

THE ROLE OF INFORMATIZATION IN INNOVATION AND CHANGING IN EDUCATION SYSTEMS OF THE TRANSITION COUNTRIES

Dr. Edmond Beqiri

European University College Dukagjini Pejë-Member of The Kosovo State Council for Curriculum (KSCC)

Abstract:

This research paper is focused on the role of ICT and e-learning education/literacy as a key component on the Education System of the transition countries. It investigates the importance of ICT and e-learning literacy and their impact on: curriculum development and implementation, Student/Learner-centered teaching/learning, Competency-based approaches, Integrated teaching and learning, Flexibility and mobility, Transparency and accountability.

The research explores whether e-learning and ICT can enhance the competency-based curriculum in Kosovo within the new revised Curriculum Framework. The primary research is based on experiences and the level of inclusion of ICT education within the actual 2001 Curriculum Framework (White Discussion Paper), and on the result of intensive and dedicated 12 months work of Kosovo State Curriculum Council (KSCC) that is closely involved in the development of the new 2010 version of the Kosovo Curriculum Framework.

The paper also looks at the effects of ICT literacy in all main features of the curriculum stages and their result with Student Personal development of key competencies such as: communication and expression, thinking and learning, Life-, work-, and environment-related competencies etc.

Finally, the research shows that the ICT and e-learning literacy of teach+ers needs to change and academics need to embrace new technology since Kosovo society is now reconnected to the most recent developments in science, technology and culture.

1. INTRODUCTION

ICT and e-learning literacy is one of the responses to the challenges that aims at providing a foundation to increase the quality and equity of education services for all students, and to reconnect the education system with trends and issues linked to recent education reforms in other progressive systems.

An earlier Curriculum Framework was developed in 2001 by the UNMIK Department of Education and Science-Core Curriculum Team, with the support of UNICEF Kosovo (the then "lead agency for curriculum development") in the context of the UNMIK administration of Kosovo. The "2001 Curriculum Framework" was meant to set the basis for a coherent and quality functioning of our system in line with principles such as learner-centeredness, flexibility and inclusion. While defining a common "core curriculum" in terms of quality learning outcomes, it catered also for local needs and contexts through introducing a school-based part of the curriculum. Such changes, while in line with international effective education/curriculum policies and practice may though have been too daring for those times. Despite a wide participatory process, the document was never made official.

Nevertheless, after 2001, although not formally implemented, it became a main reference document within the curriculum and education system and inspired processes of capacity building, syllabus development and teacher training. The 2005 evaluation by the London Institute of Education stressed the quality and value of the document for the overall enhancement of quality learning and learning outcomes in Kosovo. The evaluators urged the Kosovar education authorities to take appropriate actions for its revision and

implementation in compliance with the new developments since 2001.

2. ICT LITERACY IN KOSOVO

The term ICT/digital literacy was popularized by Paul Gilster, who, in his book of the same name (Digital literacy) defined it as: the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. The concept of literacy goes beyond simply being able to read; it has always meant the ability to read with meaning, and to understand. It is the fundamental act of cognition. ICT literacy likewise extends the boundaries of definition. It is cognition of what you see on the computer screen when you use the networked medium. It places demands upon you that were always present, though less visible, in the analog media of newspaper and TV. At the same time, it conjures up a new set of challenges that require you to approach networked computers without preconceptions. Not only must you acquire the skill of finding things, you must also acquire the ability to use these things in your life. (Gilster, 1997: 1-2)

Information and Communication Technologies (ICT) are part of our everyday life and permeate many activities, such as working environments, daily communications and relationships, handling of administrative affairs, etc. They have become a basic priority and a key driver in politics, economics and -more significantly for this issue- education. However, it is necessary to promote further digital equity in order to enhance social inclusion in/through this migrating process.

In 2007, the Ministry of Education, Science and Technology of Kosovo (MEST) issued its "Strategy for Development of Pre-university Education in Kosovo 2007-2017". Objective 4.2 of the strategy "Fully

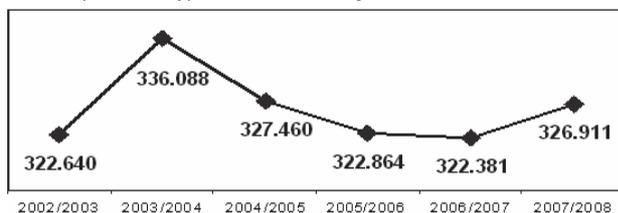
functional system for ensuring quality learning built on standards comparable to those in developed countries” refers to the revision of the Kosovo Curriculum Framework of 2001 as one of priorities of the MEST by 2010.

