

## Engagement strategy to better Civic education in BiH

created by

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УДРУЖЕЊЕ ИЗБОРНИХ СЛУЖБЕНИКА У БОСНИ И ХЕРЦЕГОВИНИ ★ Избори  
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This document was created as part of project “First time voters – Go out and vote” in joint cooperation of Agora CE, Czech Republic and Association of election officials, BiH. Project was supported by Czech development program Transition in 2021

## **Foreword – how to understand this document**

The aim of this document is to suggest a way to better civic education in Bosnia and Herzegovina. We present in it the path as seen by the representatives of the teachers and which we should go through together. It is therefore our strategy and in the described steps, activities and their evaluation it will differ from how it is perceived by other actors of civic education. From their point of view, the path may be different. We believe that our goals are the same.

The changes in the curriculum consist mainly in a change in the approach to civic education, not only in the content of teaching itself. Based on the analytical work carried out in the preparation of the strategy, it turned out that it is not only a change in the curriculum, but a set of necessary changes to improve the conditions of civic education. Simply put, on the way to better civic education in BiH it is necessary to change a) the curriculum – i.e. the content of teaching should be comprehensive both within the subject of "democracy and human rights" and further teaching, b) the way the curriculum is created - replace the current monopoly with a participatory content creation, c) the quality of teacher education and their evaluation - teachers' competences for civic education are insufficient and the existing system for motivating quality teachers does not work.

## **Methodology:**

For creating of our strategy we used specific approach of Outcome mapping (OM) developed by Overseas Development Institute and its RAPID team as specific ROMA methodology.

The outcome mapping itself was developed by Sarah Earl, Fred Carden and Terry Smutylo from the International Development Research Centre (IDRC) as a way of planning international development work and measuring its results. OM is concerned with results – or ‘outcomes’ – that fall strictly within the programmes sphere of influence, and it works on the principle that development is essentially about people and how they relate to each other and their environment. The focus is on changes in behaviour, relationships, actions and activities in the people, groups and organisations it works with directly. At a practical level, OM is a set of tools or guidance that steers project or programme teams through an iterative process to identify their desired change and to work collaboratively to bring it about. For more information, visit the OM Learning Community: [www.outcomemapping.ca](http://www.outcomemapping.ca).

The ROMA methodology describe process that assists anyone who seeks for policy change to improve how:

- to diagnose the problem,
- to understand the types of impact their work could have on policy-making,
- to set realistic objectives for policy influence,
- to develop a plan to achieve those objectives,
- to monitor and learn from the progress they are making and reflect this learning back into his/her work.

## Part 1 - Diagnosis of our context

### Our core problem:

Young people in BiH express **low interest in any type of political events** and very **little political engagement**.

#### 1.1. Defining the reasons of the problem, we are focused on:

1.) low level of critical thinking

2.) lack of trust in political system

← corruption

← **low level of political culture**

3.) the feeling of inability to change something (no motivation)

← a priori exclusion of some topics intervening of religious thinking or better say ideology in policy making

← no perspective of youth people to live in BiH – youth people has no feeling of ownership (unity) living in the country

← mind-set that policy making is for old people (participation of youth is undervalued)

← **youth didn't go through some moment of "political enlightenment"**

← civic education suffers from its isolation from other subjects

← **Low motivation of teachers to adopt/be part of complex approach to civic education**

#### 1.2. Stakeholder mapping

Political structures

(1) Ministries of education:

- Minister – politician
- "pedagoški zavod" - pedagogical office. Councillors for special subjects
- Departments

School management:

- (2) Principal and his/her deputies
- (3) Pedagogical-psychological service

(4) school boards (municipality, teachers, ministry, parents)

(5) students, students councils on level of schools respectively

- (6) network of presidents of students' councils on national level<sup>1</sup>
- (7) parents' councils (both on level of schools as well as Cantons)
- (8) (task force) in school "Aktiv – professors of Civic Education, Democracy and teachers – teachers' groups Human Rights"(meeting 2 times per month)
- (9) teachers' groups (task force) on cantonal level (meeting 2 times per year)
- (10) Civitas – US founded NGO with unique position in civic education (creation of curricula, text books, certificating the education for Civic education teachers)
- (11) Centre for culture and dialog – NGO
- (12) TPO – transcultural psycho-sociological organisation – NGO
- (13) Association of Civic education Teachers (52 members from canton Sarajevo)
- (14) Public universities<sup>2</sup>
- (15) private universities<sup>3</sup>
- (16) Embassies of foreign countries to BiH (USA, German, Norway, Swiss, Czech) as these one who bring some new approaches and guarantee some quality.
- (17) OSCE – department for education
- (18) Interreligious Council BiH
- (19) Municipal departments for educations
- (20) Helsinki Committee for Human Rights
- (21) Mreža mira

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<sup>1</sup> Who are influential in questions of students rights

<sup>2</sup> Public universities are under strong political influence and not independent.

