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Bosna i Hercegovina

the “model for system change in secondary education” project

**crafting a new education system
in bosnia and herzegovina**

“The Open Society Fund Bosnia and Herzegovina is committed to the improvement of the quality of education in the belief that every young person in this country has the right to realize his/her full potential to create their own future and the future of society.

This project is about identifying and settling on a course of action that will bring about desired change in the education system in Bosnia and Herzegovina.

If you want to make a change the first thing is to jump in. You can't do anything about it from outside.”

Dobriša Govedarica
Executive Director
Open Society Fund Bosnia and Herzegovina



It is hard to believe that an education project in Bosnia and Herzegovina whose origins I remember from the spring of 2000 as a blurry vision, a vigorous debate, a few hand-sketched diagrams, an urgent sense that things needed to be done differently, and the willingness to experiment, has now reached a stage where there is an important story to tell. Yet, this is exactly what has happened.

This thoughtful report centers on the partnership between a non-governmental organization, the Open Society Fund Bosnia and Herzegovina, and the educational institutions and citizens of the Tuzla Canton to realize their aspirations for improved learning opportunities for young people. The text provides an opportunity to listen to the voices of these stakeholders.

The project experience might be seen as a microcosm of development issues in B&H as a whole, or even the wider Balkan region. The process described here has faced the politicized nature of education and the divisive factors still at work in the society, pushing instead for an open, unifying approach. The undertaking has recognized and overcome the failure of many projects in the region to create vision from local peoples' capacities, institutions and ideas, not simply from well-intentioned outsiders.

The first result is locally rooted education change that has already succeeded in putting new legislation in place, restructuring educational services and investing in strategic 'people development' for the systemic improvement of secondary education. Momentum and ownership are high.

Of course, the real proof of success will be seen with time, in what and how students throughout the canton actually learn.

This chronicle of the project and the presentation of its “model” are being made available now to respond to the growing interest in B&H and across borders for information about the education change dynamic that is at work in the Tuzla Canton. From the outset the intention of the initiative was to create a living laboratory of replicable development, to which others could contribute and from which they could draw. It is in this spirit that the story is being captured and told. Please join me in welcoming and benefiting from such a contribution.



Terrice Bassler

Director

Open Society Education Programs – South East Europe

Introduction

This document is a contribution to a crucial period in the crafting of a new education system in Bosnia and Herzegovina. It describes how a secondary school education project launched by the Ministry of Education in the Tuzla Canton, in partnership with the Open Society Fund Bosnia and Herzegovina (OSF B&H), is working to provide practical experience of what can be done to transform the secondary education system in the country.

Dovetailing closely with the education policy-development initiatives taking place under the aegis of the international community at the national level in B&H, the Project provides a practical example of what can be done through legislation, institution-building and the development of new skills in order to change the nature, quality and output of secondary school education.

The mission of the OSF B&H is to contribute to the development of an education system in B&H that is professional and democratic, and promotes ethnic tolerance and an appreciation for cultural diversity. This project is known as the Model for System Change in Secondary Education. It was launched in 2001 owing to the fact that at that time there was hardly any development work going on in the secondary school education arena.¹



Why this Document?

This document aims to support the growing momentum for education system change in Bosnia and Herzegovina. Its purpose is to:

- Share the secondary school project experience with the various education authorities in B&H, international organizations, partners and interest groups;
- Show how the project is working to strengthen the education system in the Tuzla Canton;
- Document what has happened in the change process to date.

How the Document was Compiled

The document captures the experience of education system change from the viewpoint of the different stakeholders and participants active in the Project. It is a compilation of the voices and perspectives of diverse players: From the Minister of Education in the Tuzla Canton to the project staff, principals, teachers, students and partner organizations involved in the project.

The document was written in December 2002 and January 2003. Its content was generated through a process of research and reflection during which the OSF B&H Education Program Coordinator, Dženana Trbić, and a South African consultant, Helene Perold, held discussions with project stakeholders and participants in the last week of October 2002. One-on-one interviews were held with 26 individuals in Sarajevo and the Tuzla Canton. During the same week the research team participated in a meeting of the Project Working Group, and also met with nine young people involved in the Student Council at Gymnasium Meša Selimović in Tuzla. The full list of interviews is contained in Appendix 1.

The interviews were transcribed and analyzed by Trbić and Perold who then compiled a draft of the document. The draft was referred back to the interviewees and to members of the OSF B&H for comment, and then reworked on the basis of their input and suggestions.

The task of transforming the education system in Bosnia and Herzegovina is a major one, requiring the effort and participation not only of the international community, but also of local people throughout the country.

It is our hope that the voices captured in this document will help to inform the thinking about what is possible in changing the secondary school education system and will feed into the education policy-formation process as Bosnia and Herzegovina moves towards finalizing the Law on Schools on April 24, 2003.

Dženana Trbić

OSF B&H Education Program Coordinator

Helene Perold

Consultant in Education, Media and Development
Sarajevo, January 2003

Executive Summary

More than eight years after the war, Bosnia and Herzegovina is still facing serious political, social and economic challenges. Despite enormous efforts and expenditure by the international community, the country is still deeply divided in terms of ethnic groupings and geographic partition. The challenge is to find a way of moving toward reintegration at a time when the political and economic system is transforming along the lines of a market economy, thus redefining the roles of the state and the private sector. The reality is that the human and material resource base for change is extremely limited.



In the field of education, the Organization for Security and Cooperation in Europe (OSCE) is driving a process through which a national education framework is being developed. But a key challenge is to provide visible progress and real-life experience of how a new education system can be crafted. The effective reform of the education system at all levels in B&H is a crucial strategic component for the recovery of the socio-economic system as a whole. Only a reformed, high-quality and effective education system will be capable of creating a labor market that can have both a direct and indirect impact on raising social standards to improve the quality of life of every individual in the community.



In the second part of 2000, OSF B&H decided to concentrate its education strategy on general secondary education and thus developed a project called the "Model for System Change in Secondary Education". The Ministry of Education in the Tuzla canton joined the Foundation in developing the concept, and the Project was officially launched with the signing of a Memorandum of Cooperation in February 2001.

On the basis of two independent needs assessments subsequently conducted in the canton, priorities were established for the Project and a schools network was created, along with a governing and management structure which was put into place.

The Project called “Model for System Change in Secondary Education” is comprised of three main elements: Policy-making, capacity development, and building a school and community network. The Project is characterized by the following features:

- It is integral to the Ministry of Education in the Tuzla Canton;
- It is aligned with the education strategy proposals developed by the OSCE;
- The Project works ‘bottom-up’ as well as ‘top down’;
- The Project stresses the establishment of close links between schools and communities.

What has changed so far? As a result of the cooperation between the Project and the Ministry of Education, in March 2002 the Tuzla Canton Parliament passed the amendments to the Law on Primary and Secondary Education (annexure items 112 and 113) which provide for the establishment of youth councils and parent associations as well as student cooperatives. In this way the Ministry and the Project have sought to ensure that changes to the education system will be sustained in the future.



By the end of 2001, drawing on the findings of two needs analyses, the Pedagogical Institute prepared a proposal for its reform. Entitled “The Modernization of the Ministry of Education and the Pedagogical Institute in the Tuzla Canton”, the proposal dealt with the dual role of the Institute and suggested its restructuring in order to support the schools in improving the quality of learning and teaching. This implied new forms of work organization, cooperation between schools, the distribution of responsibilities within schools and their surroundings, building capacity for self-regulation, and fostering flexibility and innovation in schools.



To achieve these ends, the proposal recommended establishing two independent units within the Pedagogical Institute: A school assessment unit and a center for the training and development of teachers. The Ministry of Education prepared a set of laws and regulations to set up the teachers' center and govern its functioning. The center was officially opened in October 2002 and will work closely with the Agency for Standards, along with schools, universities, non-governmental organizations, and local companies.

A significant aspect of the Model for System Change in Secondary Education Project is building the capacity of the various people involved in making education work. In its first year, the Project embarked on three different capacity-building programs: A management training program for school principals, a teacher training program, and an initiative which seeks to empower young people to participate in youth councils. Twenty school principals participated in the school management training program which was comprised of six modules conducted by the Slovenian National Leadership School over a period of one year.

During 2002, the Center for Educational Initiatives Step by Step organized in-service teacher training seminars for 113 teachers from the Project schools network. The focus of the training was on reading and writing for critical thinking, and included seminars on active learning, the role of the teacher in a modern school, evaluation and assessment of students, and classroom management. The response of the teachers has been extremely positive and suggests that the training is finding its way into teaching practice.

A key feature of the Project is the component which seeks to encourage students to participate in youth councils at the schools and to take part in community outreach activities. To achieve these ends, several programs were introduced in 2002: The Debate Program, the Community Education Program, and the Student Enterprises Program. This is in an effort to make schools more responsive to communities and to stimulate income-generation activities. It also meant to change the prevailing culture which is teacher-centered rather than student-centered, and to generate a more open approach to teaching and learning.

The Project is also breaking new ground in another important respect: It has recognized that in some cases service providers in the South East European region have even more to contribute to the process of change than some of the providers from further abroad. Through their common experience of the education system in the former Yugoslavia, service providers from neighboring countries such as Slovenia have an intrinsic understanding of the education legacy with which B&H has to contend, and they have the capacity to train in local languages. They are also able to share their experience of charting new directions in their own education systems which are now in line with the norms and standards of Western Europe.

Through an approach which combines ministerial action at the highest policy level with grassroots activity in classrooms and communities, the Project has managed to unlock the energy, interest and support of players at all levels of the secondary school system in the Tuzla Canton.



The local experience gained by the Project in the Tuzla Canton demonstrates what can be done in practice and may be helpful to policy-makers and education practitioners in other parts of the country. In this way the project hopes to contribute to systemic education change in B&H as a whole, and intends playing its part in crafting a new education dispensation for schools.



The Context of Education System Change

The Political Context	10
Role of the International Community	12
Prospects for a National Education Framework	14
The Danger of Disintegration	16
The Education Context	19
The Bosnia and Herzegovina Education Legacy	19
Experience of Education Reform	20
Implementing a New Vision for Education	23
Thorny Political Issues	25
Capacity for Education Reform	27
Higher Education	28
Pedagogical Institutes and NGOs	29
The Socio-Economic Context	31
Education and the Economy	34

The Political Context



The state of Bosnia and Herzegovina in its present form was created in December 1995 by the Dayton Agreement, the peace agreement which ended the war of 1992-1995. The Dayton Agreement provided for the adoption of the Constitution of B&H and created a new and complex structure consisting of two entities – the Federation of B&H and the Republic of Srpska. It also set up the vital mechanisms needed for the preservation of peace. These include the Office of the High Representative, the International Police Task Force, and the Agreement on Regional Stabilization.

The provisions of Annex 4 of the Dayton Agreement introduced the concept of decentralization that was intended to democratize the state of B&H by breaking with the centralized political formations of the former Yugoslavia. According to an analysis by the Open Society Fund B&H, this has given rise to a severely fragmented political landscape of “thirteen constitutions under which thirteen assemblies pass laws administered by thirteen governments through some 200 ministries and bureaus that have promulgated a confusing web of redundant, contradictory and senseless rules and regulations.” (2001b)

In the education system, despite good intentions, the decentralization process has faced serious constraints since the implementation of the Dayton Agreement started in 1996. First, the two entities have an uneven distribution of competencies: In the Federation of B&H educational responsibility is assigned to the cantonal level, while in the Republic of Srpska it is still strongly centralized and there has been little transfer to lower levels. In addition, the Brčko District functions as yet another independent administrative unit.

Second, the cantons, the Republic of Srpska, and the Brčko District each operate as centralized administrations within their individual territories. Having taken over official responsibility for all levels of education, they continue to function as mini-centralized bureaucracies and suffer the consequences of over-centralization. Each administration passes its own legislation, is responsible for its own education budget and defines policy priorities, resulting in the inefficient allocation of responsibilities across the country.

In the process, three parallel education systems based on ethnic division have emerged in the country. The three systems are independent of each other and provide a basis for ethnic partition in which national stereotyping and prejudice is able to flourish, rather than the values of reconciliation, tolerance and understanding.

In a study on international support policies to South-East European countries entitled “Lessons (not) Learned in B&H”, the authors argue that “the three main ethnic communities remain mutually suspicious and isolated both politically and socially; and it is unclear to what extent this sad reality is an expression of the true sentiments of ordinary people or whether it simply reflects the will of the nationalist political machines in control of so many of the country’s assets.” (Open Society Fund Bosnia and Herzegovina, 2001b)

Under these circumstances, children from minority groups either accept being taught according to the curricula of the majority, or they have to attend school in areas where

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they can be part of a majority group. Consequently, many players agree that the schooling system is politically loaded: “The system of education is politically burdened; it is politically influenced. In short, it is over-politicized,” is the view of the Minister of Education of the Tuzla Canton, Mr. Enes Duvnjaković. As such, the system lacks the capacity to meet the needs of the country, the children, and the labor market.

Ugo Vlasisavljević, associate professor at Sarajevo University and member of the Board of the Open Society Fund B&H, reflects on the extent to which education, along with the military, can be used as a force for ethnic partition. “The most important institution at a time of partition is the army,” he says. “The other is education. In B&H, each and every ethnic group has its army, and each and every ethnic group has its education agenda.” He goes on: “The armies had a central role in territorial partition during the war. On the very day the war ended, the process of homogenization in the three different ethnic groups started. So you have these processes – not of reintegration, but further and further disintegration. At the same time you have the strong efforts of the international community towards the return of the refugees.”



And, indeed, the presence and effort of the international community in post-war Bosnia and Herzegovina has been significant – not only in terms of the number of agencies that have been active, but also in the amount of international aid directed towards rebuilding the country thus far (US\$ 46-53 billion).

Role of the International Community

The principal international organizations involved in civilian implementation under the Dayton Agreement are the Office of the High Representative (OHR), the Organization for Security and Cooperation in Europe (OSCE), the UN Mission in Bosnia and Herzegovina (UNMIBH) and the UN High Commission for Refugees (UNHCR). The NATO-led Stabilization Force (SFOR) is responsible for military security.

The OHR is the lead civilian peace implementation agency in Bosnia and Herzegovina. According to the Peace Implementation Council, a group of 55 countries and international

organizations that sponsor and direct the peace implementation process, the OHR mandate is to oversee the implementation of the civilian aspects of the Dayton Peace Agreement on behalf of the international community. The High Representative is also tasked with coordinating the activities of the civilian organizations and agencies operating in Bosnia and Herzegovina.