The 2010 Curriculum Framework constitutes the main reference document for the new cycle of reforms in the education system in Kosovo aimed at addressing these and other contemporary and future challenges. These challenges require that young people develop the capacity to use knowledge, skills and attitudes in the context of real world problem solving.

The Republic of Kosovo is the newest country in Europe, located in the middle of South-Eastern Europe. It declared its independence on 17 February 2008, after nearly ten years of United Nations (UN) administration and three years of internationally-mediated status talks. Kosovo’s population is estimated to be around 2 millions living in a territory of 10,908.1 km² (Statistical Office of Kosovo). The right to education is guaranteed for every citizen by Kosovo’s Constitution and other applicable laws, where public institutions ensure equal opportunities for everyone in accordance with their abilities and needs.

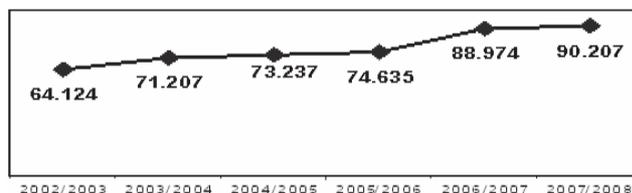
Kosovo is a young dynamic multi-ethnic society with almost one fourth of the population attending one level of formal education in any given year. To illustrate this, the two tables below indicate the number of students/learners in primary, lower high school and upper high school in Kosovo during 2002-2008.

Figure 1. Number of students in primary and lower High School (secondary) in Kosovo during 2002-2008



Source: Statistical Office of Kosovo

Figure 2. Number of students in upper High School (secondary) education in Kosovo during 2002-2008



Source: Statistical Office of Kosovo

One of the most important achievements of the last few years is represented by the start of a real democratic process in Kosovo, as it pertains to the emergence of a new democratic power structure and democratic institutions. This relates to the revival of a civil society and the feeling of collective and individual dignity. Therefore, one of the main aims of education in Kosovo is the development of knowledge, attitudes and skills

required by the exercise of a democratic citizenry. This will enable young people to engage competently in public affairs, and to be active and responsible citizens in a pluralistic and democratic society. Education for democratic citizenship will be provided with specific attention to the multi-ethnic and multi-cultural character of Kosovo society, so as to enable students to deal constructively and positively with issues of difference; and to cultivate and respect their own rights and the rights of others.

The year 2010 has been declared the European Year against Poverty and Social Exclusion. This paper aims to contribute by presenting some advantages and opportunities afforded by Technology Enhanced Learning for social inclusion.

Kosovo society is now reconnected to the most recent developments in science, technology and culture. The way for a new dialogue between the Kosovo education system and other progressive education systems of the world now has a new chance. In this respect, another important aim of Kosovo education is to equip learners with valuable updated knowledge and instrumental skills which will help them cope with the challenges of a learning society, and of lifelong learning perspectives in an interdependent world.

Information and Communication Technologies (ICT) and e-learning literacy in Kosovo includes new tools and processes of accessing and processing information, as well as communicate it based on electronic means, such as computers, TV, Internet and other digital means [Virginia Steiner, 2004]. On the other hand, distance Education is instructional delivery that does not constrain the student to be physically present in the same location as the instructor. Historically, Distance Education meant correspondence study. Today, audio, video, and computer technologies are more common delivery modes. Distance education is not simply the addition of technology to instruction; instead, it uses technology to make possible new approaches to the teaching/learning process.

Today all agree that most conceptions of digital inequity or the so-called digital divide need to be reassessed, as the sole provision of hardware, software and Internet access is not a guarantee of enhanced social inclusion. In fact, we need to make sure that they are effectively integrated into communities, institutions and societies, and used by citizens in order to engage in meaningful social practices (Warschauer, 2003).

