

EDUCATION IN A NATION IN CRISIS: THE REPUBLIC OF BOSNIA- HERZEGOVINA

A status report prepared for
World Education Services by
Dr. Seth Spaulding,
Lynn Cohen, and
Michel Rakotomanana

Bosnia-Herzegovina (BiH) was one of the six republics of the former Yugoslavia, formed in 1917 as the Kingdom of Serbs, Croats and Slovenes. The Federation also included Croatia, Macedonia, Montenegro, Serbia, Slovenia and two autonomous provinces within Serbia: Kosovo and Vojvodina. The federal capital was Belgrade.

Invaded by Germany during World War II, the republics were put under puppet governments run by Germany's allies. The fascist regimes in occupied Croatia, Serbia and

Seth Spaulding is a Professor of Administrative and Policy Studies and Director, Institute for International Studies in Education;

Lynn Cohen is BiH Field Program Coordinator, and

Michel Rakotomanana is BiH Program Administrator, all at the Institute for International Studies at the University of Pittsburgh, Pennsylvania.

Bosnia undertook ethnic cleansing of the minorities within their territories, killing thousands.

Under the 35-year Communist rule of Josip Broz Tito which began in 1945, all manifestations of nationalism were forbidden and religious expression was suppressed. The death of Tito and the end of the Cold War spurred the resurrection of nationalism. Yugoslavia disintegrated in 1992 with the formal recognition by the European Community of Croatia and Slovenia as independent states. In March 1992 an agreement was reached by BiH Moslems, Serbs and Croats to set up three autonomous ethnic communities under a central Bosnia authority.

Civil war broke out throughout BiH in 1992, causing great suffering and displacement among the civilian population.

Under pressure from the international community, led by the U.S., the warring factions entered into a peace agreement signed in Paris in December 1995. The new Federation of Bosnia-Herzegovina will be divided roughly in half between Serb and Muslim-Croat entities within its present internationally-recognized borders.

Bounded on the north and west by Croatia, on the east by Serbia, and in the southeast by Montenegro, Bosnia-Herzegovina is landlocked. Its capital is Sarajevo. In a 1991 census, the population was 4,355,000, of whom the predominating ethnic groups were Moslem (1,905,000), Serbs (1,364,000), and Croats (752,000).

BOSNIA-HERZEGOVINA TODAY

The news emanating from Bosnia-Herzegovina (BiH) usually neglects to mention that the population affected by the conflict has valiantly attempted to maintain a kind of normality in their lives.

Despite shellings of the major cities, difficulties of transport and communication, often lack of heat, electricity and even water, the schools have survived and the Ministries of Education (in Sarajevo and the cantons such as Tuzla and Zenica) have been engaged in curriculum development, in-service teacher education, and other educational improvement activities.

The national Ministry and its Pedagogical Institute in Sarajevo have managed to draft a new curriculum, and to publish 80 new textbook titles, distributing 1.8 million copies to pupils. Another 123 titles are being prepared. The full list of books for primary and secondary schools will be distributed to pupils throughout the country by the end of 1996.

Teachers also have made a commendable contribution. In addition to having to teach under horrendous conditions, they have had to deal with the trauma and stress of children following their witnessing horrific scenes of violence, sometimes involving the loss of parents, relatives and friends. Given the shortage of pedagogues and school psychologists, teachers now have the primary responsibility for assisting children in dealing with stress and trauma. Many of

