



for

***Shared Modernisation Strategy
Primary and General Secondary
Education in Bosnia and
Herzegovina***

**First Report to the
Ministers of Education
in BiH**

- Supplement -

FOR PRESENTATION ON JUNE 27, 2002



Shared Modernisation Strategy for Primary and General Secondary Education in Bosnia and Herzegovina – First Report to the Ministers of Education in BiH

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CONTENTS

WG 1.1	<i>Curriculum framework primary and general secondary education: Defining and skills</i>	4
Document 1:	Work Plan	4
Document 2:	Draft Curriculum Framework	5
WG 2.1	<i>Teacher Training Reform: Curriculum and methodology (Pedagogical Academy & University Faculty of Pedagogy or Philosophy)</i>	20
Document 1:	Draft list of general competencies of teachers	20
Document 2:	Draft list for the general professionalism of teachers	21
Document 4:	Curriculum framework for initial teacher training	22
WG 2.2	<i>Plan for a country-wide teacher in-service training introducing a curriculum framework with core elements and active learning methodology</i>	23
Document 1:	Country-wide plan for in-service teacher training (DRAFT)	23
Document 2:	Various Topics Elaborated in Workshop 5	26
WG 3.1	<i>Educational management: Defining tasks and elaborating an in-service training</i>	28
Document 1:	Scheme – Structure and Processes of Management in Educational Institutions	28
Document 2:	Defining a Manager's Competences In Education	29
Document 3:	Models of Initial, Basic Manager Training	29
Document 4:	Models of Professional In-Service Manager Training	29
Document 5:	Subjects/Plans Studied during Manager Training	30
Document 6:	Sources of Funding	30
WG 3.2	<i>Elaboration of strategies and materials for working with parents and the community</i>	31
Document 1:	Principles governing the relationship between parents, teachers and students	31
Document 2:	The School Board	31
Document 3:	Co-Operation between School and Local Community	32
Document 4:	Enrolment of Students into Schools	33
WG 4.1	<i>Special needs education: Curriculum elements and guidelines for inclusive education</i>	34
Document 1		34
Document 2:	Draft programme adjusted to an individual - mother tongue	35
Document 3:	Draft for the education of teachers, principals and expert associates, students and parents in the area of inclusion of children with special needs	35
Document 4:	Draft document for implementation of a special and individual pedagogical evaluation of students	36

Document 5:	Draft guidelines for the creation of a programme of work with gifted students _____	37
Document 6:	Draft guidelines for the creation of individually adapted programmes (for students whose potential and knowledge significantly diverge from the requirements of the general programme) _____	37
Document 7:	Draft document for the elaboration of a taxonomy of goals and tasks for all subjects taught within the Curriculum framework. _____	37
WG 4.2	<i>Special needs and inclusive education: Specific elements for teacher training and teacher in-service training</i> _____	38
Document 2:	_____	39
Document 3:	Proposed Elements for Initial Training and In-Service Training in Inclusive Education _____	40
WG 4.3	<i>Elaboration of strategies and materials for integration of returnee children into the regular school</i> _____	41
Document 1:	Proposal for modernisation of primary and general secondary education in the area of reintegration of children returnees in regular schools. _____	41
WG 5.1	<i>Elaboration of a framework for a general (primary and secondary) education law</i> _____	44
Document 1:	Introduction _____	44
Document 2:	Basic Principles and Elements for Modernisation of Educational Legislation _____	44
WG 5.2	<i>Elaboration of a transparent financing system for general (primary and secondary) education</i> _____	56
Document 1:	The paradigm that should be incorporated in the law on the organizing and financing of primary and secondary education _____	56
Document 2:	Basic Elements for the Improvement of the Framework Law on Education in BiH with particular reference to integrating the Section on the Financing of Education _____	58
Document 3:	Elaboration of paradigm in the section relating to the development of a law on organization and financing of the primary and secondary education _____	59
WG 5.3	<i>Elaboration of a quality based teacher employment system</i> _____	61
Document 1:	Draft rules and criteria that will be incorporated in formal procedures governing the employment of teachers, expert associates and other educators _____	61
WG 5.4	<i>School support and supervision: Defining tasks, responsibilities and structure of institutions</i> _____	63
Document 1:	Aim and tasks of school support institutions _____	63
Document 2:	Structure of institutions _____	63
Document 3:	Areas of responsibility of the institutions _____	63
Document 4:	Recommendation for legal regulation of school support and supervision system _____	66

WG 1.1 Curriculum framework primary and general secondary education: Defining and skills

Document 1: Work Plan

Phase 1: Elaboration of Curriculum Framework for Primary and General Secondary Education (SMS Timeframe – Sep 2001-June 2002)

- Step 1 Define a framework of broad learning outcomes for students at the end of thirteen years of schooling*
- Step 2 Develop descriptors for levels of achievement of these broad learning outcomes at the end of grades 3+3+3, 4*
- Step 3 Determine a subject structure / pattern for each 'stage' (i.e. Grades 1-3, Grades 4-6, Grades 7-9, Gymnasium)*

CONSULTATION AND MINISTERIAL APPROVAL / ENDORSEMENT

Phase 2: Elaboration of Core Curriculum for Primary and General Secondary School (SMS Timeframe – September 2002-April 2003)

- Step 1 Define learning outcomes relevant to each subject (as approved by the Ministers at Step 3)*
- Step 2 Determine content (usually expressed in units, topics, themes) for each subject in each grade or stage*
- Step 3 Determine organisation / structure of content*
- Step 4 Specify links between content (each unit, topic or theme) and subject learning outcomes.*

CONSULTATION AND MINISTERIAL APPROVAL / ENDORSEMENT

Phase 3: Supplementary

- Step 1 Provide additional advice for teachers*
- Step 2 Develop appropriate textbooks and other teaching materials*

Document 2: Draft Curriculum Framework

CONTENTS

PART A	INTRODUCTION
PART B DESIGN	FUNDAMENTAL CONCEPTS IN CONTEMPORARY CURRICULUM Outcomes Framework
PART C OUTCOMES	STATEMENTS OF PRINCIPLES AND STUDENT LEARNING Section 1 After nine years of general education Section 2 After thirteen years of general education Section 3 Learning Outcomes and Stages of Children's Development
PART D	SUBJECT REQUIREMENTS IN GENERAL EDUCATION Section 1 Elementary Grades 1-9 Section 2 Gymnasium Grades 1-4

PART A INTRODUCTION

In June 2001 the Ministers for Education from the Federation of Bosnia and Herzegovina and the Republika Srpska signed an agreement at Jahorina that initiated the Shared Modernisation Strategy (SMS). A key component of that strategy was and remains the development of a

core curriculum (i.e. the country-wide compulsory part of the curriculum) ... and a general curriculum framework. (SMS Concept Paper page 5)

This document is the realisation of the Jahorina agreement as it relates to curriculum for primary and general secondary education in Bosnia and Herzegovina. The document represents an approach to curriculum design that is contemporary and consistent with standards in Europe and many other parts of the world.

This approach has the following characteristics:

It acknowledges the realities of the modern world, particularly the expanding bodies of knowledge in a range of disciplines, and the rapidly developing world of information and communications technology. Further, it acknowledges the new sets of skills with which the youth of BiH will need to be equipped to find its place successfully in this world.

It recognises that a traditional, fixed curriculum cannot effectively meet the needs of all students. It recognises the primacy of the individual and provides the flexibility to cater for students of all levels of ability, including gifted students and those with learning and other disabilities.

It devolves some decision-making to schools and to teachers so that the curriculum is matched to the individual needs, interests, abilities and aspirations of individual students, their families and their communities.

It acknowledges the particular cultural and social circumstances of BiH, and fosters the development of a peaceful society based on fundamental principles of mutual respect, individual rights and civil society.

It is based on the belief that teachers and educational systems must focus on providing the highest quality learning outcomes for students, and that these outcomes should be in the domains of knowledge, understanding, skills, values and attitudes.

In addition, this approach views curriculum processes as a continuous cycle. Our rapidly changing world demands that this curriculum framework, as is the case in all modern education systems, be continuously maintained. This cycle of development, implementation, evaluation and revision is essential if the outcomes available to young people are to remain relevant and contemporary.

PART B FUNDAMENTAL CONCEPTS IN CONTEMPORARY CURRICULUM DESIGN

1 OUTCOMES

An outcomes approach to curriculum takes, as its primary focus, what students should learn rather than what teachers should teach. The starting point of this approach is the desired learning outcomes for students in a range of domains. Content is then formulated and organised in ways that will enable students to achieve these outcomes.

Within such a process, content is still important. However, outcomes curriculum focuses clearly on the purposes of teaching that content by specifying the learning outcomes that students should achieve.

To be equipped for the modern world, students need to acquire knowledge, but they also need to develop a range of skills and to develop values and attitudes that will make them good employees, citizens and community members.

This approach to curriculum promotes the achievement by students of all these outcomes.

2 FRAMEWORK

A framework is a way of organising curriculum. It is an alternative to the notion that all students must learn all things, and allows schools and teachers, within certain guidelines, to choose content (topics, units, themes) that best suit the needs of their students. It devolves a level of decision-making to schools while retaining a set of prescribed outcomes as the common goal of all teaching.

Curriculum frameworks typically define certain core content but leave a range of elective units or topics to the discretion of the school or teacher.

PART C STATEMENTS OF PRINCIPLES AND STUDENT LEARNING OUTCOMES

This Part consists of three sections.

Section 1 defines a set of principles that applies specifically to curriculum developed for the years of compulsory education, as well as the set of learning outcomes to be achieved by students at the end of this period of nine years.

Section 2 defines a set of principles on which all curriculum in Bosnia and Herzegovina should be based, as well as the set of learning outcomes to be acquired by students at the end of thirteen years¹ of general education.

Section 3 describes the relationship between learning outcomes and stages of children's development.

Section 1 - After nine years of general education

The purpose of this section is to define the principles that apply across the country to curriculum developed for the compulsory years of education and to define the broad learning outcomes of students at the end of that period of nine years.

1 PRINCIPLES

Every curriculum for the compulsory years of schooling that the authorities in Bosnia and Herzegovina develop will be consistent with the following principles.

- Elementary nine years education being obligatory and open to all.
- Equal opportunities and consideration of individual differences among children and the principle of the right to a choice and difference.
- The importance of enabling a successful completion of elementary school and of continuing schooling.
- Preservation of balance of different aspects of children's physical and psychological development.
- Student, parent, teacher cooperation.
- Integration of students with developmental disabilities.
- Preservation of general educational character of elementary school.
- Autonomy of school (separation of school from ideology and politics), freedom to create curriculum out of its framework and the teachers' competence (freedom to choose the forms and methods of work)

2 STUDENT LEARNING OUTCOMES

At the end of nine years of elementary education, students will:

- Have acquired basic knowledge from the various scientific areas.
- Know universal human rights and respect the social values that are their result.
- Have acquired the skills of critical opinion and abstract thinking, and communication skills.
- Possess a broad range of mathematical terms, skills and principles, and the ability to apply them in everyday life.
- Possess a formed, clear view of the significance of science and technology in contemporary society.
- Have mastered elementary Information Technology literacy.
- Be able to understand and to express themselves in their mother tongue as a precondition for involvement in their own culture and tradition.

¹ One premise of the curriculum on which this paper is based is that BiH will move to a requirement of nine years of compulsory schooling, consistent with international standards. The structure of education would be 3 plus 3 plus 3 (making 9 years of compulsory education), then 4 years of gymnasium.

The transition from eight years to nine years of elementary education is possible only if the following principles are respected:

1. The principle of gradual transition and the principle of ensuring the appropriate conditions (professional, material and spatial).
2. The principle of establishing international comparability.
3. The principle of a harmonized changing of certain parts depending upon the whole.

- Be acquainted with different cultures and civilizations and master basic knowledge of two foreign languages, of which one should be English.
- Have mastered basic knowledge from general and national history.
- Be prepared for life in a pluralistic and democratic society.
- Have developed an appreciation of and an ability to express themselves in the fields of music, visual art, dance, drama and other forms of the arts in accordance with their own affinities.
- Have developed physical abilities through sports and games, be prepared to take responsibility for their own health, adopt healthy way of living and have established a correct relation to and responsibility for a healthier living environment.

Section 2 - After thirteen years of general education

The purpose of this section is to define the principles that underpin curriculum across the country and to define the broad learning outcomes of students at the end of thirteen years of general education. It provides an “umbrella” for development of every curriculum.

1 PRINCIPLES

Every curriculum that the authorities in Bosnia and Herzegovina develop will be consistent with the following principles. A curriculum should

- Establish educational standards comparable to international norms;
- Ensure the development of every child, including gifted children and children with special needs, regardless of their background and other differences, according to their age, potential and capabilities;
- Ensure equal opportunities for children’s development and progress regardless of their background, gender, race, religious confession, culture and social status;
- Contribute, through its content and quality, to an increase of productivity and to the national economy;
- Ensure that the skills and capabilities of students are related to their future work places; that they understand their working environment and career options, and possess positive attitudes as a foundation for professional education and training, further education and lifelong learning;
- Guarantee that the knowledge, skills and capabilities that a student acquires by the end of thirteen years of school represent the guarantee (valued externally) of a successful continuation of schooling;
- Enable to all children to learn how to learn, to memorize, to store knowledge and to research; to understand the necessity of lifelong education – as a vital need in modern times;
- Encourage parents to encourage their children in their learning and to participate as partners in the entire school life, including having an insight into the school’s evaluation of their children’s work.

2 STUDENT LEARNING OUTCOMES

Every curriculum that the authorities in Bosnia and Herzegovina develop will develop knowledge, understandings, skills, values and attitudes of students, as expressed in the following broad learning outcomes.