3. Information Age and the need for curriculum revision

When taking into consideration the Information and Communication Technologies development, professional analyses of Kosovar and international bodies, professional opinions of leading educators, as well as the opinions of students, parents, and other stakeholders, several reasons for a comprehensive curriculum reform in Kosovo were found:

- The aims and objectives of educating young people through the Kosovo education system have to be clearly defined, in terms of serving as a basis for further curriculum development and as a reference for assessing and evaluating students' learning achievements.
- General orientations for teaching and learning in a formal education system have to be provided for teachers, parents, learners, developers of teaching and learning materials, evaluators and other stakeholders based on common framework.
- Students have to be equipped with knowledge and skills from the perspective of lifelong learning and of a learning society (especially through ICT). Due to the complexity of today's world, learning cannot be reduced only to the period of formal schooling, but has to be emphasized as a permanent dimension in a person's life.
- There is a need to avoid learners being overloaded with irrelevant or outdated information/data and stimulated only with regard to the development of lower level intellectual skills. The new curriculum fosters a balanced approach in teaching and learning with regard to providing students with valuable and updated knowledge, while also helping them develop valuable skills and positive attitudes towards themselves, others, learning and life.
- Schools and teachers should be encouraged to introduce and use new learning strategies, from the perspective of a learner-centered approach and of an interactive methodology.
- The democratic changes in Kosovo society and its pluralistic character have to be reflected through the new curriculum.
- The principle of school autonomy has to be cultivated through the new curriculum as well.
- The interdependencies of today's world, as well as new developments in the labor market, in terms of ensuring the pre-conditions for mobility and for enabling students to compete successfully in the local and international labor market have to be taken into consideration for the design of the new curriculum.

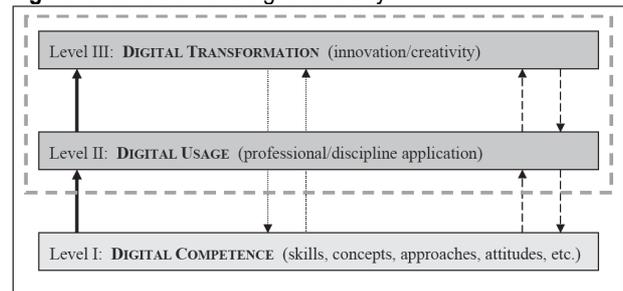
4. HOW TO STRENGTHEN ICT LITERACY IN KOSOVO?

ICT Literacy has become one of the main competences in this century. Without being able to use Information and Communication Technology effectively and responsibly the chances on the global market are very low. Nowadays more than 250 million Europeans are regular visitors to the Internet. Yet despite this encouraging figure, large sections of the population continue to be barred from the multiple new opportunities. But even those who are using the new ICT media regularly are not imperatively ICT literate. Information and Communication

Technology literacy does not only mean that the people possess the technical infrastructure, it also means that they are able to maximize the possibilities these new technologies offer to them.

ICT literacy can be seen as conceivable on three levels, we may approach ICT/digital literacy in the same vein, seeing it as operative first at the level of technique, of the mastery of digital competences, secondly at the level of thoughtful usage, of the contextually-appropriate application of digital tools, and thirdly, at the level of critical reflection, of the understanding of the transformative human and social impact of digital actions (Fig. 3).

Figure 3. Levels of ICT/Digital Literacy



ICT competence is a requirement for and precursor of ICT literacy, but it cannot be described as ICT literacy.

4.1. ICT and e-learning Literacy for Teaching Staff

With the "2001 Curriculum Framework" much of the work on ICT and e-learning literacy has concentrated on skills and education for students or learner, however, a crucial area must be the ICT literacy levels of teaching staff that are responsible for the development and implementation of e-learning. Following on Project of Curriculum Framework, Kosovo State Council for Curriculum authorized the 6 month Research in 2009/2010. This research organized by the author of this paper, carried out a survey of teaching, managerial, administrative and technical staff, to establish how staff access and use ICT within their work environment. The research found there were a general lack of staff awareness about ICT skills and a lack of training for staff, in particular non-teaching staff. Where training existed it focused primarily on the basic courses of ICT skills and where staff had received training in the development of ICT skills, this was mainly in the form of a one-off training session to support the introduction of a new service or resource.