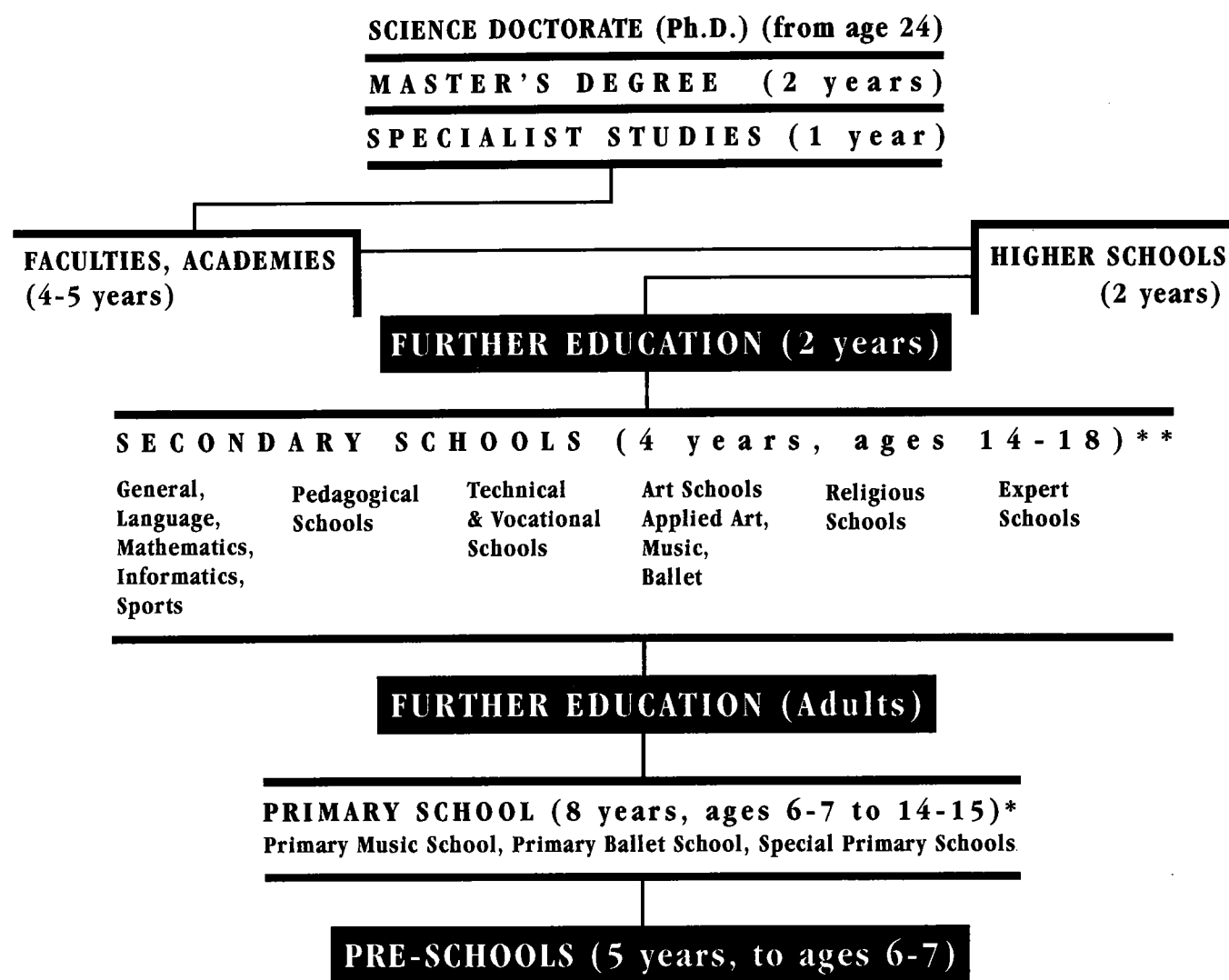
the teachers in BiH are wartime volunteers who, despite their lack of pedagogical training, have shown a high level of dedication and commitment to serving the children.

To begin addressing some of these problems, the Institute for International Studies in Education (IISE) launched in early 1995 a UNICEF/IISE Program in Educational Policy, Planning and Technical Cooperation in BiH. Under this agreement, IISE is now a UNICEF Implementing Partner in Education and has a resident field coordinator in BiH, Lynn Cohen. The project is operated in

cooperation with the Ministry of Education, Science, Culture and Sports in Sarajevo and the Ministries in the several cantons, with technical back-up by experts from the University of Pittsburgh.

This brief summary of the educational situation in BiH builds upon and updates a sector study done in October and November, 1994, by Prof. Seth Spaulding and Rob Fuderich, UNICEF area officer for education in the countries of the former Yugoslavia.

SCHEME OF EDUCATIONAL SYSTEM IN BOSNIA-HERZEGOVINA



* Pupils who graduate from primary school can enroll in any secondary school by passing a qualification examination prescribed by the ministry in charge of the school.

** Pupils who graduate from general secondary schools can enroll in any faculty or academy by passing a qualification examination prescribed by the institution. Students who graduate from pedagogical schools, technical, art and religious schools can enroll in related faculties by passing a qualification examination prescribed by the faculty or academy. Students who graduate from "expert" secondary schools can enroll in any faculty or academy if they pass two additional qualifying examinations prescribed by the faculty or academy of their choice.

Education in BiH consists of an eight-year compulsory primary cycle and a four-year secondary cycle. Before the beginning of the war in April 1992, all of the approximate 500,000 children, ages 7 to 15, were enrolled in the primary cycle program. The majority of students ages 15 to 19 continued their secondary education in a series of specialized schools, including grammar schools or vocational and trade schools which prepared them for employment.

