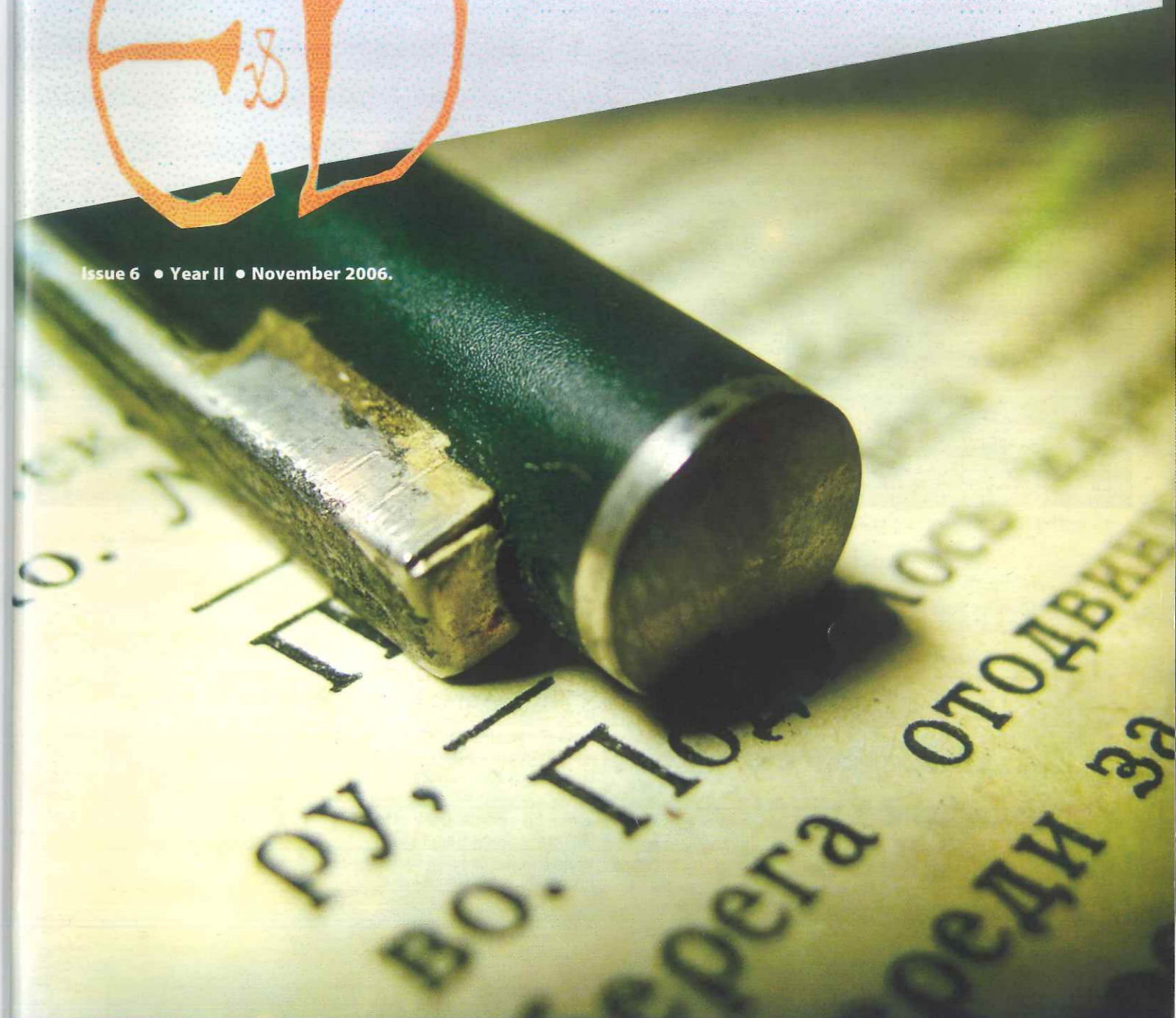




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**Journalists more important
than politicians**

Distance from tabloids

**Standards and Guidelines for Quality
Assurance in the Europe
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Prof. dr Refik Šećibović

Media and university professors

If you are following the discussion of Bologna process in Southeastern Europe, you may notice the complete confusion in attitudes. It does not matter which state we discuss here, but the point of discussion is reduced to the bureaucratic mitigation of the studies, resembling the high school more than university.

Did media ever discuss something about the Bologna process that is more important than any educational reform? Why are state universities in the media constantly complaining about Bologna process and the studies that will never be like before, and private universities that they revealed a true framework of Bologna process application which would facilitate studies in great extent!

Does that really mean that studying in Bologna process is easier. Where can we find proof for that and why media never created an invitation for Europe experts or people following this process to speak about the improvement or something else?

That is mostly the university professors' impression, but we have not heard them claiming that students in Bologna process have worse knowledge with 240 credits (or four years of study) than the students classically studying for four years. We did not have a serious evaluation in the public. What concerns me is that none of the journalists asked important questions concerning the reform:

And those are?

When will they perform a serious evaluation (grading) of their work? How efficient were we in the past decades? Has our students' knowledge any export value?

Has a change in interview methods reduced the quality of work? Can literature be used in other form and range? Are students more stimulated now than they were in old Humboldt system? Or one more important question: will the duration of their knowledge would be smaller now?

Or the media just hold the point of one unproved, but logical explanation for the public that everything not approved by the academic public or is fresh is dubitable. Is that professor's alibi, as have other assignments and have no time to work with students?

There is conclusion here - professors (especially working at state universities) create the atmosphere that new is bad. If they refuse to be judged, you can ask a question: whom are they responsible for their work?

Šećibović

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Journalists more important than politicians

Why is it that the representatives of the media companies in little number attend the journalist's conference for culture and arts institution?

MEDIA AND EDUCATION

Faculty of Dramatic Arts of Belgrade University organized a meeting "Media and education" where a number of experts from our country and the region tried to answer some of the questions such as the question of media literacy and leadership at the educational market in the age of transition and poverty, where instead of teachers politicians have a greater role in the education of young generations when the media is dominated by the images of violence and commercials.

Vesna Djukic-Dojcinovic, PhD. at the Faculty of Dramatic Arts believes that the AKTUELNOST of the "media-culture" relation issue is today more than ever before reflected in the fact that the media and new technologies are more and more used in the contemporary culture and art production. So that the media are not just the transporters of the information, but also those responsible for creating shape and form of cultural and artistic creativity. The problem is, however that the impact of new technologies in art is not followed by the institutional development, especially in the range of art work presentation in the new medium. How can the multimedia work be presented at one exhibition since it is necessary first to provide seven or ten TV sets for it?

- What can we then say about the connection of Internet and culture? How much art and culture institutions has its own presentation, will they be interactive, in what way do they effect both the process and the philosophy of the art work and the reception of art work and messages?... And the statistics is harsh. It shows how big a discrepancy between practice and theory is. The statistical data of the visit frequency to the Institute for Studying of Cultural Development web presentation in four subsequent months in

2002 showed that this site was daily visited by 1000 visitors, which monthly sums up to the 30.000 visitors! At the same time, the Institute prints a well reputed magazine for theory and sociology of culture and cultural politics - "Kultura" in 500 copies circulation! When we compare the numbers, we can easily conclude what kind of a revolution is unfolding here. It is not just a technological revolution, but a cultural revolution before all. And the revolution is in progress. Not just in progress, but with fast speed dynamics, so that some institutions and projects almost do not communicate in the other forms of more traditional media. At the same time, in one number of institutions, and by rule the ones financed from the state, employees still cannot make a difference between an e-mail address, Internet address and a postal address! - remarks Vesna Djukic-Dojcinovic, PhD.

When it comes to education, there is the same leadership issue at the educational development market since some universities, which are financially and technically well equipped, besides the classical ones, develop educational projects on the long run connected with the new media and technology use. Bridging the geographical borders, these courses are by rule

international, so by that more frequented than the others, which do not necessarily have lower quality in educational access content, but are not technologically supported by the big number of the possibilities for the content emitting in the new media.

Besides that, Djukic-Dojcinovic, PhD. notices that in smaller towns and villages in Serbia, and the same goes for the number of suburban municipalities and villages at the territory of Belgrade, the media represent the only transitive canal of cultural and artistic values. We do not just think of the Internet, but the printed media, and before all the electronic media such as the radio or television. This is the reason that on first hand it is necessary that the cultural politics should contain the preconditioned politics to the media, especially to the new media, i.e. Internet. On the other hand, it is necessary that the media should conduct a careful policy for art and culture, since the cultural life of the country is greatly dependent on the media relations to the cultural and artistic production.

The representatives of the media companies in Belgrade barely respond to the invitations for culture and art institutions press conferences which tell us that they do not act as they are

Romanian example

Virgil Stefan Nitulescu, an advisor in the Romanian parliaments, believes that the unlimited potential of before all electronic media has not been used entirely in the educational purposes. He reminds us that after the breakdown of the communist regime, the law established several basic rules on the content of the audio-visual program, connected to commercials, teleshopping, sponsorship, minority protection, important events for the entire society...and that the national broadcasters have the special mission, such as the "promotion of the authentic national values and universal cultural creations."

The problem is of course when it is to establish what precisely that cultural content is. For some televisions that are the most famous Romanian director film, for the other those are three shows of the telenovela. The study showed that, though the televisions claim that 50% of the program is reserved for the cultural content, in reality it is more likely 25,80%.

- Unfortunately, the Romanian public and educational sphere is deeply divided into two sections: to one fresh, imaginative, young, which uses the modern media techniques and the other, trapped in the past, afraid of the innumerable means of communication, without the clear vision of the future. It is correct that you should install a few computers in the museums, but that is far away from the cultural stream in Europe and the young generation mainstream - Virgil Stefan Nitulescu concludes.

Nada Zgarbljic, PhD.: The media policy in Croatia exhibits all the characteristics of the society which has not fulfilled the satisfying democratic standards of the media policy towards children and media education

expected to.

Nada Zgarbljic, PhD., the chief editor of the scientific magazine for the media and journalism "Media research" (www.mediaresearch.cro.net), believes that the media and education are two social discourses which will in greatest extent highlight our future.

-International community endeavors to support states by various mechanisms so that before the law enforcement, human rights for both education and useful information are respected and the protection of the cultural differences on the global and national level is procured. In other words, the media and education problem is a global issue narrowly connected with the question of human rights, and human rights are too valuable a question to be discussed just in the frame of national states and certain government's politics. Human rights in the modern world of media are narrowly connected to the public communicational rights. The right for education, protected by the UN convention on the children's rights, are in a way a part of the children communicational rights in the media surroundings - emphasizes Nada Zgarbljic, PhD.

The media are in her opinion the strongest force structuring our knowledge and shaping our mind. Although today in many democratic countries the media literacy has become an inseparable part of the official curriculum, it is a developing discipline. Therefore, the acquisition of the media literacy is to be established as the media education.

- Media education (Edumedia) is the other side of the UNESCO concept of the media literacy, and highlights the need for the sensibility for the civil society and the wide, democratic education of parents and teachers who could understand the media and its content and transfer that knowledge to children and the young. It is understood that spreading the knowledge of human rights in contemporary communicational processes should be conducted, since that rights change in the process of the media technological changes. It is essential to educate journalists, and establish both deontology of journalist profession and ethical codices. UNESCO requires the governments to recognize the importance of the media education and to create possibilities and gather available potentials in their countries by positive law enforcement and various forms of political act - Zgarbljic, PhD. implies.

That concept is directed not only to the state authorities but also to the institutions, civil society, and parents. Everyone must create the conditions where the children will learn media knowledge necessary of the normal life. She reminds us that children are exposed to the effect of media every day for several hours, mostly to television. The studies around the world, and Croatia and Slovenia too, have showed that the children spend most of their free time, which is four hours a day, in front of the TV.

Commercials, violence, new media form and content, interactive television and Internet create new cultural forms of communication and new cultural models. On the other hand, though the sensible judgment and condemnation of media leads to the state of moral panic because of the dangerous media content and its effect on the psycho-social development of the young consumers, the scientists are not always unanimous on the "harmfulness" of the media so that rarely the media could be useful sources of knowledge.

This author believes that the media policy in Croatia exhibits all the characteristics of the society that has not fulfilled the satisfying democratic standards of the media policy towards children and media education. Zgarbljic, PhD. was a head of the team "Child and the media" in state Institution for protection of family, maternity and youth in Republic of Croatia. One of the results of the Institute was that for the purpose of creating strategy for the development of the media policy to children and media education, they have established that the Croatian radio stations had the least number of children programs.