When taking into consideration the ICT competencies professional analyses of Kosovar and international bodies, professional opinions of leading educators, as well as the opinions of students, parents, and other stakeholders, several reasons for a comprehensive curriculum reform in Kosovo were found:

- The aims and objectives of educating young people through the Kosovo education system have to be clearly defined, in terms of serving as a basis for further curriculum development

and as a reference for assessing and evaluating students' learning achievements.

- General orientations for teaching and learning in a formal education system have to be provided for teachers, parents, learners, developers of teaching and learning materials, evaluators and other stakeholders based on common framework.
- Students have to be equipped with knowledge and skills from the perspective of lifelong learning and of a learning society. Due to the complexity of today's world, learning cannot be reduced only to the period of formal schooling, but has to be emphasized as a permanent dimension in a person's life.
- There is a need to avoid learners being overloaded with irrelevant or outdated information/data and stimulated only with regard to the development of lower level intellectual skills. The new curriculum fosters a balanced approach in teaching and learning with regard to providing students with valuable and updated knowledge, while also helping them develop valuable skills and positive attitudes towards themselves, others, learning and life.
- Schools and teachers should be encouraged to introduce and use new learning strategies, from the perspective of a learner-centered approach and of an interactive methodology.
- The democratic changes in Kosovo society and its pluralistic character have to be reflected through the new curriculum.
- The principle of school autonomy has to be cultivated through the new curriculum as well.
- The interdependencies of today's world, as well as new developments in the labor market, in terms of ensuring the pre-conditions for mobility and for enabling students to compete successfully in the local and international labor market have to be taken into consideration for the design of the new curriculum.

Developing ICT literacy skills, or e-literacy skills, is essential for teaching and other support staff to be able to fully engage and exploit teaching resources in the e-learning system. Engaging with academic staff to develop their own skills also makes them more likely to see the value of building these skills into their courses for students. Building on ICT literacy programmes offered to students, teaching staff will need to play an important role in delivering this type of ICT-literacy education to student. ICT-literacy skills for staff might include knowledge of the range of resources available in the digital world, such as which teaching titles are available in electronic format. But it would also include teaching a member of staff to build an online teaching material and add stable links to electronic education materials. ICT-literacy also involves knowledge about copyright and licensing arrangements for electronic resources, what Martin (2003) terms, moral issues. So teaching staff

would receive guidance and support about issues such as which resources are licensed to allow downloading for use in the virtual learning environment, and which must be linked to.

Teaching staff will need increasingly to be called upon to offer guidance in this area, through a variety of means such as:

- One to one training and support for guidance on specific issues
- Group training sessions for more routine problems such as setting up an online teaching material, or learning to use the online education materials
- Documentation (printed and web based) that teacher can consult on a need to know basis

4.2. ICT and e-learning Literacy for Students/learners

ICT and e-learning literacy and education will help students/learners cultivate their local, ethnic and national identity, as well as enabling them to be open to the enrichment of personal identity, through the interdependencies of today's world. Learners will be supported to understand that identity is not only what differentiates people, but that it also comprises what makes them part of a wider world. They will be supported in understanding and valuing the fact that people hold a local ethnic identity, but also that it is important to promote a wider identity. This is possible on the basis of common interests and of sharing a wider sense of belonging.

ICT education will also help learners to know about and value the traditions of their family and their community, as well as to make them able to be open to the history and culture of other communities, and of other countries and people. Children will be also encouraged in cultivating their traditions and in contributing to the enrichment of their cultural heritage.

With ICT and e-learning literacy:

- Learners will be educated in order to make creative use of their knowledge and skills in different situations and new contexts; to engage individually and in co-operation with others in problem identification and creative problem solving, and to cultivate motivation and skills for independent and critical thinking.
- Learners will be supported to develop responsibility for themselves, for others, for society, and for the environment. The development of responsibility implies the awareness of the consequences of personal action, as well as the awareness and understanding of the responsibility of taking the initiative.
- Learners should be able to link theoretical knowledge to practical activities, develop a positive attitude towards learning, have the ability to apply acquired knowledge and skills

to further studies in work, and in public and private life.

- Learners will be supported to develop self-confidence and positive motivation, as well as to make proper use of their rights. They will be supported to cultivate their curiosity and inquisitiveness, as well as to demonstrate a positive attitude towards difference, in terms of ideas, phenomena, persons, cultures, etc.
- Education has to enable young people to contribute, with all of their potential, to the reconstruction and welfare of Kosovo society, while developing autonomy as individuals who are able to pursue a life of personal accomplishment.