<sup>3</sup> They are not treated as full-fledged university, quite often financial corruption and buying of university degree

TARGET GROUPS OF INTERVENTION	PARTNERS
<p>High influence, Low interest</p> <ul style="list-style-type: none"> <li>• (1) Ministries of education</li> <li>• (6) network of presidents of students'</li> <li>• (7) parents' councils</li> <li>• (10) Civitas</li> <li>• (16) Embassies of foreign countries to BiH</li> <li>• (19) Municipal departments for educations</li> <li>• (20) Helsinki Committee for Human Rights</li> </ul>	<p>High influence, High interest</p> <ul style="list-style-type: none"> <li>• (9) teachers' groups (task force) on cantonal level</li> <li>• (11) Centre for culture and dialog – NGO – more medium influence</li> <li>• (12) TPO</li> <li>• (17) OSCE – department for education</li> <li>• (18) Interreligious Council BiH</li> </ul>
<ul style="list-style-type: none"> <li>• (2 and 3) School management</li> <li>• (4) school boards</li> <li>• (14) Public universities</li> <li>• (15) private universities</li> </ul> <p>Low influence, low interest</p>	<ul style="list-style-type: none"> <li>• (5) students, students' councils</li> <li>• (8) teachers – teachers' groups "Aktivi"</li> <li>• (13) Association of Civic education Teachers</li> </ul> <p style="text-align: right;"><b>BENEFICIARIES</b></p> <p style="text-align: right;">Low influence, high interest</p>

### 1.3. Environment of the education policy change

1. *Which branch of government holds the key to change?* → ministries, executive
2. *Where and how does political debate occur?* There is no debate at all. Everything is under quite strong control of Civitas that do not strive for such change. **Politicians simple do what are expected from external donors** to do or can strengthen their position. If the debate would occur, there should be among the **coalition of ministries, public universities (e.g. faculty of political sciences), development programs (embassies)**
3. *What role do informal politics play?* The only education policy change can be seen as initiatives under **foreign development programs that supports wide variety of projects.**
4. *Is there really capacity to make change happen?* Yes, see the stakeholder analysis
5. *How do external forces influence change?* PESTE (see below)

#### 1.3.1. (P)ESTE analysis

##### Economic factors:

(3) Program „Citizens“<sup>4</sup>

(4) Money transfers to health and other sectors (as post – COVID measures) will influence policy making. COVID will give a general excuse to politicians

**Social:**

(1) post COVID public opinion is more critical and cause higher pressure on accountability of politicians

(2) resentments of ethno nationalism and religious ideology

(5) parents are more aware of the education

**Technology:**

(6) on-line way of working (e.g. shared materials)<sup>5</sup>

(7) new way of communication help us to reach our stakeholders

**Ecology:**

(8) Awareness of ecological problems in the country is increasing (the case of hydro powerplants)

Factor	impact	Time Frame	Type:	tendency	Relative importance
	High/ Medium/ Low/ Undetermined	short/ medium/ long-term	Positive/ negative/ unknown	Increasing/ Unchanged/ decreasing/ unknown	Critical/ Important/ Un-important/ Unkown
(1) public opinion	Undetermined				
(2) Ethno nationalistic resentments	medium	Long-term	Negative	unchanged	Critical
(3) the Citizens program	Low	Long-term	Positive	decreasing	Important
(4) Money transfers	High	Midterm	Negative	Increasing	Critical
(5) Parents' awareness	Medium	Long-term	Positive	Increasing	Important
(6) On-line technologies	Medium	Short-term	Positive	Increasing	Important
(7) Better on-line communication	Medium	Long-term	Positive	Increasing	Important
(8) Ecological problems	Medium	Long-term	Positive	Increasing	Important

