

007

INTERNATIONAL
MAGAZINE
FOR EDUCATIONAL
SCIENCES AND PRACTICE

007 ► Issue 7 ► Podgorica ► April 2010



The Skadar Lake, detail



Title: 007

International Magazine for Educational Sciences and Practice

Published by:

Education For All Forum Montenegro (EFA),
UNESCO Chair in Education for Democratic Citizenship
and Human Rights at the Faculty of Philosophy of the
University of Montenegro

**Publication of this issue was supported by the
Government of Montenegro, Commission for Distribution of
the Lottery Funds**

Profile: Educational Scientific Magazine
ISSN:1800-5535

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Design:

Studio MOUSE - Podgorica / Biljana Živković

Print:

M Print - Podgorica

Circulation: 1000



Dear Reader,

We are happy to reach to you with a new issue of the Magazine 007, bringing further insight into developments in education internationally.

Development of collaborative school culture, an insight into learning strategies, and pre-school education in the context of reforms in Montenegro are in the focus of this edition. The attention is also paid to the impact of non-formal education a community of marginalized young people, followed by an outline of an Inclusive Education campaign conducted in Montenegro.

The themes of our interest remain to be those of significance worldwide. We shall continue to explore areas of lifelong, intercultural and non-formal learning, challenges in reaching education for all, and to promote creative and innovative approaches in education.

The beauty of Montenegro is something that we also want to bring to you through this publication.

Editors

Development of Collaborative School Culture and Mentoring for Enhancement of Inclusive Education

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Abstract

In the last two decades the views on inclusive education and its practical implementation have gradually changed in Latvia. Instead of segregating students with special needs in special schools or in so-called home-teaching, the general schools have begun to seek for different forms to meet the needs of these students in the general school: starting from the correction classrooms, then special classrooms, and finally, inclusive classrooms. It is unfortunate that the correction and special classrooms are still considered as “inclusive”, and that impedes broader inclusion of students with special needs in general classrooms. To identify a way forward was the aim of a qualitative research, whose

participants were teachers and principals of two inclusive schools. It yielded some findings that clearly revealed that enhancement of inclusive education is connected with reorientation toward collaborative school culture. The data have been collected using focus group discussions and in-depth interviews. This paper focuses on, firstly, to what extent the teachers value collaboration with parents and with each other, and, secondly, the impact of the reinforcement of collaborative culture by means of mentoring. The discussion is also based on data of a two year project which was implemented in these schools.

Introduction

The Law of Education (1998) and the subsequent educational reforms have been the background for the changes towards inclusion of children with special needs in general schools in Latvia. The emphasis focused by the policy makers and the defenders of the human rights has been on equal rights and changing attitudes towards these children and adults in the society, and particularly in education. At the same time as elevating the significance of policies and funding, implementation of inclusive education required the total change of school's approach to diversity. Those pre-schools and schools which took initiative for inclusive education have faced tremendous challenges as professional organizations regarding creating inclusive school culture. According to Booth and Ainscow, (2000, p. 8) creating inclusive cultures corresponds to creating "...a secure, accepting, collaborating, stimulating community, in which everyone is valued as the foundation for the highest achievements of all. It develops shared inclusive values that are conveyed to all new staff, students, governors and parents/carers." Carrington (1999) has stated that inclusion can happen only within a certain cultural context.

All school reforms called for greater collaboration outside and inside the school: collaboration with parents and local community, and collaboration among teachers, e.g. decentralisation of decision-making process, integrated subjects curriculum, implementation of new instructional methods, individualised learning process, school's independence in their choice of teacher professional development courses, and participation in different local and international projects. Innovative inclusive schools went through reorientation of their school culture to collaborative by new understanding of teacher profession. Latvia is not an exception in traditional perception of teacher profession: it is considered isolating since teachers work mostly alone in the classrooms, interact rarely with their colleagues and are not used to share with each other neither their successes nor problems; whereas, in the new situation when so much challenge is to be met, it is not possible in isolation. However, development of collaborative school culture where teachers share their experiences and seek for solving problems together is not less challenging and not less important issue for development of inclusive school than changes in school's curriculum. To look into research literature in the field of collaborative school culture, and to

explore intrinsic interrelations between collaborative school culture and school's 'inclusiveness', that was the aim of this study.

Different authors have distinguished most essential characteristics of collaborative culture. In early ninetieth Fullan and Hargreaves (1991) stated that collaborative school culture includes trust, sharing of expertise and resources, and help to each other. Collaboration requires a mutual respect, trust, commitment to planning, and a common philosophy (Mastropieri *et al.*, 2005). In collaborative schools, teachers have a strong feeling of belonging to professional community, which adds them energy and enthusiasm. The essential key components of collaboration described by Scribner, Cockrell D., Cockrell K. and Valentine (1999) are the following: negotiated and shared goals, equality in relationship and valuing of each member's contribution, voluntary participation and commitment to the reforms. Research on the leadership issues adds specific qualifiers to the research on the collaborative school. In collaborative cultures leadership is more widely dispersed, regularly enacted, and more open to change and improvement. Moreover, Fullan and Hargreaves (1991) state that every teacher can be a leader in collaborative schools. Collaboration between general and special education has been identified as the most useful and accessible resource available to general educators of inclusive schools (Carrington, & Elkins, 2002; DeSimone, & Parmar, 2006). According to Fullan (1998, p. 8), „Student achievement increases substantially in schools with collaborative work cultures that foster a professional learning community among teachers and others, focus continuously on improving instructional practice in light of student performance data, and link to standards and staff development support.”

A number of authors argue that teacher collaboration can only occur when it is associated with challenging and inspiring program or activity. Undoubtedly, implementation of inclusive education approach is one of the most challenging “programs”, and therefore, fostering teacher collaboration for improvement of their work with children with disabilities in inclusive schools has been asserted as imperative by a range of authors. For instance, in a synthesis of case study findings from 15 different countries Govinda (2009) links collaboration to the achievements of students with disabilities : “...a collaborative and coordinated management to support the teachers in their endeavours with the students, concern for finding alternative and extraordinary actions that will favour learning by certain students...” (p. 23). One of the most often obstacles used by the opponents of inclusion is negative

influence of inclusion of the disabled students on the academic achievement of the other children in the classroom. On the contrary, research in inclusive education approves that inclusion of the disabled children may benefit achievement of all children in the school (Farrel *et al*, 2007; Ruijs, & Peetsma, 2009). Thus implementation of inclusive education in combination with development of collaborative school culture may benefit for all children's learning and achievements. Cooperation is very much rooted in common understanding and attitude toward inclusion of children with disabilities or in the teachers' and administrators' readiness to find the common understanding. To illuminate those roots a wide range of research has been done to investigate the perceptions, which underpin the personnel and parent attitudes regarding inclusion (Gibb *et al*, 1997; Dinnebeil, *et al*, 1998).

The findings of this study, which aimed to explore teachers' and administrators' perceptions regarding the value of collaboration with parents and with each other, and to find to what extent the collaborative practices are applied in their schools, are discussed in this paper.

Research Methodology

The focus group discussion and in-depth interviews was the research design of this qualitative study. In this study the participants of the two year inclusive education project "Integration suitcase for children with special needs" were involved in the final stage of its development. Within the project thirty nine teachers, special educators and school administrators – twelve schools' teams (one administrator and 4 teachers and special educators) acquired a new

methodology of teaching concepts to children with learning difficulties. Two members of each team were prepared to mentoring. By a purposive sampling two inclusive schools were selected for the focus group discussion out of the twelve schools at the end of the project. The school 1 is a small rural basic school, and the school 2 is a middle-size secondary school in a small town. (Table 1.) Regarding the number of students and teachers, the teachers' professional qualifications and the schools' financial and material resources both schools are typical rural and small town schools. They differ from the other schools in their neighbourhood by their positive attitude toward inclusion and the number of children with special needs included in general classrooms. The schools have developed and licensed special education programs for children with learning disabilities, and they have also included children with different physical impairments. Both schools have joint several inclusive education projects in recent years. Their teachers have attended a range of courses and seminars on different issues related to inclusive education.

The participants of two focus group discussions represented schools' administrators (directors and deputy directors, teachers who teach in the inclusive classrooms, and specialists). Discussions were held in the schools. All participants, except one, were women, which was consistent with the gender representation in schools in Latvia. Their age vary from 20-30 to 50 and more years. The in-depth interviews were carried out with two teachers of the same schools on their personal experience. The focus group discussion and the interviews were audio-taped and partially transcribed. In the focus group discussion the participants were asked to reflect on their experience with children with special needs in their school. The in-depth interviews were focused more directly to issues related to collaboration.

	Total number of students	Number of students in special programs	Number of special education programs	Students with other special needs
School 1	88	18	2	2
School 2	670	15	3	9

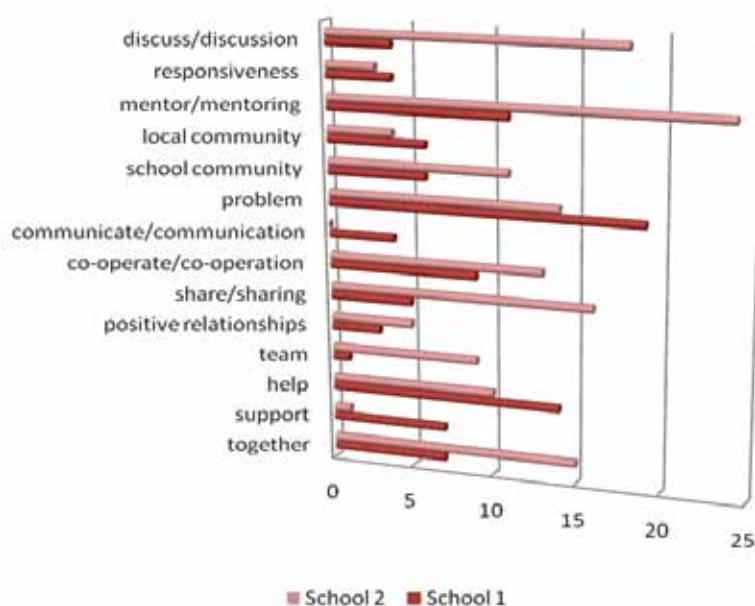
Table 1. Participant schools

Results

When people say that they collaborate, in fact, they could interpret it in quite different meanings. Therefore, the focus-group discussions were not directed by the moderator (the author) on this particular issue. It was intentionally that focus group participants were asked to reflect broadly on their school and work with the disabled students so that it would be possible to explore how much the personnel themselves emphasise collaboration. On the contrary, in the in-depth interviews participants were asked to express their thoughts about collaboration with their colleagues: With whom they collaborate most often? How they cooperate? Do they share successes and do they solve problems together? How does the mentoring influence their cooperation? What is the impact of mentoring? The participants of the discussion and the interviews seized the opportunity to reflect and comment on their thoughts and experience. Everybody was involved actively in the discussion. During the focus-group discussion nobody dominated, though it seemed sometimes that there was an informal leader in the group. In the case of the small school it was the teacher who had recently got Master's degree on the topic of inclusive education. But in the case of the middle size school it was the deputy director. However, during both discussions that did not influence much the participants' willingness to share their views.

