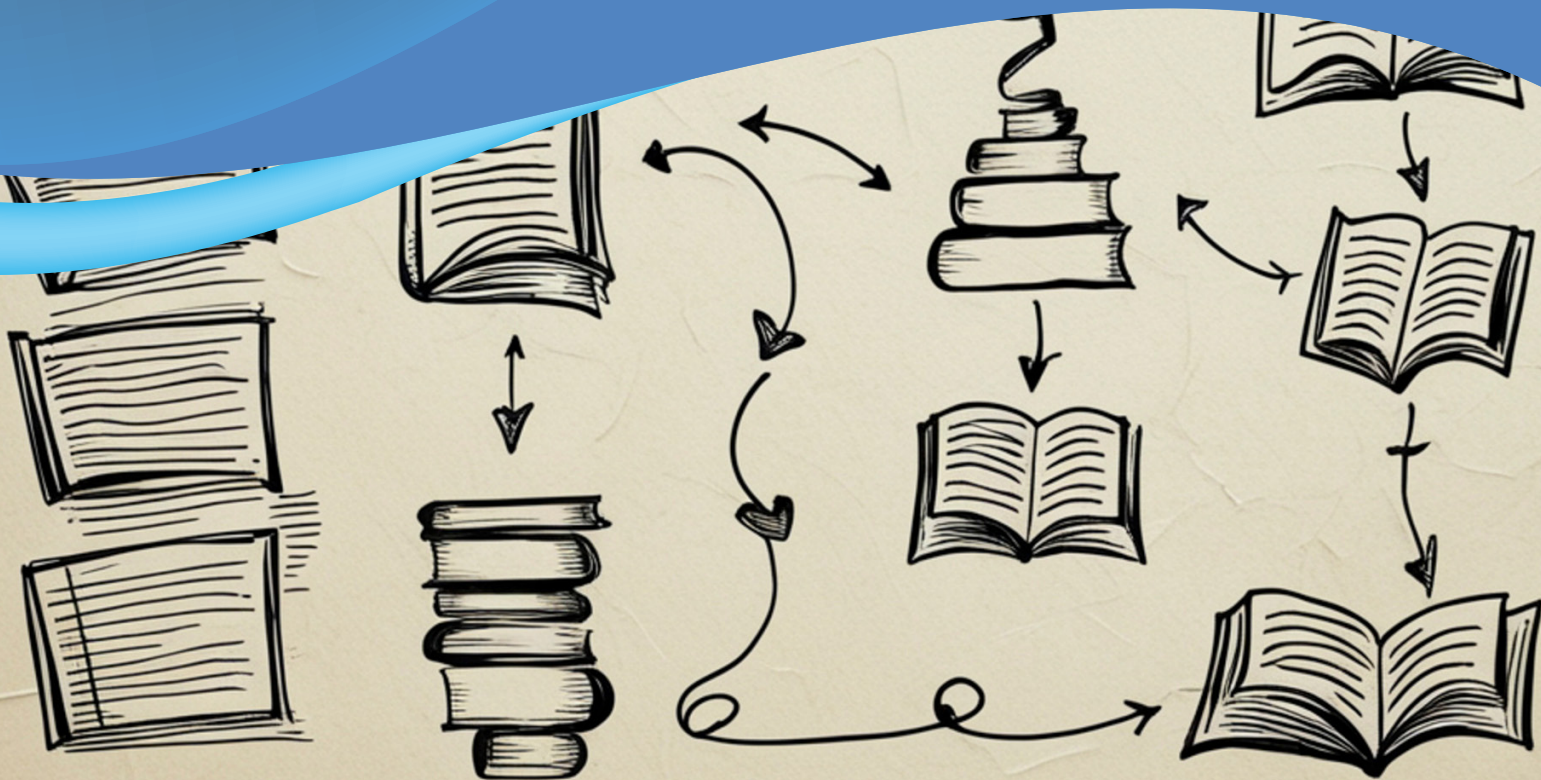


Improving quality of education through learning and teaching processes



The Mission's work supports systemic change in BiH education — promoting inclusive, student-centred learning, empowering teachers, improving learning and teaching materials, and ensuring reforms are data driven and shaped by wider public dialogue. The ultimate goal is to provide opportunities for every young person in BiH to acquire relevant knowledge, skills and values to succeed in a diverse society and contribute to long-term peace and prosperity.

