



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Bosnia and Herzegovina

This profile has been commissioned by NEPC as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. This version is a working draft and will be subject to further copy-editing. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to NEPC. The information in this document was current in June 2020. The profile can be cited with the following reference: “Profile commissioned by NEPC for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all”. For further information, please contact gemreport@unesco.org.

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1. Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

- 1.laws and policies;
- 2.governance and finance;
- 3.data;
- 4.curricula, learning materials and assessment;
- 5.teachers and support personnel;
- 6.schools;
- 7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

2. Survey reply and respondents

Country: Bosnia and Herzegovina

Author / Institution: Ivona Čelebičić, Zlatan Jovanović, proMENTE social research

Assistant: Merisa Pintol

Has the information in this profile been discussed with and validated by a government representative?

No / Yes

If yes, who and what is their professional capacity, role?

Which other people have been key informants? What is their professional role?

- PhD Radmila Rangelov Jusović, COI Step by step BH, Executive Director
- Dženana Trbić, Open Society Foundation BH, Education Program Coordinator

What was the main challenge during the preparation of the profile?

Complexity of the education system in Bosnia and Herzegovina requires constant comparative analysis and multiplies the amount of information needed to give answers. Furthermore, the current state of emergency caused by the Corona virus pandemic makes it difficult to verify data with the relevant ministries and other government officials.

Please list the 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015 and provide links to the originals:

1. [World bank "Review of Efficiency of Services in Pre-University Education"](#)
2. [From segregation to inclusion: Is education of children and young people with special needs in BIH inclusive?](#)
3. [Education reform in Bosnia and Herzegovina through the prism of the Roma minority inclusion](#)
4. ["Analysis of the Inclusion Rate of Primary Education in the Federation of Bosnia and Herzegovina"](#)
5. [Documentation base \(laws, reports, handbooks\) on Školegijum website](#)

If internal, non-public or working documents were used, please add a note here.

N/A

3. Country system overview

3.1. Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

The education system in Bosnia and Herzegovina can be divided into four stages: preschool education (ISCED level 0), primary education (ISCED levels 1 and 2), secondary education (ISCED levels 3 and 4) and higher education (ISCED levels 6 and 7).

Preschool education and care is not compulsory and it is intended for children from 6 months old until they start with primary education. It comprises three levels: nursery (for children from 6 months to 3 years old), kindergarten (for children from 3 years to 6 years old) and preschool preparatory programme. In the year before starting school the preschool preparatory programme is implemented and it's first part of compulsory education. This program is attended by children between 5 ½ and 6 ½ years old. Primary education lasts 9 years, divided into three cycles/triad (Triad 1: 1st to 3rd grade; Triad 2: 4th to 6th grade and Triad 3: 7th to 9th grade). Public primary education is free and the only admission criterion is the age – all children have to be enrolled in primary school between 5 ½ and 6 ½ years old.¹

b. the different authorities responsible for different types of provision etc.

Proper understanding of educational provision requires a brief explanation of the system of education in Bosnia and Herzegovina. This context is also important for overall answers in this tool.

The education sector in Bosnia and Herzegovina reflects the state constitution. It is defined by the BiH Constitution, the constitutions of the entities, cantons, and the Statute of Brčko District of BiH, which govern legal competencies in education. BiH consists of two entities (The Republic of Srpska and Federation of BiH) and Brčko district of BiH. The Republic of Srpska has a centralized government and one ministry of education. Federation of BiH has a decentralized government and consists of ten cantons where each canton has their own ministry of education. There is also a Federal ministry of education, but this ministry has only coordinative role. And Brčko district of BiH has a government with departments. One of those department is The Department for Education. Each of these twelve administrative units has its own ministry of education, education legislation, education budgets, creates its education policy and has all other rights and obligations arising from the mandate of a competent education authority, responsible for the organization and functioning of education within its area of competence.