At the end of thirteen years of general education, students will:

- Develop the ability to express their opinions and responsibility about morals, ethics and social justice and the capability to find the sense of their world, to think about how the

things became the way they are today, to make rational and informed decisions about their own lives and to take responsibility for their own actions;

- Develop emotional consciousness through recognizing their own and others' emotions, self-confidence, self-control, control over negative emotions and impulses, fulfilling truthfulness, flexibility in accepting changes, attitudes and others' opinions;
- Possess the quality of self-confidence, conscientiousness, optimism, high self-esteem and commitment to personal achievements as foundations of their potential roles within a family, a community and working environment;
- Understand, interpret and apply the notions related to numerical and spatial forms, structures and relations and be capable of a high level of functional literacy in mother tongue;
- Understand, interpret and apply in a productive, creative and reliable way modern science and technologies; understand the relation between technology and society. This specially refers to acquiring skills and knowledge of information technology;
- Become nationally and culturally self-conscious personalities who will respect the culture and the identity of others, in that way contributing to the development of democracy in BiH. They will become active and informed citizens who understand and appreciate the system of their country, of their authorities and the civil-democratic society. They will be prepared for taking over their civil rights and duties guaranteed by the Constitution and to that purpose develop the necessary capabilities of judgment and decision-making;
- Know their own specific cultural and national traditions and get to know other cultures and traditions (in both local and wider contexts);
- Be able to express themselves through creative activity and participate in the artistic, cultural and intellectual work of others;
- Understand and apply diverse analytical and creative techniques when problem solving;
- Know English and at least one other appropriate foreign language;
- Be brought up to live a healthy life and to take responsibility for the environment so that they can understand and care for the environment, and so that they will possess the knowledge and skills necessary to contribute to ecologically sustainable development;
- Acquire knowledge, skills and attitudes necessary for establishing and maintaining a healthy way of living, and for a creative and productive use of their free time.

Section 3 - Learning Outcomes and Stages of Children's Development

Early childhood (Elementary Grades 1-3)

Young children have a natural curiosity about their physical, social and technological world. They have a strong desire to make sense of their world and to represent and communicate their experiences and understandings through interaction with others, direct and vicarious experiences and the use of their senses. Young people display increasing sophistication and control over their own learning. This is evident in their rapidly-developing capacity to relate to others and to interact with their world.

Children achieve the outcomes when their learning experiences enable them, through play and experimentation, to observe, manipulate and explore objects, materials, technologies, physical movement and other phenomena. They need frequent opportunities to make, build, design and draw for both utilitarian and creative purposes in both indoor and outdoor settings.

Middle Childhood (Elementary Grades 4-6)

As children grow, their sense of themselves and their world expands. They begin to see themselves a part of larger communities. They are interested in, and like to speculate on, other times, places and societies. They begin to understand and appreciate different points of view, develop the ability to think in more abstract terms and undertake sustained activities for longer periods.

Increasingly, students will be learning to draw on a wider range of sources of information in answering questions and consider phenomena more widely. This ability will be enhanced by introducing them to experiences beyond their immediate environment including those of people from other times, places and cultures, both directly and vicariously. These learning experiences should emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Early Adolescence (Elementary Grades 7-9)

In early adolescence, students often align strongly with their peer groups and may begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students' interest in the natural, social and technological world is often related to them personally, and can help them in their current and future lives. They also begin to develop an interest in particular fields of knowledge for their own sake, or for the personal satisfaction they provide.

Learning and teaching programmes should assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live. They should, for example, lead to an increasing understanding of the complexity of the natural environment, society and technology; an awareness of the potential and problems of increased knowledge and technology; and an understanding of the relationship between knowledge, technology and values.

While enabling students to see themselves as the recipients of particular social, intellectual, linguistic, artistic and technological heritages, teaching and learning programmes should encourage them to be viewed in an open and questioning way. Students should explore other ways of thinking and world views, and see themselves as active participants in their own continuing development, and that of their society and the world.

Late Adolescence / Early adulthood (Gymnasium Grades 1-4)

In this phase, students have a stronger sense of their own strengths, interests and goals. They play a major role in determining the decisions that affect their lives and in shaping their learning experiences. They have a developing sense of themselves as active players who have some responsibility for the direction of community life, and are often concerned about major social and environmental issues and the ethical implications of human activity and knowledge.

Learning and teaching programmes provide opportunities for students to demonstrate a high level of responsibility in the management of a wide range of tasks and in the management of their own learning. Learning experiences should enable students to plan and manage complex tasks, both individually and collaboratively. Students should have the opportunity to show initiative, creativity and problem-solving skills. This will be achieved by experiences that require them to consider, test and evaluate various approaches to achieving goals or solving problems.

PART D SUBJECT REQUIREMENTS IN GENERAL EDUCATION

Section 1 Elementary Grades 1-9

1 Pattern of Subjects

Learning Area	I – III			IV – VI			VII – VIII		
	I	II	III	IV	V	VI	VII	VIII	IX
Mother Tongue	Mother Tongue								
Foreign Language				First Foreign Language					
Mathematics	Mathematics								
Society	My environment			Society			History		
							Geography		
	Religious Instruction								
							Democracy and Human Rights		
Natural Science and Technology				Science and Technics			Technics and Information Technology		
							Science		
							Physics		
							Chemistry		
Physical and Health Education	Rhythmics, Sport and Music								
	Culture of Art								
				Culture of Music					
				Physical and Health Education					

2 Plan

LEARNING AREA	SUBJECT	GRADE AND NUMBER OF HOURS PER WEEK									
		I ²	II	III	IV	V	VI	VII	VIII	IX	Tot
Mother Tongue	Mother tongue	5	6	6	5	5	5	4	4	4	
Foreign Language	1 st foreign language				2	3	3	3	3	2	
Mathematics	Mathematics	2	4	5	5	4	4	4	4	4	
Studies of Society	My environment	3	3	3							
	Society				2	2					
	History						1	2	2	2	
	Geography						1	2	1	2	
	Democracy and human rights									1	
	Religious instruction ³		1	1	1	1	1	1	1	1	
Natural Sciences and Technology	My environment	(3)	(3)	(3)							
	Science and technology				2	2					
	Technology and computer technology						2	1	1	1	
	Science						2	3			
	Physics								2	2	
	Chemistry								2	2	
	Biology								2	2	
Physical Education and Culture	Rhythmics, sport and music	4	4	4							
	Visual arts	2	2	2	1	1	1	1	1	1	
	Music				1	1	1	1	1	1	
	Physical and health education				2	2	2	2	2	2	
	TOTAL LESSONS PER WEEK	16	20	21	21	21	23	24	27	27	
Elective area	SUBJECT I							1	1	1	
	SUBJECT II							1	1	1	
	SUBJECT III							1	1	1	
		16	20	21	21	21	23	27	30	30	

² In the first grade of elementary school it is possible to develop the curriculum through three teaching areas:

- Speech, expression, creation (5 lessons)
- My environment (5 lessons)
- Rhythmics, sport and music (5 lessons), (the model applied in Republika Srpska)

³ Religious instruction is an elective subject that parents and students choose, and after it is chosen it becomes obligatory.

Class meeting time is included

3 Requirements

It is proposed that the school year from first to eighth grade should consist of 38 weeks, including 35 weeks of teaching. In the ninth grade, we propose that the school year consist of 35 weeks, including 32 teaching weeks. A school year would be divided into classification periods. The classes would be organized within five days of a week, and a school 'hour' would last 45 minutes.

Students' weekly obligation:

- In the first education cycle a maximum of 21 hours (the number of hours increasing from 16 in Grade I);
- In the second education cycle a maximum of 23 hours (the number of hours increasing from 21 in Grade IV);
- In the third education cycle a maximum of 30 hours (the number of hours increasing from 27 in Grade VII).

The elementary school curriculum would consist of an obligatory part and an additional part. The additional part would not be obligatory for students, although the school would be obliged to offer it.

The obligatory curriculum would include the teaching of both obligatory and elective subjects, activity days (culture and nature days, community service, sport days) and an hour of class meetings.

For the elementary school the obligatory subjects are defined in the syllabus above.

In the first and second education cycle the subjects could be combined or grouped into subject areas (i.e. a natural sciences area where the content of biology, physics and chemistry are included; an arts area; etc.) that are based on familiarizing students with relevant professions, the developmental characteristics of children in certain age periods, methods and forms of work.

The elective subjects would be taught in the III education cycle. In VII grade students would choose three subjects (one hour per week) which they would study in both VIII and IX grade. The elective subjects are divided into two groups: the social-humanities (mother tongue, second foreign language, history and geography) and natural sciences-mathematical group (mathematics and science – physics, chemistry and biology).

Each school would be required to offer a foreign language within the first group of subjects. Students would choose a total of three subjects, but two at most from one group. Students would therefore choose at least one elective subject from each group. If a student were to choose two subjects from the social-humanities group, it would be compulsory that one be a second foreign language.

The starting point for the development and implementation of the obligatory subjects is the position at present. The grouping into subject areas will enable greater flexibility in forming a new curriculum.

The curriculum proposed in this document is based on the notions of the gradual development of the child, and of links to the integrated system of concepts which the child

had previously acquired. The aim of the curriculum is the further and equal development of both utilitarian and creative thinking. There is a more detailed presentation of these ideas in Part C above.

The subjects are organized in terms of content and structure so that they can be supplemented by an extended curriculum which is not obligatory (and therefore not financed by the state). Students may study this extended curriculum, but they are not obliged to.

The extended programme that a school should offer includes:

- Extracurricular activities (for example, cultural, artistic, sport, researching, technical activities) that enable students to pursue their interests.
- Additional courses for students from I to IX grade. These courses should be related to the obligatory subjects, and would be intended for students who would like to acquire knowledge and skills that surpass the standards of knowledge in certain subjects)
- Additional help for students with special needs.

0.5 lessons per week should be provided for work with children with special needs, one lesson per week for the extended programme (additional courses) and two lessons per week for extracurricular activities.

In the first triade content should be taught in an integrated way. In the second triade, content should gradually become more subject-specific. In the third triade, content should be subject-specific only.

The assessment of student's achievement during the nine years of elementary school will be governed by a specific regulation.

After nine years education there will be an external assessment process. Apart from general achievement, the results of the external assessment will be used as criteria for the continuation of schooling.

Section 2 Gymnasium Grades 1-4

1 Pattern of subjects

To be developed

2 Plan

2.1 CORE CURRICULUM FOR GYMNASIUM

No.	Title of the subject	Weekly number of lessons by grades				
		I	II	III	IV	Total
A	LANGUAGES AREA					
1.	Mother tongue	4	4	3	3	14
2.	1 st foreign language	3	3	3	3	12
3.	2 nd foreign language	2	2	2	2	8
4.	Latin			2		2
B	SOCIAL STUDIES AREA					
5.	History ⁴	2	2			4
6.	Geography ⁵	2	2			4
7.	Sociology			2		2
8.	Psychology			2		2
9.	Philosophy and logic				3	3
10.	Education for democracy and human rights			2		2
C	NATURAL SCIENCES AREA					
11.	Mathematics	4	4	3	3	14
12.	Physics	2	2			4
13.	Chemistry ⁶	2	2			4
14.	Biology ⁷	2	2			4
15.	Computers	2	1			3
D	CULTURAL AND HEALTH AREA					
16.	Music		2			2
17.	Visual arts	2				2
18.	Physical and health education	2	2	2	2	8
Total A + B + C + D		29	28	21	17	95
E	STUDENTS' PERSONAL CHOICE					
	Personal choice ⁸ + electives	2	2	2 + 7	2 + 9	24
Total A + B + C + D + E		31	30	30	28	119
The number of subjects		13	13	10 - 13	9 - 12	

⁴ In order to reduce the burden on students, these subjects could be taught on a semester basis, with four lessons a week in a semester (i.e. in the 1st grade geography could be taught in the first semester with history in the second semester and vice versa in the 2nd grade).

⁵ See the footnote above.

⁶ In order to reduce the burden on students, these subjects could be taught on a semester basis, with four lessons a week in a semester (i.e. in the 1st grade biology could be taught in the first semester with chemistry in the second semester and vice versa in the 2nd grade).

⁷ See the footnote above.

⁸ A student would be obliged to choose one of the proffered subjects (apart from this subject the student could choose other areas or subjects as options). The school, in accordance with its staffing and other resources, would, in good time, give notice of the electives available for students to take as well as information on the compulsory subjects being offered. (Each of the "personal choice" subjects is planned to be taught as two lessons per week).

2.2 CURRICULUM FOR GYMNASIUM – SOCIAL STUDIES ELECTIVE AREA

No.	Title of the subject	Weekly number of lessons by grades				
		I	II	III	IV	Total
A	LANGUAGES AREA					
1.	Mother tongue	4	4	3	3	14
2.	1 st foreign language	3	3	3	3	12
3.	2 nd foreign language	2	2	2	2	8
4.	Latin			2	1	3
B	SOCIAL STUDIES AREA					
5.	History	2	2	3	3	10
6.	Geography	2	2	3	3	10
7.	Sociology			3	3	6
8.	Psychology			2		2
9.	Philosophy and logic				3	3
10.	Education for democracy and human rights			2		2
C	NATURAL SCIENCES AREA					
11.	Mathematics	4	4	3	3	14
12.	Physics	2	2			4
13.	Chemistry	2	2			4
14.	Biology	2	2			4
15.	Computers	2	1			3
D	CULTURAL AND HEALTH AREA					
16.	Music		2			2
17.	Visual arts	2				2
18.	Physical and health education	2	2	2	2	8
Total A + B + C + D		29	28	28	26	111
E	STUDENTS' PERSONAL CHOICE					
	Personal choice ⁹	2	2	2	2	8
Total A + B + C + D + E		31	30	30	28	119
The number of subjects		13	13	12	11	

⁹ A student would be obliged to choose one of the proffered subjects (apart from this subject the student could choose other areas or subjects as options). The school, in accordance with its staffing and other resources, would, in good time, give notice of the electives available for students to take as well as information on the compulsory subjects being offered. (Each of the “personal choice” subjects is planned to be taught as two lessons per week).