From the total number of the program in duration of 772.938 hours, there was 9.846 hours of children programs or 1,3%. One national television (HRT - three programs), one regional and 12 local televisions, in 2001 had the total number of 76.763 hours of television program, and in that number it had only 1.696 hours of children and youth program. That is - 2,1% of children program.

-Media education or education for media is the right of every child and citizen. In media policy we should incite and protect the media which attribute to the pluralism of the content, have positive effect on the development of journalistic and publisher's codices, on the rules of international recommendations for the protection of human (children's) media rights. It is especially necessary to protect the role of public media in the process of market direction of the media, since the public media are the guarantee of pluralism content and the stop sign for the consequences of the overused commercialization. That kind of media policy, protecting the knowledge and education, and not only the politicians' rights for the public speech in the inter-discursive media practice, the press and the civil society can contribute to it more than the governments and politicians themselves - this Croatian author concludes.

Sl. Dimitrijevic

Lessons on advertising

The most important issue in schools is still the professional vocation of teachers, while the methodic and communicative competence is left aside

"It's evening. Mary is with her media center. This system unites all digital media she could possibly need - film, television, music and enables shopping on-line. The media center also provides her with the connection to her school. She is watching Mel Gibson film, who is an actor of older generation, a favorite actor of her mother. At the bottom of the screen there are footnotes she decided to see. They contain thousand of links that connect her to books, articles, music, games. She can choose the media form that suits her the most. Now she is interested in the design of ships through centuries. Starting with the age of Vikings. There is an educational game with Vikings. Then she decides to order a book about their history and culture. Her media center suggest her to write about Vikings culture in her term paper and recommends her to consult her friend Sam, who has highly appreciated that book and is also involved in ship making. At one moment Mary thought that she couldn't decide when she really educates i.e. when she studies and when is she just having fun..."

Will Right

(creator of the serious technique of simulation on personal computer, one of the leading designers in the world of digital interactive play)

Miroslava Ristic, MA, from the Teacher training faculty, Belgrade, believes that the education today should enable us knowledge of how technology shapes our environment and gives us skill to use it properly. A successful teacher, who is more and more an organizer and helper, should know to use interactive digital media in his/her work in the best way, which would make studying more attractive, efficient and amusing.

-Education in schools must be in the function of future. The polls revealed more that the effects of studying are greater if in the process of studying we have engaged more than one sense, and that activation is possibly only with adequate application of educational digital media. For that reason all the countries have introduced the standards of teaching applications, training and qualification of future teachers which is constantly carried out under a lot of pressure and supervision. In that training the special place goes for media and informatics literacy - she points out.

However, in her opinion, the professional occupation of teachers in schools is still the most important

things while the methodic and communicative competence is left aside. The professional knowledge is of course indispensable, but is not sufficient, she adds.

Goran Pekovic, MA, associate professor at the Faculty of Dramatic Arts, draws out attention to illustrating it with the example of poll which subsequently originated the courses of professional training of the educational employees, entitled "Media literacy". The participants of the courses were involved in the poll - high school teachers, and the lecturers - University of Arts professors.

Besides the confirmation that the process of media literacy was accepted with delight with the students and other colleagues at the school, we reached very important information about types and forms of media education carried out at schools were the results of these courses. The goal of the poll was additionally aimed at the attitude verification that the media literacy was necessary and not only as the addition to the methodical units in elementary and high schools. Apart from this, in its focus the poll had methods that should be applied during the work with teachers as well as

the methods recommended to the teachers in further work with children.

Pekovic, MA, clarifies the present media surroundings that offer a range of possibilities for the media education implementation. More than 92% of households own a TV set. Over 40% own a VCR and the Internet use is spreading. A resident of Serbia approximately spends five hours in front of TV. In that time, a person is exposed to the effect of over 1.000 TV commercials, not including all the advertising messages lurking us at every step. - We analyzed the advertising messages with the teachers and then they analyzed it with their pupils. Performing that we discovered that lower educational and experiential level was not an obstacle. On the contrary! Mass media are very democratic that they do not ask about age, color, sex, social class. Screams from "Halloween" will scare immensely both the horror lovers and terrified four-year-old boy whom the parents left the remote control. Of course, with person of younger age, you can analyze the same messages but the questions can be different. For example: to differentiate between cartoon from the real animated picture, etc. However, unlike adults they are mostly delighted by media and the teachers part is, before all, to facilitate the understanding of media messages, to interpose in conflict of opinions, to involve them in questioning and research, define their models and create their own media productions - this expert points it out.

(Unfortunately, he adds, along the work in workshops we have noticed a specific number of teachers not involved into using of basic equipment (slide - projector, VCR). In order to catch up with the media literacy, they will have to promote their

Who can banish us...

Sladjana Andjelkovic, from elementary school "Stefan Nemanja", in Novi Pazar, emphasizes that occasional polls prove the point that a dissatisfaction with the established program content clearly exists. During the autumn 2003, the poll was conducted on the sample of 616 students of elementary schools in Senta, Belgrade and Novi Pazar, and it showed that children were interested in implementation of the media literacy elements in the framework of school.

So on the question: we do not learn about media in the school because...?, almost two thirds (61,20%) of students opted for that since such subject doesn't exist, while a smaller number (8,46% of students) recognized the problem in their teachers and their ignorance of this field.

The study showed that students love the media and considers these interesting (32,31%) i.e. that the media enable a wider education, more information and communication to the world (35,55%). The poll later offered answers to the questions: who has the power to make you wish come true? (to study about media in their schools). Almost an equal number of students, attributed this power to the minister of education (27,11%) and family (25,65% of the poll participants). When asked: who can ban that?, it is encouraging that approximately there is an equal number of those who believe that school's principle can do that (24,48%). And some students believe that no one should have the power to ban that (24,48%). Likewise, the optimistic attitude is confirmed by the data that only a small number (15,26%) of younger age students in junior elementary school believe that the state is the only one in power to stop that.

technical knowledge so the media literacy will effect their students).

He points out so problems they have revealed during this course. Namely, thought he teacher could differentiate between a poem and an essay, there were problems when they should make a difference advertisements or supermarket tabloids:

- As this analysis is excellent for the start in media literacy, we have recommended to some participants who work with younger generations or are just parents, to organize the game "notice the advertisement" so that we could help them differentiate between fun and informative program and commercial messages that appear in these. They can still use children's books so the children could understand the power of story told by pictures. As children grow and become capable to differentiate between fantasy world and real world, they start to explore the essence of media, so they can lower the volume during the animated picture and notice the difference, or they can create their own boxes for some product to show how the advertisers pack the product to induce us into buying it.

After just a two-day course the teachers would be able to explain the target group whom the product or campaign was meant for; to elaborate on the techniques and methods of persuasiveness drawing the attention of the target group, values and messages marked by product or action, as well as the sublimed messages. Teachers easily handled both the stereotypes

and archetypes functioning as cultural milieu of the target public and reading of the public taste.

As established in the end, 72% of the teachers participating in this course applied the acquired knowledge in different forms of lectures,

The most popular in the world today are British and Canadian model, since in these states media literacy has an official status. In this area they train special media educators, create programs, methods...

workshops and projects and have demonstrated basic principles of media literacy to their pupils.

- Observing the media literacy in the context of the school courses, it is important to emphasize that the teachers should not consider media only in the context of audio-visual help. So that in media literacy we see a new tool for literature studying: the students have a chance by creating their own stories, comparing film and literature, writing scripts and processing multimedia thematic units - to understand better how storytelling impacts our lives. How essential is this affirms

the data (someone took it almost tragically) that children read less and less or almost nothing. Media literacy can be used in the range of social sciences. In history, you can see the representation of historical personalities, historical prejudices and points of view, political marketing and propaganda. In geography, you can use the comparison of the cities' pictures in the film and television with the socioeconomic reality in these cities, in deconstruction of itinerary diaries.

In the range of sciences from the applied research in biology and physics to statistical mathematical methods used in mass media. In art, the range of media literacy is immeasurable, in video or music art - says our interviewee.

Often, he adds, media literacy reflects the citizens' skill necessary for the survival in the world of explosive media development. We have discussed widely and openly whether it is functioning as the protection of children from the danger lurking from the TV program, or the media literacy stands as the antidote to commercials. Some believe that media literacy will help in the involvement of the learning process to those children barely interested in the educational process. They hope that the TV will succeed where the teachers failed.

- It is obvious that our educational reform process, though with good intentions, has not still developed approach and methods to the media literacy. The most popular in the world today are British and Canadian model, since in these states media literacy has an official status. In this area they train special media educators, create programs, methods. Therefore, the responsibility of the media literacy theorists is greater. We are in the position today when we are obliged to be united and create the concept of national media education - Pekovic concludes.

Education with the mass media is unavoidable development condition for modern school, agrees Mirko Miletic, PhD., from the Teacher training faculty in Jagodina. "At the entrance of Plato's Academia it was written: 'Thou shall not enter if thou do not know geometry'. At the gates of the world we can read the mocking words; 'Media ignorant were left outside'."

Slobodan Dimitrijevic

Who has taken away our remote control

In the final sequence of the film "Good night and good luck" by George Clooney, the main character, TV journalist Edward Marrow, talk to the people gathered in his honor. Here follows the monologue about the instrument called TV and its function: "This instrument can teach us and inspire us. But only under the condition that people decide to use it in that purpose. Contrarily, those are just wires and light in the box."

Is violence pictured on TV creating monsters out of our children? Do newspaper articles about rape and robbery provoke the readers to commit a criminal act? Has the philosophy of "Playboy" revolutionized our sexual nightmares? Do political reports and commercial change our attitudes and effect our decisions?

Snezana Bezdánov Gostimir, PhD. was a professor at the Teacher Training Faculty and asked these and similar questions to her students up to quite recently, and now, the answers, namely slightly modified, she requests from their colleagues trained in production at the Academy of Arts of the University of "Braca Karic", where she teaches the Introduction to the communication and media.

According to her, the school, as a recommended institutional fortification, a confirmation of the good trait in the humanity taking care of the breeding and education of children, has through small hole allowed the contents of mass media communication to penetrate into it, persistently ignoring their existence.

-By definition school offers and requests real, tangible, functional, obligatory and appropriate, not accepting the possibility that both student and school itself are surrounded by the virtual. The school puts mass media communication into unreal, treating it as inapt, unnecessary and illicit - she says and emphasizes that an easy swimming among the ready answers is inadmissible for an institution which educates inquisitive little seekers. In that sense, opening of the new, insufficiently unexplored worlds is a change in school's mission as the guardian of the knowledge into the seeker for it.

MEDIA DO NOT LIE

Reminding us to the three basic media functions - educational, amusing and informative - professor Bezdánov Gostimir explains that the former you can observe in two ways. First is how much we can learn about the world around us, nature development, creative studying, so called schools' issues, and the second is about the media itself. Supplementary to these is the chil-

dren expression "are all media intelligence office", as well as the question for the dedicated: is there enough love between school and media production so we can anticipate the sympathies crowned with marriage?

- The point lies in the mystification of all the universals. That means that your attitude as the media consumer we must nurture, refine, design, so that you will not accept anything for granted - our speaker says - including both the television we trust into and newspapers for which our best friends write. We cannot believe a priori since we think for ourselves. The light motif of the entire game is: I have heard, read, saw, I think, I will, I won't - I am.

- A critical relation to the media leaves a distance concerning the facts emanating from it. I claim that the media do not lie. We lie ourselves since we are not incapable to select and adjust the offered to our needs, desires and criteria.

It is an uncontested that the media are the sources of knowledge. By media we learn of new worlds, unknown traditions,

Developing critical relationship to the mass media must include demystification and insisting on the independent interpretation and sane mind and it should start in elementary school, believes Snezana Bezdánov Gostimir, PhD. The study showed that teachers are media illiterate

cultures. Media instruct us into mysteries of science and imagination. The media suggest us the ways of behavior and value criteria. Informal education, based on the communication with the media, starts sooner than the formal education and is essential on all the levels of the education.

-We learn from every media approach - Bezdánov Gostimir noticed, and as the examples mention the commercial segments on TV. Primarily they do not have an educational function, but perform education in continuity - everything coming form the media offers new knowledge, refines the thought, even if it is a wrong one! This means that they, as the form of the public communication, sometimes more important

educational institution than the school itself, since they overcome it in the range of audience, time and interest as well as the variety of content they offer. That however does not mean that the media can replace the school. On the contrary, they just reveal the reality in a more sophisticated way.

-Like school, the mass media, as she claims, have their tutors, but the difference is that we call them the announcers, the commentators, and the students are readers, viewers, and public. The school then offers the appropriate educational program, and mass media provide articles, films, radio-programs. The school offers that as the social science and the mass media offer that in the shape of documentary film, archive footage.