Before 1992, there were 27,000 teachers in primary schools, secondary schools and schools for special education. BiH had four universities with 46 colleges (faculties), arts academies or advanced higher education institutions with a teaching force of 1,600 university teachers serving approximately 30,000 students.

Since then, there has been a dramatic decline in numbers. According to a November 1995 study by Dr. Srebren Dizdar, Secretary to the Ministry of Education, Science, Culture and Sports, some 50,000 children were killed or wounded in the more than 40 months of hostilities in besieged villages and towns. In Sarajevo alone, 1,600 school children have been reported killed, while 300,000 children have left the country. Considerable numbers of qualified teachers also were mobilized into the military where many were killed.

In a policy brief of August 1994 issued by the national Ministry of Education, the following figures (Table 1) were given for primary education (grades 1-8 in two cycles, 1-4 in which all subjects are taught by one teacher and 5-8 in which separate subjects are taught by separate teachers).

Political and administrative fragmentation, breakdowns in communication, and fluidity of internal and external migration make it very difficult to obtain fully reliable data.

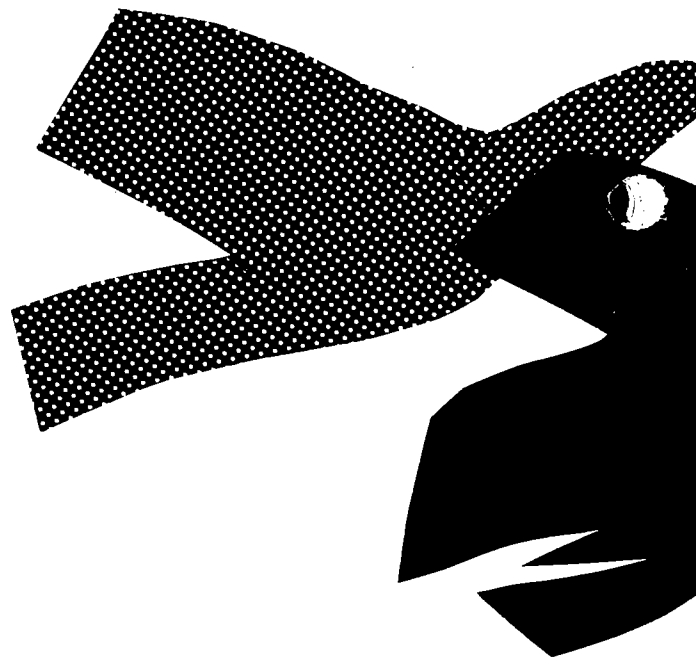
PRIMARY EDUCATION

Table 1 Primary Education in RBiH

School year	# schools	# students	# teachers
1965-66	2,696	597,256	15,856
1970-71	2,714	644,497	21,798
1980-81	2,462	625,619	23,053
1990-91	2,205	539,875	23,369
1993-94	285	199,689	7,238

The consolidated figures for the 1994-95 school year are not available but will probably be somewhat larger than those of 1993-94.

In such front line areas as Tuzla, in addition to the official 74 primary schools, there are now 135 small "satellite" schools operating throughout the canton, at times in makeshift buildings. These are schools that provide instruction in one room and with one teacher for grades 1-4. Given the new population influx in these areas, it is still difficult to confirm some of these figures. During the height of the war,



schools operated in basements of buildings; schools now are often still in temporary quarters and run two or three shifts a day to meet the demand. A World Bank paper, "Bosnia and Herzegovina: Priorities for Recovery and Growth," published in September 1995, indicates that most schools operate in two or three shifts of three and a half hours, and provide instruction that lasts at most 18 weeks, instead of the 38 weeks originally spelled out in the curriculum.