2.3 CURRICULUM FOR GYMNASIUM – MATHEMATICS / COMPUTERS ELECTIVE AREA

No.	Title of the subject	Weekly number of lessons by grades				
		I	II	III	IV	Total
A	LANGUAGES AREA					
1.	Mother tongue	4	4	3	3	14
2.	1 st foreign language	3	3	3	3	12
3.	2 nd foreign language	2	2	2	2	8
5.	Latin			2	1	3
B	SOCIAL STUDIES AREA					
5.	History	2	2			4
6.	Geography	2	2			4
7.	Sociology			2		2
8.	Psychology			2		2
9.	Philosophy and logic				3	3
10.	Education for democracy and human rights			2		2
C	NATURAL SCIENCES AREA					
11.	Mathematics	4	4	5	5	18
12.	Physics	2	2	3	3	10
13.	Chemistry	2	2			4
14.	Biology	2	2			4
15.	Computers	2	1	2	2	7
D	CULTURAL AND HEALTH AREA					
16.	Music		2			2
17.	Visual arts	2				2
18.	Physical and health education	2	2	2	2	8
Total A + B + C + D		29	28	28	26	111
E	STUDENTS' PERSONAL CHOICE					
	Personal choice ¹⁰	2	2	2	2	8
Total A + B + C + D + E		31	30	30	28	119
The number of subjects		13	13	12	12	

¹⁰ A student would be obliged to choose one of the proffered subjects (apart from this subject the student could choose other areas or subjects as options). The school, in accordance with its staffing and other resources, would, in good time, give notice of the electives available for students to take as well as information on the compulsory subjects being offered. (Each of the "personal choice" subjects is planned to be taught as two lessons per week).

2.4 CURRICULUM FOR GYMNASIUM – SPORTS ELECTIVE AREA

No.	Title of the subject	Weekly number of lessons by grades				
		I	II	III	IV	Total
A	LANGUAGES AREA					
1.	Mother tongue	3	3	3	3	12
2.	1 st foreign language	3	3	3	3	12
3.	2 nd foreign language	2	2	2	2	8
5.	Latin			2	1	3
B	SOCIAL STUDIES AREA					
5.	History	2	2			4
6.	Geography	2	2			4
7.	Sociology			2		2
8.	Psychology			2		2
9.	Philosophy and logic				3	3
10.	Education for democracy and human rights			2		2
C	NATURAL SCIENCES AREA					
11.	Mathematics	3	3	3	3	12
12.	Physics	2	2			4
13.	Chemistry	2	2			4
14.	Biology	2	2	2	2	8
15.	Computers	2	1			3
D	CULTURAL AND HEALTH AREA					
16.	Music		2			2
17.	Visual arts	2				2
18.	Physical and health education	4	4	7 ¹¹	9 ¹²	24
Total A + B + C + D		29	28	28	26	111
E	STUDENTS' PERSONAL CHOICE					
	Personal choice ¹³	2	2	2	2	8
Total A + B + C + D + E		31	30	30	28	119
The number of subjects		13	13	12	11	

¹¹ Within this framework the content of the areas of athletics, gymnastics, rhythmic and other sports disciplines would be realized through half cycles which comprise about thirty lessons.

¹² See the footnote above.

¹³ A student would be obliged to choose one of the proffered subjects (apart from this subject the student could choose other areas or subjects as options). The school, in accordance with its staffing and other resources, would, in good time, give notice of the electives available for students to take as well as information on the compulsory subjects being offered. (Each of the "personal choice" subjects is planned to be taught as two lessons per week).

2.5 CURRICULUM FOR GYMNASIUM – LANGUAGES ELECTIVE AREA

No.	Title of the subject	Weekly number of lessons by grades				
		I	II	III	IV	Total
A	LANGUAGES AREA					
1.	Mother tongue	4	4	5	5	18
2.	1 st foreign language	3	3	4	4	14
3.	2 nd foreign language	2	2	4	4	12
4.	3 rd foreign language			2	4	6
5.	Latin			2	1	3
B	SOCIAL STUDIES AREA					
5.	History	2	2			4
6.	Geography	2	2			4
7.	Sociology			2		2
8.	Psychology			2		2
9.	Philosophy and logic				3	3
10.	Education for democracy and human rights			2		2
C	NATURAL SCIENCES AREA					
11.	Mathematics	4	4	3	3	14
12.	Physics	2	2			4
13.	Chemistry	2	2			4
14.	Biology	2	2			4
15.	Computers	2	1			3
D	CULTURAL AND HEALTH AREA					
16.	Music		2			2
17.	Visual arts	2				2
18.	Physical and health education	2	2	2	2	8
Total A + B + C + D		29	28	28	26	111
E	STUDENTS' PERSONAL CHOICE					
	Personal choice ¹⁴	2	2	2 + 7	2 + 9	24
Total A + B + C + D + E		31	30	30	28	119
The number of subjects		13	13	11	9	

¹⁴ A student would be obliged to choose one of the proffered subjects (apart from this subject the student could choose other areas or subjects as options). The school, in accordance with its staffing and other resources, would, in good time, give notice of the electives available for students to take as well as information on the compulsory subjects being offered. (Each of the “personal choice” subjects is planned to be taught as two lessons per week).

WG 2.1 Teacher Training Reform: Curriculum and methodology (Pedagogical Academy & University Faculty of Pedagogy or Philosophy)

Document 1: Draft list of general competencies of teachers

KNOWLEDGE	SKILLS	VALUES
<ul style="list-style-type: none"> ▪ IT ▪ One foreign language ▪ Knowledge of basic democratic principles and civil society characteristics 	<ul style="list-style-type: none"> ▪ Organisational ▪ Communicational ▪ Creativity ▪ Empathy ▪ Researching ▪ Evaluation ▪ Critical thinking ▪ Leadership ▪ Motivational ▪ Psychophysical 	<ul style="list-style-type: none"> ▪ Tolerance ▪ Flexibility ▪ Democracy ▪ Multi-culture ▪ Motivation for teacher's profession ▪ Ethic ▪ Humanity ▪ Objectivity ▪ Responsibility ▪ Curiosity ▪ Consistency ▪ Justice ▪ Exemplary moral standards ▪ Optimism ▪ Orientation to healthy lifestyle and sports ▪ Preservation of the environment

Document 2: Draft list for the general professionalism of teachers

KNOWLEDGE	SKILLS	VALUES
<p>PEDAGOGICAL:</p> <ul style="list-style-type: none"> • General • Family-pedagogical • School-pedagogical <p>DIDACTICAL:</p> <ul style="list-style-type: none"> • Knowledge on objectives, factors and principles of teaching process • Knowledge of forms, methods, systems and models of teaching process • Observation of contemporary teaching methodology • Selection, development and implementation of teaching innovations • Knowledge of curriculum <p>PSYCHOLOGICAL:</p> <ul style="list-style-type: none"> • General • Developmental-psychological • Pedagogical - psychological • Characteristics of children with special needs 	<ul style="list-style-type: none"> • Preference for active and interactive learning in teaching process • Ability to perform interesting teaching process • Self-observing and self-criticism • Effective performance of pedagogical work • Use of different teaching strategies • Skills for application of new teaching technology • Diagnostic • Skills for application of all teaching systems (exemplar, d...) • Pedagogical adaptability • Exchange of professional experiences with other teachers • Participation in a group work • Innovation, improvement and promotion of teachers' profession • Recognition of children with special needs and their adequate involvement in regular teaching process 	<ul style="list-style-type: none"> • Professionalism • Showing commitment to teachers' profession • Love for children • Knowledge and appreciation of children's individuality • Constant development of children's self-respect

Document 3: Goal and competencies for initial teacher training

In order to be effective, the teachers of the future need to develop to an adequate level in general, general-professional and specialist-professional fields.

The following competencies have been identified as necessary for the realisation of this goal.

- 1 Professionalism, and commitment to the teaching profession
- 2 Knowledge of the professional content, and being up to date with new developments in the particular field
- 3 Knowledge of methodics and modern information technology and their application in the specialist-professional field
- 4 Ability to evaluate learning results, the application of working methods and didactical materials
- 5 Capacity to develop plans and programmes
- 6 An understanding of the emotional, intellectual and physical needs of children and their ability to reach their learning potential.

Document 4: Curriculum framework for initial teacher training

- Initial teacher training should last 4 years;
- The balance of the curriculum areas should be the following:
 1. general (10 – 20%)
 2. general-professional (20 – 30%)
 3. specialist-professional (60 – 70%)
- Students should be required to take elective subjects.
- Over the entire period of study students should spend at least 25% of the time in practice, in specially established practice rooms.
- The students' practice should start from the first year of studies and it should include pedagogical, didactical and methodological practical work.
- Schools used for student teaching practice should satisfy predetermined conditions regarding materials and personnel. Standards for practice schools should be defined by the Ministries of Education in consultation with the universities.

WG 2.2 Plan for a country-wide teacher in-service training introducing a curriculum framework with core elements and active learning methodology

Document 1: Country-wide plan for in-service teacher training (DRAFT)

1. Educational Policy and Strategy

1.1 Analysis of Current Practice

1. Initial training (a University Diploma with an Education major) does not sufficiently equip teachers, nor does it give them sufficient skills and abilities for the successful implementation of complex teaching tasks.
2. Internship and a professional exam are not well devised since they do not sufficiently prepare teachers for independent work.
3. Schools do not give enough attention to in-service teacher training, which seems to be treated as only a formality. Schools do occasionally organize professional lectures, but this is sporadic, and individual teachers are not offered any incentives to take part in them.
4. Organization of professional in-service teacher training:
 - 4.1. By the Principal, pedagogue (internal)
 - 4.2. By a Pedagogical Institute, University (external)
 - 4.3. By international and national NGOs (external)
5. Formal professional development does not suit the needs of students.
6. Some international projects have contributed to the improvement of classroom teaching process, but not to the subject teaching process.
7. Formality of this task leads to professional development becoming a routine task, often inefficient.
8. Criteria for teacher promotion are not uniform and are rarely applied.
9. Lack of cooperation and links between the following institutions in the area of in-service training:
 - 9.1. Schools and Universities
 - 9.2. Pedagogical Institutes and Universities

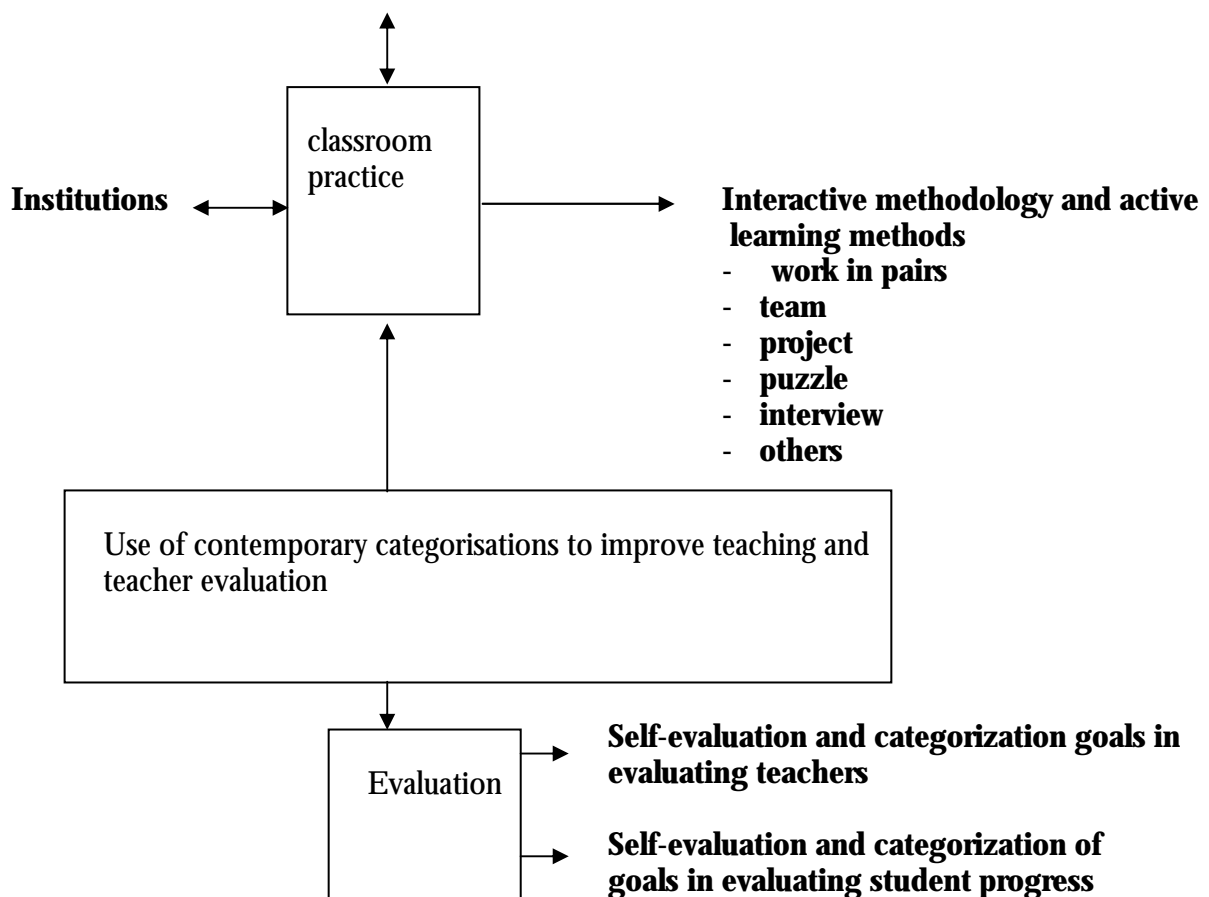
1.2 List of Proposals

1. Training and in-service training are important components of professional development and lifelong learning.
2. Professional training should be closely linked to teaching practice. This can be accomplished by:
 - a. Developing a competitive market for professional training programmes
 - b. Providing programmes oriented towards improving classroom teaching
 - c. Providing professional and financial assistance
3. Management teams in schools should identify the needs of teachers and the school
4. Professional capacity should be increased in order to meet the school's requirements and to follow the latest development in the fields of technology and education.
5. Pedagogical Institutes should have greater autonomy and should be restructured in order to carry out two important functions: a professional development / advisory function and an evaluative function.

- i. *Professional development /advisory functions should include*
 - a. Developing long-term professional development programmes of teachers,
 - b. Developing models to implement these programmes ,
 - c. Programme evaluation (the participants themselves should evaluate these programmes).
 - ii. *Evaluation functions should include:*
 - a. self-evaluation of teachers based on predetermined criteria,
 - b. self-evaluation of students based on predetermined criteria,
 - c. evaluation of the success of teachers, with students' learning as the most important criteria.
6. Develop a network of professional capacity building centres.
 7. Develop criteria for professional capacity building, professional advancement and incentives for improvement
 8. Develop national criteria and standards for a competent teacher.

