



Horizontal facility for Western Balkans and Turkey

Policy Recommendations with a Roadmap for Improving Inclusive Education in Bosnia and Herzegovina

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Policy Recommendations with a Roadmap for Improving Inclusive Education in Bosnia and Herzegovina were adopted by the Council of Ministers of Bosnia and Herzegovina on 2 September 2020.

1. BACKGROUND

The right to education is a basic human right, enshrined in all core human rights global and regional instruments (Universal Declaration of Human Rights, 1948, Article 26; UNESCO Convention against Discrimination in Education, 1960/1962; International Covenant on Economic, Social and Cultural Rights, 1966/1976, Articles 13–14; Convention on the Rights of the Child, 1989/1990, Article 28; (European) Convention of Human Rights and Fundamental Freedoms, (First) Protocol, 1952/1954, Article 2).

The right to education has evolved as an international norm that includes **access to education** (free and compulsory primary education for all, accessible secondary education with a progressive introduction of free education also at the secondary level) and the **obligation to prevent discrimination**. However, if education is to be “directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms” and if it is to “promote understanding, tolerance and friendship among all nations, racial or religious groups” (Universal Declaration of Human Rights, 1948, Article 26), which is particularly important for diverse societies, it has to meet certain standards. The right to education thus needs to be discussed and defined in terms of **access to quality education for everyone**.

Accordingly, the right to education as a fundamental human right “can only be fully exercised if the education is of adequate quality”, as noted by the Council of Europe Committee of Ministers (CM) in 2012.¹

As education “is crucial to developing democratic culture” and it “must enable pupils and students to develop proficiency in intercultural dialogue” and that “everybody should enjoy equal opportunities so that they can exercise their right to education and benefit from a quality education, commensurate with their aspirations and abilities” (CM/Rec(2012)13), it is crucial that member states provide for quality education, which is understood as education that (CM/Rec(2012)13, para. 6):²

- a. gives access to learning to all pupils and students, particularly those in vulnerable or disadvantaged groups, adapted to their needs as appropriate;
- b. provides a secure and non-violent learning environment in which the rights of all are respected;
- c. develops each pupil’s and student’s personality, talents and mental and physical abilities to their fullest potential and encourages them to complete the educational programmes in which they enroll;
- d. promotes democracy, respect for human rights and social justice in a learning environment which recognizes everyone’s learning and social needs;
- e. enables pupils and students to develop appropriate competences, self-confidence and critical thinking to help them become responsible citizens and improve their employability;
- f. passes on universal and local cultural values to pupils and students while equipping them also to make their own decisions;
- g. certifies outcomes of formal and non-formal learning in a transparent way based on fair assessment enabling acquired knowledge and competences to be recognized for further study, employment and other purposes;
- h. relies on qualified teachers who are committed to continuous professional development;
- i. is free of corruption.”

¹ Recommendation CM/Rec(2012)13 of the Committee of Ministers to member States on ensuring quality education. Adopted by the Committee of Ministers on 12 December 2012; hereafter referred to as CM/Rec(2012)13.

² See also Council of Europe’s vision for a quality education and its activities, available at: <https://www.coe.int/en/web/education/vision-for-a-quality-education>.

The Council of Europe vision for a quality education for all is based on core principles and values.

Core principles:

- 1) **Quality education as a public good and a fundamental social value**: all policies and actions, by all stakeholders, need to be based on this fundamental principle that has to be internalised by all stakeholders and the broader society;
- 2) **Education system based on shared values in line with fundamental European norms**: these are included in the Council of Europe's Convention on Human Rights and Fundamental Freedoms (European Convention on Human Rights) and other international (European and global) treaties ratified by Bosnia and Herzegovina; thus, education is to promote democracy, respect for human rights and fundamental freedoms and social justice (see further below);
- 3) **Inclusive education**: quality education is education that gives access to learning to all students, including those in vulnerable and disadvantaged communities and those with special personal circumstances, and is adapted to students' needs and abilities in a way that makes it possible for them to realise their potential to the fullest;
- 4) **Education to prepare young people for life in diverse democratic society**: quality education for all enables students to develop appropriate competences for democratic culture, including inter-cultural competences, self-confidence and critical thinking with a view to preparing students to be responsible citizens, empowered to develop their own potential and able to contribute to the integration of diverse societies;
- 5) **Continuous development of the education system based on contemporary scientific findings**: quality education is also based on the preparedness of all stakeholders to take into account contemporary scientific findings both in terms of the substance of education as well as in terms of how education is organised and carried out (e.g. teaching and learning materials, methods of teaching);
- 6) **Education free of corruption and favouritism**: quality education has to be conducted as a merits-based system, free from any corruption or personal, political or institutional favouritism of any kind. It requires qualified individuals to occupy all positions based on their abilities and professional qualifications, ready to undergo continuous professional training, and being able to resist any political, financial or personal pressures in carrying out their educational tasks.