5. Education in Kosovo from perspective of the international and global context

ICT literacy will help in some of the additional challenges and opportunities faced by the Kosovo society, including:

- **Knowledge society and economy.** Due to rapid technological and social developments over the last decades, access to knowledge (especially through ICT) is now virtually unlimited, resulting in the democratization of knowledge worldwide. Knowledge is seen today as an increasingly important means of wealth generation and production. Because of this virtually unlimited access to information and in order to cope with new contexts and challenges, schools need to help young people develop the competences to access and process information independently and responsibly, as well as to develop broader competencies for life and work.
- **Increased interdependencies and mobility.** Owing to the effects of globalization (for example, on communication, finance, travel, education, culture, migration, life styles,) communities everywhere are today increasingly interdependent. This affects individual and collective identities and what is seen as “universal” or “international” as opposed to traditional, “local” and “national”.. More than ever before young people have to be able to adapt to rapid and unpredictable change, for example, the recent world economic and financial crisis, the spread of diseases and constantly emerging conflicts.
- **Learning to Live Together.** The 1996 UNESCO Delors Report highlighted “Learning to Live Together” as one of the main challenges in an increasingly open and inter-dependent world, including the constructive management of diversity, peaceful conflict resolution, tolerance, self-respect and respect of the other intercultural understanding and effective communication. “Learning to Live Together” is also a priority for Kosovo with

regard to the process of European integration in which it aims to take an active part. This entails the promotion within Kosovo of values and practices associated with inclusion, democratic citizenship and Human Rights in the context of public, professional and private lives.

- **Sustainable development.** In an increasingly globalised world in which the quality of life on Earth for the current and next generations is under serious threat, learners need to be equipped with the knowledge, skills and attitudes to sustain the environment and avoid the waste of resources. This requires young people to be made aware not only of the principles and practices of social cohesion and inclusion but also of how to effectively battle against poverty, marginalization, discrimination and injustice.

6. Curriculum framework (CF): WHY, WHAT, HOW and HOW WELL learners should learn?

The revised Curriculum Framework promotes a competency-based approach, developed through practically-oriented learning. The shift from a content-based to a competency based curriculum aims to mobilize the potential of Kosovo youth to compete successfully in the labor market locally and abroad. The aspiration is also to maximize the potential benefits that may be derived from a growing number of educated youth and to bring about improvements to Kosovo's society, economy and environment in order to bring it into closer alignment with advanced western European societies.

ICT literacy makes possible to realize the specific features of different education levels, thereby providing the basis for transparent relationships between schools, parents, and local communities. It will help schools and education administrators in the organization, management and evaluation of school activities and effectiveness. Depending on their individual characteristics, staffing, infrastructure, community and environment, schools will be encouraged to actively engage, as learning organizations, in providing diversified opportunities for all students to develop the knowledge, understanding and key skills and competencies defined in the Curriculum Framework.

ICT-literacy creates the basis for extended communication and cooperation between schools and community, in order to increase the quality and equity of education services, as well as the accountability of teachers, schools and education authorities at different levels.

6.1. Principles for development and implementation of the curriculum framework

The Kosovo Curriculum Framework has a regulatory role with regard to the overall “curriculum system” that should be coherent and consistent with common underpinning

principles of quality curriculum construction and implementation.

These principles apply to both the common part of the curriculum (“core curriculum”) as well as to the optional part of the curriculum.

The principles underpinning the development and implementation of the curriculum framework in Kosovo are as follows:

- Learner-centered teaching and learning and inclusion
- Competency-based approaches
- Integrated teaching and learning
- Flexibility and mobility
- Transparency and accountability

7. The Kosovo new education structure: what has to change and why?

The CF is aligned with the new Kosovo education structure of pre-school, primary, secondary and post-secondary education, comprising the following education stages:

ISCED levels ¹	Kosovo education structure	Ages	
ISCED 4	Post-secondary	18 +	
ISCED 3	C O M P U L S O R Y	Upper secondary Grades 10-12	15-17
ISCED 2		Lower secondary Grades 6-9	11-14
ISCED 1	P R I M A R Y	Primary education Grades 1-5	5-10
		Pre-primary grade	
ISCED 0	Preschool education	0-5	