There are also two others ministries with coordinating role. The Federal Ministry of Education and Science coordinates, among other things, activities within the Federation of BiH, between ten cantons. The Ministry of Civil Affairs of BiH (MoCA), established on a state level and coordinates activities within all education institutions in BiH. In accordance to the law, MoCA is responsible for carrying out activities and tasks within the jurisdiction of BiH related to defining basic principles of coordination of activities, harmonization of plans of entity bodies and defining strategy at the international level, including, among others, education. The Agency for Higher Education and Quality Assurance, Center for Information and Recognition of Qualifications in Higher Education and the Agency for Preschool, Primary and Secondary Education have been established at the BiH level. The bodies for the coordination of the education sector

¹ <https://epale.ec.europa.eu/en/resource-centre/content/key-features-education-system-bosnia-and-herzegovina>

have also been formed including the Conference of Ministers of Education in BiH and the Council for General Education in BiH.²

In accordance with all of the above, there are twelve responsible institutions of education in BiH. The Ministry of Education and Culture of the Republic of Srpska, ten cantonal ministries of education in the Federation of BiH and the Department for Education of the Brčko District of BiH. To conclude, 12 institutions are responsible for compulsory primary education provision, which have to be in accordance with several coordinating institutions.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

N/A

3.2. Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	No	N/A
'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	There are at least three types of school day patterns. Some schools only have one shift, others have two shifts (morning and afternoon), and some have three shifts (morning, afternoon and middle-shift).
Grade retention	Yes	Grade retention is possible in primary school. Student who has three or more failing grades at the end of a school year repeats the same grade. If students have one or two failing grades, they are eligible to have remedial exams in August. Failure to pass these exams also prompts grade retention. ³
Multiple languages of instruction	Yes	In BiH, there are three constituent peoples and three official languages: Bosnian, Croatian and Serbian. They are taught in a

² Ibid.

³ Laws on education in the Republic of Srpska, ten cantonal laws and law of the Brčko District of BiH, all available on <https://www.skolegijum.ba/dokumenti>

		school as a mother tongue (but mostly not simultaneously in one school – only Brčko District has that kind of a model).
Policies on access to compulsory education in local schools	No	<p>Access to pre-university education in BiH is relatively high, but there is room for improvement, particularly in preschool education. BiH's gross enrolment in primary education and secondary education, is fairly high at 90 and 77 percent, respectively. Near gender parity has also been achieved in all levels of pre-university education. Nevertheless, BiH has one of the lowest levels of access to pre-primary education among peers. Access to early childhood education (ECE) in BiH is especially low at a mere 15 percent, which is in stark contrast with the EU average of 95 percent. No current policies address these problems.⁴</p> <p>Children need to enroll in a school in their area of enrollment, and enrollment is free. Kindergartens are mainly the responsibility of municipalities, they are paid and do not fall into compulsory education, except for school preparation.</p>
Combined (multi-grade) classes	Yes	<p>Combined (multi-grade) classes are common in lower primary (age 6-11) as a mechanism to ensure access for all while economizing on resources, particularly in rural primary schools and schools operating as branches of a central hub school. The percentage of combined primary-level classes in FBiH is notable, ranging from only about 3 percent in Sarajevo canton to nearly 30 percent in Herzegovina-Neretva and West Herzegovina cantons. No data are available for RS.</p> <p>The use of combined classes reflects the necessity to offer education for all students even in remote rural areas, where there may be insufficient numbers to form a typical size class.⁵</p>

⁴ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

⁵ Ibid.

3.3. In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

Framework law on primary and secondary education of BiH proposes that all children, no matter of their background, should have equal opportunities in education. There are only two instances where it is somewhat stated which groups are these.

First of all, rights concerning freedom of religion and language are accented.

“The language and culture of each significant minority living in Bosnia and Herzegovina shall be respected and incorporated into the school to the fullest extent practicable in accordance with the Framework Convention for the Protection of National Minority Rights.”

“Bearing in mind the diversity of beliefs in BiH, students will attend religious education classes only if they are consistent with their beliefs or those of their parents.”

Second, it is proposed that children with special needs acquire education in regular schools but with special programs that cater to their needs. It is also stated that children with sever disabilities can be educated in special institutions (if it is not possible in regular schools).