1.3 Interactive Learning Model and Goal Categorisation

Classroom work with respect to individual learning styles



2 Institutional Framework

2.1. Scheme of institutions involved in professional capacity-building system

A GOVERNMENTAL INSTITUTIONS

- 1 State Council for professional development of teachers
- 2 Regional educational centres
 - 2.1. Pedagogical Institutes
 - 2.2. Universities
 - 2.3. School
 - 2.4. Agencies

B NON-GOVERNMENTAL INSTITUTIONS

Educational teaching centres (including private centres).

2.2 Database

1. Professional data on each teacher.
2. Resources (sources).
3. Educational needs of teachers.

2.3 Programme catalogue (draft)

- Directory of Institutions and Programmes
- Catalogue contents with compulsory and optional modules
 1. Data about institution, organisation, agency and an individual offering a programme
 2. Programme framework (seminar, course, workshop) - aim and description
 3. Trainers, facilitators
 4. Length of programme (timeframe)
 5. Time schedule
 6. Venue:
 - A. fixed
 - B. as per agreement
 7. Cost

3. Standards (terms and reference for the elaboration of standards)

3.1. A proposed list for the professional competencies of teachers

- 1 Broad general education and culture (including familiarity with the IT and knowledge of one foreign language)
- 2 The teacher has an appropriate educational degree in an area connected to the subject he/she is teaching
3. The teacher is pedagogically-psychologically and didactically-methodically qualified
4. The teacher is qualified to diagnose and respect needs, individual differences and learning styles
5. The teacher can create conditions and an environment for active learning and inclusive education
6. The teacher has the knowledge and skills of an evaluator of learning, student development and teaching methods

7. The teacher has the skills of a facilitator, leader and manager of the teaching process
8. The teacher has communication skills and is cooperating within the school and with the environment
9. The teacher has skills to constantly innovate in the syllabus and teaching
10. The teacher is a reflective practical person - constantly critically evaluating his own practice and the practice of others in the improvement of educational process
11. A teacher has to be motivated for constant professional development and be open to changes in education
12. Trained in education management

4 Licenses, Accreditations and Certificates

List of basic principles for monitoring evaluation and professional capacity building

- a.
 - Make long-term programmes and modules for professional capacity building
 - Determine values of modules (number of hours = number of credits)
 - Planning
 - Progress in profession:
 - a. mentor and advisor (post-secondary education)
 - b. senior advisor (university education)
- b.
 - Certificate modules for professional capacity building of teachers and managers
 - Certificates carry data about number of hours and credits
 - Creativity – scientific and professional works of teachers
- c.
 - Acquiring a higher educational degree connected to the position within an appropriate profession
 - Create incentives for the further education of teachers
- d.
 - If a teacher meets all the professional requirements, s/he is issued a five-year teaching license which allows him/her to teach during that time.

Document 2: Various Topics Elaborated in Workshop 5

1 Guidelines for the Legal framework

1. The law at all educational system levels should prescribe obligatory in-service training.
2. Pre-service and in-service training are important components of professional development and life-long learning.
3. Efficiently link up in-service training and practice through a free market of programme
 - 3.1. Programmes should be directed to the improvement of practice in the classroom
 - 3.2. Institutional and financial support should be provided
4. Process of adoption of programme (evaluation of practice in schools)
5. Providers of in-service training: Pedagogical Institutes, Faculty, In-service Training Centres
6. The Council for in-service training shall perform the following:
 - 6.1. Issue working licenses for In-service Training Centres
 - 6.2. Monitoring, accreditation and development of programme
7. The first license for a teacher to work should be obtained within basic studies in which 25% of the course is practical.
8. License renewal every 5 years.
9. Professional upgrading.
10. Link professional upgrading to financial incentives.
11. Create criteria for professional in-service training and professional upgrading.
12. Create criteria and standards for competent teachers.

2 Guidelines for financing

- 1 More financial resources for professional in-service training
- 2 The budget to be the main financial source but self-financing should be anticipated, as well as other funding sources
- 3 Possibility for combined funds for the programme
- 4 Ensure funds for the support of incentives for professional upgrading
- 5 Financing of developing programmes – experimental schools
- 6 Ensure funds for schools - practice rooms financing (modernization of equipment) and stimulation of mentor's work
- 7 Ensure specific funds for purchasing professional literature and periodicals (resources for professional in-service training)
- 8 Ensure funds for support to publishing activities
- 9 Ensure funds for use of IT in the teaching process and the establishment of networks between Teacher Centres and schools.

3 Documentation

Elaborate a system of cumulative documentation for in-service training and teachers' upgrading.

4 Professional in-service training programmes

4.1 Principles

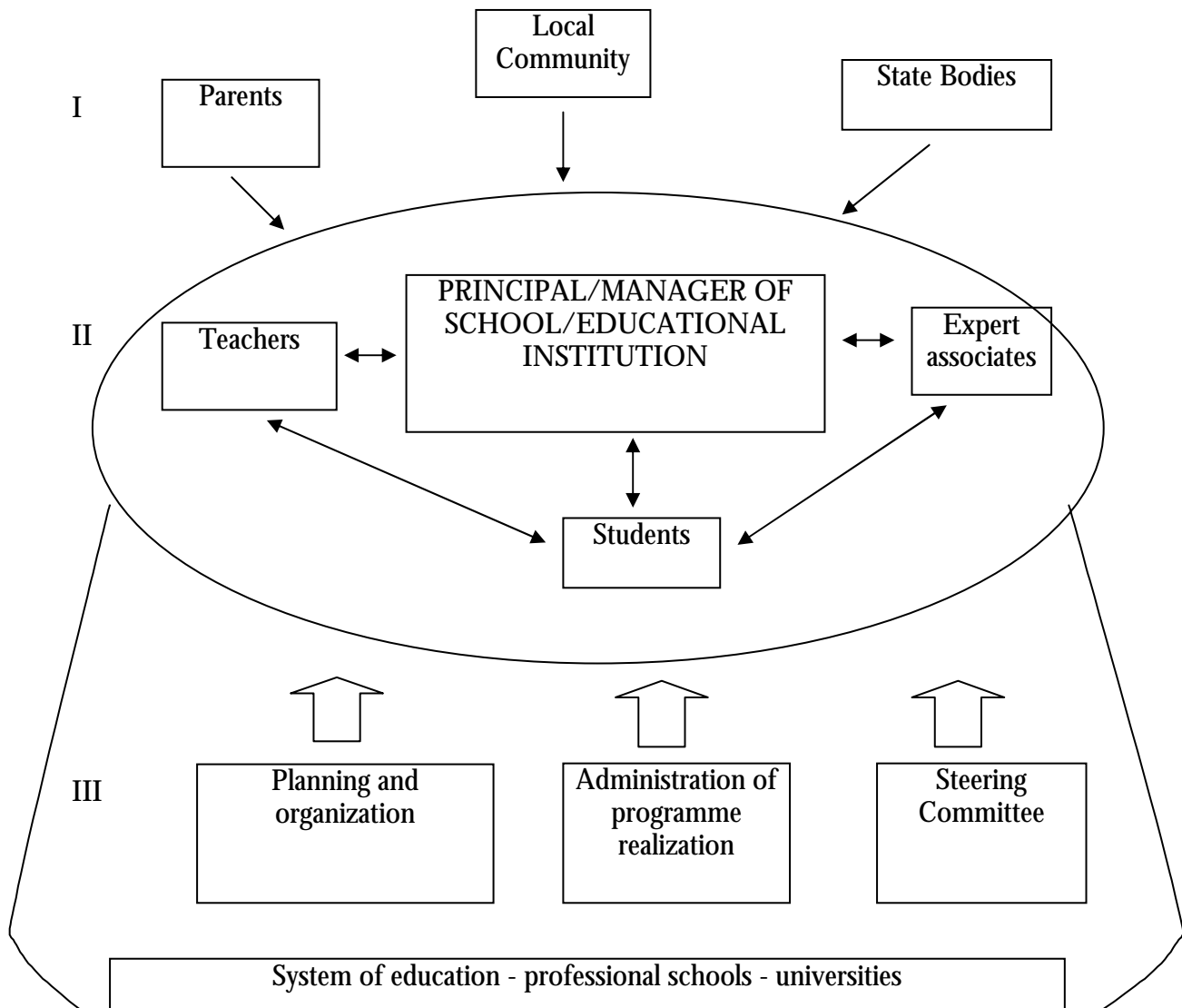
- 1 Different programmes
- 2 Time limitations
- 3 Number and worth of credit appropriate to the module
- 4 Free choice of programme of specialized expert competences
- 5 The programme to be based on educational needs research

4.2 Possible topics / fields

- 1 Use of modern technology in the teaching process
- 2 Modelling of didactical materials for particular kinds of interactive teaching
- 3 Evaluations of teaching process
- 4 Programming and evaluation of pedagogical work in school
- 5 Organization of free time
- 6 Methods for working with children with special needs
- 7 The basic scientific organization of teaching process (*menaxeri*)
- 8 Managing change in the school
- 9 Information and business systems
- 10 Pedagogical-instructive director's functions
- 11 Environmental education
- 12 School communication
- 13 Inter-staff relations and psychology
- 14 Application of small, action research projects in the teaching process.

WG 3.1 Educational management: Defining tasks and elaborating an in-service training

Document 1: Scheme – Structure and Processes of Management in Educational Institutions



Management is the process of planning, organizing, managing and supervising.

THE STRUCTURE OF MANAGEMENT

- I Parents, Local Community, State
- II Participants in the educational process
 - student
 - teacher
 - expert assistant

III Planning and organisation

MANAGING THE REALIZATION OF PROGRAMMES (LEADERSHIP AND SUPERVISION)

- Creation of a framework of knowledge and skills required by the school manager.
- Creation of the basic institutions for the education of managers.
- Make institutional definition of management issues.
- Systematically regulate the influence of parents and the local community.
- School Boards and School Councils should be formed on professional bases.

Document 2: Defining a Manager's Competences In Education

- The issue of director's autonomy should be regulated in the Law on Elementary and High School in terms of planning, organisation, managing and supervision of work in educational institutions.
- Steering Board competences should be limited to a level that will not restrict the above managerial activities.
- Planning, organisation, managing and supervision elements will be developed in a separate document.

Document 3: Models of Initial, Basic Manager Training

The creation of a two-semester course in education management at the Faculties of Pedagogy is suggested for those involved in the development of higher education standards.

A candidate should be able to apply to enter manager training after he/she graduated at one of the faculties for teachers and spent five years in the process of training and education. Teachers who are the most successful in their profession should receive priority.

Document 4: Models of Professional In-Service Manager Training

- The obligation of permanent professional training should be regulated through a by-law (Book of Rules on Professional Training and Promotion) and the annual of work of the manager.
- Models:
 - Individual training
 - Manager education programmes implemented by professional associations
 - Manager education programmes implemented by Pedagogical Institutes
 - Faculty for Education Management
- Course requirements would consist of a minimum of four courses of lectures from any area connected with training and education in the course of one year.

Document 5: Subjects/Plans Studied during Manager Training

The following subjects/plans are proposed:

- Pedagogy, psychology, philosophy, sociology
- Language (rhetoric/logic, English language)
- Economics and informatics (finance, planning, analytics, statistics, standardisation)
- Labour market – analysis and trends
- Legislation and administration

The plan would contain, in total, 200 teaching hours and would be implemented in two semesters. After all subjects are successfully passed, a certificate would be issued (NOT A DIPLOMA).

This document is also proposed for those involved in developing standards for higher education.

The elaboration of these proposals should be conducted in co-operation with the proposers.

Document 6: Sources of Funding

Institutions providing the management training services in education would ensure funds from:

- Individual participation of the candidates
- Donations
- Publishing
- Seminars and lecturing
- Other sources

WG 3.2 Elaboration of strategies and materials for working with parents and the community

Document 1: Principles governing the relationship between parents, teachers and students

A Council of Students and a Council of Parents should function in each school.

Principles for a Council of Students:

- The school should form the Council of Students
- The Teachers' Council should co-operate with the Council of Students and the Council of Parents through its representatives
- Forms of co-operation: meetings, presentations, research projects and others
- The Council of Students should present all issues before the Teachers' Council, School Board and Council of Parents and participate in the formulation of solutions.
- The Council of Students should discuss the quality of the school's work, the quality of teaching, participation in social activities and the promotion of the school's interests in the local community
- The Council of Students should participate in the creation of selected parts of the curriculum, as decided on by the local community and the school

Principles for a Council of Parents:

- Membership of the Council should consist of a parent-representative of each class group
- At the first parents' meeting, they should choose their own representative
- Members of the Council of Parents should be elected at the beginning of each school year
- The Council itself should elect the Chair
- The Council should meet three times during the school year
- The Council should
 - analyse the behaviour and success of students and propose improvement measures to the school Principal
 - assess its own contribution to the school work
 - participate (partially) in curriculum proposals, as adapted to the local community
 - participate in cultural, public and organisational activities of the school
 - lobby for material resources for the school
 - analyse parents' opinion on the assessment of the school work
 - offer help to deprived children and children with special needs, and promote an inclusive culture
- The Council should have a close relationship with the Teachers' Council, Council of Students and School Board.

Document 2: The School Board

The managing body in primary and secondary school is the School Board. The School Board consists of at least seven and at most nine members. The members of the School Board are appointed and dismissed by the founder. Two members of the School Board should come from the parents group, two members should be representatives of local authorities and three members come from the expert associates and teachers group. The members of the School Board should be

appointed for a period of four years. After that period, the same person should be eligible for re-appointment. The founder should be able to dismiss a member of the School Board even before the expiry of the initial term if he/she determines that the member is responsible for unsuccessful or illegal work of the School Board, or at his/her personal request, as well as in other cases defined by the school regulations.

