***Respect to all. Good people, welcome. This is the end of a beautiful one of all these Sermons and I am glad that towards the end we have a respected Sanja Kabil in front of UNICEF. Sanja Kabil is the head of the education program at UNICEF and our old friend, and I can certainly say someone who has witnessed education for many years and who has made an immeasurable contribution to education. Dear Sanja, welcome to the Talks on Education.***

Dear Nedim, thank you very much for inviting me and I gladly responded to contribute to being a part of these Sermons.

***Thank you very much, I don't know what to tell you in all this madness, but obviously the story of education is important. How are you, to start from there, after these two or so months?***

I don't know, what I think I am, and what some research on an instrument would show, is questionable whether it would agree. Anyway, I'm generally fine. I wanted to go back a bit, and I’m just in my office, I missed changing the walls and some structure of the business environment that I hadn’t had for the past two and a half months, because like most of us, I worked from home. I was also with a small child who was constantly not clear why I talk so much with children, because she has all the children, and I'm not with her, and it's not the weekend, and we don't go out, so she was very confused, and I was besides, it was really hard to organize and reconcile it all. Somehow I think I made up for it by working even harder. I don't know why, I kept saying that we have to have a structure - you know when it's the end of the working day, everything is fine, however, every hour I catch myself at eight in the evening, at nine, sending some messages. It's not good, it shouldn't be like this.

***So much about the border between business and private, but what will education do not choose working hours and I think that there is no such thing in education in general. You, Sanja, here in preparation for this conversation we talked briefly about it, without any bad connotations - you have been witnessing education in BiH for 24 full years, you have been a part of UNICEF since 1996, which means that you have changed everything and all content in education had a chance to see off. What has fundamentally changed in these 24 years?***

24 years, yes, that's right, that's more than two decades. That is indeed a historically long distance for some conclusions. If I look at individual trees, then it seems to me that the forest has not grown much, but from this historical distance, I think that some important moments have happened for the development of the education system in BiH. First of all, I can mention the Law on Primary and Secondary Education, which for the first time clearly stated that children with developmental disabilities should attend regular classes, that is, to be included in regular schools. Although we know all the challenges of inclusion, I would not go into that now, it is very important to point this out, because we are witnessing a very important right - it is the right to education, not education, but the right to education for children who were previously educated by default. in special institutions - in special schools. So I would say that this is a significant shift in the past two decades when this law was passed, it was I think 2007. Furthermore, I think we are witnessing the establishment of some important institutions and agencies at the state level, the law also established the Agency for Preschool, Primary and Secondary Education, and it is, among other things, in charge of conducting large international studies such as PISA, TIMS, PRLS , which speak about the quality of the educational system, and at the same time enable international comparison. These studies are very important because they are very important, because they are in a way predictors of the economic performance of a country and its human capital. What was also a big step forward, I would point out the Framework Law on Preschool Education, which for the first time introduces a mandatory year of preschool before starting primary school. It is this binding element that is very important, knowing how very early learning is very important for further success in school and life. However, in numbers, data, and statistics, that doesn’t look anything impressive, but that curve is slowly going up. We at UNICEF follow this indicator very carefully in the fight before starting primary school, so we have the latest, most up-to-date data that we collect on foot from each ministry, that is for the 2018/2019 academic year. year where that coverage is 78%.

***That’s the year before going to school, right?***

Yes, while, unfortunately, the total coverage of the preschool program is a total of 25%, which is unsatisfactory. We have some progress, but in education in BiH it is that we actually have 12 educational systems, a lot of similarities, but also differences, and that from this lack of coordination it is even harder to introduce and even more difficult to measure changes. So this methodology of data collection is different and they are difficult to compare and it is a great challenge to deal with any numbers. So, for the first time, this PISA test that we had, in which we participated, was scientifically relevant and concrete indicators and learning outcomes, that is, quality, and quality is something that is very difficult to measure.