At the first stage of data analysis, in all transcripts the watchwords connected with collaboration and collegiality were found. (Picture1). The watchwords data analysis show that problem solving, help and support to each other is more mentioned by the teachers and other staff members of the small rural school (School 1) than by the middle size school of a small town (school 2). In their turn, the teachers and staff members of the school 2 mentioned mentoring, sharing, discussion and togetherness more than school's 1 respondents. Looking at those characteristics which are more important for the school 1, those are problem solving, help, mentoring and cooperation. As regards the school 2 those are mentoring, discussion and sharing. The less mentioned characteristics by the participants of school 1 are team, positive relationships and responsiveness. The less mentioned characteristics by the participants of the school 2 are communication, support and responsiveness.

At the second stage of data analysis the participants' responses from focus-group discussion and in-depth interviews were categorised into several categories: 1) Positive relations between school and parents, school and local community; 2) Relationships and cooperation among teachers and between teachers and the other staff members; 3) Benefits of collaboration for

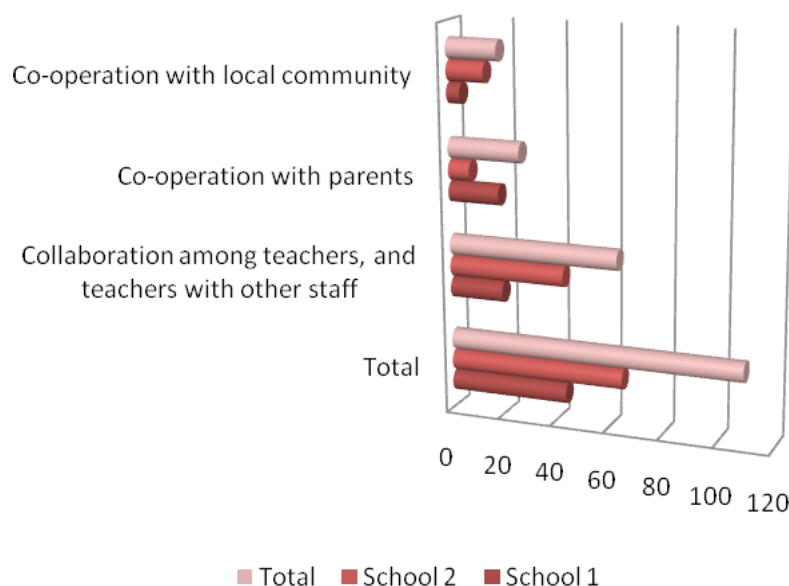


Picture 1. Watchwords referring to collaborative school culture.

teachers; 4) Influence of mentoring on collaboration. All these categories were connected with searching their connection with inclusion of children with special needs. The first set of responses relates to relations between school and parents, and school and community. More than twice more references of the basic school (school 1) refer to positive relationships with parents focusing on school and parent collaboration towards common understanding of the benefits of inclusion for children with and without special needs (Picture 2). However, respondents of both schools respond that communication with parents is not easy, especially at the beginning when the school starts inclusive programs. But they understand the value of such communication and have paid their time and effort to build co-operation with parents.

with parents every day, but then the pre-school was closed, and I came here. I felt a kind of relief... Now we communicate and ask advice and help of parents much more than previous years, because we need it really. It is almost like we are "forced to", because we have these children (with special needs, Z.B.). But it's not a problem for me. I don't think it's a problem for the other teachers either. (A school 2 teacher, interviewee)

Developing tolerant attitude toward disabled people and their inclusion in local community and school was pointed more by representatives of the secondary school. Even more, they consider that it is the school's responsibility:



Picture 2. Number of statements regarding collaboration.

Don't think that parents accept you immediately. Sometimes you need to spend much time telling that the child (with disabilities) is safe in our school, and that other children are caring. It is best when parents come to school and we can spend some time talking in quiet and welcoming atmosphere. Parents (of child with disability), too, must accept the situation that their child's behaviour and academic achievements are a little different. I try to explain that it is better for their child to be here and to accept that he differs from other students. (A school 1 teacher, interviewee)

It is one of the responsibilities of school to teach how to accept difference. Our students understand that we all are different, and that we are more interesting to each other because of that. We know how to help, we can understand, we can support. Through the model of the school our society becomes more tolerant and generous. Now nobody wonders that we have these students. Some of our former students have their own small business. People forgot that they are disabled. (Director of school 2, participant of focus group discussion.)

To my mind, when we started to accept the disabled children in our school we had to change some habits. When I worked in a pre-school I was used to speak

In the second set of statements referring to collaboration among teachers and their collaboration with other staff, there is more than twice more references of school

1 than of school 2. When school 1 participant of the focus group discussion noted, "We have more positive climate in our school. More friendly relationships and less rumours amongst teachers, aren't they, after we joint this project?" the deliberations of collaboration amongst staff members were enthusiastically expressed by the other teachers and the director. It is notable that these responses were not merely agreement or little additions to what was mentioned by the other participants but in many cases those were numerous reminders of some kind of collaboration. Some teachers referred to working together after lessons to make self-made learning materials. Another remembered how they worked out a parent survey together and discussed the collected information at the whole staff meeting. A teacher considered it was a very effective meeting when they discussed how to respond to one parent complaint about having a disabled child in his daughter's classroom.

School 1 does not have special educators in their staff, therefore they mentioned it as a problem. In their turn, participants of school 2, which has special educator and psychologist, expressed their satisfaction about the support and collaboration with them.

Co-operation between teachers and specialists has been happening already many years because it is essential. Co-operation develops when a topical question raises or if a problem appears. We have always possibility to ask. (From interview with a school 2 teacher.)

The interviewed special educator shared that when she asked the primary class teacher to introduce her with the new methodology of concept learning, the colleague agreed kindly. She continued that "...it was not just observation of her work, actually, we worked several lessons together before I started to apply these methods in my work."

There was a considerable number of responses about the new role for teachers as mentors and mentees. Though the secondary school's participants have responded more enthusiastically to this question during the discussion, all participants valued this experience. It should be noted that school 2 has been involved in several projects connected with mentoring, whereas it was the first such kind project for the school 1. Strong support and professional help was distinguished by mentees.

Any time she (the mentor) comes back from seminars and meetings she has something to share with me. It was the idea of my mentor that we could invite the other colleagues to make self-made learning materials together one afternoon. You know, I had a 'work education instructor' when I came to work after university (Coaching to a new staff member by more experienced colleague was traditional in soviet schools, Z.B.). ... Mentoring is different relationships. (From interview with school 1 teacher.)

The school-based mentoring was especially acknowledged by all respondents. As one teacher told:

I consider that local (school-based, Z.B.) mentor is more accepted. In the school's positive atmosphere the teacher-mentee trusts her mentor much more, and accepts advice, because it is more related to everyday practice. (A school 2 teacher, participant of focus group discussion.)

On her turn, the participant representing mentor responded with her experience as mentoring being both-side beneficial:

"...that is 'the old truth' that when you tell somebody something you remember it much better... but it is not the only benefit for me. You (turning to her mentee, Z.B.) can tell me so much about your experience with the Down Syndrome child. I am much more prepared to work with her now. (A school 2 special educator, participant of focus group discussion.)

The role of the director in building positive relationships and positive school climate was highly valued by respondents of both schools:

It was our director who started all this (inclusion, Z.B.). She was brave enough to start when the schools around did not wanted to hear anything about these children. If she was not so insistent, who knows, the resistance from teachers would be much bigger. What she did? She joined our school to several projects and went to learn together with us. (From interview with a school 1 teacher.)

When asked about the greatest benefits of collaboration, an interviewee responded:

I am sure that much of the resistance to inclusion is because people do not know how to deal with the children's with disabilities problems, it is like a general

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fear of disability. Therefore it was so important that three teachers of our school and our director could attend the Niborg's courses (a course on concept teaching, Z.B.), and that they have shared all materials and led consultations for all teachers later. (From interview with a school 2 teacher.)

Conclusions

Reorientation of school culture is a complex process but it becomes focused and therefore more successful if connected with important and challenging change in school's life. Schools face such important challenges when they include children with special needs in general schools' classrooms. However, the international research shows that it is possible to overcome the obstacles and to find best solutions for inclusion in schools, which have collaborative cultures in place or if the schools are able to reorient their existing cultures.

The results of this study indicate that teachers, special educators and school directors perceive collaboration as a strong reinforcement of inclusion. Though the participants of the study had not used the term "collaborative culture", the statements, which prevailed in their responses, e.g. learning and resolving problems together, sharing knowledge, empowerment and encouraging of each other, more positive school climate, broadening of external and internal relationships, collegiality and shared goal of inclusion of children with special needs, those all shows a broad range of topical issues referring to the collaborative culture in their schools. One of the interviewees characterised the school's culture as "inertial collegial" before the school had faced the challenge to implement inclusive education. By reorientation of the school towards inclusion of students with diverse abilities, the 'inertial collegiality' has changed to collaboration. A broad range of topical issues referring to interrelations between collaboration and inclusive education were considered by the participants of this study. The study has clearly indicated that there are significant mutually interrelated changes occurred in school: the inclusion of children with special needs has fostered collaborative school culture, and the fostered collaborative school culture, in its turn, has echoed in deeper understanding

and acceptance of diversity in school. Through collaboration, teachers and other school personnel have gained new skills in teaching and support to all children, better skills of co-operation with parents and local community. Moreover, mentoring as a form of collaboration has resulted in new level of relationships based on mutual respect and shared goals.