SIMILARITIES AND DIFFERENCES

As our interviewee claims, these institutions are, however, very different. The school enrolls the public on the principle of the obligatory participation into the system where there is a slight possibility for the courses or teachers options. Contrary to that, the mass media draw the audience on the voluntary basis, where it has the unlimited freedom for the choice of "course" and "teacher". The school imposes the program and teacher regardless the audience attention while in the space of mass media the students mark their teachers, by the sum at the box office, circulation, critics, and ratings. The mass media teacher's contract is cancelled, as soon as it is established that "students" are no longer attentive. Yet, mass media are different from school since the studying represents only a secondary function. Random choice of reality sequence and human mind leads to the narrowing of our outlook of the world.

-If we are media educated in significant extent, we could differentiate between what is good and what is not good - claims our interviewee stating the examples of hot line videos, which are designed in an unskillful and vulgar way. In Germany on RTL the same series is esthetically stylish - Bezdánov Gostimir emphasizes and points out that even Einstein should not be on TV in time when the children are in front of it since TV is promoting vulgarly designed messages, and for unlike of these we should let them be the hotline messages if they are the esthetic ones.

Children program on our television does not exist, she claims.

Nominally, yes in the program, but as a fact, not. The choice of content being

offered is not adapted to the sensibility of the children audience. The form of their shape is very inappropriate, non-TV like (as the recipe in the 70s, bad music, sound, montage), which denigrates the audience. In that way History and Discovery enter our homes, and the local production makes nothing of quality for us.

-The media are neither harmful nor useful, but they can be both - Nada Zgrabljic Rotar, PhD. in radio journalism at the University of Zagreb, emphasizes and states the fact the commercials have a strong effect on children. A quarter of adolescents do not read about the harmful effects of smoking, and almost a third does the same about the consequences of the alcohol consuming.

The new world has offered modern forms of literacy to school for use, but the school, not so modern in itself, does not respond to the zeitgeist and restricts its children in just one source - a book! Accompanying to this is the debate based on the following general issues: a book is better than the media since it provokes children's imagination, and the media suffocate it; the book was an invention for the literate ones, and the media for the illiterate; literature is an absolute art, and the media offers do not require and inspire mind, beauty, emotions, dreaming...

-No one of the eternal naives has ever realized that the book was the first form of mass media communication, born yet in 1450 by 'father' Guttenberg, and that all other forms emanated from it - our interviewee reminds us emphasizing that the book is not the only media requiring knowledge of special codes to decipher the media messages. The most complex are audio-visual codes, those which use film and television which deciphering requires more than needed literacy. In the end, a book is still a virtual, and in great extent, compared to the rest of the media, since it cannot offers us what is tangible, accessible to senses, but on the contrary people are completely capable of random representations of it. Abolishing the randomness, the visual media still offer us picture and sound.

THE NEW SCHOOL

Was that the reason that Serbian Ministry of Education decided that all the pupils should see the film "Where the yellow lemon blossoms", and that at the

moment no one bothered to question the value of that art work and the effect on the public yet forming the taste and the criteria?

Despite that what amazes is the data that all the teachers in Serbia are media illiterate and as such enter the classroom where the students know better about the common reality! This was the result of the research carried out recently by the Ministry of science and technology, Professor Bezdánov Gostimir explains and adds that in cooperation with her colleague Katarina Radinovic she organizes on-line courses for teacher's education in the art of motion pictures. A pilot course has had 60 teacher participants, conducted mostly on Internet and with just three 'live' meetings.

-Long-awaited reform of the elementary education in Serbia has finally opened the media door to the school yard introducing elementary media education into several educational fields - says Katarina Radinovic at the Teachers training faculty of the Belgrade University and adds that for the first time the media occupied their role of the teaching content instead of teaching means. Traditional view of the education recognizes the print, film, radio, TV as useful for the support of knowledge gathering and expanding. The new school is the first opportunity to allow media to be what they really are - methods of expression in school and outside of it.

REFORM AND THE MEDIA

How powerful the media are in the educational reform, we see with Sladjana Popovic, who was the PR of Serbian Ministry of Education and Sport during the preparation and implementation of the educational reform system in 2003 and 2004. She says that education as the media topic, in the turbulent time which would not end in our country, never appeared as the headline on the front page of the newspapers or as the breaking news. Among other things, it is way media should have had a wider space where they would treat the educational system reform.

-The media were our strongest partner. That was the reason of our intense communication. At one informal and pleasant meeting with the journalists we have explained what our business was and invited them to cooperate with us in the process. At the meeting which the former

TWELVE YEARS WITH TELEVISION

According to the World Health Organization, the baby today will by 2030 blink 415 million times and cry out 65 liters of tears; will eat 160 kilos of chocolate; have a sexual relationship 1580 times with total number of five lovers (but will be in love just two times), and will kiss constantly for two months! And it will spent 2,5 years on the phone, and 12 years with the television!

TEACHERS LEARN TOO

With the help of the Open society Fund, a pilot course in Art of motion pictures has just started in Pancevo for the people of Vojvodina, and another one was planned at the beginning of the following year for teachers in the Central Serbia. Every class has approximately 50 students. The intention was, Svetlana Bezdánov Gostimir explained, to create the electronic network of those who are qualified for training and teaching of their colleagues a more cultivated relation to the motion pictures media.

minister of education and sports, Gašo Knezevic, PhD. has with the chief editors of the printed and electronic media, we also discussed about the new opportunities the reform will bring.

So that the public would receive a complete picture of the serious and grand preparations following the educational reform, we have opened a communication canal in the Ministry and secured the information flow starting form the project managers to the widest population of citizens. So the newspaper and television program consumers who have had an opportunity to hear all the details about teachers and school's principles training seminars, foreign consultants' visits; entire expert teams conducting a big business by creating every school's subject separately - Sladjana Popovic explained.

Guest's visits on the TV and radio-stations at the time of the law enforcement were regular. Daily newspapers were inundated with the news of the reform. Ten days before the new school year start, when the first grade pupils started studying by the reformed programs, a commercial about the new school was broadcasted. Famous actors, musicians, sport players, and TV journalists performed in it. The result was: a new school year started without trouble. In TV polls on the reform, a persuasive majority of citizens showed decent information awareness on the benefits of the reform.

-From the first headlines: Teachers more scared than the pupils, Nine reasons against nine grades, Octroyed educational reform, we reached the headlines: The risk worthy of Serbia's future, School in the shape of children, Into the world of knowledge without pressure and grades... In Olja Beckovic show "This week impression" on the first week of September, an insert in which the first grade pupil answered the question on what he hopes to learn in the new school he said: "To think on my own" and it won the nomination by the viewers votes. The show had a funny sequel: a journalist asks further: "And who thought instead of you so far?" and the child said: "Well, everyone!"

(The new government constituted in February 2004 gave up on the established educational system reform at the moment when its applying has just started, i.e. when the first generation of the "reformed" first grade elementary school pupils has not even finished their first year).

Mila Vukovic

Distance from tabloids

Papers are mostly financially independent and endeavour to offer to the readers serious information which is less and less common in the flood of the 'yellow press'. Autonomy is more or less present regarding the ministry in charge for example, but you would "rarely stab a finger" into the educational authorities eye. If that happens yet, in some states the politicians would not react, since they know nothing inopportune would happen to them.

The media writing about education designed for the educational employees in the countries of former Yugoslav republics mostly share the destiny of the class they write for and the status of the educational activities in their countries. None of the editors and journalists boasts of their complete satisfaction, since instead of easily printing papers they are daily devising the ways to maintain the place in the market. In most of the states, there is just one educational magazine (media) of the kind on the national level, except the magazines of some well-off schools printed from time to time, educational programmes on TV or the Internet editions. In some states, like in Croatia, for example, there are daily newspapers periodically printed as a special supplementary for the students and employees in the school.

The image is less optimistic if you glimpse into the state of the professional literature designed for the educational employees. In that area, there is little support, so some magazines have year's long intermezzo in publishing.

The situation was not better when we were fortunate, long before the last war, in Tito's time. Even then editors complained that they do not have enough money, people and space. Until the 90s we had eight educational magazines, each republic and autonomous unit had its own, and Skendija paper from Pristina had the best financial situation, according to the reports that one can check today. In the mean time, serious events happened in the political and social field - some magazines changed their name (Prosvetni delavec from Ljubljana is now Solski razgledi), and some are not monthly magazines, like Prosveten rabotnik from Skopje and Misao from Novi Sad, which turned out to be cultural and educational review while the ultimate graphical design differentiating from the rest of educational magazines since it is printed on quality paper and has the appearance of the magazine. The Internet site of this magazine from Vojvodina is www.misao.co.yu and on their pages, you can find various topics, from misogyny to globalization technologies producing the globalization of knowledge.

As for the autonomy regarding the educational authorities, some editors say it does

not exist, others confess that they do not have it, and some say they "can tell things" to the Minister in charge, but that would not make difference, because educational authorities do not respect them much.

Almost all magazines are in the market, which means they finance themselves, and they try to manage in their own ways since most of them print for example special editions, manuals and dictionaries. Prosvetni pregled from Belgrade prints textbooks for the first grade of high school, tests, evidence material and the rest of school documentation... and they seem to have the best financial foundation compared to the rest of editorials, because they have a lot of work the Ministry on charge provides.

There is no magazine dealing with educational topics, except in Vojvodina, which also analyzes the circulation and research systematically the educational employees' attitudes about the quality of texts and magazine's professional and informative range. However, the editorial board may sometimes receive the shy suggestions, reactions to the headlines, but mostly praises for the specific contribution or actions, and rarely and randomly public objections and critiques.

The price of autonomy

Lucka Lesnik, director and chief manager of Solskih razgledi says that this magazine is absolutely in the market. They receive almost nothing from the state budget. For example, in 2006 they have received less than a million of tolar, "which is a sufficient sum for the half of the circulation, but annually we have 20 issues!"

- Since we became independent, it was like this. We wanted to keep the magazine alive, so we had to become completely independent, and it is hard to run a magazine without the donations. The advertising helps us, but we do not have many ads. The orders are the only source of income. We try to have the independent editorial policy. We believe that is the only choice for the professional magazine. Profession must survive. Since we insist on that, our road is so heavy. People are eager to read our magazine; it is recognizable and not so expensive, which gives us strength. In Slovenia we are the only mag-

azine of that kind in the educational field - says Lucka Lesnik.

Solski razgledi are printed every fortnight in Ljubljana as the professional-informative magazine for education, training, science and culture, and their website is www.solski-razgledi.com. The circulation is circa 5.200 copies, and editorial is small, and besides the main editor, who is also the manager, two other journalists are employed, and one of them does the proofreading. They have extremely developed associates network. Magazine has many short texts and besides the informative, they have many comments from all areas, educational, cultural and scientific presented on the quality paper in big file formats with many photos in colour. In impressum you can find the name of editorial secretary, Studio Media works on their graphics and technical support. Sixth months subscription fee for Solski razgledi is 2.400 tolar.

In Zagreb Skolske novine are issued every Tuesday, except during spring and winter break. The pause during the summer is a characteristic of all educational magazines. Annually a total number of 38 issues of Skolske novine are printed, with double issues. It is the same for 56 years. Since the 90s, they operate as Stockholders Company, not using the budget, but living on their own work - mostly on subscription. Now they have 4.000 subscribers and before the last war, they had three times more readers.

According to Marjan Simega, a chief editor, Skolske novine are in smaller extent weekly informative, but are mostly trying to maintain the image of professional magazine with comments, dealing with problems.

- People receive most of the information through four private TV networks and daily press, so we are focusing on profession following the changes in the school system and innovation in educational plans and programmes. We have a daily communication with readers and a good network of associates. For a year and a half we had a column "Why do I read Skolske novine" which was a space for everyone's opinion, from country teacher to university professor. People were praising the thing that took us years to build. Now we have lan-

guage advices columns from parent's point of view - stories from parents and children's lives. People congratulated us on the information from the world and local area and the argumentative stories. What we would really like is to print our magazine in colour and smaller format. We have the constant audience that does not care for the visual, they need quiet, serious information - nothing yellow, so you can see the both sides of the page, so we can be people's panel instead of bowing to the present and future Minister of the education - says Simega.

He has been a chief editor for seven years now and as he said - he would not go to a pilgrimage for anybody and if he recognizes something stupid then he would not save his words in the column, but here there are no reactions.