Vulnerable groups are not specified in law, although they can be found in other official documents⁶. Groups vulnerable to exclusion from education are children from the following groups:

- children with disabilities,
- Roma and other national minorities,
- children of returnees,
- children from rural areas (beneficiaries of transport allowance),
- children from families with low socio-economic status (eg social assistance beneficiaries)
- children without one or both parents

3.4. Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

The concept of inclusive education in Bosnia and Herzegovina (BiH) is a new one, “imported” after the war (since 1996) through the presence and projects of the international organizations (IOs) dealing with education reform and human and children rights in BiH.⁷

⁶ http://fmon.gov.ba/Upload/Dokumenti/02b6575a-73d9-4d05-9469-5c7157229ff5_Informacija%20-%20Analiza%20stepena%20inkluzivnosti%20osnovnog%20obrazovanja%20u%20Federaciji%20Bosne%20i%20Hercegovine.pdf

⁷ http://www.ibe.unesco.org/sites/default/files/Sinaia_Final_Report.pdf

The first time that the concept of inclusive education was recognized and included in a state-level education policy was in November 2002, in a document entitled “Education Reform Strategy: Five Pledges on Education (A message to people of BiH)”. This document became the basis for developing policies, laws and regulations in the field of education. Harmonization of laws has been slow and difficult due to the complexity of BiH decision-making structures.⁸

The process of inclusive education in BiH began to be implemented in 2004, after the Framework Law on Primary and Secondary Education was adopted, which stipulates that children and young people with special educational needs receive education in mainstream schools according to programs tailored to their individual needs. All education reform strategies, laws, and policies promote the principles of equal access, acceptance, official recognition, non-discrimination, and the absence of segregation in education. Although clearly mandated, the quality and availability standards set out in the strategy are not systematically implemented. Years after the introduction of inclusive education, it is still evident that there is a large gap between legislation and actual practice in schools and pre-schools.⁹

In spring 2006 all BiH education ministers (14 in total: BiH Minister of Civil Affairs, 2 Entity, 10 Cantonal and Brcko District Minister of Education) adopted the Action Plan for Children with Special Needs developed by the IOs (led by UNICEF) and local stakeholders, predominantly NGOs. The Plan advocates various actions aiming to promote and develop inclusive education as integral part of the mainstream education in BiH, such as adopting adequate laws or by-laws; changing pre- and in-service teacher training; changing curriculum, educational environment, assessment criteria and school-support measures; developing individual approach and raising awareness on inclusive education etc. In the second part of 2007, under new UNICEF project, a detailed mapping out of all BiH pre-schools and primary schools in regards to current status and needs in inclusive education was carried out.¹⁰

The timetable for introducing three elements - well-trained teachers, adequate equipment and efficient organization - is long overdue. Teachers still do not have continuous training. A significant number of teachers have not received basic initial training on inclusive education.¹¹ Generally speaking, a structure for implementing the adaptation of the existing school system to the requirements of inclusion exists, but the basic requirements that explicitly insist on education for all children, in their closest, least restrictive environment and in the context of meeting their needs, are still not fulfilled.¹²

⁸ Ibid.

⁹ http://www.skolegijum.ba/static/files/biblioteka/pdf/5460fd4f1b800_07InkluzivnoobrazovanjeuBiH.pdf

¹⁰ http://www.ibe.unesco.org/sites/default/files/Sinaia_Final_Report.pdf

¹¹ http://www.skolegijum.ba/static/files/biblioteka/pdf/5460fd4f1b800_07InkluzivnoobrazovanjeuBiH.pdf

¹² Ibid.

4. Section 1: Laws and Policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

4.1. Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration	Law	Comments
Child rights (UNCRC)	Framework Law on Primary and Secondary Education in BiH ¹³	<p>Bosnia and Herzegovina has taken over this international document by notification of succession on 23 November 1993. which assumed the obligation to harmonize legislation with the provisions of this document.</p> <p>The Framework Law on Pre-school Education states that every child has the right to education, in accordance with the described Conventions, which requires respect for the language and culture of constituent peoples and national minorities. The same postulates are found in the Framework Law on Primary and Secondary Education in BiH.</p>
Disability (UNCRPD)	Anti-discrimination law BiH ¹⁴	<p>UNCRPD was ratified in 2010.¹⁵ With its ratification, Bosnia and Herzegovina has committed itself to harmonizing domestic legislation, that is, to equalizing the rights of all persons with disabilities, regardless of the cause of the disability.</p> <p>Implementation of this convention remains poor. Persons with disabilities have been dissatisfied with their position for years in both the Federation of BiH and the Republika Srpska. Throughout BiH, laws governing the rights of persons with disabilities at all levels continue to</p>