With the help of the international community much has been achieved in the field of physical reconstruction, while considerable progress is also being made toward reconciliation

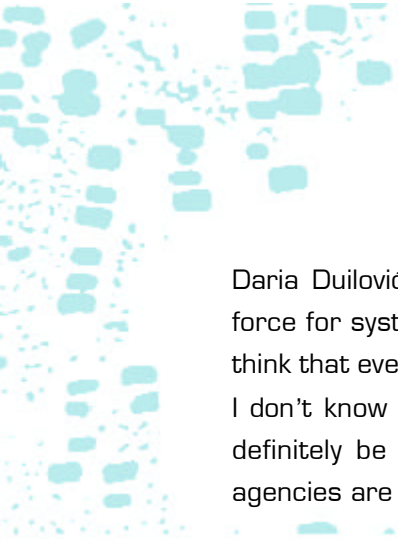
The mission statement of the Organization for Security and Coordination in Europe (OSCE) in Bosnia and Herzegovina states: “The OSCE is one of the key implementing agencies responsible for helping B&H make the transition to democracy”.

Despite the huge levels of expenditure and nearly eight years of effort and activity, peace implementation in B&H remains far from complete. In a report entitled “Bosnia: Reshaping the International Machinery”, the International Crisis Group identifies a number of reasons for the slow and inefficient pace of peace implementation. These include “the lack of a shared strategic vision; uncoordinated leadership; duplication and lack of communication; personality clashes and cross-cutting institutional interests; and ineffectual management of economic reform”. (International Crisis Group, 2001)

In the view of these analysts, some of the obstacles to an effective peace implementation process are inherent in the Dayton Agreement which “failed to provide a foundation for a functional state. Its constitutional machinery – with a weak central government required to wrestle with a structure deeply divided into two entities, three constitutive peoples, ten disparate cantons in one half of the country, and effectively three armies – is unworkable and self-defeating.”

According to Ms Daria Duilović, an education advisor in the Office of the High Representative, the international community in Bosnia and Herzegovina is planning a gradual phase – out strategy which will become visible within the next two to three years. However, she believes this will be difficult in the arena of education: “In education there is no way that within two or three years we can reach the stage where the departure of the international community would really be welcomed. By studying educational reform, I learned that systemic educational reform takes up to ten years. Even in Slovenia, where they had the money and the ideas, and they were a mono-ethnic community, it took them ten years. First of all everything declines, and then it takes time to start rising up.”

Systematic educational reform takes up to ten years... first of all everything declines, and then it takes time to start rising up.



Daria Duilović believes that the presence of international agencies will be an important force for systemic change in education in Bosnia and Herzegovina in the medium term: “I think that even OSCE should remain involved in this role for at least four to five years more. I don’t know about my office (the OHR), but some form of international presence must definitely be extended beyond two or three years. That is the period all international agencies are discussing.”

Prospects for a National Education Framework

What, then, are the prospects for the development of a national education framework in Bosnia and Herzegovina?

Among the education policy proposals generated by various agencies during the past two years, the most significant has been the latest initiative coordinated by the OSCE.² Daria Duilović explains: “The OSCE in B&H got the mandate to coordinate education reform. One of the partners is my organization, the OHR. Other international agencies such as the UNHCR, UNICEF, UNESCO, the World Bank and the European Commission are also participating in that group, together with local experts and education authorities.”

Through this coordinated process, a draft education reform strategy was developed and approved by the Peace Implementation Council on November 21, 2002. It identifies education access and non-discrimination as the first two priorities for education reform, and then lays out strategic goals for the introduction of a high quality and modernized education system in primary and general secondary education, vocational education, higher education, education financing and management, and for the reform of education legislation throughout B&H. This is one of the steps towards the adoption of a state-level law on schools for B&H which, according to the requirements set by the Council of Europe, should be in place by April 24, 2003.

I don’t see any obstacles to reaching a flexible model in which every national group could be included in a way they find it important for that national group.

Through this process, according to the Minister of Education of the Tuzla Canton, Mr. Enes Duvnjaković, a considerable amount of consensus has already been achieved among the education ministers on the broad framework being facilitated by the OSCE: “All the ministers of education from the entities and from all the cantons took part. I think they are supporting this common framework. All the time there was a fierce struggle at work ... between the concept of absolute independence at the canton level and the concept of absolute centralization. And, as always, the truth is somewhere in the middle.”

One of the accomplishments of the OSCE strategy document seems to be that it has been able to identify those aspects of the education system which need to be common to all the entities in B&H, while at the same time providing space for specific educational concerns within the different entities to be met: “It seems that many important segments of education can be defined as common,” comments Minister Duvnjaković. “I don’t see any obstacles to reach a flexible model in which every national group could be included in a way they find it important for that national group. So there is a certain balance. As I understand it, the framework is focusing on the output of education: Quality, innovation, standards, modernization.”

In part he attributes the growing consensus to a number of practical experiences in the education arena over the past few years: “In the period between 1996 and 2002 we had some progressive initiatives and progressive movements. So the idea of the separation within the education system is weaker now than it was six years ago.”



Daria Duilović is relatively optimistic about the prospects for national consensus around education in B&H and identifies the drive towards European integration as a critical factor in this regard: “I really think it will improve in time, because we are serious and united about getting closer to Europe. In the area of education that means respecting basic principles of human rights and democracy, updating and modernizing our systems and our curricula, and connecting education with the labor market and economic development – things that have been totally neglected before.”

Besides these activities at the macro-policy level, there also seems to be some support for the notion of reintegration on the ground. Ugo Vlaisavljević observes that despite the drive towards homogenization in some parts of B&H, there are “people in education institutions, scholars – responsible people, authorities with certain power – who are willing, still willing, to do something about reintegration. Even in the Republic of Srpska, where there is a legend that everybody is against reintegration, you have a real movement towards a kind of living together, a kind of coexistence.”

“We are serious and united about getting closer to Europe.”

Like Duilović, Vlasisavljević believes that one of the strongest influences in favor of reintegration is the desire of B&H to become part of Europe: “Everybody is willing to join Europe and their standards and their life,” he comments. “So this is a kind of core which everybody is likely to share. This can be described as a meeting point for different tendencies.”



The Danger of Disintegration

One feature that comes strongly to the fore in the current political environment, however, is the drive towards disintegration and division in Bosnia and Herzegovina which stems from sectarian nationalist interests. While noting the progress that is slowly being made towards building consensus around a national education policy framework, analysts such as Ugo Vlasisavljević are quick to comment on the counter-pointing forces: “At the same time you have a real process of disintegration; of producing strangers, producing distances and differences”.

Tuzla Education Minister Enes Duvnjaković agrees that the integration of B&H into Europe could be torpedoed by the drive for partition in some parts of the country, and he is under no illusion about what is at stake:

“When Bosnia and Herzegovina entered the Council of Europe, it signed various documents imposing certain commitments to this state. Those commitments support the integration processes. However, we also have retrogressive political options aiming at the division of the country and, judging by the last elections, they got considerable support from the electorate. So the idea of dividing Bosnia still exists and I’m convinced that because of those ideas, they are ready to sacrifice the integration of B&H into Europe. They will never clearly say that, but it can be seen by the decisions they are making, the moves they are making. And it is reflecting on the education system of B&H in a very nasty way, an ugly way. This ugly idea is in fact very simple: ‘Let’s divide the children and in the future we will have the division of B&H.’ And they might succeed if our system of education is divided into three national systems.”

The idea of dividing Bosnia is in fact very simple: ‘Let’s divide the children and in the future we will have the division of B&H’.

Ugo Vlasisavljević says this is one of the reasons why it is important to find ways of meeting the need for autonomy within a common framework: “It is very important to allow autonomy, cultural autonomy – any form of autonomy which is not disintegrative political autonomy – in Bosnia. It is not a catastrophe to have Herceg Bosnia, Republic of Srpska and Bosniak-specific educational authorities in creating a common framework for education reform.”

Minister Duvnjaković believes that part of the solution lies in the strategy of modeling alternatives. He suggests that opportunities for practical cooperation may ultimately tip the balance away from partition in favor of common effort towards education reform:

“I think that this canton (Tuzla canton) is recognized as a progressive driving force and I think it is recognized that we have fair intentions, that we want to achieve a fair reform of the education system. My personal opinion is that it is essential to try to regionalize or broaden the projects that are being implemented in the canton – to broaden them beyond the borders of the canton. For example, the Center for Teacher Training can be a center not only for the canton, but also for the region. We can broaden our activities to the District of Brčko, to neighboring parts of the Republic of Srpska, to the Canton of Orašje, which is again geographically close to the Canton of Tuzla. ... So this could be a model for the cooperation between entities, cantons and the ethnic groups as well. This could be possibly transferred throughout the country. By inviting teachers from the neighboring parts of Bosnia that we’ve mentioned and having them participate in activities we initiate, I think that could serve to make the model applicable across the country.”



His approach is supported by that of Jurgen Schick, the Austrian Education Program Coordinator working with KulturKontakt in Sarajevo, a partner organization in the project. He says that the OSF B&H project “is trying to demonstrate what can be done on the ground. One can probably do other things and do them differently but this is what has worked for us. It is about leading by example.”

There are people in education who are willing to do something about reintegration

Most importantly, Minister Enes Duvnjaković is confident that the human resources needed for change are in place, at least in the Tuzla Canton: “We have resources available for this ... not only institutional capacity, but also professional capacity (in which) we are ahead of the other parts of the country. I see this cooperation taking place on several different levels. To start with, our Pedagogical Institute could offer professional services to others in order to design common projects and implement them together. Then we could go up to the level of cooperation between two or more schools. It is government’s role to create the enabling environment for this.”

In Bosnia it is very important to allow... any form of autonomy which is not disintegrative political autonomy

These viewpoints suggest that there is a considerable amount of energy and interest behind initiatives which seek to position B&H on the road to modernizing its education system and becoming part of larger trends in global education development. As the rest of this document demonstrates, there is close alignment between practical initiatives such as those being undertaken on the ground by the Project, and the strategic goals being set in the education policy development process taking place at a broader level. What will be required is to swell the progressive initiatives to provide real-life experience of how things in schools and classrooms can be different and in so doing, provide persuasive alternatives to retrogressive forces.

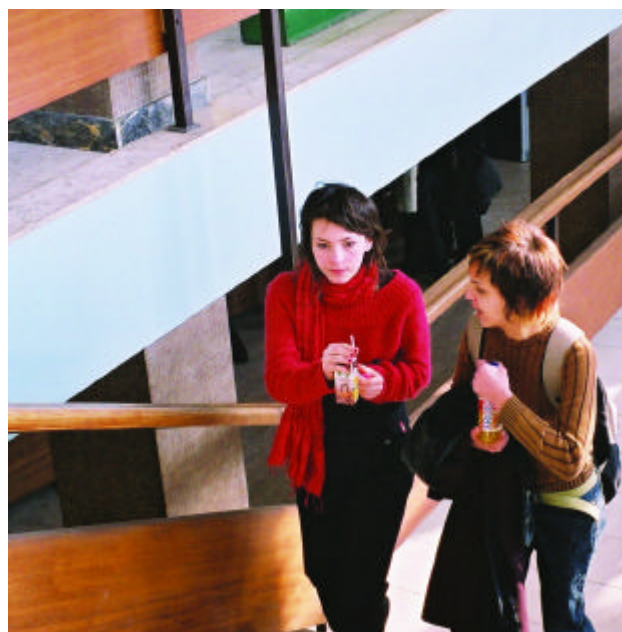


It is important to locate the discussion of education system change in Bosnia and Herzegovina in the context of what currently exists, and against the background of past reforms in education – both before and after the war. One of the main reasons for taking this educational fabric into account is that it forms part of the personal and professional experience of the individuals who an education system change project seeks to engage. What they bring to the process can both help and hinder policy-makers and project staff in their efforts to generate interest and energy around adopting new approaches to learning and teaching in secondary schools.

There are many starting points for this discussion. We have chosen to trace briefly what happened to the secondary school education system over the past decade in order to describe the experience and knowledge that education officials, teachers and students bring into the Project.

The Bosnia and Herzegovina Education Legacy

When Hariz Agić started out as a mathematics teacher 20 years ago, he was working in a single education system applicable to the whole of the former Yugoslavia. Now, Director of the Pedagogical Institute in Tuzla, he stresses that while the education system had many shortcomings, it did exist as a system. Centralized in every respect with no school autonomy, the system nevertheless succeeded in equipping the children coming through it with a considerable amount of factual knowledge.





When the war broke out in B&H in 1992, the system disappeared but, according to Agić, individuals made every effort to continue educating children. “The state, people, citizens of B&H, my neighbors, colleagues were all exposed to the danger of being wiped out.” He describes how during the war, in 1992 and 1993, schooling continued wherever it was possible to do so – in cellars, the basements of schools or buildings, and in shelters. Soldiers were housed

The process of teaching and learning went on... the system survived thanks to the enthusiasm for education

in schools and in the process, books, computers and instruments disappeared. “There was a system of making decrees, orders. There wasn’t a system of values,” he says. And there was a loss of personnel: Many teachers who could speak English left the education profession to work for international organizations.

Following the war, families who had been displaced from the area slowly started returning. In some cases schools were used to accommodate refugees and displaced people. Where classes continued, children were forced to sit on the floor because there were no desks. “But the process of teaching and learning went on,” comments Agić. “So it may be said that the system survived thanks to the enthusiasm for education.”

Experience of Educational Reform

Agić argues that with the creation of the new state of Bosnia and Herzegovina after the war, a new education system should have been created. The question was how to achieve this in what he describes as a confusing context: “At that time the people who were in charge didn’t have any time or knowledge to create the system. Many mistakes were made; new ideas came from abroad; many ideologies were mixed up, coming from both sides – from the east and from the west – and a number of humanitarian organizations came to Bosnia and Herzegovina to start new education projects.”

Part of the problem in talking about education system change today is that B&H has already experienced two decades of education reform. Cantonal Education Minister Enes Duvnjaković describes the situation this way: “Believe me, in the area of education there were so many reforms, we can’t recall them all. But there were few successful

B&H has already experienced two decades of education reform

reforms. The reason they failed was because they were created in offices and for offices ... they were created at the table... and set on paper ... not taking into account the real life outside the office... they were not set to translate into action primarily due to the false education policy.”