- We do not have such an important influence on them, even if our journalists write something sharp. Moreover, in our reform now we are copying Japan, Israel, and Finland. It is obvious you should not

ago - they had nine. In Skolske novine besides the chief editor, they have graphic editor, language editor and outside associates, with the salary at the level of educational employees. It is not much, but they "love their job".

Skolske novine are printed in Zagreb. The centre is in Hebrangova 40, and the website is www.skolskenovine.hr

Pay and read

Novi list from Rijeka was established in 1900 and functioned as one of daily newspapers

(www.novolist.hr). One of the supplements is Skolski novi list, that is published every Monday and you can read it on the Internet only when you pay the monthly subscription of 100 kunas. Until you do that, you can read only the first page free. The resented content is diverse. In November supplementary, for example, they have published a story "Teachers are (not) white bears", written on Teachers

DIVISION IN STATE AND EDUCATION

Prosvetni pregled from Belgrade is not dealing with the separate cases, but mostly appearance analyzed or just noted from the distance. According to the editor, Biljana Stupar, this magazine is becoming an information collection without comments and attitudes.

- I believe that is the cleverest thing now that we had division in the education, when Serbia is divided, so there are two separate states in the education. In addition Prosvetni pregled should be used so both states will receive the valuable information, since they are too often collided without the reference of what are they talking about, since there is no a reliable information. That might be our survival recipe. Since it is not about right or wrong, but we simply want to inform people in a right manner. Financial and staff conditions do not allow us to deal with the serious research. One-week editorial would have to have far more employees than now. We do not have the possibility that our monthly journalist could explore one topic and when finishes the processing, than can really stand up behind the text. Since in the multitude of information, in the haste, you can make a mistake... Biljana Stupar explains.

Of course, we treasure our associates from the schools, but that is the origin of the inconsistency in supplements coming to us... One of the rules in Prosvetni pregled is that anyone can hear their voice, but of course, but would not allow nonsense...

invent something that already exists, but the changes are important... How should unsatisfied educational employees perform this change? They have announced all-inclusive strike for November 15th since they are not satisfied with their salaries. They are constantly behind with the economy... Average monthly income for an educational employee with 20 years of service is on the level of the unqualified worker in the economy, and 85 percent of people employed in the education has university degree - explains Simega.

In the magazine where the editorial board is constituted of less and less journalists - they have three now, and 23 years

day. The journalist criticized the media for ignoring that date and avoiding representing it properly in TV broadcasts and other sources of public information, stating that mobile phone commercials are longer than a story on Teachers day... There are several eye-catching texts - on Peter Pan, burek and space yogurt... the rest of information is not directly linked to the usual topics that could be found in educational magazines...

Prosvjetni list from Sarajevo was founded in November 1945. The magazine was occasionally printed during the war years since - as Mujo Musagic, the editor said - on the celebration of 60th birthday,

with the celebration of re-printing the magazine - that in those times "they wanted to prove that Prosvjetni list remained loyal to the educational employees". In last decades, this magazine, according to Musagic, deserved an honourable and high place in family of educational magazines with its concept and educational content, science and culture, and today the editorial board and the associates "print this both monthly information magazine and pedagogical panel, rich in knowledge on reform and pedagogical reality, with the belief that restoration of the pedagogical magazine will be essential for the success of educational and training reforms' future".

Prosvetni pregled from Belgrade and Prosvjetni rad from Podgorica received last year a prestigious award - Medal "Vuk Karadzic" - from the former president of SCG Svetozar Marovic. Belgrade editorial board won the award for its 60th, and Podgorica board for its 57th birthday. Just a few months after the award, this country has split into two independent republics.

Since its beginning to the present day, Prosvetni pregled printed over 2.700 issues in 28 million of copies. Their present circulation is 8.000 copies and with the quality of its texts it stands together with renamed magazines of long tradition, which was one of the explanations for the award, estimating that Prosvetni pregled became the school magazine independent of state donations, self-financed, and protecting the integrity and editorial independence... Besides the director who is a chief and responsible editor, the editorial board is consisted of seven journalists, language and graphic editor.

Belgrade Prosvetni list in every issue leaves several pages for the supplementary texts from Republika Srpska. From those texts, we can learn what the movements in education there are and this magazine readily prints the supplements from other former Yu republics. They have reporter's bureau in Novi Sad and Banjaluka, the website is www.prosvetni-pregled.co.yu, and an e-mail is: kontakt@prosvetni-pregled.co.yu

The media involved into education only, according to Prosvetni pregled editor Biljana Stupar, had to adopt a great degree of seriousness and keep the necessary distance towards to educational authorities. It is not the case of auto censure, she said, but the criteria by which one can publish texts in an educational magazine...

- Distance must exist since we are linked to the state institutions and our readers take us as an almost official media. Since when they read something in Prosvetni pregled they believe that to be the attitude of Ministry of Education. Here is an illustration. "Eduka", publisher from Novi Sad, published with us some advertisements about the evidence of the permanent ink. When the Ministry supervisor went to one school and asked them why are they using the permanent ink they replied that is an obligatory act pro-

posed by the Ministry in charge?! Stunned, he asked them where they have read that, and the school employees seriously said - well in Prosvetni pregled! But that was just an add. Some teachers even take an advertisement in Prosvetni pregled as something obligatory - Stupar explains.

Can one educational magazine be autonomous from the Ministry in charge, even if not on the budget, she said it was relative and depended on the authorities? She believes that in period after Tito's death (until SFRJ fell apart) the censure and auto-censure level was small, and that the classical censure never really existed, but we had auto-censure, in the sense "you know who you work for". She believes that auto-censure Milosevic age heritage remained in journalists' minds and the succeeding authorities have not tried excessively to insure them things can be different.

-In the end, what does the "independent" mean? Instead of that, I use the word "professional", and the degree of it, is dependent on the journalist's skill to say something between the lines... Yet, "to stab the finger" is absolutely out of the question - says Biljana Stupar, who used to be the director and chief and responsible editor in Prosvetni pregled just a few months ago.

She can remember that the educational magazines in SFRJ until 1991 had a similar concept, nurturing the link to the authorities in the same way. It was reduced to a decent distance, which actually means that the editorials never rushed.

Prosvetni pregled is printed every Wednesday, and as their chance for the circulation increase editorial sees in the variety of professional supplementary texts. Just like Marjan Simeg from Zagreb and his Bosnian, colleagues start with the fact that each daily newspaper are read in no time and educational employees can be drawn only with quality professional texts.

Educational employees' mirror

Podgorica based Prosvjetni rad was awarded with the medal for "successful mission in field of education". In the explanation for the award, it is stated that in the past years the magazine participated in a very important mission in the Montenegro educational system development, at the same time being "the mirror for educational workers who had with their enthusiasm, knowledge, talent, experience, with life force form generation to generation, industriously and patiently acting as the chronicle, professional magazine and a space where various ideas and thoughts intersected, so they have left their impact on the Montenegro education.

- It was an affirmative medium of the entire educational system and individuals within it. It has outgrown the boundaries of the schools magazine... With its contents, concept and quality and immediate live link to the schools in the past decades it was successful in not just surviving but living up to the responsible role providing for the fact

PROFESSIONAL MAGAZINES ARE OUT OF MONEY

Professional periodic in Serbia is troubled with finance, but it is not so much different from the other states. Underfunding delays the printing of the magazine, which is a chain reaction for the consequences - readers are mostly unsatisfied with the contents, since texts are waiting for the long time to be published, but in the mean time, they become anachronous, dysfunctional and uninteresting.

- It is even more tragic that waiting for the finance approval would make you lose the readers and educational employees habit that there is a one magazine they can be informed with the innovations in their field. In Serbia, the educational workers can rely only on Prosvetni pregled, which, though weekly, is published regularly, with the current segments of professional development, and practice too - says Mirjana Ilic, secretary of Serbian Teacher's association.

According to her words, professional improvement is more than just attending the seminar it is professional personality development, which includes reading, reading contemporary literature... but the finances bring you to the paradoxical situation that there is no contemporary literature, i.e. professional magazines. She believes that professional associations recognized as the Ministry in charge partners for the last few years, and then the specially emphasized Serbian Teacher's association and that problem should be imposed to the Ministry collegiums. As they provided money for professional training of teachers from the National Investment Fund, it should be done in the similar way for the professional magazines.

- Educational employees need the professional magazines so they could maintain the professional shape, since the place of their professional work is not only in the classroom, since that is different from other professions. Educational employee needs the educational magazines to keep up the pace with innovations, to read professional periods to be informed, and that magazine must be modern following the present innovations. Things are moving fast in our education and the world as well and our professional magazines can not follow that, since we are late at the start, and then magazine loses its purpose, an educational employee the source of information about the innovations - Mirjana Ilic says.

As the secretary of Serbian Teacher's association, which prints the magazine Ucitelj (Teacher), she often contacts colleagues from other states in the region and can confirm that they are even in worse situation as far as the professional magazines when we compare it to the educational employees in Serbia.

- The interest of former Yu republics for our magazine is great (Macedonia, B&H, and Montenegro). That tells us that in their countries they do not have the initiative - Mirjana Ilic says.

In Serbia, we periodically have ten professional magazines of professional educational associations. Four years ago, we had a special committee with the ministry in charge that distributed finances by specific criteria (the total amount of money was million dinars then). With that money, they could print the issue and it would be easier for the publishers if we had the practice continued. That would not be such a large financial investment but the effect would be positive... The secretary of Serbian Teacher's association is convinced that professional magazines publishers cannot survive independently and must have some kind of subvention.

that on its pages one could read about practical and theoretical experience and knowledge, to start and develop in it research, scientific and culturally-creative discussions and prove that there were accomplishments of generations of educational, cultural, scientific individuals in Montenegro. This was the way the magazine contributed to the necessary professional training of educational employees, experience exchange and introduction of pedagogical innovations in pedagogical practice - that stands among everything else, promoters' explanation.

Prosvjetni rad website is (still) www.prosvjetnirad.cg.yu and will probably change as soon as the webpage is updated according to the new (state) circumstances.

In one of Prosvjetni rad previous issue the journalists have visited Naval school and gymnasium in Kotor, and the main topic was dedicated to the school's assistants. In these pages we have found the stories about the challenges of the reform ("Are six-year-old children afraid of mathematics") and texts on pre-school education and elementary school reform....

Macedonian magazine Prosveten rabotnik is printed in Skopje monthly, besides during the summer holidays. Sometimes it is printed more often if there are activities in the area. The editorial and magazine are no longer in the state budget,

and the salaries are approximately similar to the educational employees' income - which means they are not big. According to the honest confession of the employees in the editorial related to the Ministry in charge - they have no autonomy. This magazine does not have the website, as well as the colleagues from Sarajevo, and the phone number is +3892-306-77-84.

If you compare the educational magazines of the former Yu republics; there are no drastic and dramatic changes in business, standard, manner of writing and choice of topics is clearly visible. One can find better standards and magazines in the quality paper and colour photos, with attractive texts, but more or less those are only shades in the common struggle for survival and fast speed race for the quality information that can be distributed directly or in the way, no one can detect it. In editorials from Triglav to Vardar there are several people who gladly remember the former cooperation and there is a will to establish the former close contact. As the colleague from the Croatia said, "When the singers can do it, journalists can do it too". As the beginning this bridge of cooperation will be established, at the place where former wars have interrupted it - at the pint of inter magazine exchange.

Olga Nikolic

PEDAGOGICAL MAGAZINES FROM VOJVODINA CANNOT FIND THEIR READERS

The profession behind sealed director's doors

The discomfiting fact that less than 10 percent of educational employees from Vojvodina read regularly some of the specialized magazines for their profession, published in the county, and that the single magazine of this kind in Hungarian has several times bigger public, with the less of the half of educational employees who speak Hungarian, and the situation will be changed as promised last year, the fatness of educational employees salary envelope will be dependent on their readiness to professionalize and improve, but he time will tell. However according to the content analysis, readership rating and image of three specialized Vojvodina magazines, which had previously conducted by the Novi Sad Centre for applied psychology in favour of Vojvodina Pedagogical institute - in order to improve the situation the magazines would have to try, and the researches even gave them the specific guidance.

In analysis of magazine Misao it was stated that, as the mostly popular thematic magazine which thrives for covering the professional as well as the wider intellectual sphere, the magazine lacks the matching topics, and the educational employees do not find it interesting. In other words, it is not clear whom Misao speaks for. The greater audience does not find the texts attractive, and it is narrow for the educational employees, unpopular, lacking the practical topics, for which the readers cry for. This magazine fault is among other things the small coverage pre-school education, neglecting the topics in area of training and lack of communication with the readers. On the other hand, the quality of this magazine lies in very good design, visual communication and good coverage of the current topics, like the educational reform.