## 2. PART 2 - Developing an engagement strategy

### 2.1. Defining the policy objective(s)

**Brainstorming:**

- to increase motivation of the teachers to be part of the complex approach
- to increase recognition of the teachers' /civic education importance by the society
- to change educational approach regarding the complexity of CE

<sup>4</sup> small granting scheme for implementing students projects

<sup>5</sup> There are two groups one that support and one that blocks this innovations and a-priory refuse to use it

- to recognize the importance regarding the sustainability of society

→ **to increase the recognition of importance of civic education in order to reach more complex approach in education.**

**Why the changes we are proposing are important?** To solve our core problem we focused on: **Low motivation of teachers to adopt/be part of complex approach to civic education.**

→ to increase the level of critical thinking

→ to contribute to increasing of political culture

→ to increase motivation of the students to take a part in political life

**Who will influence the situation?**

→ **parents' councils:** can lobby for changes (we need to provide them examples)

→ **"independent" NGOs** (11, 12):

(11) **Centre for culture and dialog** - they have strong influence in the system (focused on religious organizations and universities), they can build relationships with foreign partners, the director is advisor to the Ministry of civil affairs, Sanja Vaisavljević

(12) **TPO** – strong influence in educational system

→ **(9) teachers' groups (task force) on cantonal level:**

- Can have high influence and can lobby for our goals, can be members in task force groups, can be educators

→ **(10) Civitas**

- To improve education of teachers, should give more clear criteria for selection of teachers, to improve plan and program for lectures (text book)

→ **(11) Centre for culture and dialog** – NGO – more medium influence

- To improve teacher's performance in debating as lessons through education of teachers

→ **(17) OSCE – department for education**

- To lobby for goals and to give financial support

→ **(18) Interreligious Council BiH**

- To give religious aspect to culture of dialogue

**What needs to be done about it?** The activities that should be undertaken to reach the policy objective

**Ministries of education:**

→ to show them examples from abroad with statistics of educational results (e.g. level of success of university study, lower criminality, higher turnout in elections)

→ to address them with recommendations (demands) from partners

**University (Faculty of political sciences Sarajevo university)**

→ to educate the teachers in order to reach more motivated teachers

**Civitas**

→ broaden their portfolio of teachers' education

→ to introduce transparent system of democratic schools<sup>6</sup>

**Embassy of US**

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<sup>6</sup> The system of democratic schools is introduced by Civitas but the methodology of how the school is recognized as "democratic" is not transparent (there are no criteria presented).



→ the same activity as for the Ministries of education since they are most influential to Civitas

**Association of civic education teachers in canton of Sarajevo**

→ to develop own capacities

→ to develop own programme focused on organizational change

1. To create team of experts on Civic Education from all levels of education (Task Force Group, tfg in following) who will make a plan of activities to achieve the goal;
2. Create analyze of good practice in region and wider;
3. Comparative analysis of current plan and books for Civic Education
4. To create survey among students and teachers, what are their recommendations, what need to change, what to improve, etc.
5. Create recommendation for improvement of text book, plan and program for CE;
6. To present to all stakeholders results of analyze and recommendation;
7. To work on capacity building of association of CE teachers – PPW, Strategic planning, Advocacy, Monitoring and evaluation, to employ at least one professional;



**TO INCREASE THE RECOGNITION OF IMPORTANCE OF CIVIC EDUCATION IN ORDER TO REACH  
MORE COMPLEX APPROACH IN EDUCATION.**

## 2.2. Context of the objectives

### Forces that can help us:

- Scientific approach (survey, examination of the current situation)
- Good diplomatic relations of the Embassy of the Czech Republic in Sarajevo
- Funds secured.
- People from BiH are included in the activity
- The problem of the seriousness of the project is approached thoroughly
- Corona was also motivating factor to assess all aspects of education

### Forces that retaliate against us:

- Corruption in government
- Uncertain political situation in KS (Sarajevo Canton frequent change of government), and in BiH
- Corona

Our influence	Strength of the force	Forces for What's helping us?	What we want	Forces against What's stopping	Strength of the force	Our influence	
5	2	Scientific approach	<b>TO INCREASE THE RECOGNITION OF IMPORTANCE OF CIVIC EDUCATION IN ORDER TO REACH MORE COMPLEX APPROACH IN EDUCATION.</b>	Corruption in government	2	3	
5	5	Good diplomatic relations of the USA Embassy		CE is not main concern for Ministries of education	3	4	
3	5	Funds secured.		CIVITAS is not open for cooperation	4	3	
4	5	People from BiH are included in the activity		Uncertain political situation in KS (Sarajevo Canton frequent change of government), and in BiH	4	2	
4	3	The problem of the seriousness of the project is approached thoroughly by all stakeholders					
4	4	Corona was also motivating factor to assess all aspects of education		Impossible to held meetings due to the Corona	4	3	

### 2.3. Defining of the stakeholder oriented outcomes

In the context of an intervention seeking to influence policy, the outcome is policy change.