***We'll get to that, I can’t wait to talk about PISA.***

So I would like to point out for this decades-long shift that some important things have happened when you regulate something by law that did not exist before and when someone is given a right and a right is exercised, these are great changes. The other side of the coin, and the whole story about why something is being implemented or not, how it is being implemented, which opens a number of new chapters that I would not like to take away from the main issue, and the question is what has fundamentally changed.

***Do you have patience? Here I honestly have the biggest problem with patience to see concrete changes in education.***

All the processes that normally take ten times longer in our country. Patience is dwindling, but we also need to ask ourselves to build those some communities of people who have gone through some processes, and who know, and who don’t have to from the beginning. I believe, indeed, that within this educational community, and I mean all people who are directly or indirectly in education, there is this critical mass that can be competent enough to influence decision makers, and that higher education is not a wave of policies. , I wouldn't say so much that it's just politics, sometimes it's just a matter of some disinterest, ignorance, so simple, I wouldn't say that sometimes it's intentional, but some negligence, some complete decline that it is not seen as a priority and that it is not see why it matters. The moment is when this critical mass, which I believe it has, will work and exert that influence on those who raise their hands and vote. I hope he comes soon.

***I would not, far from it, want to turn this conversation into a political one, but you are right. I think that there is a strategic now critical mass in which more than twenty years have been invested, who already know how to articulate changes, but also bring ideas for such changes. What UNICEF is doing is putting a special focus on marginalized children, vulnerable children. What I wanted to ask you - twenty years ago, let's move forward now, we have sustainable development goals again, we have set a new old goal for 2030 again, may I say so? Among them is the approach and quality of education again. Until when will we have decades of various phenomena that had to be solved maybe centuries ago?***

Thank you for mentioning that. There is one, perhaps small, but very significant difference in these goals. So far, there have been various Millennium Development Goals, various development goals, these-those, but those goals have mostly been set, that is. they were valid for countries that were of a lower economic level: underdeveloped or developing countries. These global goals, these last by 2030 sustainable goals and development, what is interesting they apply to all countries in the world. For the first time we have the most developed and underdeveloped country to have voted for all these 17 goals. They stayed there until 2030, because we did not achieve what we wanted. So, we still have unfinished business, again when we talk about education, and it is of course in all goals, it is specifically singled out in goal number 4. There we have one change, because so far if we look at indicators of measuring achievement in all previous this indicator was measured exclusively by the percentage of school enrollment and attendance, for the first time now the indicator of success is the results of the PISA test, ie: what is the number of fifteen-year-olds who reach the minimum of functional literacy in the world. That goal has been set at over 50%. We have here now for the first time a paradigm shift that the world has understood, the world knew long before, that schooling does not mean learning. Going to school is not the same as learning. PISA started in 2001, it took several cycles to pass, of course, those developed countries immediately saw the benefits of that research, its comparability and significance, and began to apply it. The rest of the world that followed ten years ago, I'm not saying that PISA is the only and ideal, but it is very good and quality to say whether the quality of that education is what we want to see, what we want to call education for the 21st century . That is why this indicator appears, which is very interesting to me, of course, the coverage indicator remains. Coverage is still a problem somewhere, even in our country after all - preschool which is important is very low with the coverage rate and another very interesting indicator of global goals is the year before starting school, which is set to be mandatory for that year. all countries in the world. I have already said in the previous that it is prescribed by law in our country as such, so that we can be proud of it, at least legally we somehow foresaw it.

***To start. I don't know in which direction to go with you, but let's go like this: let's start with PISA, it's fun for me. I have talked to various people and of course I have talked to PISA critics, but we agree on one thing - that this is a serious comparative study that can give, if the results and findings of that research give a positive impetus to education, especially in areas in who need to work harder. BIH was the first time, is it the last time, and UNI CEF was an important partner in the implementation of PISA in BiH, was it the last time?***

It is not known yet.

