pilot project),
- § establish cooperation with teacher education faculties in Montenegro
- § catalogue of professional development programmes for the education staff.

2006

- § training for teachers, head teachers, deputy head teachers and professional associates for implementation of planned reform solutions,
- § realization of various forms of professional development of teachers, head teachers, deputy head teachers and professional associates who do not implement the reform, awarding promotions in line with *The Rule book on types of promoted posts, conditions, manner and procedure for teacher promoted posts assignment*
- § catalogue of professional development programmes for education staff,
- § updating of database on professional development of teachers (in cooperation with the Ministry of Education and Science),

2007

- § training of teachers, head teachers, deputy head teachers and professional associates in implementation of planned reform solutions,
- § realization of various forms of professional development of teachers, head teachers, deputy head teachers and professional associates who do not implement the reform,
- § awarding promotions in line with *The Rule book on types of promoted posts, conditions, manner and procedure for teacher promoted posts assignment*
- § catalogue of professional development programmes for education staff,
- § updating of database on professional development of teachers (in cooperation with the Ministry of Education and Science).

10.5 PROGRAMME: Inclusive education in pre-school institutions and primary schools

Description of the programme

The basic principle of inclusive education in primary schools is inclusion and special care for the students with special needs.

The main objective is to enable the development of the student's personality according his/her capabilities and the development dispositions. The curriculum is adjusted and the individual educational plans are designed on the basis of students preserved abilities.

Aim of the programme

- § make conditions for gradual inclusion of children with special needs in the education system of Montenegro,
- § inter-ministerial cooperation in order to improve conditions for integration of children with special needs,
- § training of teachers, professional associates and parents of children for special needs in reformed schools,
- § training of volunteers (teachers students, professional associates, parents, young people from similar associations),
- § cooperation with local community,
- § forming the mobile teams,

- § cooperation with special institutions,
- § cooperation with developmental counseling service,
- § enabling and fostering the continuous cooperation between the developmental counseling service, pre-school and school education of children with special needs in order to provide quality preparation for the reformed educational system,
- § creating the positive attitudes towards the children with special needs and their families by media presentation (round tables, presentations of the achieved and planned activities, evaluation results),
- § evaluation as the starting point for the next steps.

Dynamics of the programme realization

2005

- § training of teachers, professional associates and parents of children with special needs as well as parents of children without special needs in reformed schools,
- § training of volunteers,
- § developing »Pre-school institution and school model«,
- § training of teachers, professional associates and parents in »model« pre-school institutions and schools,
- § training of mobile teams members,
- § training of the associates from special institutions and developmental counseling service.

2006

- § evaluation of the results achieved in the previous period of time, revisions and changes of the training programme.

2007

- § evaluation of the results achieved in the previous period of time, revisions and changes of the training programme.

10.6 PROGRAMME: Civic education

Description of the programme

Decentralization and democratization of relationships in schools and education is one of the priority goals of the education reform. In *The Book of Changes* (2001) among other global goals, it is stated that the content of education should be determined so that "development of youth and adults is based on human rights, the legal state, pluralistic democracy, tolerance and solidarity".

Important »levers« in that process are preparation of young people for active citizenship and support to their participation in various forms of civic life. That has to be a continuous process, in other words, each new generation should acquire knowledge, skills and attitudes that will help them to understand the phenomena of social life, their role and participation in it. A school is the unique place for achieving these goals not only through delivery of specific teaching content and subject but also as the place where the civic behavior should be the philosophy and the life style.

Civic education is a new subject, a compulsory one, and it will be introduced in the grade VI and VII of the primary school. The intention is that through teaching of this subject, children and young people are enabled to be active citizens, to learn how to participate actively in family, school, local community and society and also to develop the affiliation to their community (national and cultural identity) and the world.

In December 2004 the curriculum for Civic education for grades VI and VII was approved. The implementation of the curricula in certain number of reformed schools is planned for the school year 2005/2006, while the implementation in the VII grade of primary school will start in school year 2006/2007. Civic education is going to be introduced, as the elective subject in all the grades in high school and its implementation will start in 2006/07. This will contribute to the improving of the school climate, democratization of the relationships and mutual respect among all the participants in the teaching process. The raising of the civic awareness in schools is the precondition for raising the civic awareness in the society.