According to the above mentioned, the editorial received recommendations work on their marketing, promotion, so the readers would recognize it, then the engagements in the aim of magazines bigger accessibility to the educational employee, besides the institution as the previous situation was, since most of the examinees complained that most of the magazines that the institution received will end up at the directors office shelves. The next recommendation would be to design the contents of the magazine for

the needs and problems of every day practice, with the communication with the readers and their active participation with the editorials work and text writing.

According to the Mirko Sebic, director and chief and responsible editor of Misao, they have performed the research when reorganizing Misao which was published for almost a year, so in the meantime they have done a lot for the magazine's promotion in the Vojvodina municipalities.

- We include the readers in the work of the editorial that is still inaccessible - practitioners form the schools and we still have much of work in that field - says Mirko Sebic. -Unfortunately we still randomly publish the topics in the area of the pre-school education and training, since that part we still have not been able to cover. That must be the reason we have little subscribers in the kindergarten, so

supplements of the practice. The readers however estimated the texts as the outdated, directed mostly to education, neglecting the training element. There is a noticeable absence of texts on pre-school education and training, and the predominance of scholastic over applicative and illustrative type of texts. The scientific supplements were estimated as the methodologically outdated, and the lacks of this magazine are the absence of communication to the readers and the unattractive design.

The editorial of Pedagoska stvarnost could get rid of these faults by the higher frequency of practically applicable texts, with methods of concrete illustrations from every day and better communication with the readers. In the aim of improving the level if presented works the editorial would have to adopt more strict measures for the review criteria, by which the papers would

VOJVODINA MAGAZINES

The present Vojvodine SIZ (National Executive Bureau) for education founded Misao magazine in 1975, to be printed every fortnight as the educational employees of Vojvodina magazine but it all stopped in 1993. It was re-founded by the decision of Executive committee of Vojvodina in 2003 as the Review for education and culture, published monthly with 35 pages and circulation of 1.000 copies, mostly distributed to the subscribers in Vojvodina, and to the rest of the Republic too. The magazine is not commercially available.

As the edition of NGO Vojvodina Methodological centre from Subotica, magazine Uj kep is published in Hungarian since 1997, monthly, with annually 10 issues, and in the last five years it has three double issues during the year. The circulation is 1.000 copies, and it is distributed mostly buy personal subscription.

Pedagoska stvarnost, magazine for cultural and educational topics is published without pause in Novi Sad since 1955. Pedagogical association of Vojvodina founded it as a monthly magazine, and today it is printed in five double issues with the circulation of 900 copies and distributed exclusively by the subscription, in Vojvodina and Serbia, and in Bosnia and Herzegovina and Montenegro as well.

we are in the vicious circle

Estimated as the scientific professional magazine, magazine Pedagoska stvarnost (Pedagogical reality) is the only one in Vojvodina publishing the scientific works in area of pedagogy and similar scientific disciplines. This magazine endeavours to gather, both the necessity of scientific magazine and professional one in the area of education. According to the analyses in Pedagoska stvarnost has more of scientific than professional content, the out-datedness of the quoted literature, humble methodological realization of the papers, specific monopoly of some authors. Its values are among the rest the

be close to the level of greater scientific actuality and modern technologies. It is also recommended to modernize the design and work out the marketing, especially the action directed to increasing the accessibility of magazine to the individuals in educational communities, since it was established that in most of the cases this magazine does not leave the principles office.

-In every issue we try to have one or two texts on the pre-school education, but as the rest of the magazine, that is dependent of the number of texts that arrive - says the chief and responsible editor of Pedagoska stvarnost professor Radovan Grandic, PhD. - So that we have a section "In our prac- ➤

tice", and we mostly lack texts for it since we do not receive any, although we have a constant contact with schools and requests the teachers of practice to cooperate. Unfortunately, they are mostly uninterested.

Commenting the remark that this magazine design is unattractive, Grandic, PhD. Mentioned that it was the same since founded and it would not be changed for the recognition and tradition, and the remark that they lack communication with the readers he reject stating that sort of relation if appropriate for the journalists, and not this magazine.

-I cannot discuss the remark that we lack topics dedicated to training, since training and education are constantly intersected, and it is so in our texts - says the chief editor of Pedagoska stvarnost. - Besides the theoretical we have research texts where contemporary statistical processing of the information was performed, including the claim that are texts are methodologically outdated, which I cannot accept as true.

Popular-professional magazine Uj kep, the only one published in Hungarian, received the highest mark in this review, as the magazine oriented to practical and applicative content, with the very good readers' communication. On the other hand, the scientific level of the texts published can be seriously criticized, but this fault is reduced by the fact that this magazine is directed to the clear target group - practitioners. However, just like two other magazines, Uj kep is not dealing with pre-school training and education in significant extent and its fault include relatively low level of theoretical texts, irregular publishing, and relatively modest design.

Besides the recommendations related to overcoming the listed faults, the main request for the editorial of Uj kep is to maintain its virtues, that is to publish and increase the number of texts dedicated to every day practice, and to save the very good communication with the readers.

Those in Uj kep took this very seriously, so their editorial now has one trainer, and the number of texts dealing with this level of education has increased.

-We do not manage to publish our magazine every month at specific time, but we mostly print the magazine at the end of month, since we are dependent on donations, and sometimes we cannot manage to keep the regular cooperation with the printing house since there are time inconsistencies - says Uj kep chief editor Edit Sos. - I believe that for the remark that we lack quality theoretical texts we have overcome establishing a new column, at the beginning of the issue, written by famous scientists, and we included three university professors in the editorial work, which is visible exactly in this field.

Since last year according to Edit Sos, the magazine has completely new, modern and attractive design with the new layout and illustrations of renowned authors and at the visible place, abstracts in both Serbian and English.

Danica Devcerski

Points for the research publishing

Attempts to "standardize the quality" of textbooks carry great risk to make our production uniformed. In Serbia publishers run hurdle race. They need time and support. Croatia has a document on standards with just the general specifications, and Slovenians have an interesting law describing in detail the improvement procedures. From the developed countries in the region, Austria has the strictest textbook authorization

Will students learn a subject depends on their interest and teachers and professors ability to inspire them and the last thing in question is the textbook quality? The manner of textbook content, language, style, and processing of especially difficult issues, and the graphic design as well, indubitably effect the motivation and knowledge children will take from school. Therefore in developed European countries a debate about the quality of the textbooks could go for years. The general criteria says that one quality textbook could be written only if the monopolistic position of certain publishers is abolished, and a healthy competition in equal conditions is introduced and the multiple-member team works for at least 15-18 months on development of one textbook. Bearing in mind that books are written for elementary and high schools, certainly means that the lessons need to be shaped into language understandable to that age.

Yet the style and clarity of expression in textbooks is not according to the pupil's age. Therefore geography becomes difficult for many grammar school students in Serbia. One mining engineer was very furious when he realized his children are very bad in geography, so he took their textbooks and scrutinized them realizing children's resistance, so he offered them his faculty studies textbooks.

Multiple member teams from

Serbia have just finished the analysis of all publishers' textbooks for lower grades of elementary school. Those texts are regulated now and will be published soon, and they have planned the seminars to discuss how to avoid material mistakes in the future and explain complicated scientific matters to the younger generations. That question was front-lined in the recently finalized study.

This important topic which does not recognize the state borders Dijana Plut, PhD. talks about for the readers of "Education and development" magazine and explains it with her background of years in textbook analysis control. She has written several books on this topic and the most famous one is "A Textbook as the Culturally-Supportive System."

She says that in Serbia we still have not adopted standards in textbook writing, but that is not a much of a flaw.

- It is true; we do not have a document with the list of necessary textbook quality standards. In my opinion the publishers should have a criteria list so their book could be valued, but not necessarily a document on standards.

If I understand it well, standards manifest the degree of the quality criteria so that they would be acceptable. Some of the criteria are harder to judge and some are not. Some are very important so the tolerance for their non-recognition is unacceptable,

and yet some could be barely visible in the textbook and we might be pleased for that. The problem is that the criteria realization verification is always a matter of judgment. That judgment can hardly become an algorithm as the standard level, especially not in the "documents on standard."

- I have one more reason why I do not feel inclined to the textbook's quality standardization. The quality of the textbook is hardly "to become the formulae." You cannot make a "cook-book" for a good textbook. They can be good in various ways. Attempts to "standardize quality" of textbooks take great risk to make our production uniformed, to push it into the direction which seems like the only possible one at the moment. That is a danger for abandoning all the author's new quests. I opt for the support to the various models of textbooks, to research and open possibilities for alternative approach. The most beautiful thing in textbook exploration is when you learn from the author, when the new books opens your possibilities and you have basically had no idea it could be possible.

■ Then what do you think about the possibilities of the textbook quality control?

-I believe that it is the best way to control textbook quality production and develop various forms of publishers support. That could be attained by the seminars of support, which would be organized by the appropriate institutions and the guests would be domestic and foreign experts. Then the foundation of the big textbooks library, with the formation of consult-



ing teams available to the publishers, organizing a permanent dialogue between the textbooks' and program's authors, group study visits to world renown publishing houses, forming a bank of photos and illustrations for the textbooks and paying membership fee for these banks in the world and similar. All this could be organized in Serbia by let us say promotion of Institution for Education and Training, its Section for textbooks and program. Unfortunately, there is not readiness at the moment to start these forms of publishers support. They observe their role differently. They are the control at the end of the road. I believe it is too late to perform the control at the end of the road. What matters has already been finished. Over! If we had been working with the authors when they experienced difficulties, searching for the best pos-

sible solution, we would achieve more. It is very important to include potential members of the committees in this process. Committees should learn as fast as the textbook authors learn. I believe that in Serbia we have achieved a lot more for the new generation of the textbooks. There has been many written materials on the quality textbooks criteria (Institute for textbooks has started that edition for the new books). The experts of the Institute of psychology and various faculties have been included in tackling of textbooks' production before the market opened and closed.

I believe that working with teachers makes a lot of sense. They should from strong personal standards on their desirable book, and also the book they do not want to see in their classroom. It would be a good idea to organize teacher's seminars where they would critically analyze good and bad traits of various textbooks.

■ In what way a Serbian textbook is written today and is there a great difference concerning the countries of former Yugoslavia?

- In Serbia we write textbooks in a rush, like in a race. They were always written like that and will be in the future, even if we adopt a new Law on textbooks. The rush is very inopportune for the textbook's quality. To create a good textbook it takes minimum three years of work. After two years you can introduce it to schools as the pilot-textbook, but after that it takes a lot of work. It is a big problem that textbooks are published just in time. They are usually made in haste without serious consideration. This foible program should be an example to textbooks authors to write a book in two or three months. Who is familiar with the textbooks genre knows that is impossible. I admire our publishers since they succeed to maintain the quality in these circumstances. I am convinced that every publisher wants to create a good book. With the appropriate help they will be ready to invest

THE STATE IN THE REGION

Croatia has a document on standards, which has just general nations of the professional preciseness of content, psychological, didactical-methodical, ethical, linguistic, and artistically graphical standards that the textbook must fulfill. It is interesting that the standards specifically describe just technical characteristics of textbook (size, paper quality and similar.).

Slovenians have an interesting law on the textbooks that describes in detail the improvement procedures. They have changed it several times until they seriously adapted it to the actual process of the work on textbooks. There are committees checking the textbooks. From the developed countries in the region, Austria has the strictest textbooks inspection, with the committee and the like. In most of the countries in Europe textbooks control is left to the market.

time and money to receive the best from their authors. But the publishers are running the hurdle race. They need time and support. They would not lack a little pressure to perfect their unperfected, hastily written textbooks.

■ **How is it possible to create such a pressure?**

- By accreditation system. I would not give hastily an accreditation to anyone for an unlimited period of time. Since we write books in these conditions, in haste, I would take the first edition as the working material. I would approve accreditation only for two years period so the author has enough time to work on the book. After the second year, the examination will follow and new three to four years of accreditation would be approved. Then the examination will follow again. No book should have an unlimited accreditation. That would be a message to the publishers to work on book constantly. The publishers would hate me know to hear my proposals.

That would be a real pressure on them, but this kind of pressure supports working on the book. Now, publishers have accreditations for an unlimited period of time. Some of them (luckily the minority) believe they have finished working with the book like this.