Two year's termination of the inclusive education project, the shortages of the present economical and financial crisis cause reasonable concern about the sustainability of change towards inclusive education in the country. However, on the basis of this study it is evident that the participant schools have reached a significant level of commitment to inclusive education in present and the previous inclusive education projects, and that they are aware of continuity of implementation of inclusive education programs in their schools. Additionally, it is a promising condition that the schools directors are committed to inclusion, and support class teachers and special educators.

To continue investigation by focusing on sustainability of the reached level of collaboration and mentoring, and to identify the impact of the purposeful collaboration for the better achievements of students with special needs, that is the field of a future study.

Data analysis and conclusions on the findings of this study are prepared with the support of the ESF project „Atbalsts Daugavpils Universitātes doktora studiju īstenošanai” (contract Nr. 2009/0140/1DP/1.1.2.1.2/09/IPIA/VIAA/015).

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Development of Learning Strategies

(About the Competence *Learning to Learn*)

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Abstract:

The paper deals with the necessity of the mental involvement of the student within the process of acquisition. The process of learning is defined as the process in which an individual creates his/her own system of knowledge, helped by the teacher as much as possible. The author claims that the teacher should work on development of the cognitive and meta-cognitive strategies. The most important is to insist on the development of the acquiring of the new material that is presented in the form of linear verbal material.

Introduction

Among various definitions of the term Learning there is a constant that defines this process as a relatively constant change of an individual, made under the influence of the environment and evoked by the needs the individual who is constantly changing. We learn various things during our lifetime: from those basic ones related to the fundamental biological needs to the learning of the appropriate, socially accepted behavior, setting the guidelines of

the intellectual features, and, finally, comprehending scientific knowledge¹. But, it is quite easy to perceive the most dominant aspect of knowledge – and that is the verbal contents- teaching material in the form of a lesson.

¹ The term has got the widest meaning: the knowledge is defined as a system of facts that has been comprehended and kept for a significant time period.

The Traditional Approach to the Teaching Process

The traditional approach to the teaching process didn't imply many instructions given by the teacher related to the process of learning. The orders: *Retell that in your own words; Study with understanding; Start with studying right after the class in order to use the fact that you've heard in the best way etc.* could often be heard in a classroom. The best instructions that could be heard were those: *It's always better to learn a whole than the parts; A well organized learning is always better than the concentrated one; You should always obey the habits to learn in the same place and at the same time; Don't forget to check yourself during the studying; It is always useful to make notes while studying; Try to relate the things you are currently studying with those you have already comprehended; Try to find the illustrative examples related to the things you've been studying; It is very important not to be distracted by the activities done before and after the process of studying (known as the proactive and retroactive inhibition) etc.*

We do not intend to deny that the importance and usefulness of the advice given in the previous paragraph, but we have to admit that they are insufficient for a quality learning process. And the question is what is a quality learning process? It is a process within a person when he/she is able to relate the newly acquired knowledge to those that have already been acquired and their applying to new activities related to the studying process and life itself.

Learning Process

It is well known that people learn in various ways. There are numerous learning types, such as visual, audio, kinesthetic... We comprehend about 65% of the things we are familiar with by the visual stimuli and the facts in schoolbooks are usually given in the written form (even though the editors are trying to give as many illustrations as possible). The way of presentation of information in the written form is the cheapest one. Since speaking and thinking are strongly related, the

best way of presenting the contemplative operations is by speaking. But it is often the case that what seem very simple to the authors, is, in fact, very hard for those who are learning the facts from the book. Learning by units is also very unpopular (remember the long and boring history and geography lessons that were full of facts and data that you were supposed to learn by heart), because it is very hard to comprehend them to the level of reproduction. Even when the teacher doesn't require a complete reproduction of the given lesson it is very hard to cope with numerous facts so students usually read the lesson numerous times, underline the important facts (we need to point out that they are often not able to distinguish the important facts from the unimportant ones), read the lesson again, repeat it aloud till the moment they feel that they can reproduce it in an appropriate way.

Students often study regularly, but it would be necessary to repeat all the already comprehended lessons in order to prevent retroactive inhibition. But, the main problem in this kind of learning is losing too much time in order to complete the task properly.

It is, also, very important to think about the question of linking of this kind of learning of the verbal teaching material to the way our brain is functioning. The verbal teaching material is always a linear one, the facts follow each other successively and the facts that we have already comprehended are organized as a scheme or a net. It is very questionable whether the student puts the new fact in the right place, since he/she doesn't have enough time to think about the relationship of the new material with the one that has already been comprehended. It is very likely that the student temporarily keeps the new facts within the short- term memory and that only one part of it will be transmitted to the long- term memory.

Learning Theories

Even though various learning theories cover a significant area of the researches, it is evident that they are reaching classrooms very slowly. The researchers who support the cognitive theories claim that: "the most important

mental feature of the students relates not only to the already comprehended knowledge, but also to the various ways of learning new material” (Vilotijevic 2000a, p.195).

A well-known Swiss psychologist Jean Piaget conducted numerous experiments concerning the problem of acquisition of concepts² in 1990s. The author observes the essence of the cognitive development through the development and acquisition of the facts and processes. The phases of the mental development (senso-motoric, pre-operational, and those belonging to the palpable and abstract operations) depend upon the characteristics and abilities of the thinking and acquisition and of the facts and operations related to them (classification, putting into series and adding...). According to the theory of Lav Vygotski (1977) the mental processes can be divided into outer and inner ones, and the relationship between them is “a sign – the word, picture or drawing” (Laketa- Vasilijevic 2006, p. 257). It is considered that the most important fact related to the teaching process is that the teacher can influence the development of the higher mental functions of the students from the outside, by focusing on perception, encouraging logical thinking and acquiring.

Brooner (see Vuckovic 2002, p. 69-70) claims that the process of learning includes implicitly finding relationship between the information, classification of the facts, notions and phenomena according to a criterion, while the process of acquiring is called conceptualization or categorization. The most important thing for an individual is to develop “a significant strategy implying many well- intellectually organized procedures in order to achieve the aim” (Laketa – Vasilijevic 2006, p. 260). There are three ways of presenting the reality: by action, by icons and by symbols. It is considered that it would be very important to take care about the compatibility of these ways of teaching and that the teaching material should be presented on the basis of the spiral, carefully created

curriculum. The process of acquisition includes three simultaneous actions: the acquisition, transformation and a suitable testing of the comprehended knowledge (see Vuckovic 2002, p. 69). A teacher has to pay a special attention to the structure of the teaching material, because the methodology of teaching is more important than the contents of the material.

Robert Gagne (see Vilotijevic, 2000a, p. 169-177) wrote about cumulative ability. The inner acquisition processes are mental abilities consisting of information, intellectual capacities and cognitive strategies.

Both Gagne and Brooner think that a teacher should focus on the development of the cognitive strategies which refer to the artistic ways of thinking. But, since the process of thinking itself isn't the only one, they claim that “the strategy of acquisition is much wider than the cognitive strategy, since it covers practicing, elaboration and meta- cognition at the same time” (Vilotijevic 2000a, p. 202). The process of meta-cognition is usually defined as “a knowledge about human cognitive functioning, its main characteristics, abilities and limits: the strategies by which a human controls his/her own cognition and behavior” (Kovac-Cerovic 1996, according to Kankaras 2004, p. 150).

Learning Strategies

In fact, it can be said that the acquisition strategies are the instruments and various approaches to the teaching material in order to comprehend it and apply. While the cognitive strategy is usually connected to the inner mental processes, the acquisition strategy is related to some outer actions which are done by an individual in order to organize and reorganize the teaching material. Since meta-cognition describes cognitive areas it explains how to acquire new material and what can be done in order to improve the learning process. There are some strategies that can be led consciously by the student. The distinction between the cognitive (related to the process of cognition) and meta-cognitive (cognition about cognition) is in the fact that “Cognitive strategies are used in order to help a person to achieve some aim (for example to understand a text), while the meta- cognitive strategies

2 The paper deals with the concepts, in the source entitled Pedagoska enciklopedija 2 (1984: 24) the mentioned term has been defined as: the notion about the essence, important features, importance and relations between the topics under discussion.

are used in controlling the process of acquisition itself (for example by questioning yourself in order to estimate whether you have comprehended the text or not)” (Kankaras 2004, p.153).

The learning strategies represent the ways of approaching some material. Since the teaching materials are very different, it is very often quite hard to apply them in the same way in order to comprehend some material (their comparison, analysis and classification). It is evident that acquiring grammar of the mother and foreign language, history, biology, and other subjects imply many various approaches, but it is possible to find some common feature of the comprehension. No matter to what extent a certain material searches for some specific strategies, it can also be said that every student has their own approach to the process of learning.

The Theory of David Ausubell (according to Vilotijevic 2000a, p. 279-282) deals with meaningful verbal acquisition. While Gagne and Brooner stand for the deductive acquisitions, Ausubell claims that the best results of the process of learning are those obtained by the verbal presentation of the material, pointing out that the most important is to differentiate new material from the one that has already been comprehended.

The constructive approach imply that the source of knowledge is in the activities of the student which means that the process of learning itself is as important as the result of it (see Lalovic 2009, p. 13).

The cognitive theories stress out the inner psychological processes – the acquisition and organization of the memory within the learning process. Influenced by the cognitive theories Vilotijevic (2000a, p. 195) define the process of learning as “the process of interaction by which an individual develops new cognitive structures which repress already comprehended material” .