¹³ http://fmon.gov.ba/Upload/Dokumenti/7e1e8c33-c594-4784-817a-e46de79149fa_Okvirni%20zakon%20o%20osnovnom%20i%20srednjem%20obrazovanju%20u%20Bosni%20i%20Hercegovini.pdf

¹⁴ <https://advokat-prnjavorac.com/zakoni/Zakon-o-zabrani-diskriminacije-u-BiH.pdf>

¹⁵ https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx?CountryID=22&Lang=EN

		discriminate against all persons whose disability is not caused by war. ¹⁶ Framework Law on Primary and Secondary Education in BiH also proposes equal rights for children with disabilities.
Gender (Convention on discrimination against women CEDAW)	The Law on Gender equality BiH ¹⁷	CEDAW is ratified in 1993. ¹⁸ The Law on Gender Equality in BiH guarantees gender equality in all areas of society: education, economy, employment and work, social and health care, etc. Competent authorities are required in the education sector to eliminate prejudices, customs and other practices based on the idea of inferiority or superiority of a gender, and eliminate ideas about the stereotypical roles of men and women.
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	Constitution of Bosnia and Herzegovina ¹⁹	The Preamble to the Constitution of BiH states the determination to ensure full respect for international humanitarian law in BiH, and the commitment to follow the Universal Declaration of Human Rights, international treaties on civil and political, economic, social and cultural rights, as well as the (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities, and other human rights instruments.

4.2. Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Framework Law on Pre-school Education in Bosnia and Herzegovina	2007. enacted	The Framework Law on Pre-school Education in Bosnia and Herzegovina was adopted in 2007. The law requires that every child has an equal right of access and equal

¹⁶ <https://istinomjer.ba/un-konvencija-o-pravima-osoba-sa-invaliditetom-u-bih-samo-je-mrtvo-slovo-na-papiru/>

¹⁷ https://advokat-prnjavorac.com/zakoni/zakon_o_ravnopravnosti_spolova_BiH.pdf

¹⁸ https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx?CountryID=22&Lang=EN

¹⁹ http://www.ccbh.ba/public/down/USTAV_BOSNE_I_HERCEGOVINE_engl.pdf

		<p>opportunity to participate in appropriate education without discrimination on any basis. Furthermore, the Social Welfare Authority co-finances part of the costs for children without parental care, children with special needs, children of unemployed parents, children of single mothers, children of beneficiaries of social benefits, etc. Co-financing is very small and often difficult to reach for vulnerable groups.²⁰</p>
<p><u>Framework Law on Primary and Secondary Education in Bosnia and Herzegovina</u></p>	<p>2003. enacted</p>	<p>The Framework Law on Primary and Secondary Education in Bosnia and Herzegovina was adopted in 2003. As stated in the document, one of the general goals of education is to ensure equal educational opportunities for education and the possibility of choice at all educational levels, regardless of gender, race, nationality, social and cultural origin and status, family status, religion, and psychophysical and other properties. The law postulates the achievement of quality education for all citizens and the promotion of lifelong learning. It states that every child has an equal right of access and equal opportunity to participate in education without discrimination on any basis, with equal access and equal opportunity to ensure equal conditions and opportunities for all. It is emphasized that it is the duty of educational institutions to promote equal opportunities for all students and respect for diversity among them.</p>
<p><u>Law on Pre-school Education of Una-Sana Canton</u></p>	<p>2010. enacted</p>	<p>The Law on Pre-school Education of the Una-Sana Canton was adopted in 2010. The document calls for equal access and equal opportunities and opportunities for all (beginning and continuing further education). The language and culture of all constituent peoples and each national minority living in this Canton should be respected in pre-school institutions in accordance with</p>