Education is crucial for the development of sustainable peace in Bosnia and Herzegovina (BiH), as it contributes to shaping the views and attitudes of young people in their formative years. Three

decades following the war in BiH, the education system is still politicized and used to perpetuate ethnic divisions and differences and, in turn, obstructing reconciliation and jeopardizing the overall long-term stability and

security of the country¹. Without sustained investment in inclusive and quality education, divisions among young people risk being reinforced, public confidence in institutions weakened, and long-term social cohesion and stability in BiH undermined.

In tandem, authorities have long neglected prioritizing and investing in the quality of education, which, based on PISA 2018 and TIMSS (2019, 2023)² scores, remains very low. The result is further backsliding of an education systems that fails

to equip students with the skills necessary to thrive in a dynamically changing world and in diverse societies.

Placing learning outcomes at the core of system-wide reforms

Based on long-standing cooperation and partnerships, the Mission supports the relevant education authorities in implementing comprehensive curriculum reform and in shifting the system from content-based to student-centred learning and teaching

¹ OSCE Mission to BiH, Report „School Names Symbols and Manifestations at primary and secondary schools in Bosnia and Herzegovina“ 2021; OSCE Mission to BiH, Report “Two Schools Under One Roof” - The Most Visible Example of Discrimination in Education in BiH, December 2018; “History Teaching Materials on 1992–1995 in Bosnia and Herzegovina: Building Trust or Deepening Divides?”, April 2023

² PISA 2018 Report for Bosnia and Herzegovina, TIMSS 2019 Report for Bosnia and Herzegovina, TIMSS 2023 rezultati za Bosnu i Hercegovinu - APOSQ

processes. To sustain these changes in classrooms, the Mission advocates for the improvement of learning and teaching materials and the continuous professional development of teachers.

Through its project “[Quality Education through Curriculum Reform](#)”, the Mission provides [recommendations for systemic change](#), along with [comprehensive analysis of current curricula](#) and unique online platform based on key foundations for new curricula development. The Mission also enables the education authorities to implement the enhanced [Common Core Curriculum based on Student Learning Outcomes](#) (CCC SLOs), developed by the Agency for Pre-Primary, Primary and Secondary Education (APOSOS).

Learning and teaching materials

Despite changes to learning and teaching materials, including textbooks, those currently in use across BiH often fail to uphold the values of a democratic society and they do not provide the adequate guidance to achieve desired learning outcomes. Working

with education authorities, as well as authors, reviewers and publishers, the Mission advocates for the development of guidelines for quality learning and teaching materials; and to assist students and teachers in implementing new curricula and achieving set learning outcomes.

Supporting teachers

Bringing the improved curriculum to life in a classroom requires equipping teachers with the right competencies. This will enable them to engage in a learning and teaching processes toward inclusive quality education. However, the current pre-service teacher education framework is still lagging behind, while in-service professional development requires significant improvements in terms of organization and recognition. Both of these shortcomings threaten the implementation of new curricula as well as the sustainability of their implementation. Therefore, the Mission collaborates with international and domestic partners to systemically introduce changes in pre-service

education and in the continuous in-service professional development of teachers.

Dialogue on improving the quality of education

To ensure transparency and inclusivity of the education reforms, the Mission works to establish meaningful dialogue between all education stakeholders – ministries of education, pedagogical institutes, students, teachers and parents. These dialogues should allow for a broad understanding of the education reforms; they will also generate feedback on progress and ensure accountability and an increase in civic participation.

The Mission places a special focus on the participation of students, recognizing them as vital stakeholders in shaping the quality of education. Strengthening the capacities of students to actively engage in dialogue, express their perspectives, and to contribute constructive proposals for improvement is central to this approach. By ensuring that students' voices are heard and respected, an

inclusive environment is created where their ideas can meaningfully influence educational policies and practices.

The Mission strongly advocates for the continuous participation of students from BiH in international large-scale assessments. These assessments provide reliable and comparable data for identifying gaps and monitoring progress in education. Such evidence is crucial for designing and adjusting policies and reforms that are aligned with international standards and focused on improving learning outcomes.

For more information, scan the QR code.



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