Values

- 1) human rights and fundamental freedoms for all, without any form of discrimination on any ground;
- 2) respect for and promotion of cultural diversity, including ethnic, linguistic and religious diversity, as a fundamental and valued characteristic of the diverse societies;
- 3) gender equality;
- 4) social justice and human dignity of everyone;
- 5) democracy;
- 6) rule of law;
- 7) equity (effective equality for all).

2. QUALITY EDUCATION IN MULTI-ETHNIC SOCIETIES

The Council of Europe has assisted the relevant authorities in Bosnia and Herzegovina to improve quality of education by helping overcome ethnic segregation/discrimination in formal education through applying **anti-discriminatory approaches based on Council of Europe standards and practices**. The "Quality education in multi-ethnic societies" is an action co-funded by the European Union and the Council of Europe as a part of the European Union – Council of Europe Horizontal Facility for the Western Balkans and Turkey.

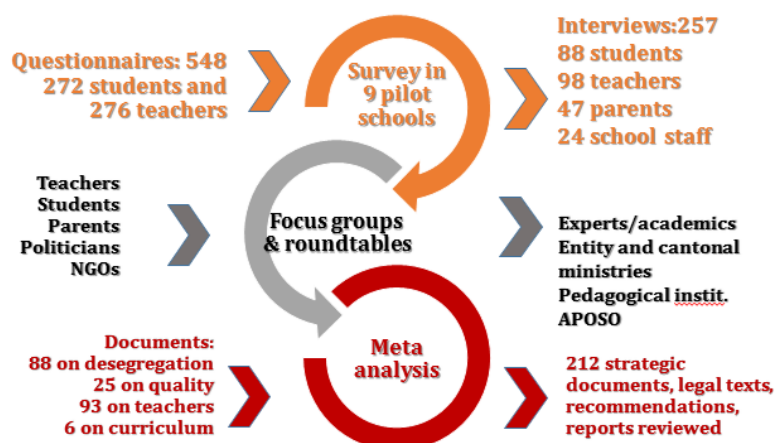
This action has been implemented in close co-operation and partnership with the relevant authorities responsible for education.³

The main objective of this action is to support the implementation of the education reform process in Bosnia and Herzegovina through **policy recommendations**, which have been designed following an evidence-based approach in a comprehensive research and analytical process. Based on these policy recommendations and further consultations, a **policy roadmap** was developed outlining specific, concrete actions around six overarching objectives. Who should carry out these actions is specified, along with a time frame. The idea is that no matter what the constraints are – political, legal, financial, etc. – there are measures which can be taken at various levels of the education systems, whether by teachers, students, parents, pedagogical institutes or ministries. Actions are now to be taken to raise the quality of education based on European standards.

2.1 The process (methodology)

The process has been composed of, and the evidence collected through:

- 1) An **assessment study on ethnic segregation and discrimination** and its impact on quality of education in Bosnia and Herzegovina;
- 2) **Conclusions from wide stakeholders' consultations (focus groups)**;
- 3) **Analyses** of various aspects of the education system in Bosnia and Herzegovina.



³ Members of the Advisory Bord are representatives of the Ministry for Civil Affairs; Ministry of Human Rights and Refugees; Agency for Preprimary, Primary and Secondary Education; Federal Ministry of Education and Science; Ministry of Education and Culture, Republika Srpska; all Cantonal Ministries of Education; Department for Education, Government, Brčko District; European Union Delegation to Bosnia and Herzegovina; Council of Europe and The Institution of Human Rights Ombudsman of Bosnia and Herzegovina

2.1.1 The assessment study on ethnic segregation and discrimination and its impact on quality of education was conducted in nine pilot schools in Bosnia and Herzegovina between 22 May and 6 June 2018. The pilot schools were nominated by various relevant ministries of education. The nine schools were selected so that they represent the diversity of the education systems in Bosnia and Herzegovina with regards to programme tracks, language of instruction and the management structure. Regardless of assured diversity in the sample of schools, the findings obtained by the assessment study cannot be generalised to all schools in Bosnia and Herzegovina.