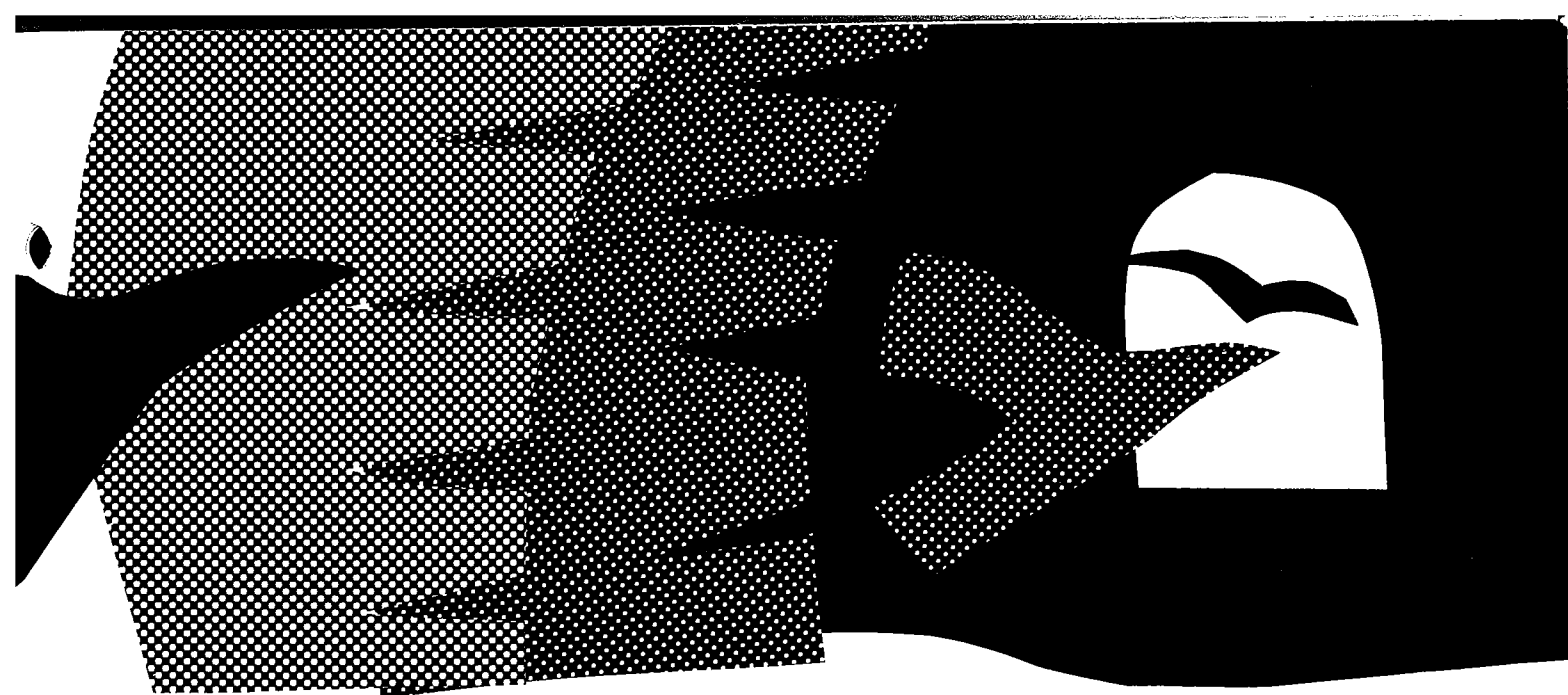
In November 1995 the national Ministry of Education indicated that there are 278 primary schools with 199,000 children and 10,541 teachers and other staff within the territory of BiH that is under the control of the Government Army. There are 85 eight-grade and 145 four-grade primary schools staffed by 2,952 teachers serving about 65,000 pupils in the territories controlled by the Croatian Defense Council forces. The recent World Bank report further states that between 1990 and 1995, primary enrollments in BiH declined over 50%, from 542,000 to 255,000.

SECONDARY EDUCATION

Secondary education has been affected as well, as shown by Table 2 (1993/94 figures reflect only schools in territories controlled by the government of BiH):

Table 2 Secondary Education in RBiH

School Year	# schools	# students	#teachers
1965-66	375	102,637	4,172
1970-71	289	107,202	4,562
1980-81	447	227,408	8,839
1990-91	239	172,556	9,610
1993-94	133	59,212	4,146



The government's November 1995 study indicates that there are 143 schools employing 5,210 teachers and other staff serving 65,649 pupils in the territory controlled by the BiH Army. In the territory controlled by the Croatian Defense Council forces, there are 34 schools employing 1,180 teachers and serving 16,620 pupils. The World Bank reports that secondary enrollments in BiH also went down by over 50%, from 168,000 to 82,000.

A number of common problems are faced by primary and secondary schools in all of the cantons. About 80% of the 2,235 school buildings that existed before the war were either damaged or completely destroyed. Many of those that are useable have been assigned to other purposes such as the housing of refugees. Most have to be winterized and need extensive repairs. The Ministry estimated in early 1995 that about 3.5 million *deutschmarks* (about US\$2.3 million) will be needed to ready all of the schools for opening.

Further, in the medium and long term, there are policy and planning issues that must be resolved. These involve decision-making on the numbers of schools to open; which to consolidate; whether to charge fees; how to find financing for continuing operation of a decentralized system; how to train new teachers and re-train existing teachers; how to develop curriculum options that suit local conditions; etc.