Activities and Responsibilities: the School Board should -

- issue the vacancy notice for the School Principal position, to be published in the media
- follow the change of organisation within the school, which clearly needs managerial skills of the school Principal and his/her team
- decide on the termination of the rights of teachers, expert associates and associates for further educational work
- pass the financial plan and adopt the annual budget
- consider the realisation of the annual plan of school work and the creation of a flexible curriculum as well as the programme for inclusive education
- decide, upon a proposal by the Teachers Council and Principals of primary and secondary schools, on objections by teachers and expert associates in regard to the evaluation of work
- pass regulations regarding the internal organisation and the systematisation of work, tasks and other general school activities
- be accountable to the founder for the results of primary and secondary schools' work
- submit a business report at least once a year,
- conduct other business determined by the Primary and Secondary School Law, and ensure implementation of the provisions of that law

Document 3: Co-Operation between School and Local Community

- The primary objective of co-operation between the school and the local community is the realisation of educational aims. The school should be the cultural-educational centre of the local area, and the local community should offer a range of learning environments.
- Co-operation of the school with the local community should be included in an annual school plan.
- Areas of co-operation could include:
 - development of inclusive culture in local community through building up a partner-relationships with parents, institutions and organisations in the local community;
 - humanitarian actions and help to the elderly and disadvantaged
 - activities to improve the local environment
 - careers advice
 - the organisation of exhibitions, meetings, open evenings, academic and other cultural-art activities, which are prepared for the students and citizens in co-operation with institutions in the community
 - material-financial help in financing a part of electives and activities, as well as work with students with a special need for expert help.
- Institutions and organisations in the local community, with which schools should establish co-operation are as follows: the municipality, community office, centre for social labour and the social care of children, libraries, culture halls, museums, cultural-art associations, cinemas, theatres, sports associations, clubs, Red Cross, health institutions...

- Co-operating partners: the Principal, expert bodies and schoolteachers, social organisations, community office and municipal bodies for social activities. All those co-operating should participate equally in the decision making process within their authority.
- Models of co-operation between the school and the local community should be developed on the basis of the school role in:
 - rural environments
 - larger settlements
 - towns.

Document 4: Enrolment of Students into Schools

The enrolment of students into primary schools should satisfy the following:

- free choice of school
- free choice to change from one school to another
- compliance with legal regulations (including, where required, a medical exam and the opinion of a psychologist).

The enrolment of students into secondary schools

- Every student who has passed the external matriculation should be able to enrol in a secondary school. This external matriculation exam should take place at the completion of primary school in a matriculating school. The exam should consist of mother tongue, foreign language and mathematics. The exam should take place everywhere at the same time at a national level, with the same content for all students. Students' work should be submitted to the Assessment Commission. Announcement of the achieved matriculation results should be published at the same time in all schools.
- Ministries should prescribe an appropriate enrolment procedure for returnee children who have completed primary education in another country.

WG 4.1 Special needs education: Curriculum elements and guidelines for inclusive education

Document 1

Month _____

Lessons	Teaching contents by areas		
Total per areas	Work on texts and reading	Self-expressing culture	Grammar including spelling

Document 2: Draft programme adjusted to an individual - mother tongue

For students whose capacities and knowledge are significantly below the requirements of the general programme:

1. Name of student
2. Initial basis (level of knowledge per areas, that is defined by real tasks or on some other way)
 - reading capacities are at the level of requirements for _____ grade
 - verbal capacities are at the level of requirements for _____ grade
 - writing capacities are at the level of requirements for _____ grade
 - spelling and grammar capacities are at the level of requirements for _____ grade
(Standards defined by curriculum)
3. Special comments related to the psychological and social status of the student:
4. Educational status of student:

Document 3: Draft for the education of teachers, principals and expert associates, students and parents in the area of inclusion of children with special needs

1. Education of teachers, expert associates and principals
 - education through professional education
 - education through professional development:
 - seminars
 - advisory meetings
 - round tables
 - professional associations
 - study visits
 - expert bodies in schools
2. Education of parents through:
 - meetings of the parents of a particular class
 - meetings of parents of a particular grade
 - general, common meetings of parents
 - radio broadcasts in the school
 - public media
 - Council of Parents
 - Associations of Parents
3. Education of students through:
 - class communities
 - free activities
 - sections and organisations
 - public activities
 - competitions
 - summer and other vacations
 - excursions, etc

Document 4: Draft document for implementation of a special and individual pedagogical evaluation of students

I GENERAL DATA ABOUT CHILDREN AND PARENTS

II CASE HISTORY

- pregnancy, birth, early childhood, epilepsy and other illnesses, illnesses in family, alcoholism, drugs and others.

III PHYSICAL DEVELOPMENT

- adequate to the age, observable from the physical point of view

IV AWARENESS

- establishment of co-operation: easy / difficult
- attention: good; bad; fluctuating
- concentration: good; bad; absent
- use of pencil and colours, level of painting expressing: (SCRIBBLING); recognisable drawings
- recognise the shapes, sizes, quantities and differences
- orientation in time and space
- orientation on own body: scheme of lateralisation/orientation on the person and in space

V SPEECH DEVELOPMENT

- understand talking: Yes / No
- active talking: at certain level; several words; short sentences; long sentences
- articulation of voice: good; damaged
- understanding of his/her talking: good; bad

(If a student is already enrolled in education, evaluation should be conducted regarding the student's educational status against chronological age; reading, writing, understanding, remembering, drawing conclusions and mathematics)

VI DEVELOPMENT OF THE SENSES

- co-ordination of eye and hand
- gross-motor development
- fine-motor development
- mobility of fingers
- co-ordination of upper and lower extremities (arms and legs)

VII COMMUNICATION

Communication is the process of passing information from one to another person. The kinds of communication are different and subject to change depending on the psychophysical capacities of children.

Observation is based on:

- relations with parents, brothers and sisters
- relations with friends
- relations with toys (likes to play with toys, does not pay attention to toys, rejects toys)

Document 5: Draft guidelines for the creation of a programme of work with gifted students

To create a programme of regular, additional teaching and extracurricular activities which provides the following:

1. early demonstration of abilities
2. rapid rate of knowledge acquisition
3. creation of skills and habits in continuing activities
4. preferences and interests
5. originality – unrepeatability
6. acts of creation
7. the creation of socially valuable products
8. the realization of various preferences and abilities
9. various creative contributions to a joint project
10. stimulating cognitive-emotional development
11. information giving and social communication
12. personal affirmation as a preventive of unwanted behaviour in students

Document 6: Draft guidelines for the creation of individually adapted programmes (for students whose potential and knowledge significantly diverge from the requirements of the general programme)

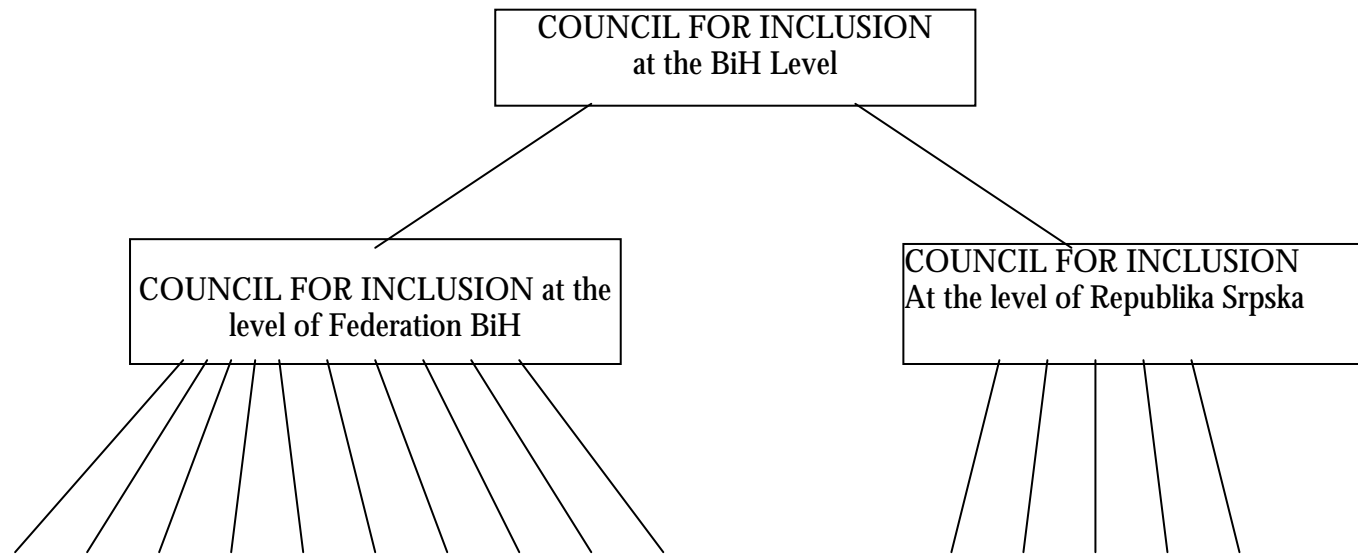
1. Student's name
2. Initial basis (level of knowledge of subjects as determined by standardized tests of knowledge – standards indicated by curriculum)
3. Special remarks considering the psycho-somatic and social condition of students
4. Education status of students.

Document 7: Draft document for the elaboration of a taxonomy of goals and tasks for all subjects taught within the Curriculum framework.

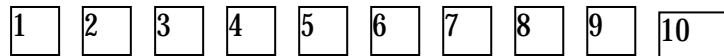
- Determine the level of knowledge, skills and customs for all subjects which are necessary to be developed with sufficient, good, very good and excellent levels of success..
- Based on this determination , make an adjustment for each student with special needs who is in the school.
- This adjustment should be made by a team of experts (pedagogue, psychologist, speech therapist, special education teacher, regular teacher) at the school level.
- Specialist teachers should work with students one school hour daily.

WG 4.2 Special needs and inclusive education: Specific elements for teacher training and teacher in-service training

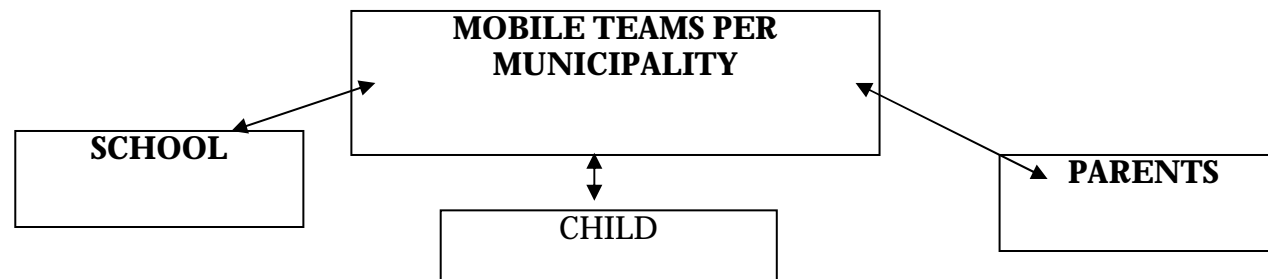
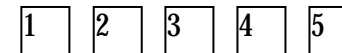
Document 1: Organisational Network for Inclusion



INCLUSION TEAMS AT THE CANTONAL LEVEL



INCLUSION TEAMS AT THE REGIONAL LEVEL



Document 2:

A A proposed definition of the difference between inclusion and integration

Social aspects of joint life and work of students regardless to psycho-physical and education status should be considered as **integration**.

Inclusion is education that fulfils upbringing needs of all children, including those who have obstacles in development in a way that current diversities are not an obstacle for optimal education of every individual.

B Categorisation of sub-groups of children with special needs

1. According to ICD-10:

- Mental retardation
- Impairment of hearing (partial deafness and deafness)
- Visual impairment (partially sighted and blindness)
- Bodily and chronicle diseases and impairments
- Multiple distraction
- Pervasive development disorder
- Specific disorder in development
- Behaviour and emotional disorder
- Psychosis of development period
- Mood swings (affective disorder)
- Development disharmonies
- Difficulty in adapting
- Abused and neglected children
- Misuse of substances
- Tendency to commit suicide in development period
- Eating disorder
- Sleeping disorder
- International classification of epileptic attacks

2. Talented and gifted children

Definition of gifted children – Student or a child that shows potential at very high levels of achievements that can be identified as:

- intellectual,
- creative,
- social,
- sensory-motor,
- and other gifts.

Talent represents superior mastering of systematically developed skills and knowledge in at least one area of human activity to the level that categorizes students in 15% of the best peer-students that are active in that area or areas.

Areas of talents:

- academic,
- strategic games,
- arts,
- social actions,
- business,

- athletic and sports.
3. Children with specific needs in development are:
- returnees' children,
 - children from incomplete families,
 - children of minority groups.

C Structuring the in-service training programme

Plan for four-years' study

Areas

- theoretical-comparative approach to inclusion (international documents, i.e. approach to inclusion from different points of philosophical, social, medical, pedagogical-psychological and special education expertise);
- basic characteristics of children with special needs;
- strategies for work with diversities;
- team work and communication;
- modern information technology (advantages and risks of its utilization);
- instrument of evaluation.

Document 3: Proposed Elements for Initial Training and In-Service Training in Inclusive Education

Objectives:

- a The development of an understanding of children' needs as well as strategies for accessing their learning potentials and the ability to plan effectively for individual development
- b Increased competence of teachers in content and other issues related to the development of individualised programmes .
- c Increased competence in selecting teaching methods and instruction material, as well as in the implementation of strategies appropriate to children with special needs
- d Increased competence of teachers to track students' progress.

Training Modules:

Education of teachers and professional in service training for inclusive education should be implemented through the following:

- a initial training that includes special teaching contents and methods, an integral approach to other subjects and increased scope for practical work in the classroom
- b additional in-service training of teachers
- c sub-specialisation study
- d continuous teacher training for inclusive education

Expected Outcomes:

- a as a rule education of children should start in the regular elementary school (revise the Book of guidelines for children with special needs)
- b children with special needs in a regular elementary school should be trained in accordance with the special, individually adapted syllabuses
- c vertical mobility of adapted individual syllabuses until the regular elementary education is completed.

WG 4.3 Elaboration of strategies and materials for integration of returnee children into the regular school

Document 1: Proposal for modernisation of primary and general secondary education in the area of reintegration of children returnees in regular schools.