***I won't take you any further.***

I have to say that it is PISA and so much has been said about PISA that even the birds on the branch know what PISA is and why it is important, at least as far as the educational public is concerned. I want to believe that every educational professional in this country wants to know why this research is so important. Also, let us know that we know our results, however, what is important to emphasize are two things. First, what do our results show in relation to other countries and to ourselves in terms of the quality of our education system, which should give impetus to reforms in which direction they should go, The second thing is continuity, that it is very important that teachers participate in this research, because only in this way can we measure whether the changes we have introduced have had any effect. So at this point our participation in PISA 21 testing is still uncertain. Until two months ago, it was almost impossible for us not to participate, because we failed to sign a contract with the OECD, but then this pandemic happened, so now I don't know if it was good or bad for PISA and our context, because in all over the world PISA has a strict schedule. Trial testing in all countries in the world was supposed to start in April, that is, during April, May, and from the end of March, all countries will start with this cognitive research. However, due to the pandemic, no one was able to carry out that pilot research, it is now moving to the fall, so we still have a chance, because without trial research we cannot go further. So I would say although weak, there is still a chance that we will participate in PISA 21. I want to believe that we will participate. The agency works as if everything will be, they are already preparing those tests and all the necessary actions - there is a lot of work, of course we have this part of the procedure, of course signatures, but I really hope it will be.

***Can we appeal so publicly to appeal. If I can do something, I will be very happy - for PISA to take place, despite all the criticism. What is that limit of 15, what does that mean in general, that we tested fifteen-year-olds?***

Fifteen years is the time when in most countries in the world, this is an international study, the compulsory primary schooling ends, so that limit was taken because of that. So in most countries in the world, 15-year-olds come out of that primary school, relevel - as they say, and that is exactly the limit by which it is measured what all that the primary school was supposed to give to those children. Measured on children on learning outcomes, in terms of applying their knowledge through very practical tasks, we had these workshops in which one of the lecturers was Rada, where we looked at these tasks and how they are interesting and interesting, and I would invite everyone to goes to the OECD website to see what it looks like, and where the answers to these questions are actually measured by levels of functional literacy, it does not mean that you know how to read, but to understand, to apply, to know how to make a synthesis, evaluation, and these are all target levels. In OECD countries, when I say our children are not functionally literate, it does not mean that they cannot read and write, but it does mean that they do not exceed that level 2. Level 2 is just a level of general reproduction, that he reads a sentence and knows it. retell and what is the topic, the idea. Across level 2 are the slightly higher levels of knowledge required, which we ultimately need in this world to insist. It is this functional literacy and to return to these global goals set as an indicator - those over 50% of 15-year-olds exceed that level 2.

***It can be said that 50% does not exceed level 2. Honestly, this is now a semi-private question: did you get the research results of this PISA of ours. What was in your head, what did that reaction look like with your first meeting with the result of that PISA for BiH?***

We have been in this process for a long time, there were preparatory workshops, many conversations with OECD experts, many conversations with colleagues from the region from countries that have already participated, so they said that PISA shock was no longer a shock, because it was something we expected. That the OECD’s constant message was that we don’t look so much at where we are compared to other countries, that’s not the point of it.

***This is the first news that the media has pulled out.***

It is very interesting for the media and they certainly want to see who we compare ourselves to and where we are on that scale, but for the educational public, for decision makers, for ministers, it is more important to see what we can do, what are the areas , which are the parts we need to improve. We somehow slowed down there, we didn't even have a ministerial conference to talk about, workshops took place, sporadically, and we also organized and brought in experts from Norway, who talked about their - because they have been in this PISA from the beginning - and, what changes have taken place, what was good, what was not, gave some advice, but I think there is still a lack of consensus in terms of what data and what we need to analyze to bis we have come to a decision of what needs to change.

***We still have a lot of work to do.***

Very, very much work because this report offers a mass of data and experts, and statisticians, and everyone involved can do a lot, students after all, and do this research.