HIGHER EDUCATION

Table 3 Higher Education in RBiH

School year	# institutions	# students	# teaching staff
1965-66	25	22,756	1,965
1970-71	27	31,414	1,703
1980-81	41	48,461	1,934
1990-91	48	37,763	2,340
1993-94	40	10,500	1,392

Many of the higher education institutions in Table 3 are post-secondary academies and technical schools. A number of these are becoming a part of universities or becoming universities themselves.

Some of the pedagogical academies, originally two-year post-secondary institutions to train teachers for multi-class work in grades 1-4 and subject-matter classes for grades 5-8, are becoming four-year academies and some are becoming pedagogical (or philosophy) faculties of existing universities.

In West Mostar, a pedagogical academy begun in 1951 and designated as a two-year post-secondary academy in 1970, became in September 1994 the Pedagogical Faculty of Mostar University. The new faculty has admitted 300 students, spread among seven teaching groups: pre-school; multi-subject class teaching (for grades one through four); mathematics and physics; biology and chemistry; Croatian and English; Croatian and German; Croatian language and literature.

The academy at Tuzla similarly has expanded its program to four years of post-secondary work and, as of 1994, has become part of the University of Tuzla as the Faculty of Philosophy.

Most universities are traditionally organized with faculties of economy, law, agronomy, civil engineering, philosophy (often dealing with pedagogy), etc.

Both universities and post-secondary technical institutes offer a myriad of specializations, closely following the pre-war system of preparing young people for highly specialized jobs as ordered by centralized economic planning. There would appear to be a need for a careful study of the curriculum and cost of the entire vocational (secondary) and technical education system before it is rebuilt to serve an economic system which no longer exists.

Further, the country sees itself as a part of Europe and must examine the compatibility of its higher education sys-

tem with that of Europe.

Figures concerning higher education released by the government in November indicate that the Universities of Mostar, Sarajevo and Tuzla, along with the colleges in Zenica and Bihac, now have 41 faculties employing 1,087 teachers and serving 14,200 students in the territory controlled by the Bosnian Army. West Mostar, controlled by Croatian Defense Council forces, has seven higher education institutions employing 241 teachers and serving 1,758 students.

More than 10,000 university graduates and some 6,000 students from higher education institutions have left the country. About 600 students are studying in Austria, where their education is free, and about 300-400 are studying in the U.S.. The educational system now has lost about 2,000 highly qualified researchers, or 60% of its former staff. The World Bank study points out that between 1990 and 1995, enrollment in higher education declined from 35,000 to about 18,000.

EDUCATIONAL FINANCING

Currently, there is little federal, cantonal or municipal money for education. Since the school year 1991-92, there has been no regular budget for education in BiH. Schools and educational institutions operate only because of volunteer teachers and administrators. Buildings are often offered by municipalities and cantons and maintained by them. Some cantons have been able to pay teachers a token amount (usually from .5 *deutschmarks* to perhaps several DM a month). Even the Minister of Education received only 1.7 DM a month, slightly over US\$1.00.

All educational planning and financing is contingent on the political situation. Plans are underway to establish eight cantons as part of the new Federation: Bihac, Gorazde, Posavina, Tuzla, Travnik, Zap-Herzegovina, and Zenica-Doboj. In principle, each canton would have a cantonal Ministry of Education, while the Ministry of Education in Sarajevo would remain the republic Ministry of Education. Cantonal Ministries would have more decision-making powers and would be more autonomous in planning educational policies according to regional and local needs.

Many cantonal and municipal officials emphasize their destroyed industrial base and lack of personal income. They feel that the federal government will have to shoulder most of the costs of education at all levels for some time to come. Unless substantial bridge financing is available from international sources, however, the federal government is no better off in terms of available resources than the cantons and municipalities.

The national Ministry of Education has suggested that based on past experience and the experience of advanced European countries, about 5.9% of GNP must be collected and invested in education. The Ministry further suggests that about 60% of all educational expenditure should be from

the cantonal budget, about 20% from the budget of the Republic/Federation, about 10% from funds collected from the users of educational services (students and organizations), and about 10% from other sources (grants, contracts, contributions, etc.).

All agree that primary education should be essentially free while tuition and other fees might be introduced at secondary and higher education levels.

Financing of higher education is even more precarious and uncertain. Traditionally, as in most socialist states, higher education had been free in the former Yugoslavia. Now, higher education institutions are re-opening and new ones are being created in BiH.