The WG has elaborated several **aims**, with some basic elements required to achieve the aims. The group has also elaborated some important **activities** that should be used in the realisation of the aims. The basis for activities were:

- The development of a coherent education system, in which each educational development project should be based on social and human goals and an understanding of education as intellectual joy and curiosity.
- All basic elements of education programmes are relevant to the children of returnees. Educational achievements of returnee children, in overcoming differences in content and level, should be implemented through different forms of teaching and extra-curricula activities.
- The preparation of concrete measures and activities, which recognise specific elements of local surroundings, should always start from the premise and requirements of the information society, the importance of education within it and multi-professional teamwork. The legal framework, which regulates this area, should have flexible regulations.

These bases reflect the dynamics and priorities of the Working Group's current topics and activities.

I. EDUCATION OF LOCAL COMMUNITY (PARENTS, TEACHERS, STUDENTS) IS EMPHASISED AS THE PRIORITY AIM

Long-term and short-term educational programmes should include a precise information base for its implementation. The contents of the programme should consist of parts for the education of **parents, teachers and students**. These programmes should include certain activities, such as the following:

a) Education of parents

- Appropriate information provided to parents at parents meetings and during special professional presentations (about democracy, tolerance, children's rights, etc)
- Develop and introduce models of **workshops** for parents to increase knowledge about such topics as human and civil rights and civil society.
- Involve parents in the work of cultural and artistic associations, in the work related to the protection of the environment, in the preparation of sport teams for competition, etc.

b) Education of teachers

- In the programme for **collective** professional capacity-building, include issues that will be elaborated using workshop methods (in sessions of expert bodies and council of teachers)
- Provide adequate literature (Convention on the Rights of the Child, etc) and include such issues in the programme for **individual** professional capacity-building.
- Inform teachers about the context and contents of appropriate projects (CIVITAS, PHARE / CARDS, etc)
- Motivate teachers to participate actively in selected projects (such as "Zdravo da ste", "Step by step", "GL-Dialog BiH-Denmark", interactive learning)

c) Education of students

- Workshop methods should be used in the course of class meeting time to discuss issues of children's rights, democracy, tolerance, rights and responsibilities of students, etc.
- Students should be allowed and supported to organise workshops independently, including workshops for parents, about topics related to civil education, human rights, rights and responsibilities of students, etc.
- Students should be involved in the work of school bodies and organisations.

II SPORT AND OTHER COMPETITIONS (knowledge, cultural, artistic and other) AND SOCIALISING

Sporting and other competitions and socialising should be systematically and regularly organised. Since these are the most spontaneous kind of integration, particularly for children returnees, programmes and activities should be general in nature, but precisely defined when they are for implementation in particular schools and local communities. In that sense, the content of different socialising activities should be carefully elaborated. The following should be considered:

- using sampling methods, analyse this segment of annual school plans
- the purpose of such activities should be the promotion of goodwill and healthy competitive spirit rather than winning
- it should be suggested that schools, in developing their annual schedules, include clear and consistent programme of all competitions and social events occurring at the level of the local community.
- in social activities and competitions that involve schools from two or more local communities, the main purposes should be the promotion of participation, the exchange of experiences, environment protection and the cultivation of school spirit;
- all kinds of competitions will in the most natural way contain talented children.

III ANALYSIS AND PROVISION OF INFORMATION ON INTEGRATION OF RETURNEE CHILDREN IN BiH

A plan of activities should be developed following a thorough analysis of the level of integration of returnee children in BiH. The timeframe for these activities would be realised in accordance with existing guidelines and specific circumstances – that is, consistent with the resources available to the school and local community.

In this context, voluntary work (parents, teachers, organisations and the wider society) and intensive links with international organisations that are active in the local community, are of particular importance.

Activities should be planned and developed on all levels, and, within this process, the school should be as open as possible in dealing with the local community.

WG 5.1 Elaboration of a framework for a general (primary and secondary) education law

Document 1: Introduction

The central issue from which the Working Group began its work and the composition of this document was the question how to ensure and realise the necessary cohesion of the education system with a consistent implementation of the decentralisation of education in the existing constitutional-legal organisation of Bosnia and Herzegovina.

In respect of what are identical or similar needs, interests and goals, and starting from the answers provided by existing legislation and the combined positions of entity/cantonal educational authorities in defining the directions of change in the education system, it was estimated that in order to achieve an adequate cohesion it is especially important to accept and respect democratic principles in education, to define the significance and purpose of education as well as the general goals of education, and to define educational standards, thus ensuring the unobstructed mobility of students and teachers, and the comparability and the recognition of educational certificates at local and international levels.

The document which has resulted from this stage of the work of the Working Group represents directives for the process of upgrading and consolidating the existing laws on education. In that sense it contains recommendations on basic principles and elements that should be incorporated in the existing educational legislation. With their further elaboration through concrete solutions in the laws, bylaws and other legal and pedagogical acts, an adequate legal framework for the modernisation of primary and general secondary education in Bosnia and Herzegovina should result.

The first part of the document - section **(a) BASIC PRINCIPLES** - represents the result of the Working Group's independent work on the legal framework during the six workshops.

The second part of the document - section **(b) ELEMENTS** - represents the result of joint work and consultations which the Working Group on the Legal Framework had with other Working Groups on their proposals for the legal regulation of certain issues / subject matter from the area of work of all the Working Groups.

Document 2: Basic Principles and Elements for the Modernisation of Educational Legislation

(A) BASIC PRINCIPLES:

International assistance/donations alone cannot be the basis and guarantee for the rapid social and economic recovery of Bosnia and Herzegovina. Bosnia and Herzegovina needs economic growth which is self-sustainable, and which will lead to the elimination of poverty and an increase in the standard of living of all its citizens. Poverty can be overcome and the country become economically stronger by reinforcing the knowledge, capabilities and skills of individuals. This can only be achieved by better education. It is therefore necessary to elevate education from what has been for decades its purely rhetorical position in order for it to become a real priority in social reform.

1. Education as a priority

Education is an integral part of the strategy of social and economic development of the country. Scope of education is a social priority.

The country's social, political, economic, technological and cultural level depends in the main upon the level and quality of the education of all its citizens

2. The purpose of education

The purposes of education are:

- to help an individual develop his/her skills – intellectual, physical, moral and social – as much as possible,
- to contribute to the creation of a society where there is mutual respect between all people and where the rule of law, as established in accordance with the principles of human rights, is respected and followed,
- to contribute to such an economic and social society as will provide the best possible living standards and satisfactory cultural life for all.

By incorporating the political, cultural and moral values on which civilised society is based into the Constitution, Bosnia and Herzegovina has expressed its will and consent to values which are considered universal. General aims of education for Bosnia and Herzegovina can be further defined by deriving them from a combination of these universal values with Bosnia and Herzegovina's own value system, the latter being based upon the particular national, historical and cultural traditions of its peoples.

3 The general goals of education

- child-rearing and education to engender respect for human rights and fundamental freedoms; respect for diversities; understanding, mutual tolerance and solidarity amongst people, nations and communities; regaining awareness of the equality of genders; the development of life skills in a democratic society; and respect for the rule of law;
- providing equal opportunities for education and the possibility of choice at all educational levels, regardless of gender, race, ethnicity, social and cultural background and status, psychophysical characteristics, religion etc;
- providing optimal development for each individual child, both the gifted and those with special needs, in accordance with their age, opportunities, and mental and physical capabilities;
- providing education of quality for all citizens;
- achieving a standard of knowledge that is comparable to the international, i.e. European, level;
- stimulating lifelong learning;
- providing the acquisition of as high a level of education as is possible, as well as knowledge, creativity and productivity in citizens, and hence faster economic development;
- providing for inclusion in the European integration process.

Educational legislation should proclaim and express the true determination of education authorities at all levels to provide, respect and protect the fundamental human rights and freedoms defined in the Constitution and by international agreements signed by Bosnia and Herzegovina. The provisions in these documents are the starting point for concrete legislation and its implementation in educational practice.

4 Affirmation of respect for human rights

The prohibition of discrimination on the basis of gender, race, nationality, religion, language, culture, disablement or any other basis;

The priority of children's rights. Children's rights concerning education and care for their physical and mental health and safety have priority over any other right. In the case of a conflict of rights, the priority must be given to the right (interpretation or action) which will serve the interest of children to the greatest extent;

The child's right to education. Every child has a right of access to and participation in appropriate education. "Appropriate education" includes education which will provide a child with the possibility of using its innate and potential physical, mental and moral abilities in the best and optimal way. Primary education is compulsory and free of charge. Authorised bodies determine the length of compulsory education and undertake measures necessary to ensure that children are educated for as long as possible until they become of age. Secondary education is, on the basis of achievement, equally accessible to all, while the authorised bodies have an obligation to help young people access the third level of education including further education.

The right to select the type of education. Parents have the right to select the type of education which either they or someone else will give to their children, exercising their judgment on what is in their child's best interest, provided only that the children's right to a certain type of education, having respect for the child's dignity as an individual, is realised. The realisation of this right cannot in any way limit the right of a child to access and acquire education which matches his/her interests, needs and capabilities, as well as his/her right to realise an appropriate education. The parents' rights in the selection of an education which they find acceptable for their own children cannot be realised in a way which reinforces prejudice on race, gender, religion or on another basis, or in a way which is contrary to law and morality. Parents have the right to educate their children in public or private schools or on some other appropriate way, provided this is in accordance with the provisions of valid laws. Parents are obliged to ensure that their children attend school during the period of compulsory education, otherwise parents are subject to sanctions.

Equal access to, and equal opportunities for education. Every child should be provided with equal access to education, without being subject to discrimination on any basis. Equal access may include the establishment of mechanisms for equalising the initial situation, the so-called "starting basis", thus ensuring equal opportunities of success for all at every educational level.

Respecting diversities. A democratic education system promotes existing diversity in society. A principle of equal educational opportunity for all also reflects respect of the right to diversity (individual differences, group, national and cultural differences, differences in the speed of development, etc). Equal opportunities may not function a way which eliminates individual differences or limits pluralism.

Equal respect for all three recognised languages and scripts of the constituent peoples. Educational authorities are obliged to ensure adequate mechanisms of protection and conditions for equal respect for the languages and scripts of the constituent peoples of Bosnia and Herzegovina in the education process. This principle implies that the three recognised languages and scripts are equally recognised in all schools, especially through the right of students to use any of the three languages orally and in written expression. Schools will teach the scripts that are in official use in Bosnia and Herzegovina.

Rights of minorities. Education authorities are obliged to ensure the right and opportunity to express national and cultural identity, and the right to use the language of national minorities in the education process. Ensuring this right also includes an obligation of preservation and development, especially by ensuring the rights of national minorities to establish their own education institutions, to educate themselves in the minority language in regular public schools; to study their language, history and culture within the additional teaching, to use textbooks in the language of the minority to which they belong, and to foster and preserve their national and cultural identity through extra-curricular and free school activities.

Freedom of movement. Education authorities are obliged to ensure all necessary conditions for the unhampered mobility of students and teachers, in terms of respect for their right to choose their place of residence, right to choose the type of education and rights regarding work and employment. The certificates and diplomas relating to the education which has been completed, issued by attested schools, have equal validity throughout the whole territory of BiH, as well as the documents confirming the expert qualifications of teachers and their vocations.

Duties of schools in the protection and affirmation of the right to education. Schools may not practice discrimination in admitting children to school, or in allowing their participation in the education process, on grounds of race, nationality, culture, language, religion, gender, disablement or on any other basis. The realisation of teaching content and other activities, and the work of teachers and other staff in school may not be based on content, activities or procedures which could be offensive to the identity of any constituent peoples or national minority. The school is obliged to respect and support every student – irrespective of his/her national and cultural identity, language or religion, and to affirm equal opportunities for all students and teachers in the determination and conduct of its own programmes, affirming equality and respect for diversity in cooperation with relevant educational bodies.

Mechanism for the protection of human rights/appeal mechanism. The guarantee and protection of human rights is not simply a political declaration of principles and intentions: relevant educational and other authorities need to ensure an adequate and efficient mechanism for controlling the implementation and protection of human rights in their institutional and functional setting, i.e. appropriate appeal mechanisms in alleged cases of violation to rights in education.

The traditional approach to the education of children with special needs is reflected in the now very contentious practice of sending children with physical and psychological disabilities to so-called “special institutions” or through insufficient and sporadic care to support the development of gifted young people as well as other categories of children with special needs (returnees, children from single parent or socially endangered families, etc.) Contemporary pedagogical theory and practice demonstrates the need for a different

approach to the education of these children, through their integration into and inclusion in a normal environment – i.e. regular school/classes. Regardless of the kind of “special need”, it is common to all children with special needs that they need differentiated and individualised forms of education. Education authorities are thus obliged to provide legal principles and mechanisms which provide for children with special needs to be included within regular schooling by ensuring equal opportunities.

5 Children with special needs

Education authorities have an obligation to ensure, through law, opportunities and mechanisms for the inclusion of children with special needs in regular school/classes. This includes the legal definition of the following: the general category of children with special needs; a procedure for the developmental assessment of children with special needs, in order to generate possibilities for an “equal start”; the implementation of adapted/individualised programmes, as well as the monitoring and evaluation of progress; the participation, manner of work and cooperation of experts, teachers and parents in the processes of categorisation, decision making, planning and direct work with the children; the training and working methods of professional personnel responsible for children with special needs in regular classrooms; the determination of the number of integrated children and the number of students in regular classrooms; and how to ensure adequate facilities and material conditions etc.

There is a tendency for the provision of education to become a “market” in which private capital can be invested. This is closely related to the rights of parents, as guaranteed by the Constitution and law, to choose the school and education they consider to be the best and most appropriate for their children. Thus education authorities, within their general responsibility for education management, should provide the legal preconditions necessary for the founding of private and similar schools as an appropriate means of providing education, and not just public schools.

6 Public and private schools

The following is regulated by educational legislation: the issue of public, international and other schools; conditions for start of work and conducting the activities; verification – licence for work and registering in appropriate record; establishment of school network at the level of defined criteria and principles of providing all with accessibility to appropriate education; conditions for financing and conducting supervision over the work of the school; title/name of the school etc.

The school should have a significant role in shaping a democratic public and in developing possibilities for participation in democratic processes. In this respect the degree of its own autonomy is very significant.

7 School autonomy*/transparency of work/supervision of the quality of its work

The school, as a public institution, must have an autonomous position in respect to the structures of authority and the forms and kinds of learning. This means that it must be depoliticised and free of ideology. That is to say, it must be insulated from the influence of current political attitudes and the relationships between political forces in society, as well as free from the influence of negative traditions, ideologies, opinions and beliefs.