Compared to the previous structure, the main changes in the education structure are as follows:

- The last year of pre-school education becomes compulsory (“pre-primary year”);
- Grade 13 is abolished in both general and vocational education;
- Compulsory education is extended from 9 years to 13 years, including the preprimary year;
- School year is extended to 40 weeks.
- A post-secondary stage of one or two years is included in the education system (ISCED 4 level) mainly to further develop vocational education and training;
- An expanded common core is established for both general and vocational education so as to allow for better links and mobility between general and vocational streams.
- In general upper secondary schools, based on an expanded core curriculum for all, students will be able to choose to study in classes responding more specifically to their interests and needs, such as classes offering more mathematics, ICT, natural sciences, languages, social studies, or arts.

- In vocational education, the development of key competencies similar to those in general education is envisaged, along with the development of more specific work related competencies.
- Preparation for life and work is also reinforced in general education

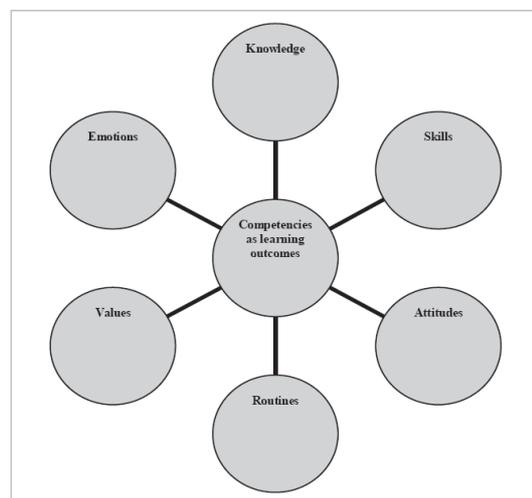
8. The concept of “competencies” as learning outcomes

Given the increased complexity of a rapidly changing world, there is currently a widespread interest in competency-based curriculum development as a way of fostering productive and relevant learning. The KCF embraces a *competency-based perspective* in order to address the diverse learner needs which will meet the relevant present and foreseeable challenges for the Kosovo society and the wider world.

An emphasis on “Competencies” does not imply the neglect of knowledge ; however, a competency-based approach, when defining curriculum and learning outcomes, requires the selection and organization of learning experiences that integrate relevant knowledge with values, attitudes and skills. Competency-based approaches are different from approaches which promote excessive and irrelevant rote learning, based solely on memorizing and reproducing pre-fabricated knowledge.

The figure below presents that the system of competencies include: knowledge, skills, attitudes, values, emotions and routines.

Fig. 4 The “system” of competencies: what do competencies include?



8.1. Key competencies in the new Kosovo education system

The *key competencies* envisaged with the KCF define the main learning outcomes that learners will achieve in a progressive and consistent way throughout the education system.

Specific learning areas/subjects may, however, be used as the main ‘carriers’ for the development of particular

competencies. In relation to subject areas/subjects, the key competencies are translated into more specific content- and subject-bound competencies (and sub-competencies).

In compliance with the Kosovo education vision and policies underpinning the Curriculum Framework, the following are the key competencies envisaged for the Kosovo education system:

- Communication and expression competencies → **Effective communicator**
- Thinking competencies → **Creative thinker**
- Learning competencies → **Successful learner**
- Life-, work-, and environment-related competencies → **Productive contributor**
- Personal competencies → **Healthy individual**
- Civic competencies → **Responsible citizen**

Key competencies such as *communication and expression*, *thinking* and *learning* are of an instrumental nature: they are basic to competencies that are more context- and content-linked, such as competencies needed in private, public and professional life.

While each category of generic competencies addresses and integrates specific learning outcomes, the key competencies share overlapping elements and aspects – for instance, emotions are integral to communication and expression, as they are to personal development, thinking and life- and work-related actions and situations.

Key competencies are also inter-connected and inter-dependent by the way they influence and reinforce one another from the perspective of a “whole-person”. The figure below presents the interconnectedness of key competencies.