Contemplative Information Processing

Let's look at how our psychological functions deal with the new information:

It is evident that the perception and comprehension

of the new material depend on the material that has already been saved in the cognitive structures of an individual (see Kostic 2006, p. 183). So, if the new material doesn't fit the facts that have already been saved, it will be very hard to reconstruct it and use it. The information pass through the cognitive processes of perception, memorizing and information processing. According to the model given by Atkinson and Shifrin (1968) the new information stay shortly within the perceptive memory (which is very unorganized, and has a very short duration and is of a very small capacity), some of them are transmitted to the next levels of processing, while other are lost for good. A part of them is saved in the operative memory, where they also can be lost and some are saved in the long-term memory (see Kostic 2006, p. 55). It is also possible to use the information by their transmission into the working memory.

According to the researches related to the cognitive and meta- cognitive processes, the long-term memory is “a part of the system of information processing where our whole knowledge has been saved” (Kostic 2006, p.147). But we are currently interested in the semantic memory, which refers to the acquisition of the concepts (known as declarative knowledge) and the procedure (procedural knowledge), which are in contrast with episodic memory which refers to the personal experience. Apart from these two, there is a meta-cognitive knowledge as a knowledge about knowledge itself. Since children can hardly eliminate their personal experiences from the process of learning at school, we have to point out the fact that the semantic and episodic memories are strongly intertwined so it is very hard to see them as two separate parts. Since the level of possession of the meta-cognitive knowledge is very low within the high-school children, the objective of the teaching process will be to develop it, because of the fact that learning about how to learn belongs to one of the eight competences of OECD³.

The inner mental processes deal with those information perceived by the sensory organs, and the “processing of the information stresses the way in which people think and learn by the collecting, saving, re-finding,

³ OECD is an abbreviation referring to the Organization for Economic Cooperation and Development.

organizing and estimating the information, notions and skills of concluding. If we want to learn, we need to be able to process the information rather than to be the passive recipients of the data" (Ashman and Conway, 1993, p. 33). It is very important to be aware of the fact that "it is not possible to reduce the contents of the semantic memory to the semantic and verbal code since the mental representation of the given notion can contain the information encoded in the various sensitive formats" (Kostic 2006, p. 150).

It is evident that the language as a system of verbal coding enables the human to express themselves in many different ways- from speaking about the objects of the sensitive experience to abstract thinking about the concepts that cannot be felt by the senses. The primary- school educational system requires the development of the long-term memory and tries to evade the usage of the verbal coding.

Organization of Data in the Long-term Memory

The question is in what way the notions have been saved in the long-term memory? The researches give various answers to this question. The experiments of Chilian (according to Kostic 2006, p.154) showed that this notion has been defined locally (by the group of distinctive features), and by the context (by the relations with other notions). The whole concept is built hierarchically- since the concepts within it are related in that way- which influences the speed of identification of the relationship between these two notions. The theory of Gagne says that the hierarchy can be made by acquiring material and data from those that are the simplest to the most complicated ones (according to Vilotijevic 2000a, p. 173).

If the results provided by Chilian would be true, it would be very easy to understand and use the semantic memory in order to develop it. On the other hand, the researches of Collins and Lophtus (according to Kostic 2006, p. 163) show that by choosing one notion we can activate many other concepts related to it (this model is known as *The Model of Spreading Activation*). *The Model of Overlapping* (see Kostic 2006, p. 170) is very useful for the process of acquisition in the primary school. According to this model, the

concept is saved with all its features by which it differs from other notions, and with those it has in common with other notions.

Contextual Knowledge

The schemes are defined as knowledge about the context, or contextual knowledge. If semantic memory functions within the system of schematic relations, it is evident that the concept of presenting and acquiring knowledge in a verbal or linear code is an insufficient way of building up the long-term memory. It is also very important to be aware of the fact that the information have to be understood in the relation to the other notions, otherwise, their saving will be disabled or, even, impossible. That is the main reason why the teacher has to pay special attention to the already acquired knowledge of his/her students. The teacher usually follows the procedure of making a short introduction (usually for himself/herself, and not for the students), presentation of the new lesson and, finally, a short conclusion. For example, when the teacher has to present the lesson about the adjectives to the fourth-grade pupils, he/she usually forgets to what level adjectives are related to nouns and how many features they actually have in common. The result of this mistake is the fact that sometimes students, even after many years of studying, are not able to recognize some distinctive features of adjectives.

The knowledge should be systematized and organized and every new concept should be adjusted to the already saved data. This means that the new items shouldn't be added to the previous material but very carefully incorporated. There is great possibility that every information that is not saved in this way would be lost for good. The process of acquisition should consist of meaningful organization of the knowledge, separation of the main ideas, relating to the similar ones, distinction from the similar material... (Lalovic 2009, p. 20)

Conclusion

Learning process has always been marked as “too hard” or “too demanding”, especially the one related to learning of Biology, Mathematics, Chemistry, Physics, History, Geography, Arts, Mother language and literature... It is evident that the students make more efforts while learning some of them than the others, and that they will make way too much effort to learn the isolated facts without an appropriate strategy.

Learning contents are mostly presented in verbal type. This kind of content is very complex, which is the reason to make more efforts to develop learning strategies for different students, contents and data.

It is well-known that the applying of the mentioned ideas is not always easy and possible, but every teacher should try as hard as possible, partially through the homework. A non-active context of the long-term memory cannot receive the new information, and the short term memory is, as it is already explained, insufficient for that.

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Preschool Education in the Context of Reforms in Montenegro

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Abstract

The educational reform in Montenegro officially started in 2000, although the practical implementation of changes within the educational institutions had already taken place significantly in a 'bottom-up' manner, especially at primary levels – in the kindergarten and elementary school.

Contemporary curriculum models supported by numerous scientific and theoretical postulates about developmental needs of children, methods and ways of cognition, quality and functionality of knowledge indicate the fact that the children's world is not so remote from the world of adults as suggested by the previous traditional system, and that neither the institution and family nor the kindergarten and school represent separated existential places or divided units. In that sense, establishing the continuity at all levels, naturally

logical links are built between all segments of the system, vertically or horizontally, including the life context.

In the light of these perceptions, crucial innovations in the system of education are conceived such as the establishment of more flexible and open organization of work in terms of time and space, the partnership with family and community in terms of more active participation and exchange between all the participants in order to start the deinstitutionalization process and approach the life context, as well as the adoption of The Program Fundamentals as the conceptual framework for the development of curricula objectives within the developmental stages.

Introduction

Last decades of the 20th century, the intentions of the reformists were aimed at overcoming the decontextualisation of education in order to make the institutional working environment an area that supports self-activity and children's creativity and cooperativeness of children and teachers, as well as the partner-work and teamwork together with constant interaction with the social institutions. In such a system, the role of teacher has been changed and included new aspects and professional challenges.

The studies focused on the early childhood period (ages 0 – 8) indicate its remarkable potentials in terms of the most intensive growth and brain development of a child. While researching, Shonhoff and Phillipps (2000) pointed out the fact that the quality of child's life and the interaction we establish directly influence the 'structuring' of child's brain (Milic, 2009). Positive and stimulating relationships in the early childhood directly influence the sound psychophysical personality development. The significance of childhood in further personal development is not only reflected in the area of person's emotional and social development. It is reflected in both cognitive and other aspects of growth as it was suggested by numerous clinical, empirical and experimental proofs. "Genetics gives the raw material, but the early experience and education define person's quality and capacity in terms of brain capacity and its functions" (Pasalic-Kreso, 1999, p.10).

Taking into account children's needs, especially pointed developmental patterns as well as personal features of the participants in the educational process, the educators create modified and circumstantially adjusted working atmosphere. Contemporary curricula supported by various scientific and theoretical postulates about developmental needs of children, methods and ways of cognition, quality and functionality of knowledge indicate the fact that the children's world is not so remote from the world of adults as suggested by the previous traditional system, and that neither the institution and family nor the kindergarten and school represent separated existential places or divided units. In that sense, establishing the continuity at all levels,

naturally logical links are built between all segments of the system, vertically or horizontally, including the life context.

1. Educational Reform— Reasons, Significance

Reviewing the current situation in the educational practice of the preschool institutions in Montenegro, it is necessary to take a 'retrospective look' at the educational tradition and socio-historical context as a framework for theoretical and scientific attitudes of our culture in the domain of understanding the childhood and changes that happened in the educational practice in the last decade, just before the reform took place, which resulted in defining a new reformed concept in terms of its projection, prediction and, finally, implementation.

Necessities to convey a reform are naturally the indicator of society's maturity and readiness for general changes at all levels.

Education is the central issue of every society, so the complex and multileveled consequences resulting from the reform process have an impact on the entirety of social movements, demanding a wide support and multitude of participants in order to be created and implemented. There is almost no social sphere or segment that was not 'struck' by the educational reform, since the changes in the educational system arose from a new social reexamination, 'generational assumption of responsibility and authority' for converting and improving the existing situation. Facing unwanted effects of the educational system at different levels, such as very low incorporation of preschool population within the organized social education, omission of the basic knowledge at the end of the schooling, disfunctionality of acquired knowledge, leaving school, uninventive teaching, arose many questions about possible methods of surpassing the recognized weaknesses.

In his book *Change forces* Fullan (Fullan, 2000, p.106) drew basic morals from changes:

- The more complex the change is it is less subjected to determined and specified interventions,
- Changes do not occur linearly and are not successive according to a set scheme, but they represent a process,
- Problems are routes to new ideas and initiatives,
- Strategic planning needs time for reflection as well as experience,
- Individualism and cooperativeness are equally important,
- More engaged active involvement of diverse participants from the position of practitioners, experts, politicians contributes to more successful exchange and creation of 'a complex ever-growing connective tissue' (both strategies - *top-down* or *bottom-up* strategy)
- Environmental continuity.

Finally, each participant impacts changes by analyzing their own practice.