It seems that the reform process was tackled in a piecemeal fashion. Minister Duvnjaković continues: “In the 1980s we had the absolutely unhappy reform of secondary education... and secondary education still suffers the consequences of this reform. After that there were some partial actions where different segments of the system were changed, but some elements remained the same as before. There was no concept of reforming education as a whole; a strategic approach to reform.”



This may explain why today many education decision-makers in B&H say they agree on the need for change in the education system, but rarely take the next steps required to start implementing change; these include defining what needs to change, how, and with what kind of resources. The situation is aggravated by the lack of capacity for strategic analysis and the implementation of change processes in the country. Without a working knowledge of some of the basic requirements for implementing a successful change process – such as inculcating a sense of ownership among all who are involved – new education programs struggle to get off the ground, no matter how frequently they are officially declared or imposed through education legislation. As a result, education officials, school principals and teachers are frustrated in their attempts to meet basic needs in their schools, and become demotivated and weary with each successive attempt to reform their educational practice.

In B&H today the strategic approach to education policy development is driven by the international community and the OSCE in particular. Together with other stakeholders, the Tuzla Canton Ministry of Education has been involved in the discussions led by the OSCE and other organizations. Cantonal Education Minister Duvnjaković stresses that the participation of his canton is intended to contribute to formulating a national reform strategy for education: “We have never thought that it is enough to be an isolated canton carrying out isolated reforms... we have always shared our achievements with other cantons.”

Basic requirements for implementing successful change processes include inculcating a sense of ownership among all who are involved

He also indicates that through its participation in the OSF B&H project, the canton has attempted to operationalize some of those national strategic education goals. “We have never ever had the goal of being isolated in these projects. However, we have done more preparation than others, which helps us to carry out reforms within an enabling environment. And by that I mean legislation, I mean institution-building and all the other activities making for better quality education as a

whole, at the canton level. Through developing the components in the Model for System Change in Secondary Education Project we create the enabling environment for the future steps in the reform process, and we are doing it by combining both *bottom-up* and *top-down* approaches.”



We can all easily agree that we want ‘quality education’, but at the same time, we might think absolutely different things...

We have to be sure that teachers, parents and other stakeholders understand the meaning of key words in reform.

Implementing a New Vision for Education

One of the challenges which the education policy reform process currently faces is to develop a shared vision of what educators in Bosnia and Herzegovina are striving for. In part it is a question of definition: What is meant by 'quality' education? 'Modernization'? 'European standards'? And once this is decided, how can it be operationalised?

Radmila Rangelov Jusović is the Executive Director of the Center for Educational Initiatives Step by Step in B&H. She describes the challenge in this way: "Some of the most used terms in current educational reform process are *modernization* and *quality*. There are many definitions of both words, and they depend on context, educational goals, and general vision. None of those were clearly explained yet. We can all easily agree that we want 'quality education', but at the same time, we might think absolutely different things... We have to be sure that teachers, parents and other stakeholders understand the meaning of key words in reform."



Her concern is echoed by Jurgen Schick from KulturKontakt: "When we talk about European standards, quality control, quality assessment, quality standards and so on, this often reaches its limit because no one knows exactly what these terms really mean in daily work, in practice." He argues that this is one of the reasons why it is important to ensure that through projects such as that of the Open

Society Fund B&H, people are given the opportunity to develop an experiential sense of what these terms mean, and to help shape them in the B&H education context. "I think that the project will always combine, for example, training in quality standards, or input in quality standards, to professionalize the people who work in the Institute and provide them with knowledge, expertise and information which they then could include in the next step of conceptualizing roles, functions and the organizational structures."

This is one reason why the Step by Step program has developed explicit statements of what is meant by quality standards and indicators at the primary school level, and has done so in consultation with teachers. Jusović says that the goal is for each teacher to

implement a high-quality child-centered approach in order to ensure that all the children reach their full potential: “In the child-centered approach teachers are required to gain specific skills and change their role to become facilitators instead of leaders. Teachers need to learn how to integrate the curriculum, differentiate instructions, individualize and create a stimulating learning environment and meaningful learning activities. Parents are seen as active partners in the process.”

For most of the teachers coming into the Step by Step training program, this approach is very new and constitutes a far cry from the norm which Jusović describes as “lecturing, more lecturing, and exams” with the emphasis falling on rote learning (“memorizing facts”) and with prescribed textbooks being the only learning resource.



“There is no life experience, no skills, no models but the teachers,” she says. “Parents only come to the parents’ meetings to learn about their children’s marks.”

She also describes how difficult it is to turn the new vision for education into a real-life experience. Part of the problem lies in how most teachers perceive their role: “The teachers do not have a space where they can professionally discuss their work and have a break. It’s more like: ‘I finish my forty-five minute class and I’m going

home’ ...”. Another difficulty relates to the role of the education authorities who focus on teachers’ strict compliance with their schedules rather than meeting the needs of their students: “It’s about external control: The teachers don’t have any kind of flexibility or freedom about the way they structure their classes or how they plan the year. When the inspector comes and sees your year plan ... and opens your documentation, he/she needs to find the exact time and day that you are doing what you had planned.”

“The hardest thing is to teach the teacher to become independent”

This sets up a considerable challenge in terms of changing the mindset of teachers: “The hardest thing is to teach the teacher to become independent,” says Jusović. “When you give them freedom and flexibility, they don’t know what to do with that freedom.”



Thorny Political Issues

There are also a number of thorny political issues in the process of changing the education system. The issue of the harmonized curriculum and the issue of language are but two examples. Once again the forces for division and reintegration referred to earlier come into play.

The OSCE education strategy paper contains the following strategic objective around the issue of curriculum development:

“Develop a modern curriculum framework for all levels of primary and general secondary school education that encompasses all subjects and focuses on relevant and contemporary knowledge, skills and attitudes to help students face the challenges of the 21st century”. (OSCE, 2002)

The document provides for the “development of a modern curriculum for each subject in close consultation with the education authorities and using appropriate expertise in contemporary principles of curriculum development”.

According to Daria Duilović in the Office of the High Representative, the intention is to have as much agreement on the common core curriculum as possible: “Although it is not always necessary or even wise to talk in numbers, and a lot will depend on a grade and subject, at least 70 – 80% of the curriculum should be the same across the country. The remaining 20 – 30% would be discretionary.” The difficulty anticipated in respect of the harmonized curriculum applies to “the so-called national group of subjects” – history, geography, literature – which she describes as “a very tricky thing here in B&H”. She describes how some schools are still “strongholds of nationalism depending on the personality of the school principal,” and that in these environments the application of a common core curriculum in history, geography and literature (the humanities) may be resisted. This could lead to a situation in which the teaching of geography, for example, becomes the teaching of ‘political geography’.

Some schools are still strongholds of nationalism, depending on the personality of the school principal

“We now pretend that we speak three different languages while in reality we can only refer to three linguistic patterns and two alphabets”

Her view is that “a child from Mostar, Banja Luka or Sarajevo should have basic history or basic literature that is the same. ... If, for example, a Muslim family that was expelled during the war, with some of its members even killed or injured, decides to come back to their pre-war home in a town where the majority of the population are Bosnian Serbs, they would really have a problem to send their kids to study Serb history in which Muslims are portrayed as Turks, enemy, liars, and all these things. The history, taught in any school throughout B&H, for example, has to be acceptable for everyone.”

She goes on: “With languages, i.e. mother tongue, it can (also) be very difficult because we are now pretending that we are speaking three different languages while in reality we can only refer to three linguistic patterns and two alphabets. It is really the same language and it’s very difficult to find enough differences to present it as three different languages.”





Capacity for Educational Reform

A crucial question that presents itself in any education reform project is how to build capacity that can support change through the development of a new orientation to teaching and learning, new skills, child-centered approaches to education and the ability to involve parents in school. One obvious resource would seem to be the higher education sector; another would be the non-governmental sector involved in education.

In Bosnia and Herzegovina, however, neither of these resources can be taken for granted: The higher education sector is itself in need of radical reform, while NGOs tend to be thinly spread and often lack sufficient local expertise themselves. The situation is aggravated by the continual ‘brain drain’ which takes two forms: The emigration of skilled professionals and young people who are seeking more stable and lucrative futures in other countries, and those who remain in B&H, but choose to work outside the education sector e.g. for international organizations.

Teachers come into the B&H education system in one of four ways: Straight from secondary school, or with secondary school plus two years in the Pedagogical Academy, or with secondary school plus four years in the Pedagogical Academy, or with university training which focuses on academic content (physics, mathematics, language, etc) and adds in a small component of training of teaching methodology. Radmila Rangelov Jusović argues that this system produces poorly qualified teachers who, even in the case of university graduates, lack the pedagogical and methodological skills required to implement education reforms. “For example, biology students are trained to become biologists not teachers of biology; they do not have enough knowledge and skills in developmental psychology, pedagogy or methodology. That’s why we have a huge problem with subject teachers ... because they really don’t understand.” Dženana Trbić, OSF B&H Education Coordinator, agrees: “People who graduate from the universities are not motivated to go into schools as they are not given classroom skills. You can go and work as a teacher, and after one year in school you have to undergo a test which is very formal to make sure that you are doing well in the classroom. But there was no training. So what we call ‘pre-service training’, is in fact general education.”

People who graduate from the universities are not motivated to go into schools as they are not given classroom skills


For this reason, a teacher training needs assessment in the Tuzla Canton (commissioned by OSF B&H at the start of the Project), argues that “one of the crucial objectives of the reform of education is to devise a consistent system of professional development of educators to reflect new qualities of learning and teaching, and to provide to all pupils normal development, compatible with standards in West European countries.”

Higher Education

What role can higher education play in this process? The higher education sector in Bosnia and Herzegovina is comprised of over 100 institutions with a current enrollment of almost 65,000 students. An analysis of the sector (compiled by the OSF B&H Project Manager in the Tuzla Canton, Šaban Smajlović) suggests, however, that the academic community is isolated and trapped in a mode of operation which shows no sign of being able to respond to the challenge of education transformation in schools. OSF B&H Board member Ugo Vlasisavljević describes universities as being inward-looking and strongly resistant to change: “In general they do not speak any foreign languages; there is no substantial presence of scholars from foreign countries, of experts.” Instead, he says, efforts to inject new ideas and approaches are met with “strong resistance”.

The academic community is isolated and trapped in a mode of operation which shows no sign of being able to respond to the challenge of education transformation in schools





A notable exception seems to be the University of Tuzla which is in the process of aligning itself with European standards and practices. The only university in B&H which is organized as an integrated institution, the University of Tuzla is signatory to the Bologna Declaration which favors the use of a system of credits as a mechanism for curriculum reform and student mobility within and between universities. Tuzla University is introducing the ECTS, a credit system for points transfer, in the 2003/2004 academic year. Furthermore, this university has worked with the cantonal Ministry of Education to establish the Department of Deficient Vocations which provides students with programs which are currently lacking such as foreign languages like English and German, as well as pedagogical skills and training in psychology.

In order for Bosnia and Herzegovina's higher education sector as a whole to support the transformation of primary and secondary level education in a systemic sense, at least three deficiencies would need to be addressed. First, higher education curricula are outmoded, cumbersome and inward-looking, and there is no evidence of innovation in learning and teaching methodologies, teamwork among academic staff or a student-centered worldview. Second, universities are isolated from the job market and have no conception of preparing graduates for job mobility. And third, there is virtually no collaboration with secondary schools or education institutions in terms of curriculum development at the school level, research into enrollment policy or career advice for young people.

“It is only through sector-wide reform that we can achieve quality education as well as an integrated education system in B&H”

Furthermore, it would be important to approach the reform of higher education in B&H in an integrated manner. Šaban Smajlović points to the reciprocal roles that schooling and university education play in putting the country on to a stronger growth path: “A common curriculum throughout B&H is needed, based on structural changes and the adjustment of teaching content. It is only through sector-wide reform that we can achieve quality education as well as an integrated education system in B&H.”

Pedagogical Institutes and NGOs

At the cantonal level, the Pedagogical Institute is solely responsible for the creation of the teacher training program. In the absence of agreed-upon standards for the professional development of teachers, the quality of training provision is often a function of the quality of human resources at the Pedagogical Institute at any particular time. The preparatory research undertaken in the Tuzla Canton revealed a number of features which are found throughout the education system. For example, the OSF B&H teacher training needs

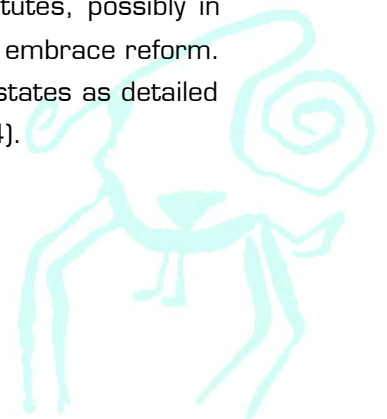
analysis conducted in the Tuzla Canton in July 2001 pointed out that “the Pedagogical Institute neither has a program of development for professional supervisors, nor for its own development and growth.” The study also argued that in an effort to build capacity for secondary level education reform, much more has to be done to retrain the surplus of teachers who used to teach Russian, military training and some vocational subjects.

In the period immediately after the war, and even today, international organizations have played a dominant role in teacher training. Since then, according to the Tuzla Teacher Training Needs Assessment, a range of seminars have been conducted at different levels (school, cantonal, Federal and state), covering a wide variety of topics such as the issues faced by young people in war and post-war circumstances, economic and social change, children with special needs, and the role of the school, teachers, school principals and parents in a decentralized education system. However, the approach was fragmented and programs were often difficult to sustain. (OSF B&H teacher training needs analysis in Tuzla Canton p11).

A further difficulty is that the B&H experience of non-governmental organizations in education change is patchy. While significant results have been achieved, particularly in the last year with the development of innovative locally-based programs such as Step by Step, there have also been cases in which some NGOs simply imported and implemented programs without making adaptations appropriate to local education conditions and experience. OSF B&H Board member Ugo Vlasisavljević attributes this to the ‘market’ which burgeoned for non-governmental activity after the war and which drew large numbers of international agencies into development work. “There are very few local NGOs,” he says. “I think that truly local NGOs have never actually been launched – I mean NGOs raised by the people from here, really enthusiastic about having some reforms and doing something in a civil society. Which means that, generally speaking, the situation with the NGOs is pretty artificial.”