2.1.2 The conclusions and recommendation from the assessment study were further discussed and defined through a series of interviews, focus groups, round tables and the questionnaires conducted between September 2018 and February 2019. The participants included: 88 students, 98 teachers, 47 parents and 24 school representatives from nine pilot schools, local and international civil society organizations, local experts and academics, representatives of all relevant entity and cantonal ministries of education, pedagogical institutes and the Agency for Preschool, Primary and Secondary Education (APOS0). In total, some 600 stakeholders were consulted.

The consultation process also showed students' future thinking orientation that can be summarized by a quote of one student: **"We wish to live our future, not their past."**

Focus group with students, 29-30/9/2018
Jahorina,
34 students from 8 Pilot schools



2.1.3 Analyses of various aspects of the education system in Bosnia and Herzegovina: strategic documents addressing also elimination of segregation in education in Bosnia and Herzegovina; legal documents (laws and regulations) regarding the understanding of quality within the education system in Bosnia and Herzegovina; the state of affairs regarding pre-service and in-service training, career development and policies for teachers and school leaders in Bosnia and Herzegovina; strategic documents on curriculum development regarding integration in Bosnia and Herzegovina, and policies and practices in nine secondary schools in Bosnia and Herzegovina.

3. OBJECTIVES AND POLICY RECOMMENDATIONS

In line with the overall objective of the project and based on the assessment study and the consultation process the specific objectives and policy recommendations were developed.

Overall objective (OO)

Improve the quality of education for all in Bosnia and Herzegovina according to the Council of Europe's vision for quality education and Recommendation CM/Rec(2012)13 of the Committee of Ministers to member States on ensuring quality education, and in line with international standards on quality education for all.

Specific objectives (SO)

1. Ensure that **quality education for all** is understood as a **public good and a fundamental social value** in Bosnia and Herzegovina.
2. Ensure **integration of the diverse society of Bosnia and Herzegovina** by increasing social cohesion based on **intercultural competences of all stakeholders**.
3. Implement **antidiscrimination policies** in line with international standards.
4. Develop **democratic school culture** based on the principles of (democratic) rights and responsibilities; active, meaningful and effective participation including in governance; value, respect for and protection of diversity.
5. **Strengthen the competences and skills of students as individuals capable of critical and innovative thinking** who will thereby become fully prepared as citizens able to **effectively participate** in the diverse society of Bosnia and Herzegovina.
6. Improve **competences of teachers and school leaders and other school staff** to be able to implement SO 2, 3, 4 and 5, and to be able to contribute to the implementation of SO 1.

Recommendations

SO 1 Ensure that **quality education for all** is understood as a **public good and a fundamental social value** in Bosnia and Herzegovina.

1. Promote education as a social value by raising awareness of the society on quality education as public good and basic human right.
2. Support coordination of all relevant ministries and other relevant stakeholders in developing educational vision and goals in Bosnia and Herzegovina.

SO 2 Ensure **integration of the diverse society of Bosnia and Herzegovina** by increasing social cohesion based on **intercultural competences of all stakeholders**.

1. Actively create favourable conditions for embracing of diversity in schools and address all obstacles to this effect.
 - a. organise inclusive education that will be based on promotion and respect of diversity in a non-discriminatory way, i.e. by understanding and valuing diversity as an integral part of the society of Bosnia and Herzegovina;

- b. raise awareness about the importance of eliminating social distance between persons belonging to different ethnic/national communities for societal integration.
- 2. Provide opportunities and financial means for meaningful bilateral and multilateral co-operation and exchange programmes between and among schools across Bosnia and Herzegovina.
 - a. organise different joint (on-going) activities such as social activities, projects, sport etc.;
 - b. organise thematic events with participation of several schools and students from different parts of Bosnia and Herzegovina;
 - c. organise student exchange programmes that have both a pedagogical and a social purpose;
 - d. ensure that such so-operation becomes part of the curriculum;
 - e. organise thematic exchange programmes and study visits for teachers and school staff.
- 3. Ensure that the curriculum actively promote social integration while respecting all types of diversity in Bosnia and Herzegovina.
 - a. ensure that the substance of education and activities (exchange programmes, joint activities, other forms of inter-school co-operation) aim to help students and other stakeholders develop intercultural competences (i.e. that these competences become a learning outcome);
 - b. ensure that the focus of education content is on shared values and interests and their promotion, rather than on the promotion of divisions and differences;
 - c. ensure that education promotes diversity as a value and integration of the diverse society in which all communities and persons belonging to them are perceived and recognised as its valued and integral part.