²⁰ <https://www.vecernji.ba/vijesti/djecji-doplatak-i-rodiljske-naknade-od-0-do-250-km-1295783>

		<p>the Constitution of BiH, the Constitution of the Una-Sana Canton, the European Convention for the Protection of Human Rights and Fundamental Freedoms, the Framework Convention for the Protection of National Minorities and Convention on the Rights of the Child. It also mandates that preschools develop, promote and respect national and religious freedoms and customs.</p>
<p><u>Law on Primary and General Secondary Education of Una-Sana Canton</u></p>	<p>2004. enacted</p>	<p>The Law on Primary and General Secondary Education of the Una-Sana Canton was adopted in 2004. The law defines an equal right of access to an educated person, ensuring equal conditions and opportunities for every child without discrimination on any basis. In other words, the goals of education are derived from the universally accepted universal values of a democratic society, which includes respect for human rights and freedoms, and the preparation of each person for life in society. It is emphasized that students should not be discriminated against when they enroll in school and participate in school activities. Also, children and young people with special educational needs can acquire education in mainstream schools according to programs tailored to their individual needs and opportunities. An individual program is created for each student. Although meeting special educational needs is the responsibility of full-time staff, the school may additionally employ teachers and assistants for children with special needs.</p>
<p><u>Law on Preschool Education of Posavina Canton</u></p>	<p>2008. enacted</p>	<p>The Law on Preschool Education of the Posavina Canton was adopted in 2008. It is emphasized that the right of every child to pre-school education has priority over all other rights, and that the aim of pre-school education is to ensure optimal and equal conditions for all children in order to develop their potential. The goals of pre-</p>

		<p>school education stem from the generally accepted and universal values of a democratic society, as well as personal value systems based on the specificities of national, cultural and religious traditions of peoples and national minorities in BiH.</p> <p>It requires respect for the language and culture of all constituent peoples and every national minority, and religious freedom. Specialized development programs for children with disabilities and work with gifted children are also required.</p>
<p><u>Law on Primary Education of Posavina Canton</u></p>	<p>2004. enacted</p>	<p>The Law on Primary Education in the Posavina Canton was adopted in 2004. The law defines that educational institutions are obliged to ensure the continuous development of students in accordance with their abilities and preferences. Ensuring optimal development for each person is one of the basic goals of schooling. The law provides for equal opportunities for education, regardless of gender, race, nationality, origin, religion, psychophysical characteristics. Also, children and young people with developmental disabilities may be partially or fully educated in special educational institutions where it is impossible to provide adequate education in mainstream schools. Furthermore, schools are obliged to monitor social problems and occurrences in students and to respond in a timely manner to eliminate the causes and consequences of social problems.</p>
<p><u>Law on Pre-school Education in Tuzla Canton</u></p>	<p>2009. enacted</p>	<p>The Law on Preschool Education was passed in 2009. Preschool education is based on the principle of non-discrimination, the principle of ensuring the best interests of every child, the principle of the right to language and respect for religious freedom, the principle of integration programs for children with special needs.</p>

<p><u>Law on Primary Education of Tuzla Canton</u></p>	<p>2015. enacted</p>	<p>The Law on Primary Education of Tuzla Canton was adopted in 2015. The document states that every child has an equal right to participate in appropriate education without discrimination on any basis. The document defines the concept of special education that includes education for students with special educational needs. Furthermore, in a school where members of one national minority make up at least one-third of the total number of students, classes in the language of that group are organized. In the event that members of one national minority make up one fifth of the total number of students, the Ministry of Education is obliged to provide additional classes on the language, literature, history, geography and culture of the minority to which they belong. Then, it promotes religious freedom, tolerance and a culture of dialogue.</p>
<p><u>Law on Preschool Education of Zenica-Doboj Canton</u></p>	<p>2010. enacted</p>	<p>The Law on Pre-school Education of the Zenica-Doboj Canton was adopted in 2010. The law mandates equal access to and equal opportunities for each child, with the general goals of education stemming from the universal values of a democratic society and value systems based on the specificities of the national, historical, cultural and religious traditions of constituent peoples and national minorities. The document defines the types of preschool program. Considering the problem, we will point out the following: intervention, compensation and rehabilitation program for children who do not have conditions for normal development, children from families of vulnerable social and social status, children living in incomplete families, then children of refugees and displaced persons, and children who have mental and physical disabilities</p>
<p><u>Law on Primary Education of Zenica-Doboj Canton</u></p>	<p>2018. enacted</p>	<p>The Law on Primary Education of the Zenica-Doboj Canton was adopted in 2018. This document defines</p>