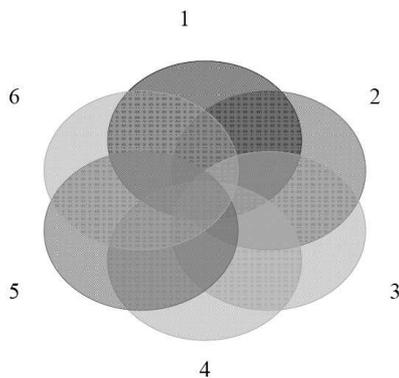


Fig. 5. The interconnectedness of key competencies

9. Conclusion

The Competency-based approach in the new Kosovo Education Framework has important implications for curriculum design, as well as for classroom practices (for instance, integration of cross-cutting issues, such as life skills; integrated learning; interactive teaching and learning; a focus on formative and progress assessment). Through the delivery of ICT literacy programmes, which are both timely and integrated, partnerships with teaching and learning support staff can be strengthened. Teachers need to work with new groups of professionals, they need to develop new skills, in particular teaching skills, which enable them to deliver

these programmes where appropriate, using technology. E-learning is offering exciting and new possibilities which the teacher need to reach out and seize. The key to success is to get out of the school, build partnerships with teachers and learning technologists and infiltrate their networks.

As shown in this paper the definition of ICT literacy is very broad and cannot only be focused on the use of the Internet or computers in general. Besides the technological ability to use a computer, the user also has to be capable to deal with all the information gained in the Internet and to continue to use this information in an effective and responsible way. To remain ICT literate is thus an ongoing process which means to learn and to use new technologies continuously and to adopt all these processes in everyday life.

This also implies that the need for support to strengthen ICT literacy competences of all Kosovo citizens will continue to exist. If the fast development of new technologies does not decrease the demand to receive additional support to strengthen ICT literacy will not decline, and the need to develop more large-scaled ICT literacy initiatives will thus continue.

The school in Kosovo is no longer simply a physical building; it is a vast collection of digital resources, many accessible from the desktop, anywhere at any time. Teachers need to ensure their place in the virtual world of learning is as central as it was in the physical world.

10. References:

- Armstrong, Th. (1994). *Multiple Intelligences in the Classroom*. Alexandria: Virginia: Association for Supervision and Curriculum Development (ASCD).
- Beqiri, Edmond (2003). Development of Study Programmes and Curricula in University of Prishtina from the provisions of Bologna Declaration, UNESCO-CEPES & EUA
- Beqiri, Edmond (2010). ICT and e-learning literacy as an important component for the new competency-based curriculum framework in Kosovo, Proceedings of The First Online International Conference on „Innovation and Changing in Education – Issues, Ideas and Teaching Strategies”, ASERS, publication, Bucharest
- Bélisle, C. (2006). Literacy and the Digital Knowledge Revolution. In Martin, A. & Madigan, D. (Eds.) *Digital Literacies for Learning*, London: Facet, 51-67
- Georgescu, D. (2002). On curriculum development in Kosovo. In *The Development Education*
- Gilster, P. (1997). *Digital Literacy*, New York: John Wiley
- *Journal*. Vol. 9.1. pp. 29-20.
- Keating-Chetwynd, S. (Ed.), Brett, P., Mompoin-Gaillard, P. & Salema, M. H., (2009). *How all teachers can support citizenship and human rights education: a framework for the development of competences*. Strasbourg: Council of Europe Publishing.
- Lankshear, C., Snyder, I. and Green, B. (2000). *Teachers and Technoliteracy: Managing Literacy, Technology and Learning in Schools*. London: Allen & Unwin
- Martin, A. (2003). Towards e-literacy. In Martin, A. & Rader, R. (Eds.) *Information and IT Literacy: Enabling Learning in the 21st Century*, London: Facet, 3-23
- Martin, A. (2006). Literacies for the Digital Age. In Martin, A. & Madigan, D. (Eds.) *Digital Literacies for Learning*, London: Facet, 3-25
- Republic of Kosovo - Ministry of Education, Science and Technology, Curriculum Framework for pre-school, primary, secondary and post-secondary Education, second Draft, April-June 2010
- UNESCO. (2005). *Towards Knowledge Societies*. Paris: UNESCO Publishing.
- UNMIK Department of Education and Science, Curriculum Framework of Kosovo, 2001, UNMIK Department of Education and Science