***One treasure for BiH education, I see it exclusively as such. As much as it hurts, I see it as a serious resource that can point the means in the direction it needs to go. You are part of UNICEF, you are a world leader in the promotion and protection of children's rights, let's go to our BiH. Whenever I start on this topic, I somehow get sad, but it is important to talk about this, it is important not to forget the invisible children who quickly get out of our sight in this everyday life and stop dealing with it. According to your official data, almost 20% of the population of BiH are children. A large number of our children are younger than 18, and you say in the first sentence: "A third of them live in poverty." This means that every third child is almost hungry in BiH.***

That's right. For children from marginalized groups, the situation is further complicated. If we speak only from this educational angle, everything I said about the challenges of the education system is further complicated when we pass it on to children who come from marginalized groups. When, for example, a Roma child who does not go to kindergarten or school, and is legally entitled to a subsidy, the problem is not just to tell him where to ask for that right. The problem is much, much wider and it concerns the right to health care, proof of possession or non-possession of certain property, cars, evidence from the Employment Bureau, lack of their basic housing, hygiene, material conditions, so that the child is ready to come to kindergarten or school. So, before going to kindergarten or school, a Roma child or his parent, who is usually of the same educational status, must go through all those administrative forces and orders that are too much for a typical parent, that administration. When we talk again about children with disabilities, very often you have a situation that they are usually at home with only one parent, usually with a mother who is not working, who has no one to leave the child to do all these things, and even if they are in the countryside, we have that stigma - it is a shame that people see them. There are no kindergartens in the countryside, and we know how important early intervention is and schools are not always accessible. And so after all this torment, one child from such a marginalized group, manages to come to school, manages to enter the classroom and sit in that bench, then we sometimes have situations where the school community has no understanding, nor thinks about all these elements that I listed , but by his actions he does everything to stop the child from attending school. Or on the other hand, to suffer positive discrimination, that is, to be released from class to class and thus finish primary school without gaining any functional knowledge, means completely illiterate, and we have at the end of that scale real discrimination - where we have a mockery, violence, frustration, punishment, so we have one problematic child and a child who is a problem for the whole school. As long as all teachers are not aware of these dimensions of poverty, and until they begin to truly understand the situation from which each student comes, then they will not be able to properly set students' expectations and goals, but will only intensify children's frustration. If we are only dealing with behavior, why he is behaving, why he is rude, why he is throwing, why he cannot fit in, all the time we are only dealing with the end result and not trying to understand how difficult and complex the situation of each child is . Everyone has some specifics or is at some point in a special situation, and then we, as teachers, think about what the child needs at that moment. Is it necessary for him to learn what year the battle was or is it important for him to understand his emotion, to realize that he has support, that he needs a conversation at that moment. So I hear a lot, there are good examples, but in schools where they only deal with the issue, or problem, or their actions, they do everything to make such children simply leave, because their situation is so complex that people simply do not know or will not , or I can't deal with it.

***It must not be at will for anyone. Will you deal with children, and at the same time education is for such children, marginalized groups, that is the only way out, the only chance that children have.***

To begin with, we will talk about early learning and how important preschool education is, and the most important thing is for children from marginalized groups. We have long been in a story where we talk non-stop about the importance of early learning and preschool education, and more than once, at every meeting where any minister is, where the educators are, where the counselors are, when we talk about it, I always ask how many Roma you have children in that story. I never get an answer, because there are none. They are not in kindergarten has. This is something I am trying to understand, because for years it has been an approach and an effort to work with the local community, to import the Roma community and to prepare the kindergarten, and to help all those who are in that system at the local level so that the child can to enter kindergartens, an environment in which one learns through play, in which one can really offer a lot to a child. Plus, we have a law that says that a child can go for free, it's not a matter of finances, it still doesn't happen. So sometimes I really ask the question how much is it because you really want it not to happen, and then you go through some administrative and others, and how much are all these multiple elements that are not negligible, because, as a colleague from of a Roma NGO to tell him: "You can't just give me a pen and a notebook, and say go, send him to school, when he has 10-15 more problems to solve." Societies that deal with the most sensitive categories show how much are socially vulnerable.