SO 3 Implement **antidiscrimination policies** in line with international standards.

- 1. Ensure that educational content (NPPs, textbooks and other teaching materials) are in accordance with the European Convention on Human Rights so that education can help in preventing discrimination, building trust and mutual respect and promoting sincere support for the shared values of living together.
 - a. revise the educational content with ethnocentric narratives, unacceptable worldviews and any discriminatory elements and stereotypes on any ground;
 - b. ensure that the educational content is based on the understanding and acceptance of Bosnia and Herzegovina as an ethnically, linguistically, culturally and religiously diverse society and that it provides for different (multiple) relevant perspectives, contemporary scientific findings and information necessary for a full understanding of individual issues;
 - c. ensure that the educational content represents the cultures, traditions and historical heritage of all persons living in Bosnia and Herzegovina, belonging to constitutive peoples, national minority communities and others, in a non-discriminatory manner, and ensure that this diversity is recognised as an integral and equally valued part of the society of Bosnia and Herzegovina.
- 2. Ensure that all school policies (rules) and practices fully promote the principle of equality and the right of every person to be free from all forms of discrimination on any ground.
 - a. ensure measures that do not tolerate any type of discrimination on any ground, including ethnic affiliation (also pay attention to affiliations with national minorities and with constitutive peoples living in a minority situation);

- b. eliminate any form of physical ethnic segregation and prevent any attempt to organise education in an ethnically segregated manner;
- c. ensure measures for prevention of any type of violence, including school bullying;
- d. provide for ways to monitor and report incidents of discrimination and violence, including school bullying;
- e. raise awareness of forms of direct and indirect discrimination among all stakeholders, and of possibilities for combating discrimination effectively.

SO 4 Develop **democratic school culture** based on the principles of (democratic) rights and responsibilities; active, meaningful and effective participation including in governance; value, respect for and protection of diversity.

1. Support socially emancipating approach to rights and responsibilities (recognising human rights and fundamental freedoms for all, effective equality of all, based on the principle of non-discrimination).
 - a. teach diversity as a value and promote the values of social inclusion, mutual understanding and responsibility towards everyone;
 - b. ensure access to rights of students affiliating with a community in a non-dominant/minority situation in a particular context and students with special needs to quality education for all by offering a diversified approach to students according to their needs and abilities and developing inclusive school culture, including through participatory learning methods and inclusive environments at schools;
 - c. value diversity by incorporating it in all aspects of school life (i.e. diversity mainstreaming), including in educational content, in governance and in school structures.
2. Facilitate participation and ensure its development from a mere formality to a meaningful process.
 - a. seek opinions of students and parents on relevant school-related issues (e.g. through questionnaires, on-line platforms, forums and other mechanisms) and incorporate those into annual school plans;
 - b. offer opportunities for students to co-operate and engage, and thereby enable them to independently organise and carry out activities in school and in their local community;
 - c. offer opportunities for parents to co-operate with schools and engage them in school activities.
3. Implement a shared democratic governance model at schools.
 - a. support school leaders and other school staff for the implementation of the democratic governance model;
 - b. develop and carry out programmes for school staff, students and parents about school committees and councils, with a view to improving their understanding of the characteristics and functions of those bodies;
 - c. empower the capacity of school staff, students and parents for taking part in decision-making on relevant school-related issues.

SO 5 Strengthen the competences and skills of students as individuals capable of critical and innovative thinking who will thereby become fully prepared as citizens able to effectively participate in the diverse society of Bosnia and Herzegovina.