		<p>that inclusive education refers to the practice of including all students regardless of their talent, difficulty, socio-economic status or background in mainstream schools and classes where it is possible to address all their individual needs. It is the responsibility of the school to contribute to the creation of a culture that respects the human rights and fundamental freedoms of all citizens, without discriminating against teachers and students in admission to schools. It requires that the language and culture of national minorities be respected in accordance with the Framework Convention for the Protection of National Minorities, where the ministry will establish a curriculum that meets the needs of national minorities, including language, literature, history and culture. Inclusion is said to be a process of recognizing and responding to the different needs of children through increasing participation in learning, cultural life and community life. The school should be provided with an individualized approach to work with students with special educational needs. For students who are unable to follow the curriculum, an individual education program is created, setting out educational goals, a planned timeframe, learning strategies, resources, and the support necessary to achieve those goals. The rights of persons with disabilities should be respected in accordance with the UN Convention on the Rights of Persons with Disabilities. The law also requires respect for religious freedom and the promotion of a culture of dialogue.</p>
<p><u>Law on Preschool Education of the Bosnian-Podrinje canton of Bosnia and Herzegovina</u></p>	<p>2009. enacted</p>	<p>The Law on Preschool Education of the Bosnian-Podrinje canton of Bosnia and Herzegovina was adopted in 2009. In accordance with the Constitution of BiH and the Framework Law on Pre-school Education in BiH, pre-schools are obliged to provide education for all children</p>

		<p>without discrimination on any grounds. The European Convention for the Protection of Human Rights and Freedoms, the Framework Convention for the Protection of National Minorities and the Convention on the Rights of the Child are required. It is forbidden to discriminate on any basis during the admission of children to preschool institutions. For children with special needs, an individual program is created tailored to their abilities and abilities. Intervention, compensation and rehabilitation programs are implemented for children with disabilities, children with physically or mentally ill parents, children without parental care, children from families of vulnerable social status, children of refugees and displaced persons, etc.</p>
<p><u>Law on Primary Education of the Bosnia-Podrinje Canton</u></p>	<p>2016. enacted</p>	<p>The Law on Primary Education of the Bosnian-Podrinje Canton of Bosnia and Herzegovina was adopted in 2016. It is based on respect for diversity, mutual understanding, promotion of tolerance and solidarity, and ensuring equal educational opportunities for all students regardless of gender, race, nationality, origin, family status, religion. That is, any kind of discrimination or segregation of students or employees is prohibited. It is stated that the languages of the constituent peoples of BiH are used in all schools, and that the language and culture of national minorities is respected. In accordance with the Pedagogical Standards, classes for national minorities in their mother tongue should be organized at the school if they wish. No activities should be undertaken at the school to restrict the freedom of expression of religious beliefs. Special curricula are created for students with special needs and for the purpose of adult education.</p>