These circumstances mean that in legislative terms the responsibility for changing the professional development of teachers lies within the Pedagogical Institutes, possibly in cooperation with NGOs and those higher education institutions willing to embrace reform. Some of these are located within the country and some in neighboring states as detailed in the last section of this report (The Role of Service Providers, page 74).

“There are very few local NGOs... NGOs raised by the people from here, really enthusiastic about having some reforms and doing something in a civil society”





More than eight years after the war, Bosnia and Herzegovina is still facing serious political, social and economic challenges. The country is deeply divided both in terms of ethnic groupings and in terms of geographic partition. The challenge is to find a way of moving towards reintegration, while the political and economic system has to be transformed along the lines of a market economy, redefining the roles of the state and the private sector. The reality is, however, that the resource base (human and material) for change is extremely limited.

The country has entered into the process of transformation from a self-managed command economy to a modern market economy. Privatization is on the agendas of both entities, but progress has been slow. The private sector currently generates only 37% of the national GDP.³ The low standard of living as well as limited job opportunities causes uncertainty and aggravates the outflow of labor. Moreover, the unfavorable local business environment is generating a sense of hopelessness among many young people, causing them to feel that they do not have a future in B&H. As a result, many choose to seek future prospects in western European countries: a UNDP survey conducted in 2000 showed that some 62% of young people want to leave the country.⁴ The situation is made even more complex by the fact that refugees are not returning to the country fast enough owing

“Without jobs, without real economic life, who is actually returning? Older people, retired people. Generally youth are leaving the country”

to the poor economic prospects. OSF B&H Board member Ugo Vlaisavljević describes the dilemma as follows: “You have the strong efforts of the international community to get people back, but without jobs, without real economic life, who is actually returning? Older people, retired people. Generally youth are leaving the country.”

With the assistance of the international community much has been achieved in the field of physical reconstruction, while considerable progress is also being made toward reconciliation. Now political and economic transformation probably presents the biggest challenge to B&H.

One indicator of the status quo is that poverty and unemployment are at the same level as they were immediately following the war eight years ago. Experts reported that at the end of 2001, 61% of the total population in B&H was in a state of poverty while the unemployment rate increased to 37%.⁵ Unemployment has an enormous impact on poverty levels in B&H and statistical data shows that the unemployment rate is rising faster than the rate of employment. The ratio of employed to unemployed people in 2001 is demonstrated in Table 1, while Figure 1 indicates the extent of employment in the public and private sectors.

Table 1 Levels of employment and unemployment

	Employment status	BH	Federation of BH	The Republic of Srpska
1	Unemployed	421,198	267,934	153,264
2	Employed	641,639	412,805	228,834
	2.1 Public sector	486,728	283,912	202,816
	2.2 Private sector	154,911	128,893	26,018
3	Total economically active population (1+2)	1,062,837	680,739	382,098

Source: UNDP, 2002

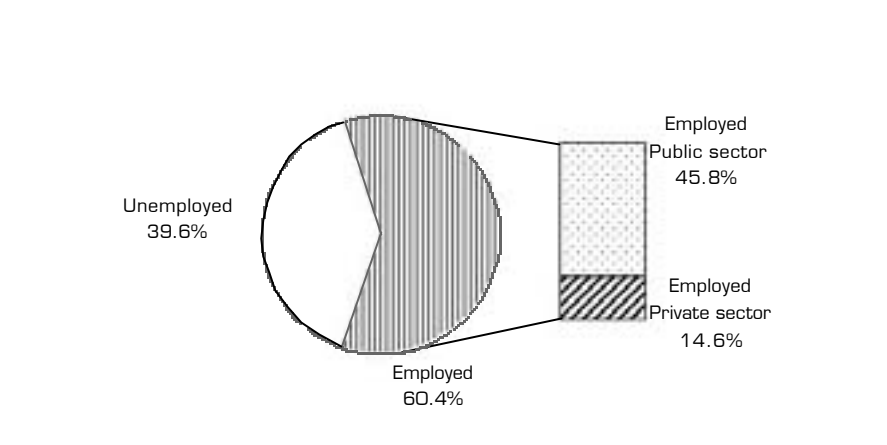


Figure 1 Employment structure in Bosnia and Herzegovina, 2001

It is clear that the vast majority of employed people are located in the public sector and that the private sector in B&H is but a small component of the economy. Given that the privatization of the state-owned enterprises and economic structural adjustment are major policy initiatives presently being pursued, it is likely that an increasing number of public sector employees will become jobless over time.

What is required is not only relevant vocational training, but the development of high-level thinking skills through which innovation and application can be fostered



Education and the Economy

In 2000/2001 there were 298 secondary schools in Bosnia and Herzegovina (206 in the Federation of BH, 92 in the Republic of Srpska) with 189,089 students and 10,832 teachers. Some 7% of the national GDP goes to education. Out of the €2.3 billion which the EU invested in B&H between 1991 and 2000, some 3% was invested in the educational sector. These interventions were mainly directed towards physical reconstruction and inter-university cooperation.

The B&H educational system was inherited from the socialist dispensation in the former Yugoslavia and bears little relation to the needs of the current labor market. One of the main weaknesses in the existing educational system is that it does not give students a good grasp of how a market economy functions and does not prepare them in practical ways for the reality of life in the 21st century. Instead, most schools are still providing technical training to students, equipping them for jobs which no longer exist in present-day B&H. Schools rarely teach students how to set up smaller businesses in order to make a living on their own. The indicators still being used to assess the quality of teaching are those inherited from the previous socialist system and there is no recognition of the fundamentally different environment in which the education system is now functioning. This has resulted in the total neglect of the needs of students, local communities and the labor market.



Consequently, schools are being increasingly criticized by parents for not introducing students to the workings of the market economy and for not developing in them the skills required to function in such an economy. Schools are even being blamed for the high unemployment rate since they are perceived to be turning out people who are unemployable within the new dispensation. It has become clear that as long as the education sector underperforms so severely, the economic and social future of B&H will be threatened and its prospects of European integration in jeopardy.

The challenge, however, is that an entirely new mindset is required of educators in order to develop innovation, entrepreneurial thinking, teamwork and a culture of risk-taking among their students. Zikrija Isaković is the principal at the Lukavac Gymnasium, one of the Project schools that is introducing an extracurricular students enterprise program. He puts the challenge this way:



“This is quite a new situation for us. We haven’t been doing anything like this before. The challenge here is to develop an idea that has a certain risk; learning how to become somebody and something, how to be responsible for what you’re doing, how to run a company in a certain way, to achieve something, to have a product. The goal of the project is to learn the very process of being enterprising and working within a company. That’s the world of business, which is without mercy for anyone. And it’s a challenge for both teachers and school principals.”

In-service training for teachers is the responsibility of the state-owned Pedagogical Institutes, of which there are seven in the country. They are authorized by the local governments to provide support for teachers. However, these institutions are not capable of providing training in modern teaching methodologies, nor of contributing to the development of appropriate education policies for the socio-economic needs of B&H (OECD 2001).

Secondary schools are the key strategic link between the education system and the economic sector, but they are also the most vulnerable part of the entire educational system. The emerging National Education Policy Framework (OSCE 2002) points out that B&H requires mechanisms for the systematic monitoring of labor market needs and must encourage ongoing social dialogue between the education system and players in the world of work and business. What will be required is not only relevant vocational training, but the development of high-level thinking skills through which innovation and application can be fostered. At present there is little evidence of cooperation between schools and business.

One of the obstacles to such cooperation is the fragmentation of the B&H economy which makes it difficult to speak of a national labor market as such. As was indicated in the Council of Ministers strategy paper published in 2002, local markets offer few opportunities for productive economic growth; this gives rise to instability in recruitment and thereby perpetuates low levels of employment.

Education is an essential part of B&H society, and the education sector thus not only mirrors negative socio-economic trends; it can also generate such negative trends, as is currently the case. The effective reform of the education system at all levels in B&H is a crucial strategic component of the recovery of the socio-economic system as a whole. Only a reformed, high-quality and effective education system will be capable of creating a labor market that can have both a direct and indirect impact on raising social standards to improve the quality of life of every individual in the community.



Effective reform of the education system at all levels in B&H is a crucial strategic component of the recovery of the socio-economic system as a whole

PART 2



The Model for System Change in Secondary Education

Origins of the Project	38
Relationship with the Ministry of Education	39
Developing a Needs-Driven Approach	40
Project Implementation	41
A cooperation agreement	41
Setting up a schools network	42
Management and governance	44
Reform of the Pedagogical Institute	45
Project programs	46
Future goals	46
The Model	47
What has Changed?	50
Legislation	50
Institution-Building	52
The Center for Teacher Training, Information Services, Development and Documentation	54
A Department for Quality Control, Assessment and Standards	57
Center for Management in Education	59
People Development	60
School management training for principals	60
Critical reading and writing skills for teachers	65
The SPELT Program	68
Building capacity with young people	70
The role of Service Providers	74
Key Features of the Project	77

Origins of the Project

It was in the second part of 2000 that OSF B&H decided to concentrate its education strategy on general secondary education. The decision was taken on the basis of an analysis of donor involvement in the education sector in Bosnia and Herzegovina which the OSF B&H had undertaken earlier that year. The analysis showed that most of the international donors were concentrated in primary education and higher education, with the exception of the EU VET Phare project which focused on secondary technical vocational education (and still does). General secondary schools (gymnasia) received almost no support from donors once the reconstruction phase (during which some 60% of all schools in Bosnia and Herzegovina were rebuilt and re-equipped) came to an end in 2000.



An analysis of donor involvement in the education sector... showed that most of the international donors were concentrated in primary education and higher education. Gymnasia received almost no support from donors once the reconstruction phase ended in 2000

However, the needs of secondary schools continued to manifest themselves starkly, especially in regard to outdated teaching practices and the absence of working relationships between schools and their communities. In order to achieve a gradual but far-reaching impact on the whole education system, it was clear that issues such as these had to be tackled in concrete ways and in


local institutional and social contexts. This was the basis upon which OSF B&H decided to focus its efforts on working within a network of secondary schools in one canton in order to lay a foundation for system-wide educational change.

OSF B&H subsequently developed a concept paper for the project, a “Model for System Change in Secondary Education” and approached various ministries to see whether they were interested in joining the Foundation to launch the initiative. The Tuzla Canton responded positively and this constituted the start of planning preparatory activities.

Relationship with the Ministry of Education

The Project collaborates closely with the cantonal Ministry of Education and its executive unit (the Pedagogical Institute) and combines ‘top-down’ and ‘bottom-up’ approaches in its education development strategy. In this way schools create a network in association with each other, and become partners with the Ministry of Education in the process of reform.

Why would the Ministry of Education want to embark on an education system change project in partnership with a foundation? According to the Minister of Education of the Tuzla Canton, Mr. Enes Duvnjaković, it was a development driven by the need for change: “We have embarked on the project in cooperation with OSF B&H with a simple fact in mind – that changes in general secondary education are necessary. In my opinion the education system is a closed system, with a few centers of power and a narrow circle of people deciding important issues. Such a closed system cannot be reformed. Our first intention was therefore to open it up.”



“In my opinion the education system is a closed system with a few centers of power and a narrow circle of people deciding important issues. Such a system cannot be reformed. Our first intention was therefore to open it up.”

Minister of Education
of the Tuzla Canton,
Mr. Enes Duvnjaković

Developing a Needs-Driven Approach

The initial Project document was purposely sparse: It provided only the framework and vision for the future reform of secondary education. The implementation of programs, processes and specific activities that followed were defined within the canton, primarily through the needs assessments conducted in the fields of school management and teacher training.

The needs assessments were carried out by two independent teams of local experts in the summer of 2001, and proved to be crucial in identifying the Project priorities and designing the respective programs for teacher training and education management. They were also extremely important in identifying the structures and quality indicators that were already in place and that the Project could build on. The research also pointed to obstacles that were likely to occur in the change process.

What the needs analyses showed

The needs analyses paid particular attention to the legal framework of school organization and management; schools and their surroundings; and organizational structure, resources and processes. The analyses drew on the input of school principals and teachers, representatives of the Ministry and the Pedagogical Institute, as well as students, parents and business representatives.

They showed that within the legal framework at that time, it was almost impossible to speak of school autonomy in terms of decision-making powers in areas of planning and programming, direct interaction with the environment, and possibilities of additional financing.

Project Implementation

A Cooperation Agreement

Project implementation began in February 2001, following the signing of the Cooperation Agreement between the Ministry of Education of the Tuzla Canton and the Open Society Fund Bosnia and Herzegovina. The agreement defined the terms of the partnership, as well as the duties and responsibilities of both institutions regarding the implementation of the Project over a three-year period. It also identified the following priorities in pursuing changes to the system and the model network:

- Policy impact and a shift towards system change in education.
- Continual in-service teacher training and school organization and management.
- Democratization of the teaching/learning process.
- Community involvement in the learning process through parent and student associations.



The OSF B&H project is trying to demonstrate what can be done on the ground. It is about leading by example

Setting Up a Schools Network

OSF B&H then took the second step and selected 14 secondary schools, mostly gymnasia, to participate in the project. Selection criteria included equity and diversity (e.g. including rural as well as urban schools, schools that enroll students of minority groups, and schools with programs that integrate disabled students), evidence of interest on the part of school principals in participating in education change, evidence of interest among the teaching staff in each school, and the school having adequate facilities not in need of reconstruction.

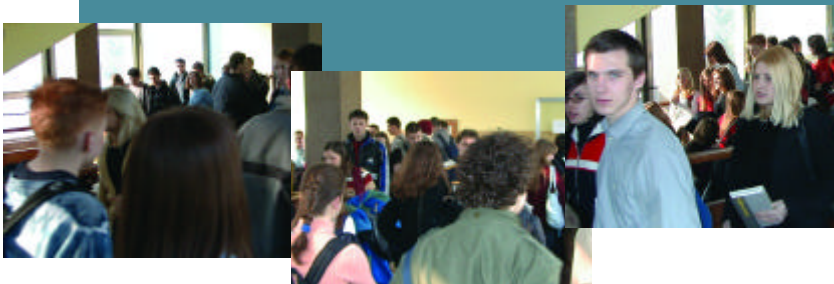
Project Manager Šaban Smajlović believes that the diversity of schools included in the network is particularly important because "... the network of schools was able both to influence and learn from different conditions of schooling. And, it enabled the Project to influence the consultation and conceptualization process for policy-makers."

In March 2001, OSF B&H signed a Letter of Agreement with each of the 14 schools as a formal commitment from the schools to participate in the project for three years.