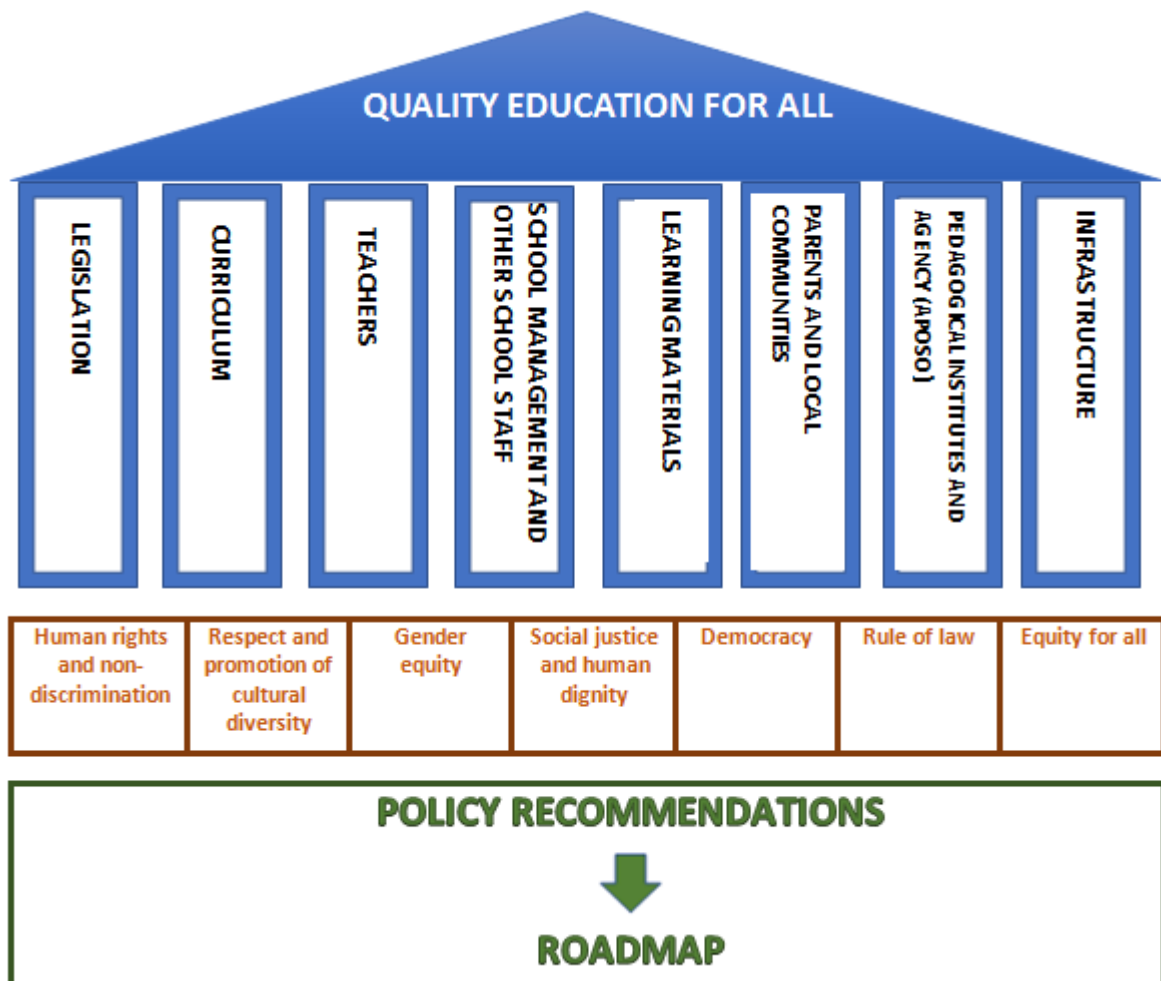
1. Promote and teach universal values (human rights and fundamental freedoms, human dignity, social justice, democracy, cultural diversity, equity (effective equality), rule of law, non-discrimination etc.).
 - a. ensure that human rights and fundamental freedoms as well as other universal values become an integral part of school curricula;
 - b. organise intra- and inter-school activities in a way that those activities promote and uphold human rights and fundamental freedoms of everyone, as well as other universal values.
2. Promote and teach analytical and critical understanding and thinking required to understand and analyse contents of any kind in a systematic and logical manner.
 - a. encourage students to think, discuss, research and learn independently, by equipping them or supporting them with appropriate didactic materials;
 - b. provide programmes on media literacy, including social media literacy, pointing at the role of any media in the formation and promotion of stereotypes and prejudices as well as hate speech.
3. Promote empathy required to understand and relate to other people's thoughts, beliefs and feelings, as well as unfavourable and/or different personal circumstances (socio-economic situation, poverty, illness, unemployment of parents, different types of families) and to see the world from other people's perspectives.
4. Promote and teach inter-personal and inter-communal co-operation and conflict resolution skills.

SO 6 Improve **competences of teachers and school leaders and other school staff** to be able to implement SO 2, 3, 4 and 5, and to be able to contribute to the implementation of SO 1.