Aim of the programme

The main aim of the programme is to provide conditions for successful implementation of the subject Civic education in primary and high school in the Republic.

Therefore, it is necessary to:

- § educate teachers who will teach this subject in schools,
- § educate other teachers to promote the civic education as a principle in teaching process,
- § involve in this process the school management as well as other participants in teaching process;
- § provide the recommended literature for teachers and for the students,
- § cooperate with the NGOs and the University.

The program of civic education is set up in a way that its ideas and implementation manner should support the affirmation of the overall civic values, not only in school, but in society in general.

Dynamics of programme realization

2005

- § training of teachers who will teach the subject Civic education in primary schools,
- § training of the number of teachers for trainers who will continue further trainings,
- § training of head teachers, deputy head teachers, pedagogues and psychologists in primary schools,
- § training of other teachers who will promote the civic education as a principle in teaching process,
- § development of the curriculum for the subjects Civic education for the I,II,III,IV grade of high school.
- § designing of textbooks and handbooks for teachers and students in primary schools.
- § cooperation with NGOs that deal with civic education and University.

2006

- § training of teachers in primary and high schools who will teach the subject Civic education,
- § training of head teachers, deputy head teachers, pedagogues and psychologists in primary and high schools,
- § training of other teachers in primary and high schools who will apply the civic education as a principle in teaching process,

- § designing of textbooks and handbooks for teachers and students in primary schools.
- § providing the additional literature for teachers and students,
- § cooperation with NGOs and University.

2007

- § training of teachers in primary and high schools who teach this subject,
- § training of teachers in primary and high schools who will start teaching the subject Civic education,
- § training of other teachers in primary and high schools who should promote the subject Civic education as a principle in teaching process,
- § cooperation with NGOs and University,
- § continuous work on developing the literature for teachers and students.

10.7 PROGRAMME: Capacity building of the Bureau

Description of the programme

In order to meet needs of schools where the new curriculum is being implemented in a functional and professional way it is necessary to improve the knowledge of the employees of the Bureau. All employees in the Bureau should be informed about strategic documents in education where the reform solutions are stated as well as about key activities of the sectors of the Bureau. Most of the employees of the Bureau are informed about curriculum development methodology (general, school and operational) because they participated actively in curriculum development of general as well as subject ones. Since this is one of the main reform requirements it is necessary to prepare dynamics and coordination of these activities within the Bureau.

The implementation of the new curriculum requires a high level of modern methodology knowledge. The advisors of the Bureau will be trained by peer education in monitoring and evaluating the basic programmes that represent the basis for realization of the new curricula.

- § *Step by step*
- § *Active teaching/learning*
- § *Inclusive education*
- § *Civic education*
- § *Computer assisted learning*

Especially important segment of the capacity building of the Bureau are various functional forms of training for the employees. These activities should be carried out as a part of subprogramme of professional skills development such as:

- § Management – competencies and management styles
- § Communication
- § Learning styles
- § Time managing
- § Effective meetings
- § Team development
- § Decision making
- § Development of human resources
- § International communications
- § Project planning

- § Development of results- based projects
- § Project management
- § Project budgeting and resource management
- § Designing the reports
- § Monitoring and evaluation
- § Administrative skills
- § Strategic and operational planning
- § Finance management and budgeting skills
- § Various technical skills
- § Public presentations
- § Computer skills
- § Foreign languages learning

Capacity building of the Bureau will be supported by long-term cooperation with foreign experts within two programmes: *Inclusive education* and *Montenegro Educator Development Project*.

Aim of the programme

Build the capacity of all employees of the Bureau so that this institution can function in a way that ensures high quality of professional work and services provided by the Bureau to education system in Montenegro.

Dynamics of the programme realization

The realization of the programme of professional skills development should start in 2005 and the details will be worked out in annual action plan of the Bureau. All above-mentioned training can be project-based and organized in cooperation with institutions that have been providing these trainings.