Why a schools network?

The development of a school network is a new educational approach which is flexible, open and capable of self-development. In the project, these features manifest themselves as follows:

- The network spans different locations in both the Tuzla canton and the Republic of Srpska so as to spread the learning and influence new developments in different political entities.
- Through the mix of urban and rural schools, the project is able both to influence and learn from diverse conditions of schooling.
- The network enables the project to influence processes of policy consultation and conceptualization.
- The systematic impact and results achieved in the model can be applied throughout the country in ways that are appropriate in each location.





The diversity of schools in the network enabled the project to influence and learn from different conditions of schooling

Management and Governance

At the same time, OSF B&H and the Tuzla Canton Ministry of Education appointed a project manager and selected members to serve on the Working Group. These processes were guided by two principles which both parties regarded as being essential to the development of the Project:

- Establish a project management structure which is an integral part of the existing education system rather than setting up a structure that tries to influence reforms from outside the system.
- Ensure the active participation of all education stakeholders in the Project and include the stakeholder representatives in the Project Working Group.

Other principles that guided the Project strategy were:

- Focusing on attainable goals.
- Being realistic in relation to potential obstacles and resistance to change, and trying to influence these over time.
- Developing flexible programs that can be adapted to changing circumstances, and making use of new possibilities as they emerge.

It was essential to establish the project management structure as an integral part of the existing education system and to ensure the active participation of all education stakeholders



Reform of the Pedagogical Institute

By the end of 2001, drawing on the findings of the two needs analyses, the Pedagogical Institute prepared a proposal for its reform, called the “The Modernization of the Ministry of Education and the Pedagogical Institute in Tuzla Canton”. The proposal dealt with the dual role of the Institute and suggested its restructuring in order to be able to support the schools in improving the quality of learning and teaching. This implied new forms of work organization, cooperation between schools, the distribution of responsibilities within schools and their surroundings, building capacity for self-regulation, and fostering flexibility and innovation in schools.

To achieve these ends, the proposal recommended establishing two independent units within the Pedagogical Institute: a school assessment unit and a center for the training and development of teachers.

The Ministry of Education prepared a set of laws and regulations to set up the teachers’ center and govern its functioning. These regulations clearly defined the role of the center Board and its membership, financing, activities and management structure. The Ministry of Education committed itself to providing the running costs of the center and OSF B&H agreed to equip the center and support the initial training of professionals.

The center was established in the premises of “Kreka” primary school in Tuzla, and was officially opened in October 2002. It will work closely with the Agency for Standards, and with schools, universities, non-governmental organizations, and local companies.

At the time of writing, the Department for Quality Control, Assessment and Standards is in the process of redefining the role of assessment and evaluation in improving the schooling system. They are being assisted by KulturKontakt, an Austrian agency, and experts from the Pedagogical Institute in Vienna.

The goal is to develop in teachers a sense of personal responsibility for professionalism in teaching and not to see it merely as the principal’s responsibility or as the responsibility of the inspector



Project Programs

Ten programs were introduced during 2001 and 2002 and are set to continue:

- The Debate Program
- Community Education
- Soros Professional English Language Teaching (SPELT) Program
- Curriculum Development
- Students' Enterprises Program
- Reading and Writing for Critical Thinking Program
- The introduction of an external final examination – Matura
- Training for school principals
- Postgraduate study in education management for 17 senior education authorities
- The establishment of the Center for Management in Education.

Other OSF B&H educational programs such as the Child-Friendly Schools Project and the Roma Education Initiative are also important initiatives which will connect with the Project in an effort to deliver country-wide change. They have the potential to create linkages which will help establish solid foundations for the dissemination of the Model.



Future Goals

The long-term aim of OSF B&H is to develop the model of change in the secondary schools network with the purpose of democratizing the education system, advancing the professional development of educators, putting into place effective quality assurance mechanisms, and approaching curriculum reform in a manner which will be relevant country-wide.

Specific objectives are:

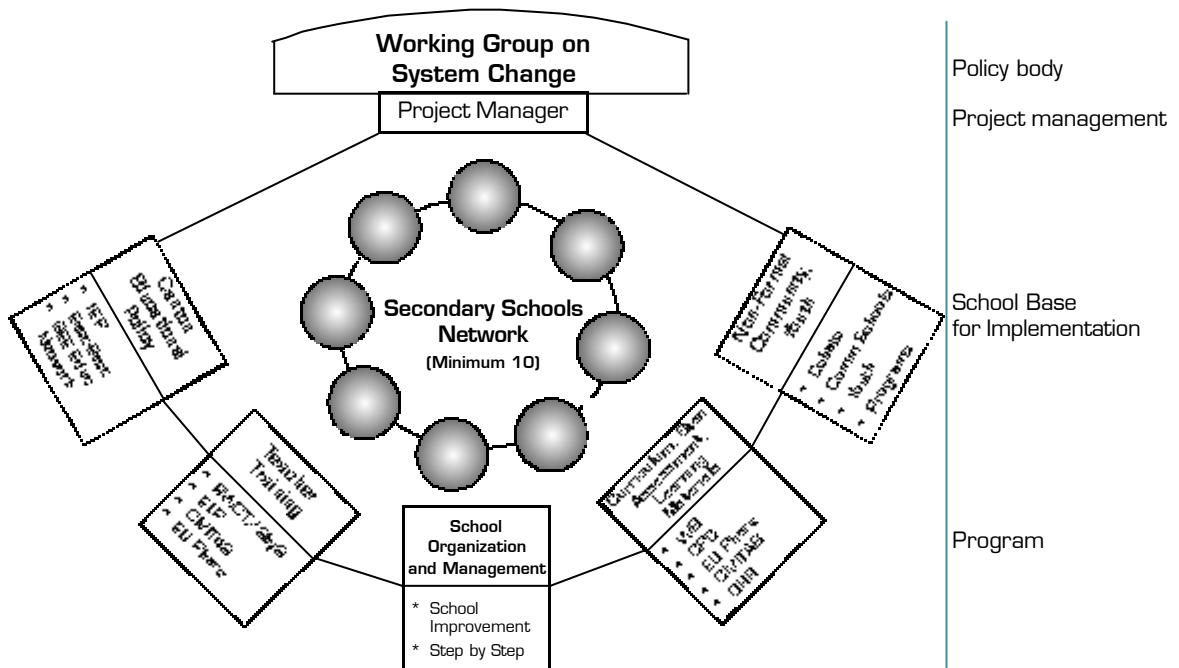
- To devise a consistent and diversified system of professional development for educators to reflect new methods of learning and teaching
- To set up a quality assurance mechanism
- To promote and sustain democratization processes in an education environment
- To design and sustain modern and flexible curricula
- To promote the Model and mobilize support for change.

The Model is structured with the intention of reforming the secondary education system at the cantonal level. It is comprised of three main areas of activity:

- Policy-making
- Capacity-building / human resources development
- Building a school and community network.

These three components are closely related and impact on each other. For example, the policy development process responds to the need for capacity building and supports the development of a and community network. The governance of the project reflects this integrated approach at an operational level by involving each of the stakeholders in the project management structure, the Working Group (see figure 2).

Figure 2 Project management structure.



By including both urban and rural schools in the network, the Project is able to tailor the education reform initiatives so that it meets the needs of both constituencies

Schools Network

At the heart of the Project is a network of 14 secondary schools (mainly general high schools) which have committed themselves to the process of change. These schools comprise 43% of the total number of secondary schools in the Tuzla Canton. The Project requires the network of schools to work together through joint workshops, training and other activities to improve the quality of education and to achieve change.

The Working Group

The Working Group defines the Project strategy, supervises project implementation, coordinates the activities of different education institutions and projects in the canton, and monitors and evaluates progress.

The Working Group consists of members of the community interested or directly involved in the education system: Representatives of the Ministry of Education, the Pedagogical Institute, the Secondary School Teachers' Union, the Faculty of Philosophy, school principals, representatives of students and parents, EU VET Phare, CIVITAS and EMIS projects, non-governmental organizations, and a member of OSF B&H Board. The Project team recognized from the outset that in addition to the direct stakeholders, it was important to include representatives from other ongoing education and development programs in the canton, in order to facilitate coordination and make the best use of available resources.

At a workshop held with members of the Project Working Group and students, parents and teachers at Modrac Lake in late November 2001, a vision/mission statement was formulated for the development of secondary education in the Tuzla Canton. The workshop also defined strategic priorities for the Project.

Project vision

Economically and socially attractive secondary schools, led by the interests and abilities of students, and the needs of the labor market.

Project Management

The Project management is located within the Ministry of Education, that is, within its executive department, the Pedagogical Institute. This is in accordance with the principle that systemic changes will be effective only if initiated and implemented from within the system. The location of the project management within the education ministry is also intended to help build the capacities of the Institute itself.

Program Areas

The Project prioritizes the following program areas and has developed a range of activities in each of the following:

- Development of education policy at the level of the cantons
- Pre-service and in-service teacher training
- School organization and management
- Curricula, syllabi and textbooks
- Informal learning; community involvement in the learning process.

The activities are carried out in partnership with institutions and non-governmental organizations as described in the following sections.

Project Features

Finally, the Project model is characterized by the following features:

- The Project is integral to the Ministry of Education in the Tuzla Canton.
- It is aligned with the education strategy proposals developed by OSCE.
- The Project works 'bottom-up' as well as 'top-down'.
- The Project stresses the establishment of close links between schools and communities.

Each of these features is described in more detail on pages 77 to 80.



Legislation

Legislative change has formed a cornerstone for the systemic reforms which the Project seeks to achieve. The 1996 Law on Primary and Secondary Education in the Tuzla Canton was a post-war measure which, while forward-looking, drew on legislation passed in 1990 that had governed the entire B&H education sector (primary, secondary and higher education).⁶ The 1990 education legislation had introduced a number of radical changes to the education system in the former Yugoslavia. For example, it aimed to make education more accessible to local communities and lengthened primary education by one year, from eight to nine years, thus bringing it in line with West European standards. The 1996 Tuzla law on schooling built on this and went on to introduce some changes in respect to the founding of schools: It provided for the canton to be the founder of secondary public schools, and for municipalities to be founders of primary and pre-primary schools.

The Ministry of Education used the law in the Tuzla Canton to look ahead towards education system change while providing continuity with some aspects of the past

Against this background, it is interesting to note how the Ministry of Education has used the law in the Tuzla Canton both to look ahead towards education system change (together with the Project) while at the same time providing continuity with

some aspects of the past by drawing on pre-war legislation. For Minister of Education Enes Duvnjaković, this is all part of the canton's efforts to align the development of its education system with other, state-wide, initiatives taking place in education: "In this canton there is a wish to be part of the process on the level of the state and, of course, to participate in the framework and in other things that determine education."



The needs analysis conducted by the Project in 2001 paid particular attention to three areas of concern that had legal implications: The legal framework of school organization and school management; schools and their surroundings; and organizational structure, resources and processes. The analysis drew on the input of school principals and teachers, representatives of the Ministry and the Pedagogical Institute, as well as students, parents and business representatives. It showed that within the legal framework of 2001, it was almost impossible to speak of school autonomy in terms of decision-making powers in areas of planning and programming, direct interaction with the environment, and possibilities of additional financing.

As a result of the cooperation between the Project and the Ministry of Education, in March 2002 the Tuzla Canton Parliament passed the amendments to the Law on Primary and Secondary Education (annexure items 112 and 113) which provide for the establishment of youth councils and parent associations as well as student cooperatives. The amendments include a provision for parent associations from different schools to join together in a larger, umbrella association within the canton. In this way the Ministry and the Project have sought to ensure that education system changes will be sustained in the future.

During the education management training undertaken by the Project in 2002, 20 participating principals examined the Tuzla Canton law on secondary schooling together with their Slovenian trainers, one of whom is a law professor at Ljubljana University. They concluded that the current law provides an enabling framework for the implementation of the Project. In fact their analysis was that it gives schools more freedom and autonomy than they currently have the capacity to use. The law professor also indicated that the law and its regulations are compatible with education legislative practices in Western European countries.

This analysis suggests that the current education legislation in the Tuzla Canton provides a solid foundation for the modernization of its education system. The challenge in the short to medium term is to develop the institutional and human capacity to make full use of the opportunities which the legislation now provides.

Institution-Building

The two needs assessments undertaken in 2001 recommended that the institutions responsible for developing and implementing educational policy should be strengthened and transformed, and that where necessary, new institutions should be established in order to introduce and sustain secondary education system change.

As a result, the Project is assisting the Ministry of Education with the transformation of the Pedagogical Institute. In the process, two new departments are being established:

- The Center for Teacher Training, Information Services, Development and Documentation.
- The Department for Quality Control, and Assessment and Standards.

It is planned that in due course a Center for Management in Education will be set up.

Priorities and needs in teacher training

- The legal framework fails to give a clear and integral goal of further education, or a clear definition of rights and responsibilities of institutions and individuals taking part in planning and implementing education programs.
- There is no systemic financing of in-service teacher training.
- Teacher training programs are limited in scope, outdated and repetitive.
- The types and content of programs do not consider the needs of schools, teachers and students.
- Institutions responsible for planning and implementing training programs do not have their own plans for professional development (this particularly relates to the Pedagogical Institute).
- There are no clearly defined criteria for education quality.
- Information on training options is limited and not equally accessible to all teachers.
- There is no systematic evaluation of the impact of training which has already been undertaken.



The new institutions will link closely with schools and provide the communication channels within the cantonal education system. The aim of the Department for Quality Control, Assessment and Standards is to develop new standards and mechanisms for quality control and school assessment based on criteria for whole school development. The aim of the Center is to build the capacity required to implement new approaches to teaching, learning and school management, and to ensure that they are compatible with standards in West European countries.

Project Manager Šaban Smajlović describes the goal as being “to change an institution that used to be very static, very rigid, into an active professional service, dealing with support to teachers, research and quality control of the school (as) organization, school management, curriculum realization, etc”.

This is an enormous task and, together with the Ministry of Education, the Project has made sure that the leadership of the Pedagogical Institute and its new structures is in the hands of visionaries and change agents committed to the Project goals. “We have become aware that the reform of education cannot be done unless we reform our pedagogical services within the Ministry of Education,” says Hariz Agić, Director of the Pedagogical Institute in Tuzla. In his view, this involves not only the transformation of the role and function of the Pedagogical Institute, but also changing the mindset within the Ministry.