***And at the same time, it is a coverage of 25% with preschool, and I still can't get it out of my head. Now it's a big question, it's a question of capacity, but you also said one key thing for somewhere where there is a possibility that it is not happening. How to break these cultural norms, these beliefs, these stereotypes, these prejudices, which we have become so cheap that we can no longer hear?***

It’s a process that’s certainly not one campaign of a couple of months, that has to happen with different groups, everyone involved: parents, educators and the whole local community. Children have the least problems here, but children will again imitate those matrices they see from their parents. However, all this is not impossible, and all prejudices fall very quickly when the children leave and when you see that there is no difference, but preconditions must be created: first, those who are there, professionals, educators, have no discrimination, and that no basically do not discriminate against children, so that all services available to other children are available to these children as well, so there is no difference. Here again I mention quality, because that is it, if you have quality within one classroom, or within one responsible group, then there are all those standards in which we respect differences, respect each other, listen to each other, appreciate and have our values. Children understand and understand this very quickly.

***We have a problem.***

But some other adults have a problem.

***That's right. I don't think it's a mild statement for me, but I think that adults must first understand that children are not guilty of anything, we have no right on any basis to put the burden of everything we have done on this planet on their shoulders. You are a big proponent of early education, early childhood education, why is that so important?***

I think that so far we have so much research, studies, awards on how important it is to invest in this segment of development, such as the smallest investments and the largest profits, but again it seems that only the last couple of years, and much more in the region When I say region, I mean the countries of the Western Balkans, rather than in our country, this awareness of the importance of early learning and early intervention, and integrated services, is slowly beginning to arise. It is about the cooperation of three sectors: health, social protection and education, they must work closely together and talk, and I will always clearly say, and clearly stand behind it, that it is much better to invest in quality preschool education and maintain and pay for maintenance. too expensive specialized institutions and institutions that:

1. they cost a lot,
2. they serve a relatively small number of users.

We have supported, right now at some final stage, the Federal Strategy for Early Growth and Development, from 0 to 8 (10) years which includes all three of these sectors. We hope that when it is adopted, it will provide a good framework for the work of professionals from each sector. Nedime, at the end of the day we are again left with that, as you said, the fact that we do not have any data for early intervention, and that the coverage of preschool is 25%, and for Roma children we have, it is older but I do not think much has changed of our research, that is less than 2%. As long as we have this situation that our children are in a critical period for intervention outside the institution and system, it will be very difficult to do interventions only for a small number of highly privileged, which brings us back to the topic of invisible children from all multiple problems they face. . We need to work on both fronts. Somewhere in big cities they say we do not have the capacity for infrastructure, the fact is that somewhere in kindergartens there is not enough capacity, but it is also a fact that we have fewer and fewer school children. We have it in terms of space anyway, and I repeat, there is the smallest investment, and the largest profit.

***If we have to talk about Hackman and investing, because some people understand, unfortunately, only this language of finance, so there are research accounts that say that investing in early growth and development you get back many times when that person becomes a valuable member of society. We have a lot of work to do, Sanja, in this, right?***

A lot of work, but again, this information about this year before going to school somehow gives me encouragement and hope that it will pull things forward and that the percentage of 3 to 6 will start to grow somehow. When we look at our region, we are really at the bottom. That's sad.

***Let’s compare ourselves to ourselves, yet these are our children who remain missed no matter what else happens there. I have repeatedly repeated the thesis that I am checking in these Sermons, that this pandemic is also what happened, and the inability of children to have social interaction, to go to their established places, and so on. additionally pushed the now invisible children into oblivion. I think that now the consequences of the pandemic will be, but that for the invisible children there will be much more. Have you thought about that?***