2. Preschool Education Status Within the System

Position and role of preschool education within the context of social system, administrative, financial and professional authority differs from one area to the other. In some countries preschool education is a part of vertical educational mechanism and it's under the authority the Ministry of Science, likewise in Montenegro, while a different situation can be found where this segment is under the authority of the Ministry of Health and Social Care. In addition to that, in some countries preschool education is closely bound to elementary school while, on the other hand, there are situations where it opposes the concept of elementary school, making these two segments fully detached and enclosed and maximally institutionalized. Some alternatives schools, established as a result of resistance to the traditional school concept, especially pointed the necessity of joining these two educational segments. Institutional education of preschool children is not in most cases compulsory and has no firm and unique framework and tradition as school. Precisely,

this status of preschool institutionalized education, together with other relevant issues (changes in family, different views of childhood, scientific development) represents a fertile ground for studies, introduction of innovations, and reexamination of different curricula models.

In Montenegro, until 1958, preschool education was under the authority of social care institutions. Adopting the *Common School Act* and the *Act on Preschool Institutions*, kindergartens become a part of educational system. The number of children gradually increased. However, that percentage, about 22%, is today highly under the expected in comparison to organized preschool education in developed educational systems.

In the 1990s, in Montenegro, practical implementation started getting 'out of control' of laws, regulations on teaching plans and curricula, and up-to-then way of performing a participatory role in the educational process. That invisible, continuous and unstoppable sequence of changes in practice represented a wide and thorough introduction in the process of changes at many levels within the complex educational mechanism. The first partial undertakings in form of projects on selected 'samples' were carried out within Montenegrin preschool institutions.

2.1. How did changes in preschool education start?

The fundamentals of every preschool system are pedagogical and psychological paradigms and theoretical standards that imply concepts in terms of education, child's nature and significance of childhood as well as the nature of learning at the early stage. The process of personality formation, methods and techniques of education, relation with children and comprehension of a child are determined by socio-cultural and historical facts. (Kon, 1988, p. 25)

From the beginnings of the institutionalized (pre)school system to the present time, behavioral educational models have been dominant in terms of constructive models that reflect a particular aspect of child's nature

as fixed and determined primarily by influences of social environment. The process of development is perceived as linear and quantitative broadening of the acquired behavioral 'material', and, in the light of behavioral concept, child's growth represents gradual accumulation of quantitative changes or acquired habits, skills and knowledge (Trebjesanin, 2000, p. 294).

Within the context of our country, the initial steps relating the introduction of innovations in the preschool educational system were taken in 1994, and the initial changes took place in kindergartens, in a 'bottom-up' manner.

Namely, in 1994, a training of teaching personnel in two preschool institutions in towns of Podgorica and Herceg-Novi took place in order to initiate the implementation of educational ideas according to the operative curriculum of the project 'Kindergarten as family center' with the intention of creating and developing institutionalized preschool curriculum in the future.

The project represented an integrating approach to educational process, with an attitude that the development of all aspects of child's personality is equally important for their progress (holistic approach). Educational institution is not perceived as an environment where children acquire knowledge detached from family life. Learning is not associated only with these institutions, since children acquire knowledge everywhere, and their most influential teachers are their parents. Therefore, the necessity for cooperation of preschool institution and family referred to broadening and deepening the experience that children bring from their homes, having in mind that child's environment consists of many segments such as kindergarten, local community and wider social community.

The project 'Kindergarten as family center' supports interactivitism, age-adjusted actions together with respecting individual potentials and open education. This kind of approach implies the recognition of children's needs, interests, different learning styles, temperament, various family and social presumptions that should be taken into consideration in all aspects while learning environment is being formed.

Partnership of teachers and parents and the balance of objectives and learning atmosphere on both sides contribute to better understanding of authentic children's needs and are beneficial for children individual development. There should be an interaction between child and social environment, not one-way impact of the environment onto a child (Kamenov, 1987).

Through developmentally adjusted educational methodical actions, in an environment structured to respect the interests, nursery teacher can find the balance that expands the learning itself and makes it satisfactory.

Thus, modified professional activities turned into a kind of practice research, covering all persons involved in the educational context: children, parents and, of course, nursery teachers. In that way the process of changes began in terms of 'bottom-up' strategy (Fullan, 2000) as a natural introduction into the forthcoming reform of preschool educational system and reexamination of previously implemented curriculum. The conditions for introducing new humanistic, culturally historical paradigms are gradually established as the assumptions for creation of an open and aimed curriculum that would be implemented in altered working environment.

3. Conceptual Framework for Preschool Education Reform in Montenegro

Numerous projects, seminars, round tables, and debates about education, suggestions and experience of foreign experts represent the introduction in the process of forming new educational conception, on the basis of holistic approach. Crucial changes at the system level are the development of a new curricula, individualization and differentiation of the educational system, partnership with family and local community, inclusion of disabled children, monitoring, evaluation and descriptive and analytic assessment, introduction of new educational programs and optional subjects.

The basic outlines of educational system in Montenegro were officially set in 2000, starting with preschool and closing with high-school education. Taking into account good solutions and recognized weakness of traditional



educational system as well, and positive experience developed by means of practical implementation of projects, a set of functional ways of changes was defined within the context of the unique *The Book of Changes of the Educational System of the Republic of Montenegro*.

The innovations primarily conveyed in the preschool education in Montenegro were the establishment of more flexible and open organization of work in terms of time and space (meaning that there are no specific, already shaped solutions), partnership with family and social community in terms of more active participation and exchange between all the participants in order to start the deinstitutionalization process and approach the life context, as well as the adoption of *The Program Fundamentals* as the conceptual framework for the development of curricula objectives within the developmental stages, the inclusion of disabled children in the regular kindergarten activities, and, in order to establish natural continuity in vertical educational mechanism, the inclusion of nursery teachers in the realization of the first year of nine-year elementary school. Stimulating the development of specialized curricula is one of the ways to enable diversification of offers to children and parents and meet desires, needs and interests of all interested parties. The proposal to design specific and specialized curricula on the basis of common curriculum conception was legally adopted in 2003. In addition to it, the *Preschool Education Act* states that the most important, shorter, specialized, specific or other types of curricula can be designed

on the basis of common educational framework i.e. *the Program Fundamentals* together with elaborated activity areas.

Specialized curricula include compensational and developmental curricula (2003). The support to private initiative is another important step forward in terms of quality aimed at developing different curricula and organizational ideas and options.

Reformed curricula emphasize a humanistic concept of child's nature and recognition of all developmental aspects of personality that take part in the educational process. The fundamentals of the educational activities in preschool institutions are the principle of coherence and integrity, common aim orientations, monitoring and child's development stimulation, principle of developmental and age characteristics balance, principle of existential quality, cultivation of children's play, the principle of stimulating children to action and independence as well as the principle of social integration and continuity (*The Program Fundamentals*, 2003).

3.1. Preschool curriculum - changes

Preschool curriculum, adopted in 1985, represented scholastic, extremely didactical approach to objectives and contents according to areas, and as such, it was

appropriate to closed institutions where the roles of all the participants are rather rigidly defined. The implementation of the above-mentioned project 'Kindergarten as family center' in preschool institutions brought into question the sustainability of the traditional model and gradually changed the attitudes of professionals and parents towards the actual needs of children within the kindergarten context.

As primarily pointed out, *the Program Fundamentals* were adopted by the *Council for Curriculum & Educational Programs* as a program directive for developing curricula at preschool institution level as well as for developing specialized, shorter and particular curricula together with the *Activity Areas Programs* designed by the representatives of the commissions for particular preschool education areas. *The Program Fundamentals* cover fundamental principles, objectives, didactic recommendations for nursery teachers, ways of planning and evaluation, but only in terms of objectives rather than the actual contents that are perceived as the responsibility of institutions or nursery teachers to be implemented by means of adequate activities, having in mind overall and particular contextual conditions. In addition to that, the most reliable and final criteria assessing the adequate setting of contents within the curricula are children themselves. The objectives define developmental changes that should be aimed within the overall development of children in all aspects and they serve as a starting point for defining nursery teachers' tasks, children activities' programming, and achievement evaluation activities.

The elaboration of *the Program Fundamentals* includes three types of objectives for each activity area: finding and mastering with oneself, developing relations and findings about others as well as findings about the world and the process of acquiring knowledge about it. It also covers three types of activities: free and life practical activities, specific and complex activities (*Preschool Activity Areas Program, Bureau of Education of Montenegro, Podgorica, 2007*). Thus, an optimal and adequate space for stimulating and improving skills, knowledge and competences in different segments is provided as well as more complex brain activities in the process of learning and acquiring (according to Bloom's taxonomy principles) according to children's developmental potentials at the early stage. It also includes methodical guidelines for nursery teachers,

stating the significance of learning environment and family. The contents and the activities are not defined but the nursery teachers got the opportunity and professional autonomy to develop a curriculum according to the actual context, regarded as a unique composition of children, professionals, parents in the specially structured environment and local and social environment that gives particular dimension to the curriculum.

Instead of traditional opposition of the world of children to the world of adults, the new curriculum takes the view that the needs of children and the adults' needs are fundamentally similar and complementary. More moderate educational conceptions based both on humanism and personalism suggest the connection of academic objectives with formative competencies of children enabling different learning opportunities, studies, activities and real life research.

The new curriculum conception is based on the holistic approach to a child, implying permanent reviewing of all developmental aspects in whole not perceived as detached domains that are separately stimulated (Krofic, R, 1994).

The curriculum is conceived as a coherent system of interwoven terms and concepts, and learning is both systematic and cumulative, performed through constant linking of previous with new experiential units of life and institutionalized context. The autonomy of professionals and institutions is pointed while on the other hand joined objectives and outcomes for all educational institutions provide cohesion and unity of actual context. The basic intentions of the official curriculum transformed in practice assume the characteristics of actual context.

3.2. Role of nursery teachers in reformed system

The nursery teachers, initially prepared for another educational context, face challenges that are inevitably imposed by socio-cultural environment together with its changes. While the previous professional practice was framed and already defined content and curriculum

activities expected to be consistently implemented without deeper reflection or questions about projected requirements being actually justified, it is now expected from them to be actively involved into creation and autonomous modeling of the overall process.