There are many different types of outcome we can look for that will tell us whether our interventions are having the desired effect.

ROMA suggest nine possible outcomes to align with each stakeholder or group of stakeholders (see presentation slide 30).

Actors	Type of the outcomes	Expect to see	Like to see	Love to see
1. Ministries of education	1) Interest of key stakeholders; getting issues to the policy agenda	Formal agreement to engage other actors in order to create new curriculum.	Improvements in policy-making procedure/process by including teachers Parents' Teachers' Council	Using existing system rewarding quality work in education for motivation of teachers to adopt more complex approach.  (6) Change in policy content  (7) Behaviour change for effective implementation
2. Civitas	(1) Interest of key stakeholders; getting issues to the policy agenda	Formal agreement to engage other actors in order to create new curriculum.	CIVITAS change their curriculum and take into consideration the proposals of the professors who teach CE  (4) Change in discourse among policy actors and commentators (7) Behaviour change for effective implementation	Civitas is open to all types of cooperation concerning the improvement of Civic Education in BiH Respect for other NGOs that can and do contribute to Civic Education  (4) Change in discourse among policy actors and commentators (7) Behaviour change for effective implementation
3. Council of parents	(7) Behaviour change for effective implementation	Parents actively participate in creating new curriculum	Support of extracurricular activities linked to civic education.	A functional system where all partners in the project contribute to the goal of the project
4. NGOs listed in	(8) Networks and systems for supporting delivery	Involvement in the intervention as advocacy agents	Joint mutual support of NGOs in order to improve the situation	A functional system where every

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stakeholders database			of Bosnian society regarding Civic education and motivation of young people for active participation in civic and political life	NGOs that deal with education curriculum participate in Task Force Group
5. Embassies	(8) Networks and systems for supporting delivery	Establishing successful cooperation of all participants and representatives in the project thanks to the influence of embassies	Provide support to the project and future initiatives through public appearances /speech, projects, and funds	Implementation of several such projects by embassies

## 2.4. Theory of change

ROMA methodology propose to have strategy to reach objectives of policy interventions. This is connected with changes in stakeholders' behaviour. Any measure or activity planned in your strategy should be considered as tool for this change. It has not only tangible outputs or visible impact. It can (and in policy making should) lead to changes in behaviour.

Behaviour theory state the changes can be described in following dimensions:

- Motivation
- Attitude
- Skills

Stakeholder	Expc. outcome	Change of		
		Motivation	Attitude	Skills
1. the ministerial structures	Formal agreement to engage other actors in order to create new curriculum.	They will recognize they can raise the political support from stakeholders of the policy change we identifies as beneficiaries and partners once they introduce this approach	They will be more open to cooperate with others	Introducing of necessary managerial skills for the working groups that should work for curricula improvements
2.Civitas	Formal agreement to engage other actors in order to create new curriculum.	To improve curriculum and rules for CE and the way of implementing teaching contents in the educational system	They will actively participate in TFG for creating new curriculum	Improved managerial skills

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3. Council of parents	Behaviour change for effective implementation Created detailed ToR for them, specifying domain for participation in DM	They will improve education of their children	They will be willing to cooperate and will appreciate the recognition of the importance of the Parents 'and Parents' Council in education in general.	The Parents 'Council members will be elected based on skills that they can bring to the Council
4. NGO	Networks and systems for supporting delivery	To be more influential in decision making process	- Active participation in TFG - More cooperation among themselves in improving curriculum for democracy and human rights.	Increasing NGOs' skills in advocacy
5. Embassies	Networks and systems for supporting delivery	To increase visibility and influence in BiH		