There has been some talk of undergraduate tuition and fees, much as is happening in most of the former socialist countries. At the University in West Mostar, tuition fees have been established for students who wish to study part-time while they are working. In this case, fees are set by the faculty. Just before the outbreak of hostilities in 1990, token tuition fees had been introduced at the universities, but these were canceled when the war broke out.

Graduate degrees at the University of Sarajevo involve various fees and costs which may total some DM1,000 (about US\$700). Under present economic conditions, many graduate students cannot afford these fees and the Soros Foundation has been providing scholarships.

Other decisions that must be taken in the near future will be whether to encourage private higher education institutions. If they are to be encouraged, accreditation mechanisms and other quality controls need to be discussed.

UNESCO has indicated that it has a special interest in the reconstruction and development of higher education in BiH. It may become the lead agency in developing programs through which local higher education administrators could share ideas with higher education faculty and administrators in other countries and through which consultants could be obtained for in-depth sub-sector analysis and planning.

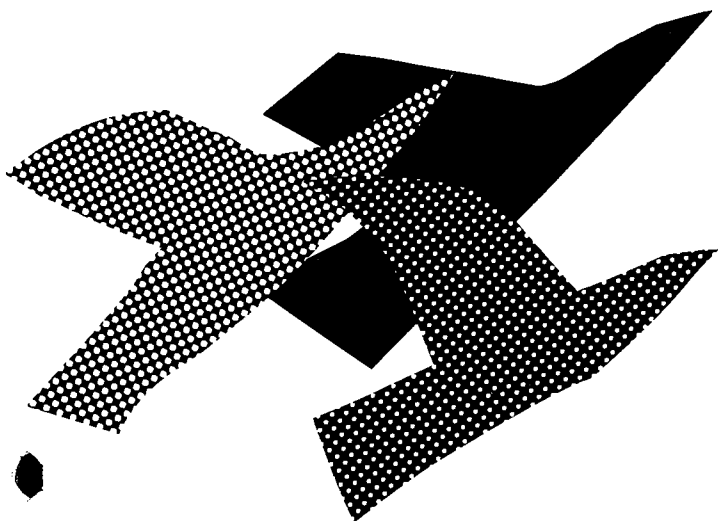
ORGANIZATION AND STRUCTURE

The Ministry of Education, Science, Culture and Sports for the Republic of Bosnia-Herzegovina, as of late 1994, had a total staff of 162 (including staff in the Pedagogical and Culture Institutes). The Ministry has estimated that an additional 90 professionals would be needed for a fully functional ministry.

Efforts have been made to establish similar Ministries in the cantons, but their professional resources are even more limited. In Tuzla, for instance, the Ministry was formed only in October, 1994. Five staff members in the Ministry are responsible for education (along with a small Pedagogical Institute). In East Mostar, a Secretariat of Social Services has two departments, one for Education and Science and another for Health Protection. The Department of Education has

organized workshops for teachers to introduce the new curriculum (this task would normally fall to the Pedagogical Institute but the Mostar Pedagogical Institute is in West Mostar and does not currently serve East Mostar). It is, however, of particular importance to note that a recent seminar organized by the UNICEF/IIE Program brought together educators from East and West Mostar, which might signal the beginning of more consistent dialogue between the two sides. This has not always been the case recently.

In West Mostar, the education department of the Ministry similarly has four or five professionals but it also has a better-staffed Pedagogical Institute with 28 staff members. The Institute has curriculum advisors who go daily to



schools to help the teachers, while the Ministry has three education inspectors who visit schools to see if rules are followed.

Clearly, the cantons and municipalities, on the whole, have not as yet the tax base or human resources to establish a fully-functional cantonal government and educational infrastructure. There is also little tradition in educational policy, planning and finance at the local level. In the past, education was planned and largely financed at the national level, although productive enterprises often supported secondary-level education that related to the jobs necessary for these enterprises.

CURRICULUM, METHODS AND STUDENT EVALUATION

Through the Pedagogical Institute at Sarajevo, the Ministry has developed a very detailed three-volume curriculum revision document that includes the curriculum plans (subjects and number of hours a week they are to be taught at each level) and detailed programs (what is to be covered in each subject at each grade level). A major change from the pre-war curriculum is more emphasis on Bosnian history, culture and language.

The curriculum is traditional, with the first four years to be offered in elementary schools with one teacher per class, each teacher offering all subjects. From grades 5 through 8 (the final grade of elementary school), the instruction is by specialist teachers.

According to the primary school curriculum plan, students should not have more than 25 hours of classroom instruction per week, though additional activities might involve additional time.