The (nursery) teachers are the implementers of changes in the very same system taking part in different but related projects, in kindergartens and elementary schools. The accepted foreign experts' advice required modification and adjustment to the particularities of the environment, culture and educational tradition, by means of joined discourse and best practice promotion. Only by involving all direct and indirect persons taking part in the educational process in production of changes the 'internalization of responsibilities for implementation of changes' is provided (Fullan, 2000, p.88).

In traditional kindergartens the nursery teacher had different roles of leader, organizer, expounder and controller. The educational process was more transmissive, frontally organized and communication was conveyed in one direction, from teachers to children, while team and group work were rarely organized as well as cooperative and productive learning and recognition of individual interests and needs.

On the other hand, the new way of educational practice requires the professionals to establish a different, multileveled interaction with children,

formation of the overall process in cooperation with all the participants, more flexible space and time structuring, involvement of parents and other adults, reexamination of coordination between intentions and actual outcomes. One of their basic requirements is participatory monitoring and observation of children aimed at more adequate planning of further steps and activities, including the evaluation of children's achievements and their own work evaluation (reflexive self-evaluation) (Pesic, 1987). More than just directly teaching (Pesic, 1982), nursery teachers provide opportunities and encourage learning in terms of active constructive process. The role of nursery teachers is to stimulate development based on knowledge construction process (according to Piaget), internal motivation and intensification of communication and interaction between children and with adults also (Pere-Klermon, An-Neli, 2004, p.21).

Nursery teachers base the professional attitudes on the humanist and emancipatory concept of education, common curriculum objectives, material and personnel conditions within the institution, traits of local and social community, possible participation of parents in the educational process, recognition of socio-cultural context, traditions and values.

Therefore, a contemporary curricula design requires emancipated professionals who should reflect on their practice, develop and evaluate the effects of both the curricula and their own, also planning further steps based on reflection rather than in a dogmatic way, through norms (**action – reflection – action** (Marjanovic, 1987)).

Conclusion & Recommenations

Modern schools and open kindergartens perceive child as an integral personality. Long-term actions of preschool institution are aimed at creating partnership within the social context, both vertically and horizontally, constant consideration of life quality of children at the early stage, realization of their needs, and rights in carefully designed working environment suitable for developing different potentials of individuals, not only in the kindergarten but also in a society. In order



to open the preschool institutions, it is necessary to have more serious and it in a way more complex preparation for work but doubtless, brings abundance of ideas, topics, exchange, support of both children and adults.

Greater number of pedagogically-psychological scientific studies in the area of preschool education and children's development undoubtedly emphasize irrecoverable influence of (in)adequate interventions on the overall psycho-physical growing and personality formation at that age. In that sense, it is **necessary to develop a systematic developmental ways of preschool education regulated by means of clear objectives and tasks**, and in that context increase the inclusion of children in preschool educational system (in greater percentage, from present 20% up to 60% and more). Anyway, in order that pedagogical practice stimulates the internal motivation of children in the most appropriate way it is necessary to provide interests areas where children would be engaged for longer time periods. It is also necessary to provide **early support and interventions within each family**. Thus, a systematic and serious preparation for parenting of children in all developmental stages is preliminary but also required for adequate and timely interventions focused on child. The participation of parents in school activities and entities, provision of help in free time structuring increase parents motivation for stimulating education of all children.

It is essential to monitor, license, control and stimulate the work of private kindergartens regarding the qualifications of the teaching personnel and implementation of methodological steps in work with children.

For the purpose of continuative monitoring and children support at early stage, it is required to intensify cooperation and exchange at **horizontal level (between family and other major institutionalized responsibility holders) as well as vertical level** (from preschool education upwards).

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Non-formal Education Impact

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Abstract

The article looks into non-formal education “reason d’etre” by specifically looking at the application of NFE in youth work developed and delivered by Forum MNE, educational youth organization. The focus of article is on analyzing the impact of non-formal education and the youth work with young Roma in Konik suburb of Podgorica, aiming at their (re)integration

in Montenegrin society. The article challenges the notion of unlimited power of non-formal education to solely provide the solution, to give the answer and to bring about the change. It also looks into limited impact of the education related to minorities/marginalized/vulnerable rights when it remains solely within those groups.

Why Non-formal Education (NFE)?

The Lisbon Declaration on Youth Policies and Programmes, adopted by the World Conference of Ministers Responsible for Youth, more than 20 years ago on 12.08.1998, states that in the field of education they commit themselves to “*Promoting education in all its aspects, namely formal and non-formal education, as well as functional literacy and training for young women and young men and life-long learning, thereby facilitating the integration of youth into the labour market*”¹, as well as to “*Ensuring that young women and young men are well informed about their human rights, inter alia, through education*”² and “*Encouraging youth participation in community work as an important part of the education system*”³.

In a nutshell, non-formal education should contribute to employability, to awareness and knowledge of citizens’ rights and to community development. Looking further back, the non-formal education definition is broadly set as “*any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is **intended to serve identifiable learning clienteles and learning objectives***.”⁴ (Dave, 1976, in Medel-Anonuevo, 2001, p.2) The definition is technical and almost misleading in lacking the reference to why was there a need for “organized activity outside the established formal system”. And the answer, originating in sixties is “to respond to the new demands of labor market”. So, from the sixties to the nineties, the non-formal education portfolio was getting thicker and its purpose even more important and even more ambitious.

Today, non-formal education is essential part of life-long learning concept promoted by European institutions. In the context of rapidly progressing and changing societies, Andreas Kirsten gives three primary reasons explaining the role of non-formal education:

- (1) to ensure the employment mobility of

individuals, and to make unemployable ‘drop-outs’ of the past employable;

- (2) to keep already well-trained people abreast of new knowledge and technologies essential to their continued high productivity in their respective fields; and
- (3) to improve the quality and satisfaction of individual lives through culturally enriching their expanding leisure time.” (Karsten, 2006)

Furthermore, apart from clear pedagogical role, today we look at non-formal education (in the context of youth work) with emerging political role it is expected to have. As summarized in the study on trainers’ competences, it has a role “in promoting equal opportunities, encouraging intercultural dialogue, enabling growth and social integration, initiating and accompanying active European citizenship and improving employability” (Otten and Ohana, 2009) However, in order to understand the value and use of non-formal education in the context of youth work in the transitional societies, post-conflict areas and industrially “under-developed” countries, one needs to go beyond and search for answers to the multiple questions. What role does non-formal education primarily play? Pedagogical or political, or both and to what extent? Where is it more appropriate and/or more effective- in the field of social and/or content competences? Which tasks do we assign to non-formal education to accomplish? To increase employability, to develop an autonomous personality, to foster European citizenship, to develop self-confidence,



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1 Lisbon Declaration, article 38

2 Lisbon Declaration, article 41

3 Lisbon Declaration, article 50

4 “bold” added by author of the article

critical thinking and communication skills, to enable emotional competence development, to ensure taking on responsibility for self and others, to foster culture of reflection, to encourage intercultural dialogue, to enable social integration, to increase participation... and is there an end to this kind of list?

At last, one also needs to ask - How much can non-formal education compensate and complement in growing up of young person and lifelong learning of any individual? Are we as youth workers/trainers/educators in non-formal education field having too much of this "cake"?

Non-formal Education (NFE) in Youth Work Practice in Konik Suburb

One of the organizations actively using non-formal education to reach its aims is Forum MNE⁵. This organization defines its youth work as developing programs and activities based on methods and principles of non-formal education with an aim of supporting youth to grow into aware, responsible and active citizens and fulfill their full potentials. Furthermore, for Forum MNE, the non-formal education is important tool focusing on young person as center of learning process and as "agent of change".



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They believe that non-formal education enables youth to gain such competences to be able to inflict positive change in own life and thus consequently in life of immediate surrounding - family, community and society. In addition, youth workers in Forum MNE claim that non-formal education allows them to reach young people that are often on margins or are not part of other programs developed for them.

Forum MNE's youth work practice delivered in Konik suburb, among mainly Roma community is developmental in nature and youth workers are learning and adopting interventions. In general, the youth work intervention here is based on the idea of building the awareness of young Roma about their worth and their rights, as well as supporting them to present themselves as respectable, knowledgeable and talented members of wider community. In parallel, the youth work with more mainstream youth evolve around issues of human and citizens' rights, development of anti-discriminatory thinking and acting. Further on, upon the assessment of youth workers about satisfactory developed levels of tolerance and understanding of differences, the youth groups of Roma and non-Roma are mixed and are working together toward some jointly chosen common goal. All this is based on the hypothesis that long-term intervention has greatest chances to bring desired result and that much of hard work needs to be invested for change to occur.

Non-formal education annual program is developed in close cooperation with target group and direct participants. The aims and topics for workshops are identified, prioritized and selected by participants. The youth workers then further develop educational objectives, workshops' plans and expected results. The results sought by realisation of such programs are often identified as some sort of behaviour change, alongside improved knowledge, information, skills. And in specific case of educational workshops developed in Konik, the results sought are:

1. Increased literacy and ability to follow school curriculum,
2. Increased ability to communicate with others,
3. Increased self-confidence about own worth, skills and knowledge.

In a nutshell, such non-formal education program is aiming at creating better citizens that will be the asset

⁵ The author is affiliated with this organization's work in the period 2002-2009

for community, instead of taking prescribed role of problem. In order to further explain the essence of this non-formal education program I need to introduce the principles it is based upon:

1. Young person is in the center of learning process;
2. Learning happens individually and in the group and teaching doesn't come exclusively from youth worker;
3. Engagement in learning process is voluntary;
4. Educational activities are adjusted to the individual needs of participants;
5. Learning aims are set by learner and consulted with youth worker;
6. Value of respecting differences is strongly emphasized and it is ensured that each voice is equally valid and considered;
7. Inequalities are openly addressed and measures agreed to insure equal participation of all in decision making;
8. Young people are encouraged to consider themselves as individuals and as part of group (community) to which they can contribute.