## 2.5. Communication strategy

*What actions you undertake to reach your objectives and stakeholders?*

*What is the core of the message you send them?*

*What channels and tools you use?*

Stakeholder	<i>actions you undertake</i>	<i>the core of the message</i>	<i>channels and tools</i>
1. the ministerial structures, government representatives	Addressing them the BP from abroad.	Educated citizens is condition for survival of the country Active citizens make society more effective The resources are here	Letters to invite them for joint meetings F2F meetings Press conference (to announce the meetings and to announce results of the meetings)
2. Civitas	To present shortcomings of current plan and program of CE, and text books	To stay relevant player of the civic education they should take a part in order to keep own reputation  To motivate / activate CIVITAS to help in influencing decision makers and to implement changes	Meetings, engaging in task force groups
3. Council of parents	To present shortcomings of	To motivate them to lobby and influence	Meetings, engaging in task force groups

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	current plan and program of CE, and text books	decision makers to implement changes	
4. NGOs	To present shortcomings of current plan and program of CE, and text books	To motivate / activate them to help in influencing decision makers and to implement changes	Meetings, engaging in task force groups
5. Embassies	To present results of survey and recommendations	To motivate / activate them to help in influencing decision makers and to implement changes	Meetings
6. Public	To present results of survey and recommendations	To motivate / activate them to help in influencing decision makers and to implement changes	Press realises, web and social networks, e-mails, street actions, petitions, etc.

## 2.6. Resource mapping

- Create team of experts on Civic Education from all levels of education who will make a plan of activities to achieve the goal; - Established relationship and contacts with knowledgeable possible members – Needed funds
- Create analyze of good practice in region and wider; - Need to gather experience and good practice examples, we have expert who can create analyze – Needed funds
- Create recommendation for improvement of text book, plan and program for CE; - Need to create task force group and need expert (from abroad) to advise us. – Needed funds
- To present to all stakeholders results of analyze and recommendation; - once created analyze and recommendation – Needed funds
- To mobilize wider public through press realisation on web, social networks, petitions, street actions, etc.; - once created analyze and recommendation – Needed funds
- To work on capacity building of association of CE teachers – PPW, Strategic planning, Advocacy, Monitoring and evaluation, to employ at least one professional; - To organize ToT and NGO capacity building advisor – Needed funds
- To create survey among students and teachers, what are their recommendations, what need to change, what to improve, etc.; To create questionnaire – experts help– Needed funds

the activities	Needed Capacities			Strategy to reach missing resource (description)	responsibility
	Person (name)	Funds (sources)	Facilities (owner)		
Create team of experts on Civic Education from all levels of education who will make a plan of activities to achieve the goal	Task Force Group	Funds for meeting of stakeholder representatives where members of TFG will be elected	AEOBiH	Apply for funds to various donors	AEOBiH
Create analysis of good practice in region and wider	Task Force Group	Fee for TFG members, Refreshment, Hall rent for meetings	AEOBiH	Apply for funds to various donors	AEOBiH
Create recommendation for improvement of text book, plan and program for CE;	Task Force Group	Fee for TFG members, Refreshment, Hall rent for meetings	AEOBiH	Apply for funds to various donors	AEOBiH

To present to all stakeholders results of analyze and recommodation	Task Force Group	Fee for TFG members, Refreshment, Hall rent for presentation	AEOBiH	Apply for funds to various donors	AEOBiH
To mobilize wider public throug press realise on web, social networks, petitions, street actions, etc	Task Force Group	Fee for TFG members, Refreshment, Office materials	AEOBiH	Apply for funds to various donors	AEOBiH
To work on capacity building of association of CE teachers – PPW, Strategic planing, Advocacy, Monitoring and evaluation, to employ at least one profesional	Anela Čavdar – trainer	4 workshops, 3 days - Funds for trainer fee, refreshment and accommodation for training participants, training materials etc. Funds for at least 6 month salary for one employee	AEOBiH	Apply for funds to various donors	AEOBiH
To create survey among students and teachers, what are their recommodations, what need to change, what to improve, etc	Task Force Group	Fee for TFG members, Printing of questionnaire, analyze and printing of report	AEOBiH	Apply for funds to various donors	AEOBiH