“Our job is to provide a new teacher capable of teaching; creative and professional – one who could respond to demands and new tasks,” says Agić. “And, in this respect, the educational center exists to create a domestic supply for trainers who will spread their influence in concentric circles.”

Reform of education involves not only the transformation of the role and function of the Pedagogical Institute, but also changing the mindset within the Ministry





The Center for Teacher Training, Information Services, Development and Documentation

The Ministry of Education in the Tuzla Canton has developed the regulations required to set up The Center for Teacher Training, Information Services, Development and Documentation, and to determine its functioning in terms of governance, management, membership, financing and activities. Under the guidance of the Pedagogical Institute this center will undertake a range of professional development, capacity-building and resource development activities. It aims to respond to the expressed needs of teachers by bringing together the right mix of people, knowledge and experience. In this way it will support the in-service development of the practitioners with new ideas, skills and resources which they can apply in their schools in the course of their everyday work.

Pedagogical Institute Director, Hariz Agić, defines a professional teacher as one who knows his/her subject, has good communication skills, is able to employ a range of teaching methods in order to convey information and create an interactive learning environment, and who views students as partners in the learning process: "The teacher must be democratic; s/he must respect students as individuals and should respect their level (of knowledge) in order to develop it further; the teacher should not undermine the students."



His experience is that students are an important force for driving changes in the education system, along with their parents. This may be because, as beneficiaries of the system, they are prepared to think critically about its shortcomings and to articulate new needs to which that the system will have to respond.

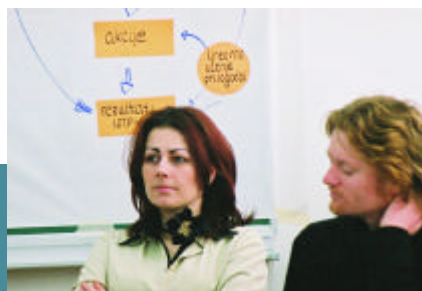


Agić also believes that teachers should be open to curriculum innovation and should embrace the notion that their subjects are developing and changing, not fixed or final.

According to Mevlida Altumbabić, Vice-President of the Union of Secondary School Teachers of B&H, Tuzla, there is already evidence of considerable demand among teachers for the services being offered by the center: "I have been receiving phone calls from my colleagues asking whether I know about any workshops or seminars going on. They want to attend.



This is different from before when they wouldn't go anywhere for any professional development program unless they were being paid at least a per diem."





The center is targeting a range of players in the education system with its services: Teachers and principals, trainers, teacher associations, parent and student organizations. In order to amplify its own capacity, it will work closely with the University of Tuzla and with non-governmental organizations already active in the canton (see Appendix 2). The NGOs are involved in activities ranging from training teachers in new teaching methods and providing ongoing support to them, to working with parents, promoting democratic and multi-ethnic values in schools, and working at the level of education policy reform.

Core activities of the Center for Teacher Training

- Professional training of teachers and educators in general within the lifelong process of learning.
- Identifying needs and creating conditions required for a reconstruction of the initial education and training of teachers.
- Promotion of teachers' competencies with regard to sensitivity of students' needs, market demands, etc.
- Redefining the teachers' status through material support and compensation.
- Setting standards for professional training of educators.





The supervisor would measure the duration of the class, and the time spent on various parts of the lesson – the introduction, the main section and the conclusion

A Department for Quality Control, Assessment and Standards

The traditional role of a pedagogical institute was the supervision of schools and teachers' performances. The supervision was limited to checking the number of pupils in a classroom, the number of teachers, the number of regular classes, noting extra-curricular activities, checking whether the school had submitted an annual plan, and stating how many students had successfully completed their courses. The observation of teachers occurred in an equally formal way: The supervisor would measure the duration of the class, and the time spent on various parts of the lesson – the introduction, the main section and the conclusion.

Šaban Smajlović, Project Manager in the Tuzla Canton, was formerly a supervisor at the Pedagogical Institute and describes his activities in this way:

“The job was based on everyday routines and every day was similar to the next one – in fact identical. For example, there were rigid seminars (held with school personnel) on how to prepare for the beginning of the school year, and they were repeated from year to year; the programs were not frequently changed. As a supervisor of schools, my job was to know the number of attendees, the number of teachers, if the school had prepared and submitted its annual program, how many classes were regularly held, what extra-mural activities were organized and, in the end, to state how many students successfully completed their courses and to give high marks for the work of the school principal! The second element of my work was observing teachers' lessons. This was a sad event: the teacher would be informed in advance that the supervisor was coming to visit, and he or she would be frightened and would transfer that fear to the children. And then the children carry the fear to their parents. Classes were all similar because they worked according to the plan. And then I would write my report, the evaluation of the class.”

The intention behind establishing of the Department for Quality Control, Assessment and Standards is to develop new criteria, implementation strategies and standards in the assessment of school performance. At the workshop organized in the Pedagogical Institute in Tuzla between October 31 and November 2, 2002, the process of creating a new vision for education quality assessment was started.

The establishment of the Department will be finalized by the end of 2003. KulturKontakt Austria is assisting the Pedagogical Institute with professional expertise in this process.

Changing the practice of education

'The work of the supervisor observing teachers' lessons was a sad event: "The teacher would be frightened and would transfer that fear to the children."

Šaban Smajlović, Project manager in the Tuzla Canton

"The teacher must be democratic; s/he must respect students as individuals and respect their level (of knowledge) in order to develop it further. The teacher should not undermine the students."

Pedagogical Institute
Director, Hariz Agić



Center for Management in Education

The needs analysis of school organization and management identified the main shortcomings of the process of school decentralization and management as being:

- There are no criteria for the professional knowledge and skills required for the position of school principal or member of the school management board.
- Parents and the local community are not actively involved in the education process.
- The Pedagogical Institute has a dual role (advisory and supervisory) but has neither the capacity nor the expertise required for those functions.
- There is no cooperation between pre-service teacher training institutions, schools and in-service teacher training institutions.
- There are no quality standards and measurements, and this leads to difficulties in student mobility, among other things.

In order to address these issues, OSF B&H set-up a project called “Capacity Building in the Area of Educational Management and Leadership in the Tuzla Canton” together with the School for Management in Ljubljana, Slovenia. The project consists of two areas of work:

- Programs for the training of school principals leading to the Headship License; and
- A train-the-trainers postgraduate course to strengthen the canton’s general capacity in terms of staff and programs.

On the basis of the management training currently being undertaken for the Project by the National Leadership School in Ljubljana, Slovenia (see page 60), a plan has been developed for the establishment of a self-supporting Center for Management in Education by 2005. It involves the development of a module (relevant to local needs in the B&H context) which will prepare principals for the Leadership License Program offered by the National Leadership School in Ljubljana, Slovenia. Once the Center for Management in Education is established, it will design its own course materials, set up enrolment requirements for the selection of new candidates, and organize international conferences as and when required.

People Development

A significant aspect of the Model for System Change in Secondary Education Project is building the capacity of the people involved in making education work. In its first year the Project embarked on three different capacity-building programs: A management training program for school principals, a teacher training program, and an initiative which seeks to empower young people to participate in youth councils.



School Management Training for Principals

The school management training program for principals⁷ has been conducted for 20 principals drawn from the project schools network. The training was conducted by the Slovenian National Leadership School.

The first part of the program was held from April 2-20, 2002 in Slovenia. It included 3 modules of 24 hours each:

- **Introductory Module** with the following themes: Head teacher as a manager and as a leader, team building, learning styles, management of change;
- **Organizational Theory and Leadership** with the following themes: Organizational theories, models of school organization, school leadership, designing and financing schools according to local legislation;
- **Headteachers' Skills** with the following themes: Managing conflict, running meetings, observing lessons.

The second part of the program was held in Srebrenik in the autumn of 2002:

- September 15-17, 2002 – **Legislation Module**;
- October 20-22, 2002 – **People in Organizations** with the following themes: Planning and selecting employees, motivation, culture and climate in organization and staff development;
- November 24-26, 2002 – **Planning and Decision-Making** with the following themes: Vision, levels of planning, approaches to decision-making.

Each module was tutored by a team of two lecturers. The modules were based on the theory and experiences of the National Leadership School, and were applied to and/or adapted for the Tuzla Canton school system and specific circumstances.

The training methodology helped model the approaches which principals are being encouraged to adopt at school and in the broader community: Instead of using a lecture format, the trainers used workshops, teamwork and discussion as a way of increasing the active participation of the principals and enabling them to share their experience and concerns.

The enthusiasm of the principals is clear from their comments about the training: “We got confirmation of whether we are doing well or not,” says Bešlaga Mehić, principal of Teočak Mixed Secondary School. “And it opened our eyes in some areas.” His comments are echoed by Izudin Mešević, principal of Gymnasium Mustafa Novalić in Gradačac: “We learned new things. Not only did we not know them, but we never had had a chance to get to know them: Improving as a pedagogical leader; management skills; self-analysis of my work; and evaluating the work done by teachers.”

**“We learned new things.
Not only did we not
know them, but we
never had had a chance
to get to know them.”**



In the view of the Slovenian trainers, the major impact of the Project is that it opened the participants to new insights and showed them ways of approaching a process of change in schools. “They started to talk about things and not only with us,” says Polona Peček. “More important is that they started to argue, in a positive way. They argue, they talk, they share their experience. In a way they are contributing to each other’s knowledge. They are not as closed as they used to be.” Her co-trainer, Justina Erčulj, agrees and comments on how the principals changed their views on education: “Their view on schools and the system is different. It’s broader. Not only their school, but the schools within the system. And the school as an organization. ... I was surprised actually how quickly we could find a common language.”



Why should it be easier for the principals in Bosnia and Herzegovina to find common ground than it is in other countries in which the trainers have worked? Polona Peček suggests that the answer lies in the readiness of the principals for change: “They are open to it. They are looking for new ideas, ready to do it. There is no barrier. ... They have found a lot of their own strength.”

At the same time, the principal of Gymnasium Lukavac, Zikrija Isaković, comments on how the training experience gave him a more outward-looking, regional perspective: “I thought that everything described in the law was clearly defined, and through this module I learned how every statement could be interpreted in different ways. And what is very important is that I found that in this region of the Balkans, regardless of the period of time that has passed, we face the same problems. The same problems appear in Slovenia, in Bosnia, in Serbia, etc. – problems like how to assess a teacher’s performance or pedagogical standards.”

A key aspect of the change has to do with the principals developing a new view of their work as education professionals. Trainer Justina Erčulj describes the challenge as a shift from individualism towards collaboration. “We faced the same problem in Slovenia. We know that the higher we go in the educational system, the more isolated teachers want to be. ... I think the greatest problem with gymnasias and these sorts of high schools is that to be a professor is to know a lot about your own subject; but they don’t feel any need to know about school as an organization, about colleagues and so on. ... We always say that you are not only an individual who is teaching that. At the same time you are also a member of the whole school.”

According to Erčulj, the training has had particular impact on the principals’ perceptions of their management role in a decentralized schooling environment, helping them see themselves as agents of change in their schools: “For the first time they have perhaps realized that they have quite some autonomy within their school, apart from legislation of course. This was something that I really appreciated – that they can see the autonomy they have. But they have a lot of tasks. I think that they work a lot.”

From the principal’s perspective, Izudin Mešević puts it this way: “Until this seminar I had the idea that someone – the ministry, the state, someone – should give me autonomy within my school. But now, after passing these several modules, I realize that I am the one who should, together with my colleagues and students, fight for that autonomy within the school so that it could become a better school.” When asked what he meant by ‘autonomy’, he says: “For me it is a maximum of freedom in making decisions, which will not exceed the limit of democratic principles. It means that within the school we may create even those things which are in certain ways out of our reach. It won’t in any way reach the stage level of anarchy.”

Significantly, Mešević alludes to the training having generated a sense of empowerment: “We will be able to show some initiative in order to determine the areas in which the school should be improved. ... the most important thing is that we are aware of the fact that nobody should give me the model for my work, some kind of a blueprint.”

According to the trainers, more work is needed to help the principals apply what they have learned, and to develop their skills for personal effectiveness: Communication skills,



introspection and time management. “I see this as a starting point, not the end,” says Polona Peček. “This is only the beginning, because this is a process; it’s not something you do once and then stop.”

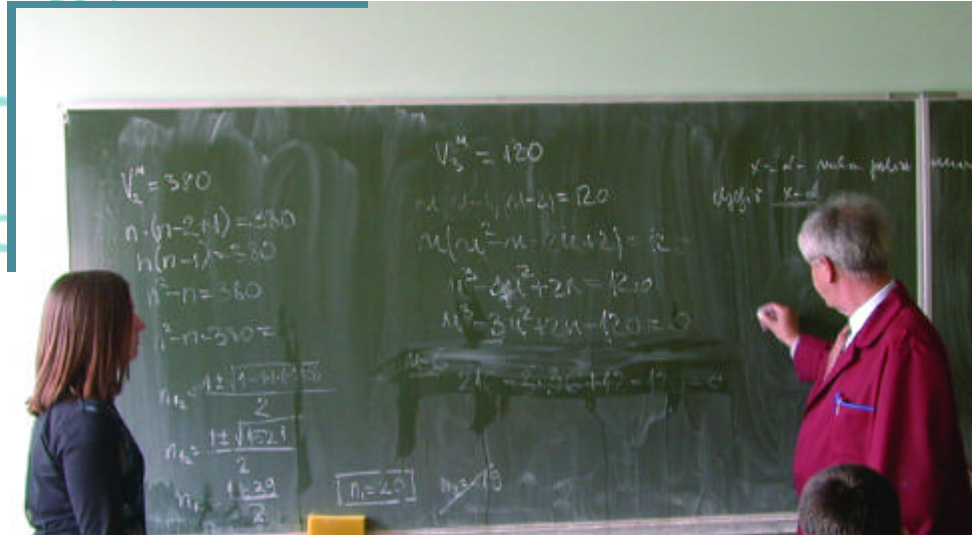
Shortly after the end of the training, the principals attended another workshop at which they showed evidence of a major change having occurred in their approach. They spoke freely about their professional experiences, shared and debated different viewpoints and identified themselves as being part of a team which had been molded in the process of training. Whereas previously they were sceptical about the need to change, they now recognized themselves as leaders in a process of change, asking not why, but how to implement the changes in schools.

When asked what support he may need to chart a new management course, Izudin Mešević says: “I need support from my staff. Once I get that kind of support, I will be able to get some kind of support from the Ministry of Education and educational institutions – legislative support given by professional institutions like the Pedagogical Institute, because certain things cannot be created autonomously just by ourselves.”