And those principles ensure the value of such educational process. It is those principles that represented change in opportunities for young Roma and that motivated them to get involved and explore those and other programs. In three years of working in Konik suburb around 150 young Roma went through the educational programs. Number, solely, is impressive when having in mind that average educational program lasts for 50-60hrs (once a week over eight months or intensive workshops during 7day youth camps). Now, what is the change created?⁶

The Impact of Non-formal Education

The non-formal education is often scrutinized for not being so clear on the measurable outputs, results and overall change it brings. Resisting to entering into debate on possibilities of measuring acquired competences that go beyond technical ones, I will take the stand of necessity to be able to clearly

state that “organized education activity (outside the established system)” is delivering results. Each “organized educational activity” is set with primary aim it strives to reach, objectives it will meet on the way, as well as expected results and necessary means/activities that are targeting to bring the results. Having this in mind, I am claiming that, although difficult to simply measure, it is still possible to have idea of what influence is being made.

Educational program of long term nature face similar problem. After period of time you simply need the evidence that the program is reaching its aims beyond the primary targets. What does this mean? Let's use analogy with formal education and take example of solving mathematical problems. If after nine or thirteen years spent in educational system provides pupil with ability to solve basic trigonometry problem, we can say that educational program has meet its aims. Then what happens when the same pupil is not able to apply solving basic trigonometry problem into life situation?



Has the education system failed somewhere? Or this was not an aim teachers were striving to?

To go back to non-formal education, here - it is all about going beyond. The acquired information, skill, knowledge, competence need to be encompassed with the understanding or even the experience of using it in the possible life situation. Therefore, the previous chapter finishing with number of young people

⁶ Forum MNE was asking the same question and decided it need external assessment of impact. The published “Research on impact of Forum MNE in the community”, CEED, 2009 will be used as source for hard data throughout the article, while the analyses and conclusions are author's.

going through educational programs and stating they acquired new skills is just not enough. Even if you would be able and would go about to measure skills, knowledge, information, competence they gained, would that answer the question of impact? So, now we have number of young people with improved communication skills, knowledge of citizens rights, information about institutions that should protect their rights and increased confidence. And where does that take us?

In order to answer this question, I will provide the framework for assessment of impact of non-formal education, that was set by Forum MNE educational team when soliciting for external research. The assessment was complex looking at three layers of impact:

- on the individual, direct participant of educational program;
- on the group, learning group/group of peers; and
- on the wider society – immediate surrounding of individuals, their family, friends, teachers, neighbors, peers, significant adults, as well as media, leaders, etc.



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The results of the “Research on impact of Forum MNE in the community”⁷ show that 66.7% of young people that identified themselves as coming from

marginalized group feel that the participation at the non-formal education program encouraged them and helped them in decision-making, taking initiative and stating own attitudes and ideas. They see, in 88.9%, that their participation in Forum MNE’ programs has contributed to improving the way of looking at the role of marginalized group members in the community. However, even 72.2% state that they do not see any change in how community is treating them even after they underwent the educational program and become active members of youth groups.

There is possible contradiction with large majority assessing that there is improved image of marginalized group members in community and at the same time that the treatment of community towards them hasn’t changed. The contradiction is only superficial and the result is closer to reality than we are able or ready to see it. The immediate change in the perception of community towards the Roma youth is visible to those young people. However, they do not see the change in behavior, the change in treatment. One explanation is that the awareness of own rights is not enough to substantially contribute to change in the daily life of young person from marginalized and vulnerable group. However, one can conclude that the non-formal education is bringing results with direct participants of the program - with the individuals it is directly targeting. Still, the impact is rapidly decreasing when it is searched for either:

- in the immediate environment – in the wider circles of peers, family, significant adults, community leaders etc, or
- in the shift in behavior and attitude – beyond the shortsighted change in perception.

Let’s look further into the impact assessed by the overall participants of the survey. Now, 69.8% stated that they can fully influence their immediate environment – the most identified family with 35.3%, then peers 15.7%, classmates 11% and finally community in 7.8%. Or looking from other side, 94.9% stated that they can’t influence at all their classmates (40%) and the community (30.4%), and in fewer cases their peers (14.8%) and family (9.8%). “The influence” we are talking about is related to social and content competences (e.g. non-violent communication, anti-discriminatory behavior, awareness of concept of rights, understanding of differences etc) that the participants of those programs of non-formal education are putting

⁷ “Research on impact of Forum MNE in the community”, CEED, February 2009

in practice. Is this the answer to why there is no change in the community treatment towards young Roma? Because, nor them nor their non-Roma peers were able to influence enough their immediate surrounding?

Now, with this in mind, we immediately go to look into how we can improve non-formal education programs in order to strengthen and empower and reach this impact. And I am wondering shouldn't we stop and "pass the ball to the other court". Shouldn't we state that non-formal education is not miracle cure and that it can accomplish as much. Not to limit strivings to improve non-formal education in any sense, I would add the element of necessity to realistically assess what can be set as realistic expectation when entering into non-formal education adventure.

Conclusion

The society has to ask the question of when the formal education systems, and even when the jurisdiction systems, will back-up the non-formal education strivings. If we want better quality of life, and better citizens and, back to the basics, if we want to solve problems of labor markets, then we need to ask ourselves "How learned" are endless lists of important competences when they clash with what we learn in school, on the playground, from television, during the family lunch? How resistant is that learning and experience to other influences? In the overwhelming quantity of other influences the non-formal education is desperate for allies. And until the society with all the decision-makers and policy-makers, realize this, we as educators can still do something. I would suggest to the practitioners of non-formal education to reflect upon this and invest some of the energy to ensuring those allies rather than taking the whole burden on themselves and youth undergoing the education. The impact then will be also hard to measure, but hopefully, due to overwhelming networked influences. And we would need to deal with the issues of how to measure to what extent did classroom, TV, workshop, family lunch positively contributed to build and exercised social and content competences of young people. But that's for (hopefully near) future.

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WORLDWIDE EVENTS IN EDUCATION

SEPTEMBER

Teaching Intercultural Awareness Through Literature

Date: 9 September 2010

Venue: Nitra, Slovak Republic

The papers are expected to discuss the current state of TEFL with regard to a growing role of interculturality and multiculturalism in education as well as the approach to the study of Anglophonic literatures through cultural studies. It is organized by Constantine the Philosopher University. Deadline for abstracts/proposals is 30 June 2010,

Website: <http://www.kaa.ff.ukf.sk/events/narodneliteratury/en/index.htm>

BAICE 2010 Conference - Education and Social Justice in Challenging Times

Date: 10 to 12 September, 2010

Venue: University of East Anglia, Norwich, UK

Discussion on the role of education in processes of inclusion or exclusion, of community cohesion and empowerment and of social mobility or reproduction is resurfacing during the current global economic crisis. In such challenging circumstances, the capacity of states to guarantee the provision and regulation of public services is being brought into question. The 2010 BAICE conference will provide an opportunity for investigating educational processes and their impact on exclusion and inequalities from multidimensional and multidisciplinary perspectives.

Website: http://www.baice.ac.uk/events/BAICE_Conference_2010.shtml

Higher Education in a World Changed Utterly. Doing More with Less

Date: 13 to 15 September 2010

Venue: Paris, France

This conference will bring together policy makers, institutional leaders and academic experts. It will explore how the crisis is affecting higher education and how governments, institutions and individuals can be more productive. It is organized by OECD.

Website: <http://www.oecd.org/edu/imhe/generalconference>

7th International Conference on Intercultural Communication Competence

Date: 14 to 16 September 2010

Venue: Khabarovsk, Khabarovsk Krai, Russian Federation

ICCC7 will be of interest to researchers, graduate students and business people interested in intercultural communication and collaboration. It is part of a popular conference series, and is organized by Khabarovsk State Academy of Economics & Law.

Website: <http://iccc7-conference.ning.com/>

Language Teaching in Increasingly Multilingual Environments: From Research to Practice

Date: 16 to 18 September 2010

Venue: Warsaw, Poland

The aim of the conference is to provide a multilingual, international platform for exploration and exchange of research findings, perspectives, and experience in language teaching and language development in multilingual environments. It is organized by the University of Warsaw.

Website: <http://www.ils.uw.edu.pl/LTIME.html>

Interdisciplinary Approaches to Teaching Literature, Theology and Philosophy

Date: 23 to 26 September 2010

Venue: Oxford, United Kingdom

The conference will deal with interdisciplinary approaches to teaching philosophy, theology and religious studies within the context of higher education. It is organized by International Society for Religion, Literature and Culture.

Website: <http://users.ox.ac.uk/~worc2329/index.html>

OCTOBER

International College Teaching and Learning Conference

Date: 11 to 13 October 2010

Venue: Las Vegas, Nevada, United States

The ITLC Conference provides a forum for faculty and administrators to share proven and innovative methods in teaching and learning at the college level. Come to present and/or attend presentations on teaching issues such as: curriculum, ethics in higher education, promotion and tenure, accreditation, teaching methods and styles, administration, faculty welfare, technology in the classroom, teacher evaluation, department-specific issues, and related topics. The deadline for abstracts/proposals is 1 October 2010.

Website: <http://www.CluteInstitute.com>

EDGE 2010 E-Learning: The Horizon and Beyond

Date: 12 to 15 October 2010

Venue: St. John's, Newfoundland and Labrador, Canada

This conference will include academic papers and practical workshops on the use of technology in K-12 and post-secondary education. Session topics include: research findings, applications in teaching/learning, and educational leadership.

Website: <http://www.mun.ca/edge2010>

Diversity Challenge

Date: 15 to 16 October 2010

Venue: Chestnut Hill, Massachusetts, United States

Each year the Institute for the Study and Promotion of Race and Culture at Boston College (ISPRC) addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its conference. This year's theme is Race and Culture in Teaching, Training, and Supervision.

Website: <http://www.bc.edu/isprc>

2nd International Conference on Science and Mathematics Education

Date: 26 to 28 October 2010

Venue: Quezon City, National Capital Region, Philippines

The theme of the conference is Assessing Learning: Innovations and Practices. It is Organized by: University of the Philippines National Institute for Science and Mathematics Education Development.