### 3. Part III – learning from own results

#### 3.1. What we want to monitor?

	Purpose	Key questions	Your priority
1	<b>Being financially accountable</b>	Is money being spent where it was agreed it would be spent? How does the funder define value for money?	1
2	<b>Improving operations</b>	Are activities being implemented according to plan? Is there a need for improving or redesigning activities? Is immediate feedback available?	7
3	<b>Readjusting strategy</b>	Are strategies leading to expected short-term changes? Are short-term changes leading to expected longer-term changes? Is the selection of key stakeholders still relevant and viable? Are the objectives still appropriate?	6
4	<b>Strengthening capacity</b>	Is the team working effectively? Does the team need new skills for effective implementation? Are new systems or processes required?	5
5	<b>Understanding the context</b>	Is the intervention operating in a particularly unstable context? How is the external political, economic or organisational context changing? To what extent will these changes affect the intervention?	3
6	<b>Deepening understanding (research)</b>	Do you have sufficient evidence to back up influencing activities? Are there parts of your theory of change you are unsure about or don't have enough knowledge on? Are you experimenting with innovative interventions?	2

7	<b>Building and sustaining trust</b>	Are there strategic partnerships, networks or coalitions that need building? Is there information that can be shared that will help this?	8
8	<b>Lobbying and advocacy</b>	Is there a need to influence policy outside the core policy objective. e.g. on research process, forms of evidence, viable interventions?	4
9	<b>Sensitising for action</b>	Is there a need to build critical mass around this issue and enable others to support you in influencing?	9

Purpose	What information is needed?	Who will use the information	When and where the information is needed	Source of data for the information
<b>1. Being financially accountable</b>	<ul style="list-style-type: none"> <li>Spending the money for planned activities</li> </ul>	We Donor	At the end of project	Reports
<b>2. Deepening understanding</b>	<ul style="list-style-type: none"> <li>The politicians will adopt the changes in curricula.</li> <li>Whether our lobbying was successful - Level of politicians' understanding of the importance of CE</li> <li>effectivity of the new curricula changes in political behaviour of students</li> </ul>	We	At the end of project	Random Interview with politicians
<b>3. Understanding the context</b>	<ul style="list-style-type: none"> <li>Level of politicians understanding of the importance of CE</li> </ul>	We	At the end of project	Random Interview with politicians Number of participants in activities

	<ul style="list-style-type: none"> <li>• Level of support of public</li> <li>• Participation in activities of the stakeholders – how</li> </ul>			Signed support
<b>4. Lobbying and advocacy</b>	<ul style="list-style-type: none"> <li>• The politicians will adopt the changes in curricula.</li> </ul>	we	At the end of project	Ministries' of educations official curriculum
<b>5. Strengthening capacity</b>	<ul style="list-style-type: none"> <li>• AEOBiH and Association of CE Teachers recognized as trustworthy and reliable organizations</li> </ul>	We Association of CE Teachers	At the end of project	Activity report Report of Association of CE Teachers
<b>6. Readjusting strategy</b>	Adjusting of strategy	We	Monthly M&E	Monthly M&E reports
<b>7. Improving operations</b>	Adjusting of activity plan	We	Monthly M&E	Monthly M&E reports
<b>8. Building and sustaining trust</b>	<ul style="list-style-type: none"> <li>• Established cooperation between NGOs, teachers association, Parents councils, Civitas, and ministries;</li> <li>• Improve capacity of Association of CE Teachers</li> </ul>	We NGOs Association of CE Teachers	At the end of project	Activity report Report of Association of CE Teachers
<b>9. Sensitising for action</b>	Participation of stakeholders in activities	We	Monthly	Petitions, signed initiatives, activity report

### 1.1. Assessing our theory of change

# Theory of Change:

## The objective of the intervention

To increase the recognition of importance of civic education (CE) in order to reach more complex approach in education.

## Description of the intervention

Team of experts on Civic Education from all levels of education will analyse good practice of CE in region and create recommendation for its improvement in BiH system ...

### Inputs

team of experts on Civic Education  
  
Formal agreement to engage other actors in order to create  
  
Scientific approach (survey, examination of the current situation)

### Processes

building team of experts  
analysis of good practice  
recommendation for improvement for CE  
presenting results of analyze and recommodation  
  
mobilization of wider public  
  
capacity building of association of CE teachers  
survey among students and teachers

### Outputs

Created recommendation for improving curriculum for CE.  
  