The Slovenian experience suggests that keeping the collegial network going is an important aspect of successful implementation: “They need at least one year of support from our side. Just to say: ‘Okay, it’s time now, let’s come together, let’s talk about it, let’s discuss these problems.’ Because they get lost in their everyday routine work.” On this basis, the Project is developing a strategy for the on-going support of the principals involved in the schools network.

“For me autonomy is a maximum of freedom in making decisions, which will not exceed the limit of democratic principles. It means that within the school we may create even those things which are in certain ways out of our reach.”

Izudin Mešević
Principal



Critical Reading and Writing Skills for Teachers

Teachers from schools participating in the Project have been exposed to a series of workshops on the development of critical reading and writing skills. The program is named “Reading and Writing for Critical Thinking” (RWCT) and was conducted during 2002 by the Center for Education Initiatives Step by Step. 113 teachers from the school network were included in this program which focused on the following topics: Implementing techniques of active learning, the role of teacher in a modern school, evaluation and assessment of students, classroom management, and the child-centered teaching approach. The response of the teachers has been extremely positive and suggests that the central goals of the Project are finding their way into teaching practices. The training will be continued throughout 2003, with an additional program for mentors and trainers.

“We have to change ourselves and the school in order to be incorporated in the global system of education.”

Nevzeta Mešević,
Art teacher

When interviewed about the impact of the project, Nevzeta Mešević, an art teacher at the Gymnasium Mustafa Novalić in Gradačac focused on the need for change: “We learned the need to change, that we should be transformed, and how to change the way of teaching the students. We have to change ourselves and the school in order to be incorporated in the global system of education.”

She believes that teachers carry “the burden of unnecessary knowledge” which is “of no use in preparing children for real life and employment”. Instead, she argues, teachers

should be providing children with a foundation for life-long learning. Three teachers from Gymnasium Mustafa Novalić took part in the workshops and upon returning to the school, shared the highlights of their training with the principal and their colleagues. Among the staff of 27 (18 full-time and nine part-time teachers) only two were not interested in pursuing the new approaches – “and they are about to retire,” comments Mešević.



Together with her colleagues, Nevzeta Mešević set about implementing the new approaches in a practical way:

- Adopting a conversational approach to the teaching of foreign languages. This is how she describes the impact on the students: “They learn better, and they don’t avoid these classes. Even if they have poor marks, they stay in the classroom trying to learn more.”
- The use of *mind-mapping* to help students work more creatively.
- Encouraging a better working relationship between teacher and students: “The relationship between student and professor is less tight, more open and simpler than before ... and students are getting better results. The students know that the teacher is on their side. They are ready to help children who have problems with learning, adaptation or behavior.”
- Getting parents of the students more closely involved in the school e.g. parents helping to repair the school, coming to observe lessons (space permitting) and participating in workshops organized by the Soros Community Center in Gradačac.

How does one assess whether this is making a difference to the schooling experience of the students? Mešević is unequivocal in her response: “One of the indicators is whether students are happy when they come to school or not.”

For Zijada Džimović, a teacher of 25 years at MSS Abdulah Kovačević in Čelić the impact was even more tangible: “It really helped us overcome the stereotypical way of teaching. The classes are more interesting and the marks have improved. We three teachers who were at the seminar all had results: Mathematics was a problem before, and now it is much improved with these methods. Thanks to the research method, the students of my class were the best debating students in the Civitas activities. The topic was the economic growth of the Čelić municipality and the students did the research themselves at the municipality.”

While the teachers rate the training very highly, more work is needed to make the course more widely applicable. For example, one teacher at Teočak Mixed Secondary School indicated that he would need more support in terms of applying the skills to his subject: “The method used in the training is not widely applicable to Informatics and Electrical Machinery” said Nihad Redžić, while his colleague, Admir Mehić, a teacher of Bosnian language and literature, said that a lack of books in his subject made it difficult to apply the method.



Zijada Džimović feels that it is precisely in the fields of economics and engineering that some of the critical thinking skills are most needed: “Others who work here (at the school) are economists and engineers, etc. They have a minimum of methodological knowledge, and for them these classes would be most useful. There is no logical thinking, no active participation, and very little creativity in their teaching.”

“Economists and engineers have a minimum of methodological knowledge, and for them these classes would be most useful. There is no logical thinking, no active participation, and very little creativity in their teaching”

Like Nevzeta Mešević in Gradačac, Zijada Džimović shared the content of the course with her colleagues – both the theory and practical demonstration – and received a very positive response from most: “There are teachers who do support the changes, but there are some who are not ready to change.”



The SPELT Program

Conducted by Louisa Buckingham, the Soros Professional English Language Teaching (SPELT) program began in September 2001 and will continue until August 2004. It encompasses both pre-service teacher training in English-language teaching (ELT) methodology and practice at the University of Tuzla, and in-service ELT practice and teacher development courses for the Tuzla Pedagogical Institute, held at the Tuzla Educational Centre.

The pre-service program provides fourth-year English language and literature students with the theoretical and practical components of teacher training before they begin work in state primary and secondary schools. Students attend weekly lectures and tutorials, and are required to complete a period of classroom observations in state schools as well as practice teaching.

The in-service component involves the provision of professional support to untrained teachers in primary and secondary schools. During the year 2001/02, a 45-hour program was held on teaching methodology and practice; the 2002/03 program has placed greater weight on the improvement of unqualified teachers' language competence, and the practical experience of interactive, student-centered teaching methods.

A second objective of the in-service program concerns the support of the English language advisor at the Tuzla Pedagogical Institute. This position was created in September 2002. Louisa Buckingham works together closely with the Institute's ELT advisor, Mr. Huso Hadžić, on all issues relating to the advising and development of teachers in Tuzla Canton.



Both the pre-service and the in-service program involve the training and preparation of selected Bosnian teachers and trainers who will continue the work, thereby securing the continuation of the SPELT program in the Tuzla Canton in the long term. Thus the 2003/04 in-service program will be run by two Bosnian trainers, and in 2004 a Bosnian university assistant will take over the pre-service program.

In addition to the two main programs, shorter initiatives are also undertaken with a view to supporting ongoing teacher development and establishing standards in English language teaching. These initiatives include:

- The introduction of an annual language testing system by the Pedagogical Institute for unqualified teachers (with the goal of identifying the level of language competency of unqualified teachers);
- Summer workshops/seminars for English language teachers (a five-day regional workshop was held in Dubrovnik in July 2002 and a similar event was held in Tuzla in June 2003);
- International training of English language teachers (four teachers from Tuzla successfully completed the TESOL/CELTA program in August 2002);
- An Academic Writing Project held in Kazakhstan in July 2003 involving two trainers from Tuzla who will subsequently design a similar program for the University of Tuzla's students of English language and literature.



How does one assess whether this is making a difference to the schooling experience of the students? One of the indicators is whether students are happy when come to school

There are teachers who do support the changes, but there are some who are not ready to change



Building Capacity with Young People

A central feature of the Project is the component which seeks to encourage students to participate in youth councils at participating schools, and to take part in community outreach activities. This is partly in an effort to make schools more responsive to communities and to help them generate local income, but it is also to change the prevailing culture which is teacher-centered rather than student-centered. Gymnasium Lukavac principal, Zikrija Isaković, sums up the power relations between students and teachers in this way: “Students consider themselves not fully acknowledged by their teachers. Students think that their ideas have no value.”



His perception is shared by some of the young people at the Gymnasium Meša Selimović who see one of their main tasks on the Youth Council as being to improve the relationship between students and teachers: “They do not respect our dignity. They are trying to keep us down because they are saying ‘I know everything’; ‘I am better’,” says one of the students. Another adds: “He is the authority in the classroom, he (thinks he) knows everything.”

For this reason the Project sees the purpose of the school youth council as being to provide a mechanism through which the young people are able to express their ideas and opinions. It also enables them to become active agents in the process of change, and to support the goals of democratizing schools.



Zikrija Isaković sees one of the major benefits as being to change the traditional relationship between students and teachers: “Students are not just listeners any more,” he says. “The idea of youth is very important. This energy and creativity should be used for new projects, new ideas, and for helping the teachers so that the teachers also get the feeling of the new input, the new energy. Young people experience a lot of frustration and disappointment, so they can’t direct their positive energy into the right things.” He feels that teachers have a responsibility to help young people explore their potential: “Children are afraid of any kind of risk placed in front of them. Our primary role is to be available to students if they need help and to support them so they know they can rely on us and learn from their mistakes.”

“Students consider themselves not fully acknowledged by their teachers. Students think that their ideas have no value.”

Principal



“The teachers do not respect our dignity. They are trying to keep us down because they are saying ‘I know everything’; ‘I am better’.” Students Meša Selimović





The Project also runs other programs which focus on student involvement, the exchange of ideas and income-generation. Three programs were introduced in 2002: The Debate Program, the Community Education Program, and the Student Enterprises Program.

- **The Debate Program (Soros network program)** is running in all 14 schools in the network with the aim of developing critical thinking, facilitating exchanges of opinions with trainers, and stimulating discussion about current problems in school or in the community. The program also supports teachers in facilitating open discussions, so as to encourage a more liberal approach to teaching and learning.
- **The Community Education Program** is based on the principle that all members of the community take part in the education process through identifying and linking community needs with community potential. This can help improve the quality of life of each individual and the community as the whole. The program is being implemented in four schools situated in smaller communities in rural and deprived areas in the Tuzla Canton.
- **The Student Enterprises Program** was developed by OSF B&H in cooperation with a Norwegian organization, Business Innovation Programs. Its main purpose is to develop a sense of entrepreneurship in secondary school students. The program enables them to use real business activities to acquire the knowledge, skills and experiences that may be important in their future lives and careers. Participants in the program are students, teachers, entrepreneurs and local communities. The program is designed so that students can go through an entire life cycle of a company (developing a business idea, building a business plan, registration and organization of a company, finance, business activity and book keeping, and the termination of a company) and learn how to respond to problems as well as successes.

The people development component of the Project thus spans a wide range of capacity-building programs – for school principals, teachers and students. As has been shown in this section, the reactions of the participants who were interviewed are very positive and suggest that there is already evidence of a new culture of teaching, learning and school management emerging in the Project schools network.



Students are an important force for driving changes in the education system, along with their parents... they are prepared to think critically about its shortcomings and to articulate new needs



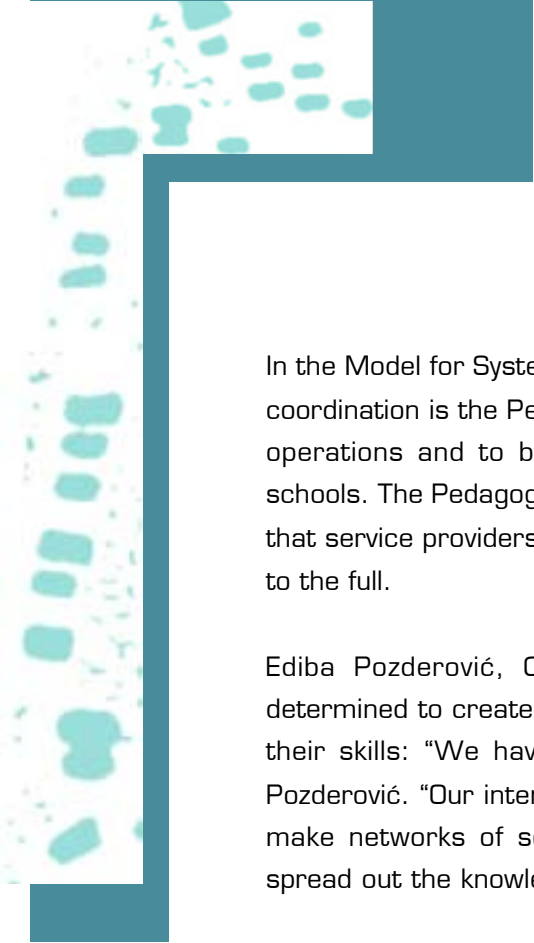
The Role of Service Providers

The description of the educational context earlier in this report notes that capacity is lacking in Bosnia and Herzegovina owing to the impact of the war which, among other things, led to two kinds of 'brain drain': an external brain drain through which skilled and talented people leave the country; and an internal brain drain which results from people proficient in English leaving the education system to work for international agencies operating in the country.

It has also been noted that there are very few truly indigenous non-governmental organizations that have managed to establish themselves in B&H. An analysis of the service providers that have been operating in the Tuzla Canton since 1994 shows that out of the ten organizations involved in education (see Appendix 2), nine are of international origin and only one (the Center for Educational Initiatives Step by Step) is local.

The analysis suggests other trends as well: 60 % of the agencies today focus on school improvement. Half the agencies (five out of ten) focus on primary level education, two out of ten on primary and secondary education, and two on secondary education only. Secondary education is thus less well served by non-governmental organizations than is the primary level. One organization is involved in education policy work. It appears that in most cases the organizations operate in urban areas and do not actively seek to provide services to rural communities. Finally, among the agencies currently functioning in the canton, three plan to wind down in two to three years' time, suggesting the possibility of a loss of expertise and capacity in the canton over time.

Non-governmental service providers have a significant role to play in revitalizing the education system and supporting efforts at systemic reform. Not only do they have the flexibility to deliver innovative programs to different target groups, but they are also able to bring wide-ranging expertise to bear on capacity-building programs such as the training of principals in school management or in-service teacher training. The challenge lies in coordinating these inputs so they are integrated into larger policy initiatives, and become sustainable and effective.



In the Model for System Change in Secondary Education Project, the focus for coordination is the Pedagogical Institute which is seeking to professionalize its operations and to become more responsive to local needs in secondary schools. The Pedagogical Institute in Tuzla recognizes the wealth of experience that service providers have to offer to this process and intend to harness this to the full.

Ediba Pozderović, Coordinator of the Center for Teacher Training, is determined to create a database of trainers in order to make the best use of their skills: “We have a lot of people involved in different projects,” says Pozderović. “Our intention is to try to coordinate everything. We should try to make networks of schools where all of our resources would be used, to spread out the knowledge and experience to other schools.”