■ **Do we have enough experts in Serbia to be part of these committees? Is that procedure too expensive?**

For the time being we do not have enough experts of this work. To be precise we do have them but employed in other tasks, and it would be difficult to persuade them to follow the textbooks' production. I believe that the Institution for Education and Training should gather a number of people of various interests who would constantly adjust their explicit and implicit ideas on the issue of the good book, so they could study all the time and be careful and scrupulous to perform this mission. It is a big business to breed that team of inner and outer associates. At this moment, I believe that the publishers are making faster progress than

the committee judging their books. Publishers learn at fairs, from other publishers, from Internet sites, they grow and change. No one nurtures the committee. Some of them have an armful of wrong ideas what is a good textbook. In addition, they are dangerously and naively ambitious.

I believe that maintaining this committee is not too expensive.

■ **What are the basic characteristics of the domestic textbooks for lower grades? What is good and what should be fixed and how?**

- I could take three days brake to answer this question without stopping. To sum up? First, I am very proud of some of our publisher's accomplishment in this short period. There I include before all Creative Center, Eduka, Klett but the Institute for textbooks too since it is rapidly changing and is still the key figure at the textbooks market. In Institute, there are some very talented people. You just need to let them do their job.

- The burning issue with the textbooks is the haste. We do not have time for research and testing various solutions. Good authors are hard to find. It is hard to gather competent interdisciplinary team to invigilate the author. Writing textbooks is teamwork. If there is a success formulae in this business, that it is a team work.

- Programs are not direct and clear, authors sometimes solve problems that the program makers could not do. At the moment, the biggest problem is parts referring to the science. A very hard mission was left for the publishers who should find their own solution for transforming complex academic knowledge into the science language for young school pupils to understand. The big problem is that we lack mechanisms to publish some very bad textbooks. The other problem is the intricate conflict of interests in this filed. Everyone is connected. This year we have an absurd situation that the book authors are sitting in the accreditation committees to accredit themselves.

People try to act in right way, but the conflict of interests is a serious issue and it is easy to make a mistake when you are an interested party.

- I have said that before, I believe the problem lies here along with the inadequately skilled committees. They should learn faster than the others should. However, someone needs to gather them and deal with that.

- As far as the publishers, the progress is visible. Even besides the occasional exaggeration and books making-up, we see progress. Generally, books are more cheerful than they were before. But we have not made a lot of progress in research on various types of assignments and types of studying. Books still look alike a lot. It is my desire to see the development in various directions, instead of many similar books. Nevertheless, making new development direction (different approach to the program) we need the research publishers who have time and money and committee's understanding. At this moment, I fear that the committees influence the uniformity of production. The committee must like the book. That is a danger with accredited standards of quality that we started our conversation with.

- When the publishers would be supported by the institutions, the trend of the better textbooks would go on for a several years. For now we can be satisfied with the offer and possibilities of choices, but it would be a disaster if this bad situation "gets in a deadlock". The books are still not good enough so we must not stop. I believe the market will take care of that. When they can choose, teachers tend to become fastidious. The teacher can look up into five-six books to prepare the lecture. In the same way parents can buy two - three books so they children could study from various sources.

■ **What is the quality of textbooks in Serbia compared to the neighboring countries books?**

- We have some books that are so good that we can proudly say, "made in Serbia". Yet, generally, our books need a few years work to look completely good. Sometimes, our books remind of study materials. There is not second and third REDAKCIJA, indices, interesting boxes, accompanying materials, fine graphical adjustments. Those are assignments that require time and our publishers had none.

Olga Nikolic

School for Adults

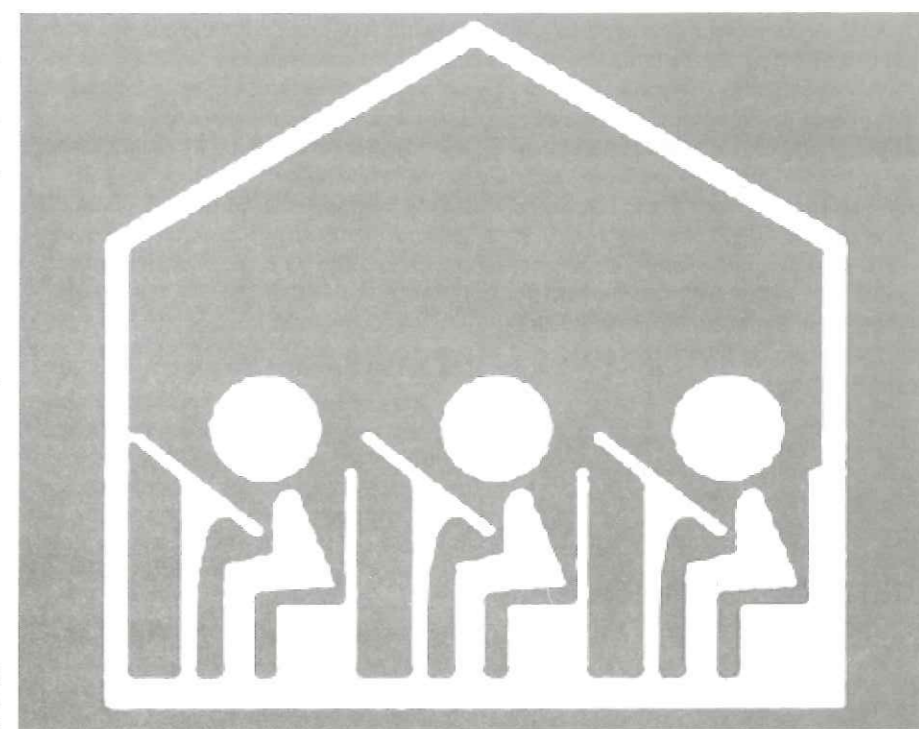
Miomir Despotovic believes investing into adult education is the priority of the countries in transition. Specific training carried out in five professional high schools in Serbia

The Serbs are letting themselves go as a nation!! The educational structure of our population revealed that we are uneducated and unqualified nation.

According to the last register of population in Serbia 6,5% of people do not have a single day of school education. 2% of people have one out of three elementary school grades, and 14% has up to seven grades. If you add to that 24% of Serbs with the elementary education as the maximum, it is fact that almost a half of the population has barely (not) graduate from elementary school - emphasizes Miomir Despotovic, PhD, professor at the Andragogy and Pedagogy department at the Faculty of Philosophy in Belgrade and a manager of the Andragogical Institute. He reminds us that the number of 11% of population which has high and higher professional education is not something we should praise about since we are not even close to the average of the medium developed European countries. It is a perfectly logical question, even from the economic point of view, how will we fit in the European Union, since the integration is not just a political decision but a real possibility as well for us to become an inseparable and equal part of EU population.

- With that kind of qualification, our chances are minimal or significantly endangered - professor Despotovic seriously warns us and emphasizes that Serbia does not have an educational infrastructure which could help us overcome this insufficiency although by verifying several international contracts Serbia has pledged to solve the elementary education problem of both marginal groups and the entire population.

As an illustration, he quotes the data that in Serbia there are 13 schools for adult elementary education working by completely unfunctional plans and programs, and these schools students are overage elementary school people or children with behavioral problems. That is, in his words, double-sided negligence, and from the pedagogical and andragogical point of view it is even Orwellian since this instructive-consultative institution is programmed to



function for adults with life and working experience, and not for troubled children with problems in studying. We do not have schools for the adult's high school education. Although we have the network of 327 professional schools - these are, by the program structure and organization completely inaccessible to adults. The Ministry of Education and Sports has recognized the problem, so as they signed the Strategy for adult education in the range of CARDS program, they have formed three independent centers (for evaluation, professional teacher's education, and adult education) under a supervision of the Institute for Education and Training promotion. We have to establish the National council for professional education which exists in all the countries, and its main purpose is creation of the education development strategy. In the scope of "Roma decade", financed by the OSCE, the ministry in charge in the cooperation with Andragogy and Pedagogy institute has started the program "Functional elementary education of adult Roma".

- This project insists on the adult elementary education system reform which will be adjusted to their needs and market demands. A new concept of adult education will last for three years. In first year they will cover all three grades of the elementary school and the participants will receive just the basic functional literacy. In the second year, they will cover the fifth and sixth grade, and in the third seventh and eighth plus the professional training package - Despotovic explains and adds that the main motivational factor for adults to attend school is precisely the package of professional capabilities training. The package was developed based on Labor market needs in the place of their residence. So in one package they receive two degrees and fulfill their educational needs and existential issues. An unusual match of elementary, general, and professional education is practically applied since September, in eleven cities and besides Belgrade, there is Obrenovac, Valjevo, Bujanovac, Vranje, Nis... In every town one group of 25 participants was formed. But the key issue is the local communities which do not understand this pilot program, so that

BAD BOOKS DO NOT SELL

- To survive for a long time at the market provides you with the search for the new textbooks profiles, with special characteristics. Our textbooks still look alike a lot (without Creative Center). In the world, where the market is opened for a longer period, every textbook endeavors to be recognizable in a certain manner. The problem is that we have a lot of "educational garbage". That spoils the picture. However, I am not worried since, from what I know, the market itself has introduced the corrective mechanisms. Bad books do not sell! Teachers are clever enough to defend themselves - comments Dijana Plut, PhD.

they do not pay the necessary expenses of heating and transport. The basic intention was that if this program proves efficient, with the help of European funds it will be applied on other target groups, i.e. complete adult population.

- Besides its basic function, the school simultaneously works with adults so that it will become a multigenerational and multiprogramming institution: and that has started two years ago - Despotovic reminds us and emphasizes that five centers for adult education were opened in five professional high schools in Zrenjanin, Kragujevac, Bor, Belgrade, and Nis, with the help of the European Union. There is an idea to spread that network in the following period significantly.

- It is about methodology we are not familiar with. The training program is made for the famous client, and before that they examine the market and its needs for the specific profile - he explains and add that the center is developed inside of the school, and the teachers together with the principle have a mission to contact the local community, economy and other educational institutions.

With the special note that these centers experience are very good, our interviewee tells us that they want to pre-qualify or train their workers. The training varies in length, for one, two, three months.

- There is a very good example of center in Technical school in New Belgrade. They train workers who will replace Freon in the cooling systems since as the EU predicts by 2010 all the gas in the refrigerators and other cooling devices will have to be replaced. At the same school they have a training program for the implementation of auto-gas installations, which requires a lot of practice instead of classical lectures - Despotovic says. The teaching was adapted to the adults and their responsibilities and is completely based on the teacher's and participant's agreement.

Emphasizing that the EU bought all the equipment for schools including the computers and class furniture, he says that every center received special equipment based on its specialization. So that the school in Zrenjanin has received a mini milk production, complete production line for processing of making milk, packing, and in total worth of 130.000 euros. It is however interesting that the centers were formed in the former industrial cities where many workers are out of job so the need of prequalification is more urgent. In Kragujevac a

Center for Welding was opened and in Bor we train people for personal services and several work fields, and in Nis there are specializations for the construction building field. The participants are now distributed through the employers, but they will, when trained, be available for the civility as well.

- Although the concept of certification of all the trainings is finished, it is still not legally regulated - Despotovic says and explains that the accreditation procedure of adult education is not issuing the work permission, but the guarantee for the program quality. In Europe and USA, the certificates are usually issue by the professional associations or jointly with the state institutions, and here it will probably be the association in the Center for professional education in cooperation with the societies covering various work fields.

SLOVENIA

This former Yugoslavian republic solved the problem of adult education. There are no illiterate, and only a small percentage of adults are without the complete elementary education. The state gave many investments in Andragogical center founded immediately after the independence. Several programs of adult education promotion have been finalized by which Slovenia qualified as the south-eastern European model. This means that the money from the European funds, for other countries too ended up in Slovenia which distributed these, but saved the biggest part for itself.

REPUBLIKA SRPSKA AND MACEDONIA

The debate about education of adults is not the first issue in Republic Srpska. The situation is additionally complicated by the politically independent entities as well as the cantonal separation. According to professor Despotovic, as for the educational reforms, they are two years behind Serbia and are still reforming elementary and high schools, although the transitional countries have adults' education as their priority.

The same goes for Macedonia. There are no systematical solutions or professions.

CROATIA

It has suddenly woke up in this field and when the Slovenians realized ten years ago, Croatians learned now despite the good practice and science which was devastated in Tudjman era. Croatian government last month formed the National agency for adult education and is already investing a lot of money in this area.

According to Despotovic, strategic decision for the adult education is very important since it is financed from several sources among which the state and employers are most important.

- The state must invest in their citizens, even the retired population supporting their needs by let us say the third age university - he explains adding that the employers should finance the employees prequalification, and not wait for the state to do that. Reminding us that there are qualifications which must not exist on the market, professor states an interesting example of Germany which gives 25 million euros of its budget annually for the adult education in high schools! It is in the interest of state that the citi-

zens know at least two great languages, to be hired in the specific fields and be introduced to the system of values and norms applicable in the general culture.