Improved criteria for certificating CE teachers

### Change of the target group

**Changes of motivation**  
To share their position in the system of civic education.  
  
**Changes of attitude**  
Respect for other actors that can and do contribute to Civic Education  
  
**Changes of skills**

No skills will be changed

### Changes of opportunities in the environment

**Lessons learnt:** *If you plan long-term strategy, there should be also the activities that helps /brings the opportunities for change*

### Assessment of the change in

**Motivation**  
- Their formal agreement with TFG participation  
  
**Attitude**  
acceptance of the recommendations made by TFG  
  
**Changes of skills**

No skills will be changed

### Changes of opportunities in the environment

## Description of the target group

### Civitas

US founded NGO with unique position in civic education (creation of curricula, text books, certificating the education for Civic education teachers)

### Direct outcomes

Formal agreement to engage other actors in order to create new curriculum.  
  
Willingness to participate in TFG for creating new curriculum teaching contents in the educational system  
  
Changes in the curriculum and consideration of the proposals of the professors who teach CE  
  
Civitas is open to all types of cooperation concerning the improvement of Civic Education in BiH

### Short-term impacts

Civitas will undertake better education for CE teachers.  
  
Increased capacity to create new partnership with other stakeholders of the topic.

### Change of the social, economical, and technological environment

Teachers are well trained and motivated for better CE  
  
Young generation of Bosnian society gets more opportunities to play active role in their communities.  
  
The ideologies are less influential in state policy making

### External conditions and structures

FORCE FIELD DIAGRAM

### Background description

The traditional approach to the traditional approach to teaching and perception of quality prevails, placing emphasis on structural dimensions rather than process and outcome dimensions.

Education in BiH in attachment

### External influences PEST(E) analysis

**Economic factors:** Program „Citizens“; Money transfers to health and other sectors (as post – COVID measures) will influence policy making. COVID will give a general excuse to politicians. **Social:** post COVID public opinion is more critical and cause higher pressure on accountability of politicians; resentments of ethno nationalism and religious ideology; parents are more aware of the education. **Technology:** on-line way of working (e.g. shared materials); new way of communication help us to reach our stakeholders; **Ecology:** Awareness of ecological problems in the country is increasing (the case of hydro power plants)

# Theory of Change:

The objective of the intervention

**To increase the recognition of importance of civic education (CE) in order to reach more complex approach in education.**

## Description of the intervention

**Team of experts on Civic Education from all levels of education will analyse good practice of CE in region and create recommendation for its improvement in BiH system ...**

### Inputs

team of experts on Civic Education

Formal agreement to engage other actors in order to create

Scientific approach (survey, examination of the current situation)

### Processes

building team of experts

analysis of good practice

recommendation for improvement for CE

presenting results of analyze and recommodation

mobilization of wider public

capacity building of association of CE teachers

survey among students and teachers

### Outputs

Created recommendation for improving curriculum for CE.

Improved criteria for certificating CE teachers

### Change of the target group

**Changes of motivation**  
They will recognize they can raise the political support from stakeholders of the policy change we identifies as beneficiaries and partners once they introduce this approach

**Changes of attitude**  
They will be more open to cooperate with others

**Changes of skills**  
Introducing of necessary managerial skills for the working groups that should work for curricula improvements

**Changes of opportunities in the environment**  
No changes

### Assessment of the change in

**Motivation**  
- Their formal agreement with TFG participation

**Attitude**  
Contribution to the activities of the TFG (inputs made by them)

**Changes of skills**  
No skills will be changed

**Changes of opportunities in the environment**

## Description of the target group

### Ministries of education

One on State level, 2 entity level, 10 cantonal level, one in Brčko District, and department in Žepče municipality

### Direct outcomes

Formal agreement to engage other actors in order to create new curriculum.

Changes in the curriculum and consideration of the proposals of the professors who teach CE

Respect for other NGOs that can and do contribute to Civic Education

### Short-term impacts

Created ToR for Council of Parents

Council of parents is created under given (transparent) scrutiny that prove its representative and competent members

### Change of the social, economical, and technological environment

Teachers are well trained and motivated for better CE

Young generation of Bosnian society gets more opportunities to play active role in their communities.

The ideologies are less influential in state policy making

### External conditions and structures

FORCE FIELD DIAGRAM

### Background description

The traditional approach to the traditional approach to teaching and perception of quality prevails, placing emphasis on structural dimensions rather than process and outcome dimensions.