“I found that in this region of the Balkans, regardless of the period of time that has passed, we face the same problems like how to assess a teacher’s performance or pedagogical standards”

The Project is also breaking new ground in another important respect: It has recognized that service providers in the South-East European region have even more to contribute to the process of change than some of the providers from further abroad. Owing to their common experience of the education system in the former Yugoslavia, service providers from neighboring countries such as Slovenia have an intrinsic understanding of the education legacy with which Bosnia and Herzegovina has to contend. They have the capacity to train in local languages (the Slovenian trainers have Bosnian as a second language, for example), many worked with Bosnians when Bosnia was still part of the former Yugoslavia, and they are able to share the experience which they themselves have gained in charting new directions in their own education systems which are now in line with the norms and standards of Western Europe. What is more, their services can be obtained at half the cost of experts brought from Western Europe, the United Kingdom or the USA.

According to Terrice Bassler, Director of the Open Society Education Programs in the South-East Europe, regionally based service providers are able to form a bridge between Western Europe and South-Eastern Europe.

“In many respects they now belong to both worlds. Slovenia, for example, is located somewhere between the position of donor and recipient country: That country profited economically from the market created during the war in B&H and is thus today in the position of a social responsibility donor which is positively inclined to invest in the development of the region. Furthermore, it has a great deal to share from its own experience of education reform which was devised on the basis of comparative research conducted with other education systems.”

The Project is thus using service providers such as those from Slovenia to stimulate the local mobilization of capacity. This sets the Project apart from other initiatives in the field of education reform, and holds the potential for developing local capacity more quickly than any of the strategies adopted to date.



Key Features of the Project

On the basis of the preceding sections of this report it is possible to sum up four key features which are unique to the Model for System Change in Secondary Education Project operating in the Tuzla Canton.

The Project is integral to the Ministry of Education in the Tuzla Canton

The Project represents a partnership between public and non-governmental sectors. As a local non-governmental organization which is affiliated to an international network, the OSF B&H has been central to initiating the project with the Ministry of Education in the Tuzla Canton over the past two years. In this respect, the Project is an indigenous partnership initiative.

On the basis of the needs assessments in teacher training, and organization and school management, commissioned by the OSF B&H, the Project and the Ministry of Education signed a Memorandum of Agreement which laid the basis for working hand in hand to make the Project a reality. Three examples will illustrate this working relationship.

First, in the Memorandum of Agreement the position of project manager was defined, and it was agreed that the incumbent would be situated within the Pedagogical Institute. In this way, the Project manager became an integral part of the workings of the cantonal education system. Candidates for the position were jointly interviewed and the appointment was a joint decision between the Ministry of Education and the Project.

Second, the costs of setting up the Center for Teacher Training, Information Services, Development and Documentation will be shared jointly: The Project has been responsible for the first phase of physical construction; the Ministry of Education has taken responsibility for the operational costs, including the salaries of the center staff.


Third, the legislative amendments passed in 2002 stem from and support the Project's conception of the education reform process. The amendments are intended to create an enabling environment for the Project at the cantonal level.

The Project is aligned with the education strategy proposals being developed by the OSCE



The OSCE-coordinated policy consultation process has generated a range of proposals for the reform of the education system in Bosnia and Herzegovina, including secondary education. Central to these proposals is the goal of providing good quality basic education through a modern curriculum, taught and assessed by well-trained teachers in schools that are properly equipped and managed.

The Model for System Change in Secondary Education Project provides invaluable practical experience in two important areas closely aligned with the OSCE proposals. First, there are the legislative developments which the Ministry of Education initiated in the Tuzla Canton; second, there is the Project's institution-building orientation. Both provide the ingredients for an enabling environment within which the strategic objectives envisaged by the OSCE can be pursued in the canton. These include improving the quality of teaching, establishing an in-service teacher training facility, and developing and implementing a system of standardized assessment. The Project's capacity-building activities with principals (in school management), with teachers (developing critical teaching methodologies) and young people are all practical steps that will have to be taken throughout the country in order to realize the OSCE's goal of a high-quality secondary school education system.



In a context in which agreement about the shape of a new education system is still to be reached, reform becomes possible in those areas where is both the energy and the will to change

The Project operates in two directions: 'bottom-up' and 'top-down'



The Project has worked hand in hand with the Ministry of Education in the Tuzla Canton and in this way has been able to initiate changes in the education system at the highest level. At the same time, the Project is characterized by a strong element of working 'from below'.

For example, very early on in the Project, the Pedagogical Institute in Tuzla contacted the Ministry of Education in Vienna, seeking the assistance of the Austrian government with regard to the transformation and modernization of the Institute. This culminated in the partnership with KulturKontakt, an Austrian NGO which has been working closely with the Project. In other words, it was the staff of the Pedagogical Institute who took the initiative, articulated their needs, and sought, with the help of the Project, to set in motion the processes by which the Pedagogical Institute could be developed to play its appropriate role in changing the secondary education system in the Tuzla Canton.

Another example of the 'bottom-up' approach comes from the teacher training program undertaken by Step by Step. Here the goal is to develop in teachers a sense of personal responsibility for professionalism in teaching and not to see it merely as the principal's responsibility or as the responsibility of the inspector.

One of the merits of this dual approach is that, in a context in which agreement about the shape of a new education system is still to be reached, reform becomes possible in those areas where there is both the energy and the will to change. This provides hard experience of what works, and under what circumstances, and provides examples of practical experience for other communities.

The approach combines ministerial action at the highest policy level with grassroots activity in classrooms and communities




The Project strives to forge closer links between schools and communities

A major goal for the Project has been to help schools forge closer working relationships with their local communities. Through local community centers and a new orientation on the part of school principals and teachers, the Project envisages active cooperation between the school and the community, and the active participation of the community in the school. For example, a community center has been established in Gradačac that enjoys a close relationship with the town's business sector, and parents regularly visit the Gymnasium Mustafa Novalić to assist teachers in various ways. In Lukavac, projects are being launched that will provide students with small business experience.

The links between schools are also being developed through the school network which the Project has built and through which it reaches both urban and rural schools within the Tuzla Canton. Project manager Šaban Smajlović comments that schooling in rural areas is quite different from that in urban centers: Teachers in rural schools are generally unqualified and this impacts negatively on the educational performance of the children. The situation is made even more complex by the fact that parents in rural communities have a different social status from those in urban areas, something which increases the challenge of involving them in schools. By including both urban and rural schools in the network, the Project is able to tailor the education reform initiatives so that it meets the needs of both constituencies.

The project envisages active cooperation between the school and the community, and the active participation of the community in the school



The Model for System Change in Secondary Education Project is attempting to provide an experiential basis for change in secondary education in Bosnia and Herzegovina. The Project seeks to support the vision and strategic goals of the emerging national education framework that is presently being developed in B&H under the guidance of the OSCE. Project participants are involved in the OSCE working groups with a view to contributing to change on a national scale, and are currently putting in place sustainable actions which are intended to make the reform of secondary schools a reality within the Tuzla Canton.

In the two years since the inception of the Project, important foundations have been laid for secondary education system change in the Tuzla Canton:

- The canton has amended its education legislation to drive the process of school reform;
- New institutions have been established to put in place programs and practices that give expression to a new vision for secondary education;
- Principals and teachers have been able to develop new approaches to the management of schools and to teaching and learning;
- Parents have become more closely involved in the schools participating in the Project.

Through an approach which combines ministerial action at the highest policy level with grassroots activity in classrooms and communities, the Project has managed to unlock the energy, interest and support of players at all levels of the secondary school system in the Tuzla Canton. This document has outlined some of the changes which are already becoming visible in the Tuzla schools network. While it is too early to say what the full impact will be, there are already signs of teachers adopting new approaches to their teaching, greater participation and better academic results among the students, more teamwork among school staff, and a closer connection between the schools

**New institutions
have been
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practices that give
expression to a new
vision for secondary
education**

and the communities within the Project school network. There is also evidence of neighboring schools starting to take an interest in the activities of the Project schools, and of teachers being keenly interested in participating in the skills development program of the Teachers Center established by the Pedagogical Institute in Tuzla.

It is the intention of the OSF B&H Project to stimulate secondary school education reform within the emerging national education framework, to influence how people think about secondary education, and to provide practical experience of what can be done to make change a reality on the ground. The local experience gained by the Project in the Tuzla Canton demonstrates what can be done in practice and may be helpful to policy-makers and education practitioners in other parts of the country.

In this way it is hoped that the Project will contribute to systemic education change in B&H as a whole, and will play a part in crafting a new education dispensation for schools.



- ¹ Most of the international donors were concentrated in primary education and higher education, with the exception of the EU PHARE project in secondary technical vocational education. The Step by Step program in B&H is well developed in the pre-school and primary sector and is operating as an effective spin-off in close cooperation with UNICEF.
- ² Other education policy proposals which proceeded the OSCE process are the EC TAER “Shared Modernization Strategy for Primary and Secondary Education in B&H”; the Poverty Reduction Strategy Paper prepared by the Council of Ministers B&H; documentation prepared by the Council of Europe and the Ministry of Social Policy, Refugees and Displaced Persons on the education law adjustment to meet the criteria for membership of the Council of Europe; and the Federal Ministry of Education Strategy Paper.
- ³ UNDP, 2001
- ⁴ UNDP, 2000
- ⁵ Council of Ministers B&H, 2002
- ⁶ The Law on Pre-primary, Primary and Secondary Education (Republic of Bosnia and Herzegovina Official Gazette no.39/90) was passed in 1990 and applied to the whole of former Yugoslavia. It was passed shortly before the first multi-party elections conducted in the former Yugoslavia since the Second World War. This is one of the reasons that Slovenia (which became independent in 1991) is able to relate closely to the legislative provisions governing education in the Tuzla Canton: As part of the former Yugoslavia in 1990, Slovenia was governed by the same legislative dispensation as Bosnia and Herzegovina.
- ⁷ The Headship License Program



Appendices

Appendix 1

Interviews Held During the Research for the Documentation of the Model for System Change in Secondary Education Project October 2002

Appendix 2

Service Providers in the Tuzla Canton as at January 2003

Appendix 3

Documents Consulted During the Research for the Documentation of the Model for System Change in Secondary Education Project October 2002

Interviews Held During the Research for the Documentation of the Model for System Change in Secondary Education Project

October 2002

October 20, 2002

- Dženana Trbić, Education Program Coordinator, OSF B&H

October 21, 2002

- Ms Daria Duilović, Education Advisor, Office of the High Representative for Bosnia and Herzegovina
- Dženana Trbić, Education Program Coordinator, OSF B&H
- Jürgen Schick, Austrian Education Coordinator working with KulturKontakt in Sarajevo, B&H
- Ugo Vlasisavljević, OSF B&H Board member and Associate Professor, Contemporary Philosophy, University of Sarajevo
- Radmila Rangelov Jusović, Executive Director, Center for Educational Initiatives Step by Step

October 22, 2002

- Šaban Smajlović, Project Manager, Tuzla Canton
- Justina Erčulj, Lecturer, National Leadership School, Ljubljana, Slovenia
- Polona Peček, Lecturer, National Leadership School, Ljubljana, Slovenia
- Nevzeta Mešević, Art teacher, Gymnasium Mustafa Novalić, Gradačac
- Izudin Mešević, Principal, Gymnasium Mustafa Novalić, Gradačac
- Ensar Omeragić, Coordinator, Community Center Program, Gymnasium Mustafa Novalić, Gradačac
- Zikrija Isaković, Principal, Gymnasium Lukavac
- Sabina Topić, Deputy Principal, Gymnasium Lukavac
- Mersida Imamović, Teacher in charge of the Student Enterprises Project, Gymnasium Lukavac

October 23, 2002

- Enes Duvnjaković, Minister of Education, Tuzla Canton, Federation of Bosnia and Herzegovina
- Mevlida Altumbabić, Vice-President, Union of Secondary School Teachers of Bosnia and Herzegovina
- Hariz Agić, Director, Pedagogical Institute, Tuzla Canton
- Ediba Pozderović, Co-coordinator, Center for Teacher Training and Development, Tuzla Canton
- Šejla Šehabović, Member of staff, Center for Teacher Training and Development, Tuzla Canton
- Bešlaga Mehić, Principal, Mješovita srednja škola, Teočak
- Admir Mehić, Teacher of Bosnian language and literature, Mješovita srednja škola, Teočak
- Nihad Redžić, Teacher of informatics and electrical machinery, Mješovita srednja škola, Teočak
- Amna Avdić, Principal, MSS Abdulah Kovačević, Čelić
- Zijada Džimović, Sports teacher, MSS Abdulah Kovačević, Čelić

October 24, 2002

- Šaban Smajlović, Project Manager, Tuzla Canton
- Tomo Vidović, Coordinator Civitas Program, Tuzla Canton and member of Tuzla Canton Assembly
- Project Working Group Meeting
- Members of Student Council, Gymnasium Meša Selimović, Tuzla

October 25, 2002

- Dženana Trbić, OSF B&H Education Program Coordinator and Terrice Bassler, Director, Open Society Education Programs, South East Europe

Service Providers in the Tuzla Canton as at January 2003

Name of organization/institution	Name of the project	Aim	Project duration	Target schools	# of teachers involved	# of students involved	# of certified trainers
Center for Educational Initiatives Step by Step	Step by Step	To introduce new teaching methods and provide continuous support and training to teachers	1997-	Primary (18) and pre-primary (15)	150 primary 80 pre-primary		18 primary 5 pre-primary
Catholic Relief Service	Cooperation between parents and schools	To develop and promote work of parents associations in schools	1999-2005	primary	241	4611	3
CIMITAS Program	Civic education	Civic participation, critical thinking, conflict solving	1996-	Primary and secondary	850 primary 45 secondary		35 primary 17 secondary
EC TAER (European Commission - Technical Assistance to Educational Reform)	Shared modernization strategy for primary and general secondary education	To create the framework for country-wide educational reform	2001-2002				1 facilitator, 1 moderator
PHARE VET program	PHARE VET	The reform of vocational education in BH	1998-2005	Secondary vocational			7
UNICEF	Active learning and effective schools	Teacher training in child-centered active learning method, teams for support in schools	1994-2000	primary	172	3993	6
"Measures per Bosnia", NGO from Spain	Together we are stronger	To promote multi-ethnic values in schools	1999-	primary			
"Dialogue", NGO from Denmark	School organization and teacher training		1997-2001	secondary	180	100	
Kultur Kontakt, Austria	Democratization of schools	To promote democratic values in schools, introduce new governing structure	1998-				3
World Bank	School grants	To support projects of school improvement	2001-2004	primary			

**Documents Consulted During the Research for the Documentation
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October 2002**

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