1. Empower schools to analyse the needs of teachers and other school staff regarding competences needed to reach other five specific objectives (SO 1–5).
 - a. ensure that pedagogical institutes (*pedagoški zavodi*) monitor those needs;
 - b. ensure that needed support is available to schools (through pedagogical institutes or other professional programmes).
2. Offer programmes to schools for competence development and/or improvement that are longer, module-based and take a whole-school approach.
3. Support peer-to-peer learning and mentoring between teachers and schools.
4. Offer opportunities to school leaders for professional development, relevant for their functions, with a special focus on pedagogical leadership and inclusion of parents, students and local communities in school activities and governance.
5. Offer programmes at pre-service teacher training institutions on the topics of human rights and fundamental freedoms, human dignity, social justice, democracy, cultural diversity, equity (effective equality), rule of law, non-discrimination etc.

4. ROADMAP

When considering what actions to include in the roadmap, the concept of a quality education for all, as enumerated above, provides the overarching framework. Human rights and democracy principles bolster this structure, including non-discrimination, gender equality and respect of culture differences. Various measures to reform an education system provide the pillars. Finally, it is hoped that the new roadmap will provide an evidence-based foundation for and a contribution to the reform the Bosnia and Herzegovina's education systems. The diagram below attempts to capture how these various aspects work together to promote an education system in diverse (multi-ethnic) societies:



ROADMAP FOR QUALITY EDUCATION FOR ALL IN BOSNIA AND HERZEGOVINA

Specific Objective	Recommendations	Actions	Actors	Level of implementation Timeframe*
SO 1 Ensure that quality education for all is understood as a public good and a fundamental social value in Bosnia and Herzegovina.	1. Promote education as a social value by raising awareness of the society on quality education as a public good and a basic human right.	Development of communications strategies and action plans to this effect, including all actors in the field of education, and the media. All actions described are to contribute to promoting education as a public good and a basic human right.	All (this action needs to be mainstreamed – i.e. an essential part of education policy and practices by all actors in the educational field)	Policy level Immediate Continuous
	2. Support co-ordination of responsible ministries in developing an educational vision and goals in Bosnia and Herzegovina with a view to achieving quality education for all.	Support of co-ordination among all stakeholders. Development of a Strategy-like document for Quality Education for All in Bosnia and Herzegovina.	All the relevant institutions (education, health, labour and social protection,)	Policy level Immediate
SO 2 Ensure integration of the diverse society of Bosnia and Herzegovina by increasing social cohesion based on	1. Actively create opportunities for diversity in schools and address all obstacles to this effect. a) raise awareness about the importance of eliminating social distance between persons belonging to different ethnic/national communities	Systematic introduction of Council of Europe’s Competences for Democratic Culture (CDC) ⁴ into the educational system by: development of training programmes on CDC, involvement of school staff in those programmes, and systematic development and implementation of school projects and activities based on CDC.	Responsible education institutions, CDC experts, school staff, students, parents, Council of Europe	Policy/ school level Immediate Continuous

⁴ The Council of Europe has developed a Framework for Competences for Democratic Culture (CDC), which should be adapted to implementation in primary and secondary schools and institutions of higher education and vocational education across Europe, as well as in curricula. See at https://www.coe.int/en/web/education/newsroom/-/asset_publisher/EZypXswe1zkl/content/resources-competences-for-democratic-culture.

intercultural competences of all stakeholders.	for societal integration and long-term peace and stability; b) organise inclusive education that will be based on promotion and respect of diversity in a non-discriminatory way, i.e. by understanding and valuing diversity as an integral part of the society of Bosnia and Herzegovina.	Increased participation, based on systematic support to this effect, of more schools in the existing projects that seek to achieve this strategic objective; and simultaneous development of a plan for a systematic inclusion of all schools in activities that diminish ethnic distance between persons with different ethnic, linguistic or religious affiliations and persons with special needs.	International and local NGOs, ministries, schools	School level Immediate Continuous
	2. Provide opportunities and financial means for meaningful bilateral and multilateral co-operation and exchange programmes between and among schools across Bosnia and Herzegovina.	Development of exchange programmes and joint activities as an essential and mandatory part of school curriculum, with adequate financial means provided to this effect.	Responsible education institutions, schools, local communities, donors	School level Immediate Continuous
		Organisation of student exchange programmes that have both a pedagogical and a social purpose.		
		Organisation of thematic exchange programmes and study visits for teachers and school staff as a regular and essential part of in-service training.		
	3. Ensure that the curriculum actively promotes social integration while respecting all types of diversity in Bosnia and Herzegovina.	Revision of the national plans and programmes (NPP) based on learning outcomes, shared values and the strategy-like documents and the CDC framework as well as European best practice and standards and in line with the Common Core Curricula.	Responsible education institutions, curriculum experts, teachers, school staff, parents, students	Policy level Mid-term
		Revision of the curricula of the national group of subject and development of a methodology for designing curricula in line with the CDC framework and European best practice and standards and in line with Common Core Curricula.	Responsible education institutions, curriculum experts, teachers, school staff, parents, students	Policy level Immediate Continuous