10.8 PROGRAMME: Media campaign of the Bureau and publishing

Description of the programme

The success and efficiency of the implementation of reform goals and solution depend to a great extent on well thought-out media campaign and involvement of professional public, students and parents. Timely, planned and aimed presentation of the Bureau is one of the key elements for the effective implementation of its activities. Because of that it is necessary to have clear conception and attitude towards the media, trained staff for carrying out these activities of his programme and established strategy for their realization.

Publishing activities of the Bureau (teaching recommendations, didactic-methodological recommendations, research results, website of the Bureau, translation of foreign periodicals and publications) should give clear and transparent picture of the Bureau to all partners in education process.

Aim of the programme

- § ensure clear, open and transparent media promotion of the Bureau,
- § ensure timely information to schools about the Bureau activities,
- § establish permanent and quality publishing activities of the Bureau,
- § build the modern website of the Bureau.

Dynamics of the realization of programme for media promotion of the Bureau

2005

- § training for media campaign (preparation of press conferences, presentations, official statements, promotional material)
- § development of media promotion strategy (preparation of the communication plan, planning of media campaign)
- § preparation and updating of website of the Bureau

2006

- § designing and implementing the strategy for media promotion (preparation of the communication plan, planning the media campaign),
- § updating the website of the Bureau

Dynamics of the realization of the programme on publishing

2005

- § printing the curricula for primary schools,
- § preparation and printing of brochure on the Bureau,
- § preparation and printing of the *Strategic plan*,
- § translation of the publications on contemporary pedagogical practice,
- § preparation of the *Catalogue of teacher training programmes*,
- § preparation of the *Bureau bulletin*,
- § preparation of the didactic-methodological recommendations.

2006/2007

- § preparation of didactic-methodological recommendations,
- § printing the curricula for high schools,
- § designing and printing the *Info Bulletin for High Schools*
- § publications on research results,
- § translation of publications on contemporary pedagogical practice and theory

10.9 PROGRAMME: Preparation of high schools for reform commencement

Description of the programme

The implementation of the new curricula in high schools in Montenegro will start in school year 2006/07. In order to implement the new concept successfully there is a need to realize a set of activities that will help school management, teachers, students and parents to adapt easily to the changes in the system. Well-designed and well-planned strategy of presenting to the teachers the content and application of the new curricula and providing them the training, presenting the new concept to the head teachers, teachers, and broader public by holding the seminars, counseling, round tables, publishing the brochures, objective-based media presentation are all the elements that represent necessary preconditions for quality commencement of the reform.

Aim of the programme

To prepare the teacher training program for work according the new curricula in the first, second and third grade of high school, to give precise instructions on organization and implementation of the new curricula with a special emphasis on realization of elective subjects, to monitor the delivery of new curricula, to explain the concept of Matura exam, to prepare the program for training of head teachers.

Dynamics of the programme realization

2005/06

- § approving the new compulsory and elective subjects for high schools by the Council for General education,
- § organizing the teacher training for work according the new curricula in the first grade of high school,
- § organizing counseling or seminars for head teachers in order to present them the new concept of high schools, procedures and conditions of pupils enrollment,
- § standards proposal for designing the new Rule Books and forms of public documents,
- § publishing the *Info Bulletin for high schools*,
- § devised media campaign.

2007

- § monitoring the implementation of the new curricula in the first grade of high schools,
- § organizing the teacher training for work according the new curricula in the second grade of high schools,
- § analyzing certain curricula referring to social and natural sciences.

By building its own capacities, in the following three years the Bureau will try to adjust its functioning to the project work organization, constitute aim-based working groups or teams that will be responsible for carrying out the projected activities in primary and high schools, design the strategy of action towards secondary vocational schools within the scope of its responsibility and in cooperation with the Center for Vocational Education, and initiate the education quality control in primary music schools and secondary art schools.

In the first year of the implementation of *the Strategic plan*, the Bureau remains open for all possible additions and revisions of planned activities, especially if these requirements are directed by contemporary state or reality of pedagogical practice and if they are in line with global development tendencies of educational policy in Montenegro.