It is necessary legally to guarantee school autonomy in relation to the state and structures of authority, by way of both financing and freedom in the employment of pedagogical, expert, administrative and managerial staff, with an obligation that the criteria for financial management and employment be objective and open to public scrutiny.

Legal guarantees should also be provided to prescribe autonomous/free pedagogical work of teachers, including freedom to choose and apply appropriate forms and working methods which are directed towards the student's development of a critical spirit and independent judgment and the formation of his/her own beliefs and sense of responsibility.

On the other hand, school autonomy is not inconsistent with a need to secure public supervision of the entire pedagogical and other work of a school. In the latter terms, the transparency of a school's work and its supervision must be ensured through the establishment of efficient legal and other mechanisms providing opportunities for the participation of all relevant stakeholders (students, teachers, parents, representatives of social/local community) in the school's life and work, through the availability and presentation of information in accordance with the law, through the co-operation and links which the school has with the surroundings in which it operates, and through concrete kinds of co-operation involving students, teachers and parents. The supervision of the school's conformity to law, as well as its pedagogical work, and the monitoring of teaching quality in schools needs to be ensured through the establishment of an appropriate structure of inspectorial and other expert services and bodies.

* In the context of its consideration of the principles of school autonomy, the Group also discussed **the issue of adequate lawful regulation of the status of religion in public schools**. Given that this issue necessarily requires a dialogue and the establishment of the positions of all relevant agents in education (representatives of the relevant education authorities, representatives of the religious communities of all confessions, educational institutions, expert and other institutions, eminent experts and so on), the Group agreed to put this issue forward for widespread public discussion.

The school must not function as an isolated phenomenon; it should be an active participant in the life of the community in which it is located. The school, in its turn, needs the support of the local community and the success of its work greatly depends upon the quality and strength of its partnership with the parents and local community. Education legislation should promote and support a permanent and dynamic partnership between the school, the parents and the local community.

8 Partnership of school, parents and local community

Education legislation should be used to promote and constantly and dynamically support the partnership of school, parents and local community through the following: the right of parents to be informed about the educational system as a whole, including programmes offered and forms of school work; the right and obligation of parents to participate in the process of change and creation of the education system; the right and obligation of parents and students who through their representatives and bodies should decide about issues important to the work of the school as well as following and evaluating this work, the Principal and the teachers; the right to establish parent and student associations at all levels of decision making; the definition of a broad spectrum of concrete aspects of parent participation in school life and work; help and support to the local community in giving a

qualitative lead in the management of the school (which could be ensured by the establishment of appropriate organisational forms and mechanisms of co-operation between everyone at a local level in locating alternative sources of financing; for example, through school sponsorship coming from the local economy and successful individuals); the strengthening of expert and other support to the school by other educational, scientific, cultural, health and social institutions; the organisation of activities, and strengthening of co-operation in the struggle against the maltreatment and abuse of children, drugs, alcoholism and juvenile delinquency; as well as activities related to the protection of nature and the environment, etc.

The process of modernising education cannot simply be narrowly focused on the school. In order to be successful it requires changes to be made to the overall institutional network in education. The goal of this intervention must be a clear, structured and co-ordinated picture of an institutional system which operates to support the changes. Only good organisation and management of the educational system and the development of professional and other services can guarantee its positive development in the direction of the planned changes

9 Education management/institutional image

Education authorities/bodies: a new, different and more modern internal organisation of Ministries of Education, as well as the development of their services and the professional development of their employees.

Expert institutions: the establishment of a functional network of expert institutions and centres, by transforming those already existing and the establishment of new institutions (for initial and further teacher training and the training of school Principals, research institutions in the area of education, institutions for standards and the assessment of quality in education and such), and, in that sense, the reorganisation, specialisation and enabling of Pedagogical Institutes and their units in order to develop advice and guidance as well as supervision.

Expert bodies: the establishment and work of substantive and *ad hoc* expert bodies at all levels of decision making, as permanent or occasional expert and operative support to the implementation and the monitoring of the process of change in the education system.

Schools: management and supervision, as well as expert and other bodies. In legislation regulating the manner of constituting and appointing school bodies, and their competencies, it is necessary to take into consideration the need to respect democracy and an appropriate degree of school autonomy.

For the effective implementation of the planned changes in education the most significant issue is the creation of an integrated and transparent financing system, which will support and follow the demands of modernisation, its goals and expected results. It is necessary to provide a system of financing which makes all financial management structures accountable for the planning and use of public funds, and for the control of expenditure.

10 The financing of education

The reform of the entire set of laws relating to securing financial resources for the public sector, including the laws in the area of education, would necessarily ensure a system of funding which would make all education management structures accountable for the

planning and use of public resources and the control of expenditure. The need to decentralise financial control matches the recommendation that education be promoted as a national priority and be treated as an investment. For the purpose of a designated, rational, coordinated and transparent financing of education, placing it as close as possible to level of the school, it is necessary to define the following: the sources of finance (budget, alternative sources, the investment funds needed for schools - which are surviving at the minimum limit of acceptable standards - and so on); the conditions, standards and criteria for acquiring, allocating and making resources available; free education (its length and the educational needs of students, belonging to the category of free education); and priorities for funding.

In order to achieve and maintain the coherence of the education system and the unimpeded mobility of students and teachers, it is very important to maintain, to the greatest possible extent, an identical educational structure, system of personal documents and qualifications.

11 Organisational structure of the education system

The following matters need to be regulated by educational legislation: the types of primary and general secondary schools; the internal organisation of primary and general secondary education; the length of education; the manner of acquiring and completing education; types of certificate, etc. In all of this it is necessary to foresee and respect the principle of gradual introduction of change in the education system, including the process of changing and correcting certain elements, the consolidation of the whole and the functioning of parallel (at a certain stage) eight-year and nine-year primary education (and in that regard, the correction and modernisation of programmes for eight-year primary schools), the provision of necessary conditions for an adequate transition to higher levels of education, as well as provision for the possibility of transition to other kinds of schools and faculties.

In order to establish the necessary quality of education in the schools (based upon the achievement of the appropriate degree of knowledge which can realistically be expected of the student, as well as upon comparability of educational quality in international terms), it is necessary to establish generally accepted standards to be reached. These standards should be established in terms of: the school building itself and other accommodation; equipment and such items in the school; the curriculum; the education process; time spent at school; the educational and professional competencies of the teachers and educators; inspection and a competent school supervision service.

12 Standards and assessment

Facilities, equipment and teaching resources: determining the compulsory minimum standards for facilities, equipment and teaching resources for public and private schools.

School time: the length of education at particular levels; the duration of the school year (the beginning and end of the school year and teaching year), the duration of the teaching week, school day and school lesson; the start and duration of school holidays; the weekly obligations of students and teachers; etc.

The curriculum: the methodology of curriculum design (type and kind of programme, both the general and special part); the duration of education and its goals at each appropriate level; the determination of the structure of the curriculum (the extent and relationship between compulsory, elective and additional teaching subjects, i.e. programmes

– the total number of lessons per subject); the extent of compulsory teaching content; required ways of assessing knowledge after the completion of education; etc.

Textbooks and other didactic materials (handbooks, collections of works, working sheets, CDs, video films, etc.): determining the concept - i.e. the standards - for creating and publishing textbooks and issuing other didactic material; a “textbooks market”; bodies and selection procedure; the approval and evaluation of textbooks and other didactic material; the use of alternative and experimental textbooks, materials etc; measures for the stimulation of research and production teams for studying and improving the quality of textbooks.

Education process: pluralism of forms and working methodologies orientated to active and interactive learning; innovation as a permanent process; experimental programmes/experimental schools.

Extra-curricular activities: freedom of student choice; fulfilment of the interest of students in a variety of ways;

Educational and professional competencies of teaching personnel: determining the standard of initial teacher training and in-service training; profile and degree of education needed for certain levels of education; certification examination; criteria for the evaluation of teachers’ work and their promotion to certain positions; determining the programme and organisation of models of compulsory and elective in-service training and their accreditation.

Assessment of students: defining methods and criteria for the assessment of students during their education; internal and external assessment;

Student achievement: defining generally accepted standards of student achievement in particular subjects at appropriate (minimum, sufficient/middle and high standard).

The good management of the education system requires the establishment of a comprehensive information system, operating constantly to follow all of the key indicators which are relevant for the functioning of the education system as a whole.

13 Information system

It is necessary to define, in legislation, a set of model educational indicators which will be collected at different decision-making levels (from Ministries to schools).

(B) ELEMENTS

On the basis of proposals made in the final documents of all the Working Groups, we recommend the following elements for modernisation (with laws and bye-laws):

1. Area: Curriculum Framework

WG 1.1 – Curriculum Framework

1. Primary school:

- the gradual introduction of compulsory nine-year primary education – eight-year and nine-year primary schools;
- the goals/outcomes of primary education

- the organisation and manner of teaching practice through three educational periods/cycles/“triade”:
- the curriculum structure: compulsory and extended programme.
- school time: school and teaching year; school hour; the weekly obligation of students
- forms of student assessment

2 General secondary education:

- the length of general secondary education - 4 years
- determine of the length of the school year, number of lessons, number of subjects and lessons per subject
- methods of assessment.

2 Area: Teacher Training

WG 2.1. - Initial Teacher Training Reform

- **Issues of curriculum structure for initial teacher training** are subject to legal regulation through appropriate laws and bye-laws which regulate the area of higher education
- **Schools – practice schools:** conditions and standards (equipment, facilities, teaching means, personnel), funds, manner and time for carrying out practical work

WG 2.2 – Country-Wide In-service Teacher Training

- **Standards for educational and professional competencies:** general and special conditions in terms of educational and professional competencies of teachers at particular levels of education (degree of education, profile, knowledge, skills and competencies);
- **Basic teachers’ titles:** titles of teaching and other personnel in schools for particular levels of education and type of school;
- **Special teachers’ titles:** teachers’ and other professional titles acquired in the course of service through an evaluation of work, upgrading and promotion.
- **Assessment and progress:** procedure and criteria for teachers’ promotion to higher positions and salary groups.
- **Right and obligation regarding career long in-service training and further education;** compulsory, elective and other in-service programmes, as well as forms of in-service training; conditions and cycles of in-service training (type, levels and dynamics of in-service training).
- **Plans and programmes for in-service training:** a concept for the design of in-service training programmes at all levels, and the system for monitoring its implementation, as well as accreditation and development.
- **Stakeholders in professional development and in-service training:** institutions in the in-service training system at all decision-making levels.
- **Financing:** conditions, criteria, categories of programme and selection procedures, and procedures of valuation, financing and co-financing;
- **Records:** on in-service training and teachers’ promotion, as well as on any other professional personnel matters.

3. Area; Educational Management

WG 3.1 – Training for educational management (schools and support systems)

- **Conditions for the selection of a school director general** and special conditions for the selection/appointment of a school director, obligation for additional education and training for management of the administration process in school
- **Programmes and institutions for managerial training of school directors:** institutions and centres for training of directors, programmes , conditions and duration/cycles of training and in-service training of directors;

WG 3.2 – Relations between school and society

- **Governing Board:** composition and number of Governing Board members, selection procedure, mandate and jurisdiction
- **Council of Parents:** composition and number of council members, selection procedure, mandate and jurisdiction
- **Council of Students:** composition and number of council members, selection procedure and participation in the school's work
- **School** – local community cooperation: stakeholders and ways of cooperation

4 **Area: Inclusive/special needs education**

WG 4.1 - Curriculum Framework

- **Curriculum for students with special needs:** the obligatory, elective and additional subjects are determined through an adapted regular curriculum or through special programmes.
- **Financing:** funds for the education of children with special needs are provided according to special criteria determined by competent bodies.

WG 4.2 - Teacher training

- **Integration and inclusion of children with special needs:** inclusion into regular schools; procedure for identification, categorisation, education and the assessment of the progress and achievement of children with special needs; education of children with special needs in special institutions.
- **Categories of children with special needs:** children with impairments and handicaps in psycho-physical development, children with emotional problems and learning and behavioural obstacles, talented and gifted children, returnee children, children from incomplete or socially jeopardised families;
- **Organisation network** for inclusion: at all decision making levels.

WG 4.3 – Integration of (minority) returnees

- **Reintegration of returnee children into regular schools:** programmes and activity plans on acceptance, inclusion and work with returnee children (programmes and model for parent education, returnee teachers and students).

5 **Area: Legal framework and support system**

WG 5.2 – Structure of financing

WG 5.3 – Teacher employment system

WG 5.4 – Supervision and support system

Note: Proposals from other Working Groups from Area 5 were not the subject of special consideration in this part of the document since WG 5.1 in its document had already given

recommendations on issues on which the above mentioned Working Groups have been working.

WG 5.2 Elaboration of a transparent financing system for general (primary and secondary) education

Document 1: The paradigm that should be incorporated in the law on the organizing and financing of primary and secondary education

1 General Part

- 1.1. Conditions for conducting and ways of administering and financing education and child-rearing;
- 1.2. The objectives of education and child-rearing
- 1.3. Eligibility for providing education and child-rearing
- 1.4. Interim and final provisions

2 Organizing

- 2.1. Organization of education
- 2.2. Schools and other educational institutions
- 2.3. Public service
- 2.4. Public networks
- 2.5. Compulsory programmes of education and child-rearing
- 2.6. School involvement in experimental education
- 2.7. Textbooks
- 2.8. Conditions for performing education and child-rearing
- 2.9. Establishment
 - founders
 - establishment act
 - rules
 - criteria for establishment
- 2.10. Management bodies of educational institutions
- 2.11. Role of Council of Parents
- 2.12. Role of Council of Students
- 2.13. Autonomy of the school with regard to premises

3 Financing

3.1 Financing resources

- a) establishment resources:
 - budget (at various administrative levels)
 - resources provided by individuals
 - combination
- b) resources acquired by selling services and products;
- c) student / parent contributions;
- d) school fees in private schools;
- e) selling of intellectual services (additional exams, professional education, courses, etc);
- f) donations, sponsorships, etc;
- g) "solidarity" fund (established by the State, entities, cantons, local community, schools);

3.2 Financial supervision

3.3 Budgetary sources for financing education:

- State budget
- Entity budget
- Cantonal budget
- Local community budget

3.4 Purpose of resources committed to education:

- Gross salaries for employees
- Compensation for employees
- Material expenses of the school (general and functional)
- Equipment and investment to cover maintenance costs
- In-service teachers' training and improvement of educational work
- Resolution of the issue of surplus staff and vacant positions caused by technological changes (depending on internal organisation)
- Real-estate management.