Website: <http://www.upd.edu.ph/~ismed/icsme2010/registration.html>

NOVEMBER

The 16th Annual Sloan Consortium International Conference on Online Learning

Date: 3 to 5 November 2010

Venue: Orlando, Florida, United States

The conference will explore the latest in research, effective practices and promising new technologies and what's new in online and blended learning. The conference features 3 days of workshops, concurrent sessions, posters, keynote/plenary addresses and featured presentations focusing on current online and blended learning research, theory, and practice at all levels.

Website: <http://www.sloanconsortium.org/aln>

Art, Illustration and Visual Culture in Infant and Primary Education: construction of identities

Date: 3 to 6 November 2010

Venue: Granada, Granada, Spain

This Conference intends to analyze the theoretical and practical aspects of using Contemporary Art, Illustration and Literature in Infant and Primary Education, highlighting their implications on the construction of the cultural identity.

Website: <http://www.congresoarteilustracion.org>

SALL2010: Social Applications for Life Long Learning

Date: 4 to 5 November 2010

Venue: Patra, Greece

This is a refereed scientific conference that will act as a forum for scientists, engineers, and practitioners to present their latest research, results, ideas, developments on *Social Applications for Life Long Learning*. The Conference is co-organized by the EU Lifelong Learning Projects SimSafety - Flight Simulator for Internet Safety and SoRuralL - Rural Social Net.

Website: <http://thaleia.westgate.gr/sall2010>

Lifelong Learning International Conference 2010

Date: 10 to 12 November 2010

Venue: Kuala Lumpur, Kuala Lumpur, Malaysia

The 3LInC '10 conference provides an opportunity to discuss issues of importance and relevance to advancing knowledge and democratizing education. It is organized by Executive Development Centre of the University Utara Malaysia.

Website: <http://3linc.uum.edu.my/>

Third Asia-Pacific Educational Research Association (APERA) Conference

Date: 23 to 25 November 2010

Venue: Kuala Lumpur, Malaysia

The theme of the conference is The Ecology of Human Growth and Sustainable Societal Development: Contributions from Educational Research and Innovations.

Website: mera.upsi.edu.my/aperamy2010/

IASK International Conference *Teaching and Learning*

Date: 29 November 2010 to 1 December 2010

Venue: Seville, Spain

The scope of the TL2010 conference, organized by IASK - International Association for Scientific Knowledge, is wide and covers all areas around Education. All submissions are subject to a blind refereeing process, and they will be published in the Conference proceedings book (and CD) (with ISBN).

Website: <http://www.iask-web.org/tl10/tl2010.html>

DECEMBER

Uniting Cultures Through Education: Case Studies and Classroom Curriculum

Date: 1 to 3 December 2010

Venue: Rome, Italy

Teachers, scholars and professionals from around the world will discuss practical applications and case studies for the global classroom. Proposals from all disciplines and on multiple levels are invited. All papers will be published. The conference is organized by the Worldwide Forum on Education and Culture.

Website: <http://theworldwideforum.org>

Enhancing Learning Experiences in Higher Education: International Conference

Date: 2 to 3 December 2010

Venue: Hong Kong, China

The conference aim is to provide a platform that brings all educators together, to exchange knowledge and experience and to update current trends and future development of learning and teaching in higher education. It is organized by the University of Hong Kong.

Website: <http://www.cetl.hku.hk/conference2010>

Ubiquitous Learning: An International Conference

Date: 10 to 11 December 2010

Venue: Vancouver, Canada

The conference is an inclusive forum that examines the ways in which new technologies expand and reshape the possibilities of education within the classroom, and outside its walls. It is organized by Common Ground Publishing.

Website: <http://www.ULConference.com>

Special announcement

The ECER (European Conference on Educational Research) 2011 will take place in Berlin from 12 – 16 September 2011. You can find more information about the event on www.eera-ecer.eu. More details on next year's conference will be published in November at the latest.

Outline of the Campaign FOR REAL- SO THAT ALL CHILDREN CAN GO TO SCHOOL, Organized by Save the Children UK office in Montenegro

Prepared by **Sabra Dragovoja**,
Former Coordinator for Inclusive Education in Save the
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Save the Children UK in Montenegro, during 15 years of its program, made a lot of effort to promote social inclusion and especially lobbied for Inclusive Education and child protection in Montenegro. Government institutions recognized the good practices Save the Children was developing, and they became partners in many projects organized in Montenegro for the benefit of the children. In partnership with the Ministry of Education and Science and the Bureau for Education, Save the Children educated a great number of teachers in Inclusive Education, and the Ministry of Education made space for developing National Strategy for Inclusive Education, which was approved in 2008.

Still, the wide public isn't aware enough of what is going on in education, and how important it is to have all children go to school.

One of the activities that was organized during 2009 and whose impact is still present was the campaign "FOR REAL-STVARNO". At first, the whole idea looked like it wasn't for "real", and that everything planned could hardly be achieved. "Never say never" was the motto of a number of organizations in Montenegro who took the chance to be involved into promoting the campaign "SO THAT ALL CHILDREN CAN GO TO SCHOOL-FOR REAL".

The Idea for the Campaign

Save the Children in Serbia together with Kreativa New Formula agency developed the first idea and material for the campaign. This material was presented to the informal group of governmental and non-governmental organizations in Montenegro called Coalition for promotion of Inclusive Education. The coalition accepted the campaign idea, with some changes. In the first version from the Serbian material, the language had to be changed, flyers had to be produced (the Serbian version didn't have them), the video clips had to be over-voiced, and many more adaptations were done to fit to Montenegrin context and needs.



Implementation

It is easy to organize a campaign when you have enough funds, and enough time to develop the campaign, but it is much more difficult to organize one with limited funds, staff and time, as was in this case.

The campaign “For Real” wasn’t planned and budgeted for much in advance, but the enthusiasm of people working on it, proved to be the engine that pushed the realization of the activities. With the help of the coalition members, SCUK staff in Montenegro, Ministry of Education, Broadcasting Agency of Montenegro, TVs and Radios, schools, three mobile operators, billboard and city lights agencies, some Municipalities, and some printing companies, this campaign started on the 1st April 2009, and lasted officially until the end of June 2009. Many activities of the campaign continued though until the end of the year 2009, when Save the Children office started its closure process.

Almost all the campaign material was produced free of charge, and the video clips and the radio jingle were broadcasted for free on national level. This speaks of the will of corporations and organizations to make some positive changes in the lives of children.

The first activity to promote the campaign was the press conference, and it was the time when the first SMSs were received to support the campaign, donating 0,50 Euros each. Activities organized by children, two events, one in Podgorica and one in Niksic, influenced other people to become interested in how they can provide support. We started to receive phone calls and the emails from everywhere. Stories of the children and parents who had to fight in the past to enroll their children were used as examples of positive change in our society and the group working on implementing activities of the campaign used the material for producing the first Newsletter called “Inkluziv”. Again with the help of companies and organizations that recognize corporate social responsibility, Inkluziv was distributed as an attachment to most-read daily newsletter, “Vijesti”. Inkluziv was also distributed to the Government bodies, Ministries, MPs, and Mayors, together with a letter asking them to support the decentralization process in Education and to give more contribution to Education, as decentralization is perceived as one of the paths to creating opportunities for effective and sustainable inclusive education development.

The ones who responded to our call in largest number were businessmen who donated funds to buy some didactic material for 28 elementary schools.

Results

The campaign itself contributed to a greater understanding and awareness of the issue in Montenegro. An evaluation/mini research about the activities of the campaign showed that the campaign was visible and the audience pretty much liked the idea, media coverage and community contribution.

The success of this campaign was in its idea, participation of many stakeholders, and different new activities organized. But the direct benefit from received SMS funds went directly to two secondary schools, gymnasium “Slobodan Škerović” in Podgorica and secondary school in Pljevlja. This symbolized the first effort to introduce Inclusive Education in secondary schools. In Podgorica School, the barrier of physical accessibility was removed, and many teachers received training in Inclusive Education and how to make school open to all pupils.

Many parents of the children with difficulties took the chance to tell their story and gave strength to all new parents who are facing difficulties of how to involve their children in the existing activities and Day Care Centers.

And this campaign I hope developed a sense of taking over personal responsibility for the questions regarding quality education and socialization of our children. We also hope that the practice Save the Children has developed in Montenegro will be used and developed further for the benefit of the whole society.





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offers a space for challenges and new ideas aimed at wide professional and scientific educational audience, starting from preschool to university level. It aims to deal with current topics from educational theory and practice, especially those related to transitional and reform processes in educational systems around the world. The readers are educational policy-makers, researchers, practitioners and students worldwide.

We welcome articles which explore changes directed towards creating educational systems with greater level of inclusiveness, multiculturalism, and larger application of interactive teaching methods, innovating teaching contents, and developed communication in educational process. We also welcome examples of good practice in cooperation between educational institutions and local community, as well as international cooperation in educational field. On a broader level, issues related to the place and the role of education in democratic processes will also be dealt with. **Papers can be accepted for publication if they have not been submitted to any other publication in English.**

Texts should be clear and easy to read. The length of the paper should be between 1000 and 5000 words, and it should contain an abstract of up to 200 words. The papers need to be in English. The title page should include the title, the authors' names and position, and contact information. Bibliographic references should be listed alphabetically at the end of the paper. The references should contain all works cited in the text and only those. They should be listed in alphabetical order of author or editor, with complete bibliographical details. The second line of each reference should be indented by 1.5 cm. When referring to books with more than three authors, within the article, the first name and the abbreviation *et al.* should be used (e.g. Hart *et al.*, 2004); however, full reference at the end should include all surnames and name initials, as in the example below. Book and journal titles should be in *italics*, and titles of articles in books and journals in regular font style. Page numbers are to be added in case of articles in books and journals. For internetbased resources, as much helpful detail as possible should be included.

Sample references:

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Authors should supply brief autobiographical details, i.e. current position and the field of research, as well as a photo. Illustrations/photos with articles are welcome. Manuscripts with any accompanying material should be sent by e-mail to st_vanja@yahoo.com and/or st_vanja@t-com.me.

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Katič, near Petrouac, photo by B.Živković