A N E X

THE CONCEPT OF CURRICULUM

What is the curriculum?

The concept *curriculum* indicates the educational process in its most comprehensive sense, all that represent the students' experiences in school during his schooling. The concept *curriculum* includes: *the objective of learning* (why we learn), *the content of learning* (educational programme), *the methods of learning* (how to learn), *the manner of evaluation* etc. The content of the concept *curriculum* can be further elaborated and it can be said that it includes the relationships within the school, teacher's personality, approved textbooks, conditions for learning etc. *Curriculum is qualified as the real substance of educational process* (Kelli, 1989).

General curriculum, national curriculum, school curriculum, open curriculum, closed curriculum

Different interpretation of these concepts comes out from different *method*), different *approaches*, and different *levels* of planning the curriculum.

Referring to the level of curriculum structuring, or the manners of its planning we can differ the open and the closed curriculum (teacher prof curriculum).

Open curriculum primarily prescribes the educational objectives (what we want to achieve), giving the teacher the freedom (teacher autonomy) to plan and deliver other parts of curriculum, starting from concrete conditions.

Closed curriculum prescribes in advance all the levels/segments of teaching process (objectives, contents, etc.), regardless the concrete circumstances in which the teaching process takes place.

Regarding the *approaches* in curriculum planning there are:

- lesson-oriented curriculum planning,
- objective-oriented curriculum planning,
- process-oriented curriculum planning,

Each curriculum (implicitly or explicitly) consists of the following elements: objectives of learning, contents of learning, methods of learning and procedures of evaluation). Its content depends on adopted curriculum type, that is whether it is open or closed curriculum, and they differ in the basic elements they use as the starting points in curriculum planning.

Lesson-oriented approach starts from the question: what is learned and it prescribes the content of learning.

Objective-oriented approach starts from the question: why we learn and it prescribes the objectives of learning.

Process-oriented approach starts from the question how to learn and it prescribes the basic procedures and methods of learning.

The three mentioned approaches are the consequence of the different understanding of nature and origin of knowledge. Lesson-oriented approach has as its starting point the behavioral theory of learning. Process-oriented approach is closer to constructivist understanding of knowledge origin.

Former approach in planning the educational process belonged to the closed curriculum type (the uniform curriculum was planned at the general level and it was the same and compulsory for all schools), and it was based on the content approach (prescribes the contents of learning and the contents are used for planning). The new approach in planning the educational process belongs to open curriculum type (it enables making adjustments to the conditions in which the curriculum is implemented). It is based on objective and process-oriented approach (prescribes the objectives and outcomes, and they are used for planning the learning activities).

Curriculum is planned at three levels, at least:

- the state level (state curriculum, national curriculum, general curriculum),
- the school level (school curriculum, separated curriculum, local curriculum etc.)
- the teacher level (teachers lesson preparations)

What will be prescribed at national (general) level depends on the extent to which the curriculum is closed or open. In our case, the objectives and the outcomes are prescribed at national level and they are the same for all schools. The school creates its own school curriculum by adapting the national curriculum to the specific environment conditions and according the concrete needs of its pupils. Further, teacher has the professional autonomy to select the methods and procedures of his work, taking in consideration the students he works with.

The content of national curriculum:

- general objectives and outcomes of education;
- educational areas with objectives and outcomes of education;
- compulsory subjects in particular grades and educational cycles;
- elective subjects in particular grades and educational cycles;
- obligatory (minimum) and maximum number of classes for each subject and each grade;

The part of curriculum created by the school:

- the part of the educational programme (objectives and outcomes) in each compulsory subject;
- elective subjects from the List of elective subjects;
- organization and delivery of optional teaching;
- organization and delivery of extra and remedial teaching, and various forms of free activities.

The part of the curriculum created by the teacher:

- organization and delivery of teaching contents through subjects or integral themes (thematic approach);
- selection of methodological and didactic concept of teaching (selection of methodology, manners and procedures in teaching process);
- selection of the organization of the teaching process, especially in the first cycle, with the possibility to overcome the limits set by the subject–class organization of work.