Our interviewee stands for the enforcement of the Law on the adult education by which we could standardize the educational market, but reminds us of the obligatory formation of National council in adult professional education on the basis of social partnerships between the chambers of commerce, employers union, employees and the state.

Speaking about the European experience, Despotovic singles out Denmark as the country where the adult education is a part of the cultural norms. Since the 19th century there were several high national schools whose degree was a matter of prestige.

The positive image contributed to these schools fast spreading over the entire Europe. How should we create the instrument of social and economic politics out of the adult education, professor Despotovic says that some faculties (Medical, Economics) created Centers for Permanent education available to the needs of educated people aware of the fact that the knowledge grows old very fast. In other countries, universities establish centers for continuing education, attracting their former students offering them professionalization and refreshment of knowledge. That is the profitable part of the university, and a simultaneous advancement of the profession.

Mila Vukovic

Distance Learning Development

Recently, in the daily press, magazines and expert books one can meet more and more often with a word with the prefix 'e', such as e-mail, e-banking, e-commerce, e-learning, etc. What is common with those words are computer services which enable performance of specialized tasks

Recently, in the daily press, magazines and expert books one can meet more and more often with a word with the prefix e, such as e-mail, e-banking, e-commerce, e-learning, etc. What is common with those words are computer services which enable performance of specialized tasks. E-mail, for example, enables sending and receiving mail through computers linked in a network. E-banking is specialized for banking operations, for example for checking one's account state. E-learning enables a user to attend some of the offered education courses which can be found at Web sites of education institutions.

In this article, some historical facts are given regarding the distance learning, which is a precursor to the Web oriented learning. Transformational process of technologies, which followed this kind of learning, is also described here. Very rare advertisements announced by education institutions (National School, NRI) are also presented.

Electronic learning, known as Distance Learning (abbrev. DL), has crossed the international borders and our country is already entering the international electronic learning market. USA is more than competitive market in electronic learning and education. Experience that USA, Canada and Australia have in this field goes

way back to the eighties of the nineteenth century. What is happening in that field at this moment could be a forecast of events in the countries which manage to follow the fast technological development. Today, electronic learning is quite a normal phenomenon even at the most recognized universities (Harvard, Stanford, MIT), which in their virtual classrooms provides a great choice of the most



Isaac Pitman

various accredited academic courses.

Political and public interest in electronic learning becomes attractive, especially in areas with the student population quite jagged (Australia, Canada). Motivation for the implementation of this new education model is big since there is no way to increase the capacities of the existing education insti-

tutions or insufficient budget for the application of new education programmes. Many academic institutions have already made a bigger or smaller step in the application of virtual classrooms.

Each region develops its own electronic learning form in accordance with local requests, target population and philosophy of an institution organizing the course. Many education institutions, either



Anna Ticknor

public or private, have taken initiative in the implementation of virtual classrooms and provide university courses to students who are motivated for electronic learning programs. Those students work alone with materials available through the site of education institution or they work with material they have been given either by e-mail or classic systems (mail deliv-

USA, the Federal Government approved 202 radio licences to colleges, universities and schools to perform distance learning activities.

Distance learning course used by radio (education by radio) was a starting point for the introduction of educational television into corresponding courses.

Appearance of commercial television in mid-fifties of the last century, as a totally new media which,

In late fifties, seventeen corresponding courses used television in their materials. Use of "educational television" was a blooming trend. In 1961, fifty three stations were members of National Educational Television Network (NET). Primary NET's goal was to share films, time planning and coordination. Those years television production technology was limited to the studio and "live" broadcasts. Instructor would hold

Sunrise Semester established in Chicago. From 1959 to early sixties, this was the only programme of the kind. Programme design was based on a static camera placed in the classroom and it recorded a lecturer.

In early sixties, an innovative MPATI (Midwest Program on Airborne Television Instruction) launched a "flying classroom" from the airport in the neighbourhood of Purdue University in

Circuit Television, abbrev. CCTV). In late seventies, cable and satellite television were used as media intended for distance learning.

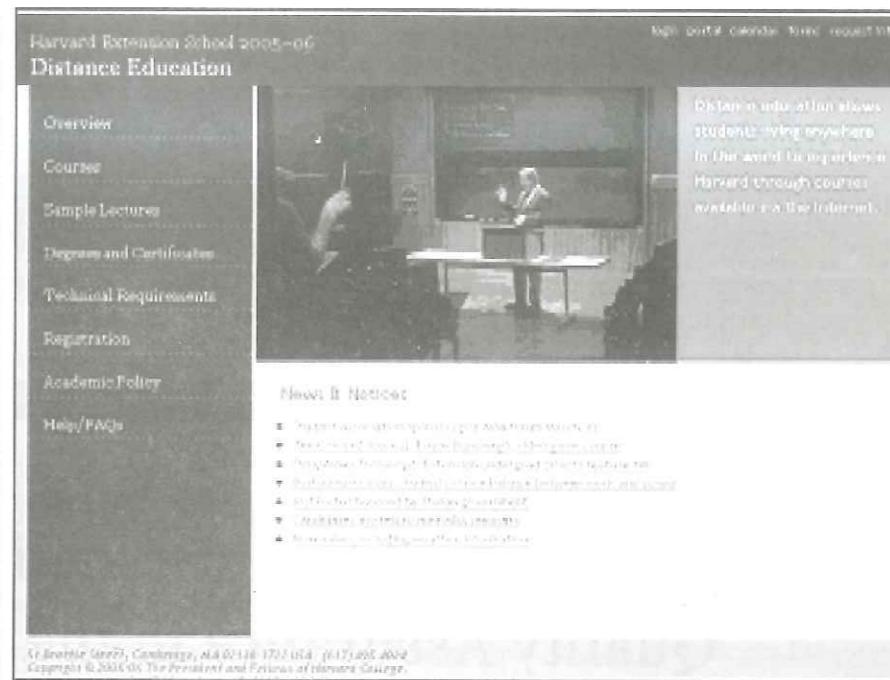
Late seventies brought television postproduction, video tape recorder and video tape. New medium enabled students to get educational content - lessons on a video tape. Professionally designed lessons-series with new contents were offered to students. That was also a very important qualitative point for distance learning.

At international conference (International Council for Correspondence Education) held in 1972, a new term appeared - distance education.

Appearance of BBS (Bulletin Board Systems) in 1978, strengthened the interest in distance learning much more. End of seventies and beginning of eighties brought the first personal computers (Picture 10). Another new medium, CD (Compact Disk) provides easier exchange of materials because of the very specificity of the medium.

Distance learning has been transformed technologically and from paper form it turned into electronic form.

In 1990, the American, Tim Berners-Lee, developed a Web (World Wide Web) which, in the second half of the nineties, with the expansion of Information and Communication Technologies



Harvard Web site

(ICT), became a powerful tool for distance learning. The result was a fast development of the Internet (the name for global world computer network).

Such a change has brought a new name - electronic learning (e-Learning). Lessons are now sent to the user exclusively in electronic form (e-mails or ftp protocol are used).

Now a user enters lessons directly from the server of educational institution. Content of the lesson is displayed at the user's computer. For that purpose some of the explorers (Explorer,

Netscape, FireFox...) are used. Access to the Web site of educational institution implies (on line) connection on the Internet network.

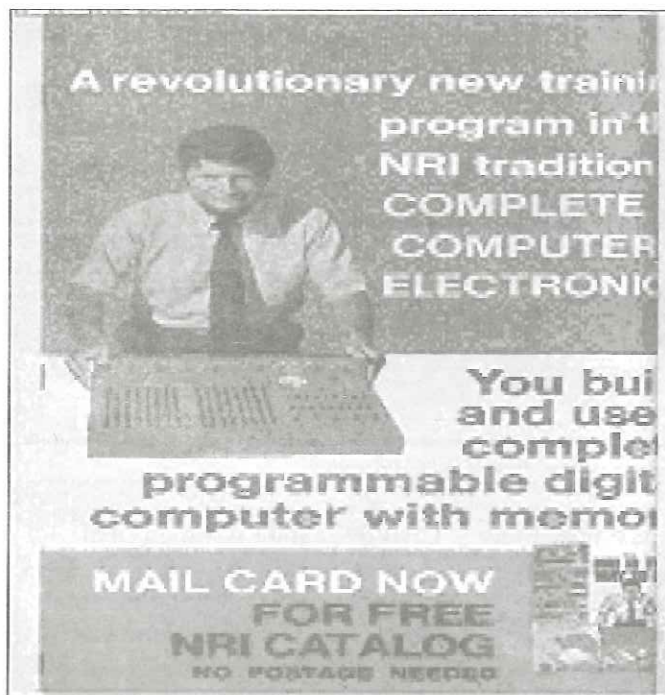
Tests are done in the same way (on line). By interactive approach (dynamic sites) the user receives a question by question to which he/she has to answer within the anticipated deadline.

Due to new Web technologies, the conditions have been created for the realisation of e-learning sites. Fast expansion of new Internet technology makes a room that learning through WBT (Web Based Training) become a comparative way of education worldwide (Picture 12). The result is - much more universities in the world that have electronic learning as an offer in their academic programmes.

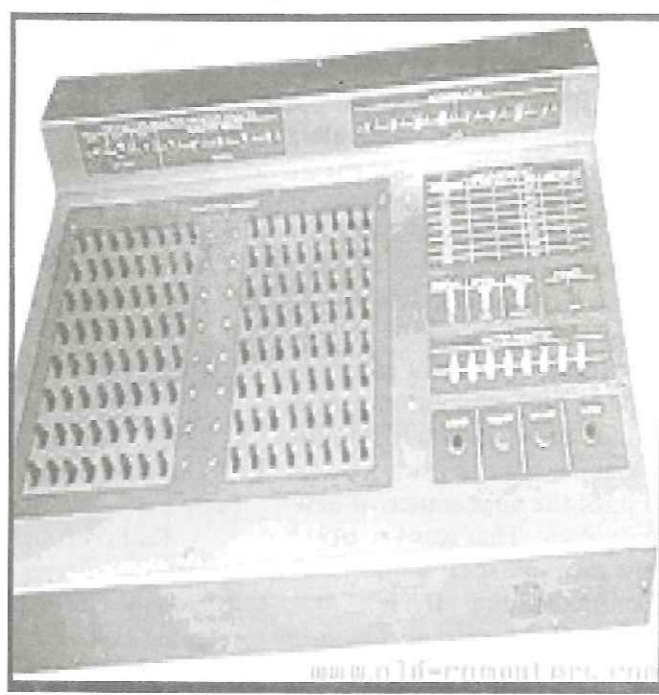
In USA about 240 consortiums produce telecourses for state and private educational institutions. Those courses are licenced by thousands of colleges and universities and are used as a regular material for their programmes.

In 1997-1998 school year, about 1.6 million of students were enrolled for distance learning courses. That year 54,000 courses were offered in 1680 institutions.

Zeljko Stankovic



Computer Electronics Course

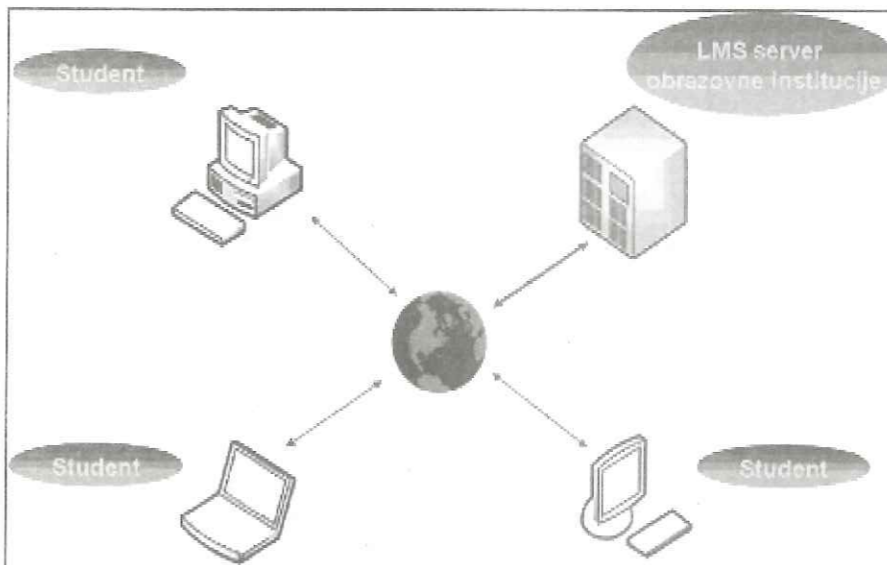


First family of personal computers 1971

besides the sound, offered a visual content - the motion picture, meant a lot to the quality of distance learning.

a course as a public lesson. Students were able to follow the lessons on TV sets. First television educational programme was a

Lafayette, the State of Indiana. Programme was intended for public schools in Indiana and five neighbouring states (Smith, 1961). In its climax MPATI broadcasted educational television programme in about 2000 schools and universities encompassing almost 400.000 students in 6500 classrooms in Indiana and five neighbouring states (Gordon, 1965). This experiment in teaching was an educational vision of some educators and the result of seven million dollar aid provided by Ford Foundation (Carnegie Commission, 1979). The project inspired others who wanted educational television (ETV) in their regions. Many schools started to use their own closed television systems (Closed



Global studying

Standards and Guidelines for Quality Assurance in the European Higher Education Area

European Association for Quality Assurance in Higher Education

Foreword

In the Berlin communiqué of 19 September 2003 the Ministers of the Bologna Process signatory states invited the European Network for Quality Assurance in Higher Education (ENQA) 'through its members, in cooperation with the EUA, EURASHE, and ESIB', to develop 'an agreed set of standards, procedures and guidelines on quality assurance' and to 'explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005'. The Ministers also asked ENQA to take due account 'of the expertise of other quality assurance associations and networks'.