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**Change of the target group**

- Changes of motivation  
To improve implementation of their education programs
- Changes of attitude  
No changes of attitude
- Changes of skills  
No changes of skills
- Changes of opportunities in the environment  
No changes

**Assessment of the change in**

- Motivation**  
- Their formal agreement with TFG participation
- Attitude**  
Contribution to the activities of the TFG (n. inputs made by them)
- Changes of skills**  
No skills will be changed
- Changes of opportunities in the environment**  
No changes

**Description of the target group**

**Embassies**

USA, Czech, OSCE

Embassies have programs that work on improving education in BiH and OSCE have department for human rights and education. Within their program they have influence on decision makers considering education

**Direct outcomes**

- Establishing successful cooperation of all participants and representatives in the project thanks to the influence of embassies
- Joint mutual support to improve the situation of Bosnian society regarding Civic education and motivation of young people for active participation in civic and political life
- To increase visibility and influence in BiH

**Short-term impacts**

- Lobbying and help implementation of strategy for improving education in BiH

**Change of the social, economical, and technological environment**

- Teachers are well trained and motivated for better CE
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- Created recommendation for improving curriculum for CE.
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**Change of the target group**

- Changes of motivation**  
To be more influential in decision making process
- Changes of attitude**  
willing for cooperation among themselves in improving curriculum for democracy and human rights.
- Changes of skills**  
Increasing NGOs' skills in advocacy
- Changes of opportunities in the environment**  
Decision makers take into consideration NGO participation in decision making

**Assessment of the change in**

- Motivation**  
- Their formal agreement with TFG participation
- Attitude**  
Contribution to the activities of the TFG (n. inputs made by them)
- Changes of skills**  
Activities undertaken by NGOs
- Changes of opportunities in the environment**  
Number of NGOs that participate in decision making

**Description of the target group**

**NGOs**

Group of NGOs that are working on education

**Centre for culture and dialog** - they have strong influence in the system (focused on religious organizations and universities), they can build relationships with foreign partners, the director is advisor to the Ministry of civil affairs, Sanja Vaisavljević

**TPO** – strong influence in educational system

**Direct outcomes**

- Involvement in the intervention as advocacy agents
- Joint mutual support of NGOs in order to improve the situation of Bosnian society regarding Civic education and motivation of young people for active participation in civic and political life
- Changes in the curriculum and consideration of the proposals of the professors who teach CE

**Short-term impacts**

Increased capacity to create new partnership with other stakeholders of the topic.

**Change of the social, economical, and technological environment**

- Teachers are well trained and motivated for better CE
- Young generation of Bosnian society gets more opportunities to play active role in their communities.
- The ideologies are less influential in state policy making

**External conditions and structures**

*FORCE FIELD DIAGRAM*

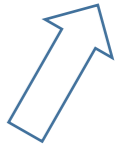
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mobilization of wider public  
  
capacity building of association of CE teachers  
survey among students and teachers

### Outputs

Created recommendation for improving curriculum for CE.  
  
Improved criteria for certificating CE teachers

### Change of the target group

**Changes of motivation**  
They will know what is needed to be done to improve competences of their children  
**Changes of attitude**  
They will be willing to cooperate and will appreciate the recognition of the importance of the Parents 'and Parents' Council in education in general.

DOES IT MEAN THAT THEY WILL BE SATISFIED IN WORKING IN COP? YES

**Changes of skills**  
Better selection of members of CoP  
**Changes of opportunities in the environment**  
No changes

### Assessment of the change in

**Motivation**  
ACTIVE PARTICIPATION IN TFG  
  
**Attitude**  
Contribution to the activities of the TFG (n. inputs made by them)  
  
**Changes of skills**  
No skills will be changed

**of opportunities in the environment**  
No changes

## Description of the target group

### Council of Parents (CoP)

Counselling group under ministries of education

Both on level of schools as well as Cantonal ministries

### Direct outcomes

Parents actively participate in project activities  
  
Detailed ToR description for participation of CoP  
**Parents Teachers Council (WHAT IS PTC)** in education decision-making  
  
Changes in the curriculum and consideration of the proposals of the professors who teach CE

### Short-term impacts

Created ToR for membership in CoP.  
  
**Active participation TFG**

### Change of the social, economical, and technological environment

Young generation of Bosnian society gets more opportunities to play active role in their communities.  
  
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