Prescribed curriculum, real curriculum

The relationship between these concepts is more theoretical one and it arises from the fact that curriculum is planned at three different levels. Namely, theoretically, at each lower level of planning the curriculum, the general curriculum will be interpreted or adjusted rather than simply replicated. The

problem that appears is the problem of consistency of the curriculum. The concept *real curriculum* encompasses all that happen in school and the question is to what extent it corresponds to the *prescribed curriculum or expected curriculum*. Somehow, this is the content of evaluation research that we have just started. Is what happens in our schools (which is, in fact, the real curriculum) equivalent to what is planned (which is expected in national curriculum)?

Concepts of educational plan, educational programme

The concept educational plan and programme once had the same implication as the concept curriculum has now. In accordance with the content approach (prescribing the content of learning) the educational programme used to prescribe:

- educational plan: subjects that are taught at schools (including other activities such as extra and remedial teaching, free activities etc); the grade in which certain subjects are taught; the number of classes of certain subjects in the school and in each grade etc.;
- educational programme: prescribes the content of particular subjects (themes, lessons etc.).

The meaning of the concept curriculum is much broader than the meaning of the concepts educational plan and programme. This concept is used in order to encompass all the processes in school that affect the development of student's personality and as the famous psychologist Bruner says...*school as specific cultural ambience is what makes its essence, not the particular subjects...*

Holistic approach to education, which is in fact the core of the concept curriculum, should demonstrate that we do not consider the school as the place where the knowledge is transferred and acquired. The school is seen as a place for overall (physical, intellectual, emotional, social...) development of student's personality.

Subject programmes

The holistic approach to education can be also recognized in the way the subject programmes are devised. They involve:

- general subject objectives (which are compatible with the objectives of the subject area and they are about the contribution of that subject to the development of student's personality);
- operative objectives (which represent the guidelines for planning and preparation of the teaching process);
- proposed activities (which have to provide the quality of learning process)
- concepts (which just indicate the contents of learning);
- correlations (which should enable that a student experiences the current learning as the integral part of the overall educational process in school);
- didactic instructions (which should direct the teachers activities during the class and support the active learning);
- outcomes or standards (which indicate the learning results and direct the learning process towards the quality and not towards the content of education);
- conditions in which the learning is carried out (show the minimum standards that should be provided to enable the successful learning) etc.

Generally speaking, the curriculum (in this case expressed through the subject programme), in all its parts (objective of learning, activities, learning conditions...), is directed towards achieving expected educational outcomes. The educational outcomes describe the knowledge, skills and values that every student should acquire in order to become competent for further learning and active participation in social and professional life of the community.

Evaluating the educational process and its outcomes (evaluation)

Evaluating the educational process and its outcomes (evaluation) refers to the identifying the quality of education and, first of all, to criteria for identification of the quality of education.

The characteristic of the content approach is that the curriculum prescribes the content of learning and there is no much attention paid to the educational objectives and outcomes. The objectives are often given as generally accepted categories such as comprehensive development or development of creativity, while the educational outcomes are hardly mentioned. Monitoring and evaluating of the educational process in such conditions, when only the content is given, and the outcomes are not clear enough, is deduced to monitoring and evaluation of the delivery of teaching (whether the teacher has taught all the lessons from the plan).

New educational approach is oriented to the quality of learning. The quality of knowledge is defined in standards (outcomes) of knowledge in the curriculum. The standards show the lowest level of knowledge, capabilities, skills etc. that are the learning outcomes and that are said to represent the quality of education. The standards are defined so that can be measured and they represent the basis for external evaluation of students achievements.

Beside the external evaluation that evaluates the educational outcomes, contemporary approaches in assurance and improvement of the quality of education emphasize the importance of self-evaluation. Self-evaluation is oriented to the educational process itself. Self-evaluation is conducted by school on the basis of the established quality indicators and on the basis of the developed instruments for gathering the data. The self-evaluation process includes all the stakeholders (school management, teachers, parents, students etc.), and it has to evolve into the school developmental plan. The school developmental plan implies defining of the concrete methods, procedures and activities that aim at the improvement of the work in school.