Of course, we got involved very quickly, to say quick answers, we were all caught. This pandemic is a global thing, of course, due to the pandemic we have 1.6 trillion children. This means 91% of the total world population of students could not go to school. The code for that number is 400,000. We have 400,000 children who could not go to school due to the closure of schools. The answer of both our and the world's educational authorities was that teaching takes place at a distance through various online channels, digital resources, TV, radio, or direct distribution of materials. However, this mass closure of schools has shown, precisely this, an uneven access to educational technology, but also the unwillingness of educational systems to provide support to teachers, educators, for the successful use of this technology, in order to achieve learning success. I can say again that the educational authorities in our country are coping as they arrived. We recently had a meeting with all coordinators from all ministries of education and I must say that, given the situation, they reacted quite well, they did things quite well and established, as it is already in our country that there are different education systems, so is so all that wealth, we don't have one platform, there are different platforms, which will again be interesting for some evaluation after. Common problems that are: the problem of access to technology - whether it is not having a device, tablet, phone, or internet connection. Education authorities, we had some small intervention funds that we allocated in their budgets, to somehow use it together with what they planned, but mostly their interventions move in two directions: one is the purchase of that technology, device or internet connection, and the second is quality, which is very important not to lose that aspect, so here we have either the development of some applications and software solutions, we have some tutorials for teachers or webinars, which is very good. The positive thing is, I mentioned these webinars that go to the Sarajevo Canton, that you have through that webinar, yesterday I was at one, between 200-500 participants, the opportunity to reach a large number of teachers in a very short period of time, because the webinar lasts about an hour, an hour and a half, to show them exactly what they can do with a tool, and for them to start applying it immediately, will certainly have big consequences in the way we hold some seminars and workshops in the future, but it will certainly no longer be as it was before and with a limited number of participants. There I would say that one advantage is that we have that one online connection, that we can access all these teachers, and then it was interesting to me at that meeting that one of the coordinators said something that would be very interesting, and that is that they noticed that children who otherwise did not show any excessive activity in development, or were simply shy or shy, did not show any talent or potential, now that they are alone in their home and show some incredible talents with the keyboard. What we got yesterday, it’s a UNESCO survey, real time from all education systems around the world, are some recommendations related to this pandemic and to education, and those are four recommendations.

***You gave us that exclusively now, Sanja?***

It’s not something exclusive, but I think they’re very important and we’ll think about them too. The first recommendation is that education systems must have a plan B for safe and efficient teaching in the event of school closures. This situation has never happened to us before, that is, it did - we also had extraordinary circumstances, floods, earthquakes, but it would last very short and it was in some certain localities. So it is a very important recommendation to work on the development of accessible digital media resources that are based, this is very important, on plans and programs and curricula. Do not invent some new ones, but start from our plan and program.

***If they are good for us. This is my statement.***

This is the first recommendation and in that way we will ensure not only a quick response of our educational systems, but also the regular process of learning and teaching will be enriched, and the overall quality will improve. It’s that blended learning, not z we have no way to translate, is it some hybrid blended learning. The second recommendation says infrastructure investments, especially in rural areas, must be a priority and this is essential for marginalized children. Democratize access to technology and the Internet and increase distance learning options. That is a very clear recommendation and we completely agree with it. The third is about something that you in Step, all of us, do a lot, and we all do, and that is professional development of teachers. Redesigning the whole approach of professional development of teachers that must be adapted and include topics such as virtual classroom management, presentation techniques, creating tools for monitoring and assessment, and combining technology with pedagogy. We see that it is a challenge, honestly, and I am surprised, I use of course the computer and everything, but in this situation when I listened to these webinars and when I saw all the possibilities of these tools that I use every day, and I probably only use some two basic, not everything else.

***Here you don’t feel bad, I’m the same.***

And we have to go back to learning some basic knowledge, and as it is only for a teacher who needs to invent all that, set some quizzes, summarize it all, then set tasks, it is not very easy.

***It all falls on our teachers, we tell them again that they will change the world, until when more?***

Yes, there must be a great burden on them. Let me say the fourth recommendation concerns research, research in learning and what gives good results and what is effective, and we need that now more than ever. He says: “We need research to develop some practical ways to improve teacher training, to create content, to involve parents, and to use technology more efficiently.” We are all this during this situation the reaction was ad hoc, we are now They put everything there, there is a lot of content, technology and approach, but it could certainly be researched and arranged, and in the end shaped into a policy, a rulebook, or I don't know what, a bylaw. Distance learning is becoming very relevant and this situation has shown how important it is for education systems to be resilient, ie to have that plan B for such cases.