The academic year is 38 weeks or 190 working days, but program content should be completed within 36 teaching weeks or 180 teaching days. In the eighth grade (final year of elementary school), the academic year is shorter by two weeks. These two weeks are used for special programs connected with national and religious holidays and for cultural and public school activities.

In addition to the general primary school, there is a primary school of music and a primary school of ballet in Sarajevo. Students at these schools can take the general curriculum in one school and the music or ballet specialization at the specialized school. Other cantons have similar specialized schools.

Additional instruction is to be available primarily for gifted students to allow them to progress faster through the system and to help them further develop their talents. In addition, if school facilities permit and if the parents and children are interested, foreign language study can begin from first to third grade and can be structured as an optional subject from fourth to eighth grade. Religious education is optional as well.

At the secondary school level, grades 9 through 12, there are grammar schools with a traditional academic program for top-ranking students, and vocational schools (for crafts and trades) and technical schools (for skilled technicians). Secondary schools are so highly specialized that students at grade eight level must choose a career path which offers no alternatives once chosen. Such a system would seem to be out of step with the more flexible comprehensive secondary schools that are increasingly the rule in western countries.

Separate curricula are provided for general, specialized and vocational secondary schools. The curriculum is heavy with many subjects and is highly structured, with instructions on what to cover week by week and day by day.

The curriculum for the final year of General Secondary School, for example, includes nine hours of language study (Bosnian language and literature, and two foreign languages); ten hours of mathematics, physics, chemistry, biology, and informatics (computer skills); eight hours of history and geography, philosophy and logic, sociology, and military training; and two hours of physical and health sciences, or 29 hours in all.

Clearly, the curriculum reflects a traditional concern in the region for highly academic programs with many subjects.

Such schools raise the question of relevance to the population of the country when peace finally takes hold. Many

parts of BiH are rural and agricultural. The emphasis on highly academic and specialized secondary schools that have little relevance to many sectors of the economy perhaps should be re-examined.

The secondary vocational and technical schools follow the same over-specialized tradition. The curriculum includes many vocations that are patterned after the many specializations offered in the pre-war socialist system when graduates were prepared for state industries that were committed to hire them.

At some point, the cost of running such schools and the possibility of combining some specializations into more general skills packages that are useful in a variety of occupations should be examined. A major revision of the entire vocational/technical education structure will be needed in the very near future.

The schools traditionally offer lectures, with limited opportunity for group work or discussions.

At the same time, other kinds of activities are suggested beyond and outside the traditional academic subjects and a number of hours are prescribed for each. For instance, the educational structure of grammar schools includes, according to the curriculum guides:

- regular instruction (teaching)
- optional instruction
- out of school activities (free activities)
- work with gifted and talented students (for primary school, this involves "additional courses;" there are also remedial courses in primary school)
- work with the class
- cooperation with the family
- public and cultural activity

There may be little opportunity for spontaneity in conducting extra-curricular activities, but there is clear recognition of the need for such activity as part of the school program.

In the curriculum tables, language study is listed as "Bosnian Language and Literature." In November, 1994, the official policy chosen was to offer Bosnian, Croatian and Serb languages and literature in the schools, with each school choosing one or more of the three. The multi-language policy appears to be further evidence of the attempts of the government to encourage different language groups to support the Federation.

In the kindergartens, primary and secondary schools of Bosnia, what is designated by the government as "the Bosnian language" is used; in the Herzegovina schools, Croatian is the medium. Both are written in the Latin script and are basically the same language, though some words and expressions may vary. For other ethnic groups, instruction can be held in their own language.

In the primary and secondary schools, as a rule, a student chooses and studies one of the following foreign languages: English, French, German, Russian, Arabic, Spanish, Turkish or Italian.

Teaching activities involving the required curriculum are to take place during five working days per week

(Monday through Friday), while other activities can be carried out during working Saturdays and during the summer and the winter break.

Student evaluation is done exclusively by the classroom teacher. As yet, there is no plan for periodic national assessment to compare the relative achievement of regions and schools.

TEACHERS AND TEACHER TRAINING

The numbers of teachers available in the BiH system have dropped dramatically since the war began. Although fully accurate figures are not available, interviews with educators in Sarajevo and several of the cantons suggest that a number of less than qualified teachers is being used at all levels of the system. For instance, in the Zenica region only 10% of the teachers in Novi Travnik were qualified. The



World Bank study further indicates that about 8,000 teachers lack formal qualifications, while 4,000 teachers are abroad and could potentially resume their duties.