A compulsory annex to this law should be a simulation / model of the budget implementation from the aspect of its sustainability – especially related to changes that will have, as a consequence, new (increased) financial implications. This annex should contain the financial resources for the implementation of this law with special emphasis on changes that relate to the modernization of primary and general secondary education.

Until now, financial regulations, especially those related to the allocation of resources to users in accordance with current legal provisions, have discouraged schools from making savings and from undertaking extra work to earn additional revenue. As in the experience of Tuzla canton and the RS, this is particularly related to provisions which are defined in 'Treasury' business principles. It needs to be particularly emphasized that such a revised system must be implemented in the whole BiH territory, so that by mid 2002 all budget issues will be handled through a 'Treasury'.

An analysis of lessons learned through this experience demonstrates that this principle has positive aspects, such as:

- securing resources and ensuring autonomy for spending
- the distribution of these resources to users, and the provision of a qualitative comparison in order to improve the educational situation

However, in order to unburden the budget, it is necessary to amend certain rules to stimulate saving as well as additional income-earning activity in schools, and for that reason the following is suggested:

- resources saved by schools should be kept in the schools, and discretion should be given to schools as to their disposal, with the possibility for schools to distribute these in accordance with their own needs and priorities (equipping the school, maintaining, modernization of teaching process, etc)
- funds that it earns from additional activities should be partially included in the budget (for example 20%), and partially, at the discretion of the school, directed to the reimbursement of teachers who participated in those activities (40%). The rest of the funds (40%) should be directed to the improvement of educational work;
- resources gained through renting of the school premises or equipment should be partially returned to the budget (for example 50%), and the rest (50%) should be

directed to the maintenance of school property and the improvement of educational work;

- all financial donations, after they have been recorded, should be returned to the school for which they were intended. Similarly, income derived from the selling of its own products, after that income has been recorded, should be returned to the school.

Solidarity

In this or in some other appropriate act (especially in the present financial environment), it is necessary to establish a solidarity fund, the intention of which should be to provide disadvantaged schools with a level of resources similar to that found, on average, in other schools.

Document 2: Basic Elements for the Improvement of the Framework Law on Education in BiH with particular reference to integrating the Section on the Financing of Education

As the part of tax reform in the entities, it is necessary, in the context of overall public consumption, to decide whether education will be financed from the budget or from foundations (or both).

The basic source of financing is either the budget (taxes) or funds (foundations established to make financial contributions to education)..

Beside this main source of financing, it is necessary to have additional sources:

- Participation
- Personal school incomes (to be defined – the additional activities which schools may conduct should be defined in law. This law should ensure that the basic school functions are not disturbed).
- Donations
- Assistance from the International Community and other sources.

Purpose of the resources gathered for the education:

- Gross salaries for employees
- Compensation for the employees
- Material expenses of the school (general and functional)
- Equipment and investment to cover maintenance costs
- In-service teachers' training and improvement of the educational work

Allocation of funds

- By levels of education (primary, secondary, institutions for the supervision and other)
- By range and quality (specific and clear criteria which will define this area must be developed)
- By purpose (e.g. 80% for salaries and compensations for employees, 20% for the expenses and other)
- By school types (public and private)

At this moment, it is not possible to quantify these elements with precision. However, this should be possible after the simulation / modelling has been completed. This simulation

should take into account all necessary input data (length of education, number of students, curriculum, etc).

Document 3: Elaboration of paradigm in the section relating to the development of a law on organization and financing of the primary and secondary education

I. Sources

Sources of primary and secondary education financing

- Budgets (in the RS – Republic and municipal budgets; in the FBiH – Cantonal and municipal budgets)
- Funds provided by the founder
- Students / parents participation
- Own income obtained through sale of products and services
- School fees
- Donations, sponsors' contributions and other sources

II. Monitoring

The budget inspection commission should monitor whether the expenditure of funds in schools complies with their stated purposes.

III. Financing of public institutions

The public institution can be:

- primary school
- primary music school
- special primary school (schools for children with special needs)
- Centres for inclusion
- Gymnasium
- Secondary technical and related school
- Secondary vocational school
- Students' dormitory
- Pedagogical Institute

IV. The purpose of financial sources

A) From the RS budget and from cantonal budgets, funds are provided for:

- 1 Salaries including taxes and contributions, other personal income on the basis of remuneration practices in accordance with the law, standards, norms and employment contracts;
- 2 Material expenditures in accordance with accepted norms and standards;
- 3 Investment for maintenance and renewal of premises and equipment
- 4 Other activities and tasks necessary to ensure quality of education, such as:
 - a) Professional in-service training for teachers and other educational staff;
 - b) Professional education and in-service training for educational managers;
 - c) Evaluation of the work of public institution;
 - d) Providing career paths and promotion opportunities for teachers;
 - e) Student competitions;
 - f) Part-reimbursement of transport costs for secondary school students;

- g) Innovations in the teaching process – development of teaching technologies;
- h) Research and development activities;
- i) Activities of expert councils and school boards;
- j) Professional counselling;
- k) Part-reimbursement for publishing books in small number editions;
- l) External examination of student learning outcomes;
- m) Financing of projects related to inclusive education;
- n) Additional financing of school work – for example, practice rooms for students of teachers faculties.

B) From the municipality-local community budget:

1. Within its capacity, local communities may finance (additional financial support) all needs financed by the RS budget and Cantonal budget in FBiH listed under the item A.2., A.3. and A4.;
2. Financial support to adults within the frame of primary education;
3. Ensuring the provision of appropriate, additional education for members of national minorities.

C) Other financial sources

Funds realized in addition to the funds obtained from budgets (in accordance with Section I.) are to be used for purposes that would be determined by the school founder within the particular legal act.

V. Financing of private schools

- 1 Private schools should be financed from the budget provided that the following conditions are met:
 - That suitable programmes of the school are publicly approved ;
 - That the creation of a private school does not jeopardize the existence of any public school in the same area;
 - That standards and norms that are recognized as appropriate for public institutions are applied.
- 2 Private schools referred to in the previous item should be financed using the same criteria as apply to public schools, and based on the extent in percentage terms to which their curriculum and programmes correspond to similar public schools.

WG 5.3 Elaboration of a quality based teacher employment system

Document 1: Draft rules and criteria that will be incorporated in formal procedures governing the employment of teachers, expert associates and other educators

1 Duties of teachers, expert associates and those responsible for child-rearing can only be carried out by individuals who have adequate qualifications

This refers to individuals who apply for a position in a school, who need to submit their diploma that confirms their completion of a qualification from a faculty or high school with appropriate teaching specialisation (such as philosophy, philology, mathematics, pedagogy, special needs teaching, physical culture, music or arts). This should be regulated by provisions governing the type of educational qualifications for teachers and associates in primary and secondary school.

2 Applicants need to possess appropriate mental, physical and moral standards for work with children

Education is a special responsibility, and its aim is the development of complete individuals who will, by their education and other qualities, contribute to the progress of the country. In order to provide this education, only experts who are healthy and have high moral standards should work with youth. These qualities should be attested to by a health certificate and by a certificate issued by appropriate public authorities.

3 Applicants must not have been sentenced for actions against humanity or the Constitution

Individuals who have committed a crime against humanity or the constitution, and with these actions affected peace and stability in the State, are not allowed to work in any educational institution.

4 A foreign citizen with adequate qualifications also has the right to apply for employment in a school, provided that he/she speaks the language of one of the constituent peoples

Sometimes, the lack of expert staff necessitates the engagement of experts from other countries. This contributes to the exchange of ideas, experiences and research, and promotes the recognition of qualifications. It also contributes to a strengthening of pluralistic democracy.

5 Candidates must possess a verified diploma

The means to verify the diplomas of anyone who has completed Faculty of Education studies abroad, or of any foreign citizen who applies for a position, should be stipulated in law.

6 Probationary period for those who have not passed post probation period exam

Trainees who are employed in an educational institution are not in permanent employment until they pass the professional exam and obtain the necessary certificate.

Draft criteria

1 Success during education

During the decision-making process regarding the employment of a candidate (trainee) for a position, one criterion needs to be the candidate's success in his/her own education in a teaching faculty.

2 Certificate for additional skills that are relevant to the profession

If a candidate possesses a certificate of additional skills of relevance to the profession, this should be submitted with the application and will enhance the chances of employment.

3 For trainees, references from three professors from the faculty are required. Among these one should be from a professor for teaching methodology

Applications by trainees should list names of his/her three professors, and among these one should be professor for teaching methodology, from whom official opinion about the trainee can be requested.

4 If the person has been employed, references from three colleagues from the institution(s) where the person worked should be provided.

If a candidate has been employed, in the application he/she should provide names of three colleagues, among whom one should be the director of the institution where he/she worked.

5 Impression gained from the completed questionnaire

The impression that a candidate gives in the questionnaire designed for this procedure and in answers to certain questions should assist the person who interviews the candidate to get necessary data that would help decision-making.

6 Interview with a candidate

Before the final decision about who will be employed is made, an interview with short-listed candidates takes place for the purpose of gaining an overall impression. This will be of importance in making the final decision.

WG 5.4 School support and supervision: Defining tasks, responsibilities and structure of institutions

Document 1: Aim and tasks of school support institutions

- Observation of student achievement
- Pre-service training of teachers so that they can educate students to reach appropriate levels of knowledge and skills
- Creation of data base with the aim of evaluation of the education process and the creation of criteria for observing the achievement levels of students

Document 2: Structure of institutions

A At the level of Bosnia and Herzegovina

1. Permanent conference of the representatives of Pedagogical Institutes and the Standards and Assessment Agency,
2. Standards and Assessment Agency

B At the entity level

Pedagogical Institute

1. Department of curriculum
2. Department of professional-pedagogical supervision
3. Department of professional in service teacher training
4. Department of research and development
5. Department of adult education
6. Information-documentation centre

C At the level of region, canton

Regional, Cantonal Department of Pedagogical Institute

Document 3: Areas of responsibility of the institutions

1. Permanent conference of the Pedagogical Institutes' representatives

1. Inter-entity exchange of information on experiences and achievements in certain segments of education,
2. Coordination of activities in the area of research and development in education,
3. International cooperation in the area of education

2. Standards and Assessment Agency

1. Creation of standards and norms in education,
2. Evaluation of achievement level of students,
3. Creation of handbook for assessment of level of students' knowledge,
4. Creation of standards of competence in education.

3. Pedagogical Institute

3.1 Curriculum Department

- Creates Curriculum
- Adjusts Curriculum to economic and social needs
- Prescribes standards for production of textbooks
- Works on the elaboration of programmes for optional teaching subjects and verifies programmes offered by school
- Conducts preparation for testing and participates in the process of testing together with the Agency and schools

3.2 Department of professional-pedagogical supervision

General professional-pedagogical supervision of performance in primary and secondary schools includes:

- Overview of the achievement of curriculum objectives and tasks
- Overview of the preparation of teachers
- Revision of the adequacy of documentation and record about accomplishing of an annual working plan
- Overview of examination results
- Determine the quality of educational performance in schools
- Overview of the activities of school expert bodies
- Overview of the realization of the Principal's instructive-pedagogical activities

Individual professional-pedagogical supervision of teachers includes:

- Evaluation of curriculum realization – content, objectives, knowledge
- Teacher –student relations / communication
- Overview of the use of modern teaching methods, methodologies and technologies
- Evaluation of the extent to which teachers have integrated the values of democracy into their teaching methodologies
- Evaluation of the extent to which teachers have focused on individual capabilities of students and on each child's needs
- Overview of planning and performance of experimental lessons,
- Overview of teachers' role in career advice
- Overview of participation of teachers in professional development

3.3 Department of professional in-service teacher training

- Organize the in-service training of teachers, expert associates engaged in teaching and principals through seminars, advising, professional workshops and information-communication technologies.
- Elaborate and publish programmes for the education of teachers, expert associates performing teaching process and principals.
- Monitor and propose the appraisal of teachers – for promotion to mentors, advisors and higher advisors

- Elaborate special programmes for education
- Influence the restructuring of initial education of teachers consistent with education reform needs.

3.4 Department of Adult Education

Department for adult education should organize different kinds of adult education:

- Elaborate the re-qualification and additional qualification of people who finished primary and secondary school or whose regular education has been interrupted
- Elaborate guidance for re-qualification and additional qualification,
- Nominate authorized persons who will deal with re-qualification and qualification,
- Design programmes for additional professional training
- Promote reform of vocational education.

3.5 Department of Research and Development

Department of research and development should:

- Monitor development of pedagogical practice in the country and worldwide,
- Lead research work in the area of education,
- Stimulate and reinforce the role of science in education,
- Evaluate the results achieved by the education reform.

3.6 Centre for Information and Documentation

Information-documentation centre works on:

- Elaborate materials for documentation and informational analysis that would provide a foundation for further work in all Departments of the Pedagogical Institute,
- Create databases about students, teachers, school area and infrastructure,
- Collect periodicals and materials in the area of education and other professional literature,
- Exchange information with appropriate institutions within the country and abroad,
- Publish informational-documentation materials.

In the course of their work, Pedagogical Institutes, beside engaging experts from the Institutes themselves, will engage experts from faculties and from scientific and professional institutions, as well as from other schools and institutions.

4. Regional, cantonal department of the Pedagogical Institute

- Immediate professional supervision and advisory work,
- In-service teacher training,
- Adult education,
- Information-documentation activities.

Document 4: Recommendation for legal regulation of school support and supervision system

It is necessary to regulate by law a system of services for the support and supervision of schools (permanent conference of representatives of pedagogical institutes and SAA, pedagogical institute, regional, cantonal department of pedagogical institute), and particularly:

- conditions for the establishment of institutions,
- funding sources,
- areas of responsibility and
- competencies of employed professional personnel.