This report forms the response to this mandate and comes with the endorsement of all the organisations named in that section of the communiqué. The achievement of such a joint understanding is a tribute to the spirit of co-operation and mutual respect that has characterised the discussions between all the players involved. I would therefore like to extend my thanks to the EUA, EURASHE and ESIB together with the ENQA member agencies for their constructive and most valuable input to the process.

This report is directed at the European Ministers of Education. However, we expect the report to achieve a wider circulation among those with an interest in quality assurance in higher education. These readers will hopefully find the report useful and inspirational.

It must be emphasised that the report is no more than a first step in what is likely to be a long and possibly arduous route to the establishment of a widely shared set of underpinning values, expectations and good practice in relation to quality and its assurance, by institutions and agencies across the European Higher Education Area (EHEA). What has been set in motion by the Berlin mandate will need to be developed further if it is to provide the fully functioning European dimension of quality assurance for the EHEA. If this can be accomplished, then many of the ambitions of the Bologna Process will also be achieved. All the participants in the work to date look forward to contributing to the success of that endeavour.

Christian Thune
President of ENQA
February 2005

Executive Summary

This report has been drafted by the European Association for Quality Assurance in Higher Education (ENQA)¹, through its members, in consultation and co-operation with the EUA, ESIB and EURASHE and in discussion with various relevant networks. It forms the response to the twin mandates given to ENQA in the Berlin Communiqué of September 2003 to develop 'an agreed set of standards, procedures and guidelines on quality assurance' and 'to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies'.

The report consists of four chapters. After the introductory chapter on context, aims and principles, there follow chapters on standards and guidelines for quality assurance²; a peer review system for quality assurance agencies; and future perspectives and challenges.

The main results and recommendations of the report are:

- There will be European standards for internal and external quality assurance, and for external quality assurance agencies.
- European quality assurance agencies will be expected to submit themselves to a cyclical review within five years.
- There will be an emphasis on subsidiarity, with reviews being undertaken nationally where possible.
- A European register of quality assurance agencies will be produced.
- A European Register Committee will act as a gatekeeper for the inclusion of agencies in the register.
- A European Consultative Forum for Quality Assurance in Higher Education will be established.

When the recommendations are implemented:

- The consistency of quality assurance across the European Higher Education Area (EHEA) will be improved by the use of agreed standards and guidelines.
- Higher education institutions and quality assurance agencies across the EHEA will be able to use common reference points for quality assurance.
- The register will make it easier to identify professional and credible agencies.
- Procedures for the recognition of qualifications will be strengthened.
- The credibility of the work of quality assurance agencies will be enhanced.
- The exchange of viewpoints and experiences amongst agencies and other key stakeholders (including higher education institutions, students and labour market representatives) will be enhanced through the work of the European Consultative Forum for Quality Assurance in Higher Education.

- The mutual trust among institutions and agencies will grow.
- The move toward mutual recognition will be assisted.

Summary list of European standards for quality assurance

This summary list of European standards for quality assurance in higher education is drawn from Chapter 2 of the report and is placed here for ease of reference. It omits the accompanying guidelines. The standards are in three parts covering internal quality assurance of higher education institutions, external quality assurance of higher education, and quality assurance of external quality assurance agencies.

Part 1: European standards and guidelines for internal quality assurance within higher education institutions

- 1.1 Policy and procedures for quality assurance:** Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.
- 1.2 Approval, monitoring and periodic review of programmes and awards:** Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.
- 1.3 Assessment of students:** Students should be assessed using published criteria, regulations and procedures which are applied consistently.
- 1.4 Quality assurance of teaching staff:** Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.
- 1.5 Learning resources and student support:** Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.
- 1.6 Information systems:** Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.
- 1.7 Public information:** Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

1 Context, Aims and Principles

In the Berlin communiqué of 19 September 2003 the Ministers of the Bologna Process signatory states invited ENQA 'through its members, in cooperation with the EUA, EURASHE, and ESIB', to develop 'an agreed set of standards, procedures and guidelines on quality assurance' and to 'explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005'. The Ministers also asked ENQA to take due account 'of the expertise of other quality assurance associations and networks'.

ENQA welcomed this opportunity to make a major contribution to the development of the European dimension in quality assurance and, thereby, to further the aims of the Bologna Process.

The work has involved many different organisations and interest groups. First, ENQA members have been extensively involved in the process. Members have participated in working groups, and draft reports have been important elements in the agenda of the ENQA General Assemblies in June and November 2004. Secondly, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE), the National Unions of Students in Europe (ESIB) and the European Commission have participated through regular meetings in the 'E4 Group'. Thirdly, the contacts with and contributions from other networks, such as the European Consortium for Accreditation (ECA) and the Central and Eastern European Network of Quality Assurance Agencies (CEE Network), have been particularly valuable in the drafting process. Finally, ENQA and its partners have made good use of their individual international contacts and experiences and in this way ensured that relevant international perspectives were brought into the process.

Quality assurance in higher education is by no means only a European concern. All over the world there is an increasing interest in quality and standards, reflecting both the rapid growth of higher education and its cost to the public and the private purse. Accordingly, if Europe is to achieve its aspiration to be the most dynamic and knowledge-based economy in the world (Lisbon Strategy), then European higher education will need to demonstrate that it takes the quality of its programmes and awards seriously and is willing to put into place the means of assuring and demonstrating that quality. The initiatives and demands, which are springing up both inside and outside Europe in the face of this internationalisation of higher education, demand a response. The commitment of all those involved in the production of these proposals augurs well for the fulfilment of a truly European dimension to quality assurance with which to reinforce the attractiveness of the EHEA's higher education offering.

The proposals contained in this report are underpinned by a number of principles which are described in more detail in the two chapters which cover the two parts of the Berlin mandate. However, some fundamental principles should permeate the whole work:

U Berlinском комитету od 19. septembra 2003. godine, ministri zemalja pripisnica Bolonjskog procesa pozvali su Evropsku mrežu za osiguranje kvaliteta u visokom obrazovanju da, "preko svojih članica, u saradnji sa EUA, EURASHE i ESIB-om", razrade "usaglašen set standarda, procedura i smjernica za garanciju kvaliteta", te da "ispitaju načine osiguravanja adekvatnog sistema analize unutar struke u svrhu osiguranja kvaliteta, i/ili tijela ili agencija za akreditaciju, te da 2005. godine ministrima podnesu izvještaj, preko Grupe za pracenje Bolonjskog procesa". Ministri su od ENQA-e tražili i da uzme u obzir "stručna znanja drugih udruženja i mreža za osiguranje kvaliteta".

ENQA je podržavala mogućnost da značajniji doprinos izgradnji evropske dimenzije osiguranja kvaliteta, te da time unaprijedi i ciljeve samog Bolonjskog procesa.

Rad na ovom izvještaju uključio je brojne organizacije i interesne grupe. Kao prvo, ENQA-e bile su aktivno uključene u proces. Učestvovala su u radnim grupama, a nacrti izvještaja bili su bitan element rada Generalnih skupština ENQA-e u junu i novembru 2004. Drugo, Evropska asocijacija univerziteta (EUA), Evropska asocijacija institucija u visokom obrazovanju (EURASHE), Nacionalne unije studenata u Evropi (ESIB) i Evropska komisija redovno su učestvovali u sastancima "grupe E4", Treće, kontakti i doprinos drugih mreža, kao što su Evropski konzorcij za akreditaciju (ECA) i Mreža agencija za osiguranje kvaliteta u srednjoj i istočnoj Evropi (CEE Network), posebno su bili korisni u procesu izrade teksta. Končno, ENQA i njeni partneri iskoristili su pojedinačne internacionalne kontakte i iskustva, te na taj način osigurali da se u proces uključe i relevantna međunarodna glasila.

Osiguranje kvaliteta u visokom obrazovanju svakako nije samo evropsko pitanje. U cijelom svijetu raste zanimanje za kvalitet i standarde, što održava i brz razvoj visokog obrazovanja, a i troškove koje on predstavlja i za javna i za privatna sredstva. Shodno tome, ako Evropa želi osigurati namjeru da postane najdinamičnija, na znanju zasnovana ekonomija u svijetu (tzv. Lisabonska strategija), onda će evropsko visoko obrazovanje morati pokazati da ozbiljno shvata kvalitet svojih programa i stepena, te da je spremno da uspostavlja načine osiguravanja i pokazivanja tog kvaliteta. Inicijative i zahtjevi koji u svijetu internacionalizacije visokog obrazovanja dolaze i izvana i iz same Evrope, traže odgovor. Obaveza svih koji su uključeni u stvaranje ovih privedloga dobro se uklapa u ostvarenje istinske evropske dimenzije osiguranja kvaliteta, kojom će se osnažiti privlačnost onoga što nudi visoko školstvo u Evropskom području visokog obrazovanja.

Prijedlozi sadržani u ovom izvještaju potkrijepljeni su određenim brojem principa, koji su detaljnije opisani u dva poglavlja koja pokrivaju dva dijela berlinskog zadatka. Medutim, neki temeljni principi provlače se kroz cijeli rad:

- zanimanje studenata, a i poslodavaca i društva uopće, za kvalitetnim visokim obrazovanjem;
- centralni značaj institucionalne autonomije, u kombinaciji sa shvatanjem da ona sa sobom nosi i velike odgovornosti;
- potreba da eksterno osiguranje kvaliteta bude primijenjeno svojoj svrsi, te da u ostvarenju ciljeva na institucije stavlja samo primjeren i neophodan teret.

Evropski prostor visokog obrazovanja, sa svojih 40 država, karakterizira raznovrsnost političkih sistema, visokoskolskih sistema, društvenih, kulturnih i obrazovnih tradicija, jezika, aspiracija i očekivanja. To potpuno neprimjerenim čini jedan monolitni pristup kvalitetu, standardima i osiguranju kvaliteta u visokom obrazovanju. U svjetlu raznovrsnosti različitosti, što se generalno priznaje kao jedna od posebno vrijednih stvari u Evropi, ovaj izvještaj stoji nasuprot uskog, isključivog i precizno formuliranog pristupa standardima. I u standardima i u smjernicama, ovaj izvještaj, zapravo, preferira generički princip u pogledu konkretnih zahtjeva. To čini jer se smatra da je veća vjerovatnoća da će takav pristup dovesti do šireg inicijalnog privlačenja, a i zato što daje jači osnov za okupljanje različitih visokoskolskih zajednica u Evropsko područje visokog obrazovanja. Generički standardi trebali bi generalno biti prihvatljivi na nacionalnom nivou većine država potpisnica. Medutim, posjedbica generičkog principa je da se standardi i smjernice više fokusiraju na ono što bi trebalo da se radi, nego kako će se one ostvariti. Shodno tome, izvještaj sadrži i procedure stvari, ali prioritet daje standardima i smjernicama, posebno u poglavlju 2.

Končno, mora se naglasiti da postizanje saglasnosti u vezi s ovim izvještajem nije isto što i ispunjavanje bolonjski cilj dimenzije osiguranja kvaliteta u Evropskom prostoru visokog obrazovanja. Pred nama je još puno rada na provedbi preporuka iz izvještaja i na stvaranju kulture kvaliteta i u visokoskolskim ustanovama, a i u agencijama za eksterno osiguranje kvaliteta.

1 Kontekst, ciljevi i principi