		Revision and/or preparation of new textbooks and other teaching and learning materials that focus on integration of diverse society (this objective has to be mainstreamed throughout educational materials, not discussed only as a separate course or part of the course).		
SO 3 Implement antidiscrimination policies in line with international standards.	1. Ensure that educational content (national programmes and plans, textbooks and other teaching materials) are in accordance with the European Convention on Human Rights so that education can help in preventing discrimination, building trust and mutual respect and promoting sincere support for the shared values of living together.	Revision of the present educational content with any ethnocentric narratives, intolerant and/or discriminative worldviews and any discriminatory elements, stereotypes on any ground.	Responsible education institutions, curriculum experts, teachers	Policy/school level Immediate Continuous
		Development and/or revision of school curricula, textbooks and other teaching and learning materials that are to be based on learning outcomes, offer different (multiple) relevant perspectives, take into account contemporary scientific findings and recognise diversity as an integral and equally valued part of the society of Bosnia and Herzegovina.		
	2. Ensure that all school policies (rules) and practices fully promote the principle of equality and the right of every person to be free from all forms of discrimination on any ground.	Adoption and implementation of measures (rule of procedures, codex, regulations etc.) that do not tolerate any type of discrimination on any ground.	schools, school staff, school directors, teachers, students	Policy/school level Immediate
		Use of educational infrastructure in a way that brings students closer together, that seeks to eliminate any form of physical ethnic segregation and prevents any attempt to organise education in an ethnically segregated manner in the future.		
		Development and systematic implementation in schools of an effective system of monitoring and reporting incidents of discrimination and violence, including school bullying.	Responsible education institutions, school staff, students, parents, local community	Institution/school level Immediate Continuous

		Raising awareness about different forms of direct and indirect discrimination among all stakeholders, and about possibilities for combating discrimination effectively.	Schools in cooperation with local community, students, parents	School level Immediate Continuous
SO 4 Develop democratic school culture based on the principles of (democratic) rights and responsibilities; active, meaningful and effective participation including in governance; value, respect for and protection of diversity.	1. Support socially emancipating approach to rights and responsibilities (recognising human rights and fundamental freedoms for all, effective equality of all, based on the principle of non-discrimination).	Implementation of all actions which support a socially emancipatory approach to rights and responsibilities.	Responsible ministries of education, relevant education institutions, schools, pupils, parents, local community	School level Continuous
	2. Facilitate participation and ensure its development from a mere formality to a meaningful process.	Development of effective, meaningful and informed participatory mechanisms for seeking opinions of students and parents on relevant school-related issues.	Schools in cooperation with local community, students, parents	School level Immediate Continuous
		Awareness-raising among students, parents and school staff about the importance, substance and effects of meaningful participation in school-related issues.		
		Development and implementation of training for students, parents and school staff on effective and meaningful participation in line with CDC and all other principles and norms upheld in the educational system of Bosnia and Herzegovina.		
		Offering opportunities for students to co-operate and engage, and independently organise and carry out activities in school and in their local community.		
		Offering opportunities for parents to co-operate with schools and engage them in school activities.		