***What you said still haunts me, and that is that in the strength of these educational authorities and our resources are on all sides, and now imagine that we unite it all, I think we do not have so many privileges, nor so many people who can work on to be separated. Through Besjede, I am trying to appeal that all these actors, or English - stakeholders, must openly open all ways of communication in order to work on education, and UNICEF does that. Is there something wrong with you, let me try to bring this conversation to a positive end…***

Well this was all positive.

***No, no, yes, they are great things, only I want more and more from education, because it is really important, it is important to me personally, I have known some things in my life. What next, what must we think about, what must we not forget?***

First, no one should forget themselves, when I say myself I mean every one of these teachers, it is very important, people can not even cope in all this, it is important mutual support, it is important that people can from time to time to they say, "Yeah, I'm fine, I'm on the right track, this isn't what I'm doing right now - I'm not that lone rider." so it is very important that people are in touch, that these ties are strengthened, that that connection expands both regionally and further. Also, we must never forget the children, but I think that they are always our first, and that is the basic thing, especially these categories that we mentioned, the most endangered, the most vulnerable. And of course, we must never forget quality. Quality is something that is uncompromising ...

***And what makes the difference, you said that.***

And we can talk about quality, what it does, we have PISA, she told us what she said, we got the results we are, we have to really think that our system was certainly good 50 years ago, but in this situation when we have fewer and fewer children, here's a digression - I started making digressions like my mom, but what was interesting to me, I remember it well, when I started working at UNICEF, it was right after the war, we had one big mine prevention and protection program for children. Back then, there were large donor funds, we planned for each child to get a sticker sticker with a warning, with some basic messages for mines.

***Is it the "Watch out it’s a mine!" Program?***

Yes, "Watch out it's a mine!"

***I have a degree from that competition. The one you're talking about is me.***

Yellow, round, "Watch out it's a mine!" I wanted to say that I remember that order, because we wanted to provide each student with a sticker and that number was over 600,000 children. We now have, according to the latest that the ministries have sent us, 400,000 children who are not currently going to school. So it's an amazing collie like fewer children we have in schools.

***Where are our children?***

Unfortunately, fewer and fewer children are being born, so let me say that we can really do that with the system we have and the number of professionals to provide the appropriate quality for each of our children.

Think mines.

***I mean mines, so man we are that generation that knew all about mines. It was a good program.***

Yes. There were also those puppet shows and all sorts of things.

***You have taught us all, to recognize, to mark, to flee, to return. Yes Bod that no child ever had to learn that. That's my wish.***

Here we are now learning about hand washing, pandemics and viruses.

***Did we have to know that before?***

I don't know and I wonder a lot.

***Okay. Yes, nice, they are really nice and positive messages. What I hear all the time is that there is no going back in education after all. It only has to work, work, dig, and the results will come sometime later, but in the meantime work on it as much as you do.***

I hope, Nedim, that this situation of the pandemic, how important it is, the parents cried because of the children, then the teachers cheered and said: "What, aren't we just for babysitting you?". If nothing else, perhaps now teachers can take the opportunity to seek now the right status they should belong to. To be truly recognized for what important work they are really doing.

***Important, extremely important. What would you tell them? What do you want from them?***

Really to continue just like that, that in this last situation they showed exceptional courage and resourcefulness. They must have learned some new skills, they were forced, you have to do something right now, according to the people from the ministry - they did great, and I want them to continue to fight for their rights in terms of their status and importance. the profession they pursue, it is something that is most important in the world.

***I totally agree.***

And after over two decades, I'm not bored, although I'm not in the classroom, but I like to peek whenever I have the chance.

***I’m somewhere halfway there, but it’s good. I haven't burned yet. Dear friends, dear friends, it was the esteemed Sanja Kabil, Head of the Education Program Department of UNICEF BIH, a great friend of education, a great friend of all children in Bosnia and Herzegovina, and thank you for that, thank you for being part of the Sermon on Education.***

Thanks, once again, a lot to everyone.