Primary teachers (kindergarten through fourth grade) were traditionally prepared in two-year post-secondary pedagogical academies. The government, however, has recently decreed that secondary teacher training schools be established in order to begin producing additional primary school teachers (for grades 1 through 4) rapidly. These are similar to secondary schools that existed many years ago and many feel that it is a step backwards to re-establish them. These are secondary schools that take elementary school (grade eight) graduates and give them a four-year program to prepare them to teach all subjects given in the

first four grades. Students in each grade stay together at this level and one teacher handles all subjects. Most cantons seem to have opened such schools in the fall of 1994.

At the more advanced levels of elementary school (grades five through eight), individual teachers offer subject specializations and move from class to class. These specialist teachers traditionally have been prepared in two-year pedagogical academies but will now be prepared in expanded four-year programs in the pedagogical academies as well. In fact, the plan seems to be for these academies to become pedagogical faculties of existing universities.

There is currently no formal teacher certification other than certification by virtue of holding a certificate of completion from a pedagogical academy, a university or one of the new secondary teacher training schools. Teachers without such certificates may teach as emergency teachers under the supervision of a university professor. Apparently, when teachers begin again to receive proper salaries, there will be one pay scale for graduates of the new secondary teacher training schools, a higher scale for pedagogical academy two-year graduates, and a still higher scale for university graduates and graduates of four-year pedagogical academies. Those in lower categories will probably be able to do part-time additional courses to move up the pay scale.

Although the Pedagogical Institute at the national level and similar institutes in the cantons (including one for the municipality of Sarajevo in addition to the National Institute in Sarajevo) have a responsibility to supervise and advise teachers concerning their teaching methodology, there is no system for evaluating teacher performance and no plan for continuous in-service teacher education. A school inspection service exists under the federal Ministry of Education and in most of the cantons, but at the federal level it consists only of a chief inspector and one other inspector and in the cantons usually one or two inspectors.

Plans are underway to establish teachers' centers that will provide places for teachers to meet and discuss their work among themselves. During 1995, the UNICEF/IIE Program has provided support for the establishment of such centers, especially by supplying some of the needed educational materials.

ADULT AND NON-FORMAL EDUCATION

The 1994 UNICEF/IIE mission did not encounter a highly developed sense of the importance of adult, non-formal and continuing education among the officials and educators interviewed.

Radio Zid Sarajevo has embarked on a youth radio program with UNICEF assistance, which has attracted much enthusiasm among young people in Sarajevo. The radio station is interested in expanding into distance education.

As normality returns to the country, attention undoubtedly will focus on the retraining of those displaced or injured during the hostilities. UNESCO has assisted numerous countries in the establishment of non-formal and adult

education programs to rehabilitate and re-train handicapped persons in useful and employable skills. UNESCO has also advised on programs to re-train and rehabilitate rural and urban populations that have been displaced during conflicts. The possibility of encouraging such programs should be examined with some urgency in BiH.

EDUCATIONAL RESEARCH AND DEVELOPMENT AND MANAGEMENT INFORMATION SYSTEMS

Educational research and development appears to be the responsibility of the pedagogical institutes in BiH. The National Pedagogical Institute in Sarajevo also deals with the design of school buildings, the study of educational administration, the provision of scholarships, and the in-service training of teachers.

Cantons generally have their own pedagogical institutes that perform somewhat similar functions. All, however, have limited resources and have lost much of their staff during the war. The Director of the National Institute in Sarajevo indicated that as of early 1995, they had lost about 90% of their staff.

For the immediate future, educational research and information systems in BiH should concentrate on information for decision-making as the education system rebuilds and changes to meet the imperatives of the future. Accordingly, there should be close coordination between the Ministries of Education in Sarajevo and the various cantons and the pedagogical institutes in order to establish a research agenda related to future decisions that must be made.

Conclusion

A brief summary such as this cannot do justice to the educators, parents and students of BiH who have kept the system functioning even in the worst days of the conflict. The director of the Pedagogical Institute in Sarajevo, for instance, tells of reporting to work in the basement of the Institute each day for two years, dodging shells and sniper bullets to and from work. Once at work, there was no heat or light other than candles. It was under those conditions that the new curriculum and textbooks, released in 1994, were developed. Other educators, teachers and parents tell similar stories.

All also felt terribly out of touch with what was happening in the outside world. They felt that they were getting left behind and needed contact and communication with educators in other countries. E-mail systems are now operational in most cantons, and other networking schemes are being considered. Cooperation with institutions in other countries is eagerly sought and appreciated.