	3. Implement a shared democratic governance model at schools.	Development of a support system for school leaders and other school staff for implementation of the democratic governance model.	International and local NGOs, ministries, schools	School level Immediate
		Development and implementation of programmes for school staff, students and parents about school committees and councils, with a view to improving their understanding of the characteristics and functions of those bodies. Empowerment of school staff, students and parents for taking part in decision-making on relevant school-related issues.		
SO 5 Strengthen the competences and skills of students as individuals capable of critical and innovative thinking who will thereby become fully prepared as citizens able to effectively participate in the diverse society of Bosnia and Herzegovina.	1. Promote and teach universal values (human rights and fundamental freedoms, human dignity, social justice, democracy, cultural diversity, equity (effective equality), rule of law, non-discrimination etc.).	Human rights and fundamental freedoms and other universal values are an integral part of school curricula.	Responsible education institutions, schools, teachers, parents, local community	Policy/ school level Immediate Continuous
		Organisation of intra- and inter-school activities in a way that they promote and uphold human rights and fundamental freedoms of everyone, as well as other universal values.		
	2. Promote and teach analytical and critical understanding and thinking required to understand and analyse contents of any kind in a systematic and logical manner.	Development of appropriate teaching and learning materials and organisation of teaching so as to encourage students to think, discuss research and learn independently.	Responsible education institutions, experts, NGOs	Institution/ school level Mid-term Continuous
		Development and implementation across the education system of programmes on media literacy, including social media literacy.		
Development and implementation of different socio-emotional learning methods and programmes.				
	Implementation of CDC across the educational system			

	3. Promote empathy required to understand and relate to other people's thoughts, beliefs and feelings, as well as unfavourable and/or different personal circumstances and to see the world from other people's perspectives.	Development and implementation of different socio-emotional learning, communication and conflict resolution methods and programmes.	Responsible education institutions, experts, NGOs	Institution/ school level Immediate Continuous
	4. Promote and teach inter-personal and inter-communal co-operation and conflict resolution skills.	Implementation of CDC across the educational system	Responsible education institutions, experts, schools, teachers, NGOs	School level Continuous
SO 6 Improve competences of teachers and school leaders and other school staff to be able to implement specific objectives 2, 3, 4 and 5, and to be able to contribute to the implementation of specific objective 1.	1. Empower schools to analyse the needs of teachers and other school staff regarding competences needed to reach other five specific objectives (SO 1–5).	School leaders and teachers are equipped with tools for analysing their needs (self-evaluation tools, CDC framework, analytical and research methods).	Responsible education institutions, schools, teachers, experts, NGOs	Policy/ school level Mid-term
	2. Monitor school and teacher needs and provide adequate support in fulfilling those needs (through pedagogical institutes or other professional programmes).	Development and implementation of programmes for schools for competence development; these programmes are longer, module-based and take a whole-school approach.	Responsible education institutions, schools, teachers, experts, NGOs	Institution level Mid-term
		Adequate support to peer-to-peer learning and mentoring between teachers and schools.		
		Standardisation of in-service teacher training process and validation (licencing) of teacher training programmes.		
Implementation of the existing policies on the requirement for continuous professional development.				

	<p>3. Offer opportunities to school leaders for professional development, relevant for their functions.</p>	<p>Development of adequate school leaders' programmes on school development, pedagogical leaderships, inclusion of parents, students and local communities in school activities, democratic school governance.</p>	<p>Responsible education institutions, schools, teachers, experts, NGOs</p>	<p>Institution level Mid-term Continuous</p>
<p>Adequate support to peer-to-peer learning and mentoring between school leaders is provided.</p>	<p>Responsible education institutions, schools, teachers, experts, NGOs</p>	<p>Policy / Institution level Immediate Continuous</p>		
<p>4. Offer programmes at pre-service teacher training institutions on the topics of human rights and fundamental freedoms, human dignity, social justice, democracy, cultural diversity, equity (effective equality), rule of law, non-discrimination etc.</p>			<p>Revision of the pre-service teacher training programmes regarding the universal norms and values.</p>	
			<p>Development of additional and external courses on these topics to all existing school staff, including teachers and school leaders.</p>	
<p>Incorporation of such contents as an essential element of all pre-service teacher training programmes.</p>				

* LEGEND

Levels of implementation:

Policy - requires top/down decisions and involvement of policy makers at different levels, it may include other stakeholders but without the “policy” it cannot be implemented

Institutional – requires involvement of public institutions such as pedagogical institutes, the APOSO, teacher training institutions

School – requires involvement of school community (staff, students, parents) and can be implemented in individual schools

Timeframe:

Immediate – actions do not need preparation phase and can (or have to) start immediately (max 6 months)

Mid-term – actions will take 2 to 5 years to be implemented, whereas the preparation phase may start immediately but for it to take effect it will take at least 2 years

Long-term – more than 5 years for any effects to occur as a result of the action, or an action cannot start before other milestones have been reached

Continuous – although an action may be immediate, mid-term or long-term, it needs to be continuous in order for it to be effective