<p><u>Law on Primary Education of the Central Bosnia Canton</u></p>	<p>2001. enacted</p>	<p>The Law on Primary Education of the Central Bosnia Canton was adopted in 2001. The document points out that elementary school is an institution that provides basic education for students of normal psychophysical and physical development, students with disabilities in mental and physical development, additional education for gifted students, and basic adult education. It states that primary education should be provided on an equal footing to all students, regardless of which curriculum they attend and in what language the classes are taught. If there are at least 20 students from elementary and national minorities in primary school, their mother tongue is also taught at the school.</p>
<p><u>Law on Primary Education of Herzegovina-Neretva Canton</u></p>	<p>2004. enacted</p>	<p>The Law on Primary Education of the Herzegovina-Neretva Canton was adopted in 2004. The law stipulates that schools should not discriminate against students because of their religious, racial, national, sexual, cultural or other particularities. The law also defines the way in which classes for pupils with special needs are carried out, and also regulates the basic education of persons belonging to national minorities.</p>
<p><u>Law on upbringing and education in the elementary school in West Herzegovina Canton</u></p>	<p>2017. enacted</p>	<p>A law on education in the elementary school in West Herzegovina Canton was passed in 2017. The basic principle of primary education is equality of educational opportunities for all students according to their abilities. Education of students belonging to a national minority is achieved in accordance with the provisions of the Law on Protection of Rights of National Minorities in BiH. Therefore, the curriculum for teaching the mother tongue of a particular national minority includes literature, history, culture and geography. Any form of student discrimination is prohibited. Then, for students with disabilities (students with disabilities, learning, students with disabilities due to educational, social,</p>

		<p>cultural and linguistic factors), they are entitled to appropriate education programs and appropriate forms of assistance prescribed by the Minister. Education of students with disabilities is carried out with the appropriate application of individualized procedures and professional treatments. For gifted students, additional classes are organized according to their preferences, abilities, interests.</p>
<p><u>Law on Preschool Education of Sarajevo Canton</u></p>	<p>2008. enacted</p>	<p>The Law on Preschool Education in the Canton of Sarajevo was adopted in 2008. Every child has an equal right of access and equal opportunity to participate in appropriate upbringing and education without discrimination on any grounds. It requires respect for the language and culture of the constituent peoples and national minorities, and respect for religious freedom. Also, implementation of intervention, compensation and rehabilitation programs for vulnerable children is defined.</p>
<p><u>Law on Primary Education of Sarajevo Canton</u></p>	<p>2017. enacted</p>	<p>The Law on Primary Education of the Sarajevo Canton was adopted in 2017. The document defines the concept of an individually tailored program and inclusive education. An individually tailored program refers to the content and methodological adaptation of working with students with disabilities, and includes adjusting the content to the child's capabilities. Inclusion involves a process of systemic reform that incorporates changes and modifications in content, teaching methods, approaches, structures, and strategies in education to provide all students with an experience of equal and participatory learning and an environment that meets their needs. Inclusive education involves an individual approach and adaptation of the education system to the needs and capabilities of students. The basic principles of primary</p>

		education are to ensure that all students have the right to primary education, regardless of gender, race, nationality, social and cultural background, economic status, religion and ability.
<u>Law on Pre-school Education of Canton 10</u>	2009. enacted	The Law on Pre-school Education of Canton 10 was passed in 2009. It stipulates that every child has the right to participate in pre-school education without discrimination on any grounds. It also requires the implementation of individually tailored, intervention, compensation and rehabilitation programs for children with disabilities and children at risk.
<u>Canton 10 Elementary Education Law</u>	2004. enacted	The Cantonal 10 Elementary Education Law was passed in 2004. The school must not discriminate against students because of religious, religious, national, gender, cultural or cultural backgrounds. All children have the right of access to education in integrated, multicultural schools with no political, religious, cultural or other biases.
<u>Law on Preschool Education of the Republika Srpska</u>	2015. enacted	The Law on Preschool Education of Republika Srpska was adopted in 2015. The document defines that in the field of preschool education, equal conditions and opportunities should be ensured in the exercise of the right of children to pre-school education regardless of gender, abilities, socioeconomic status, family lifestyle, cultural, ethnic, national and religious heritage. All forms of discrimination against children on any grounds are prohibited in accordance with applicable laws and international conventions.
<u>Law on Primary Education of Republika Srpska</u>	2017. enacted	The Law on Primary Education of Republika Srpska was adopted in 2017. The document defines the concept of inclusive education, which implies the right to equal opportunities during education for all persons, in particular the right of children with disabilities and

		<p>gifted children. Equality implies equal opportunities for basic education without discrimination on any grounds. It is emphasized that primary education should not discriminate against students, teachers and other staff on the basis of race, gender, language, religion, political or other opinion, national or social origin, disability. It is the responsibility of the school to contribute to the creation of a culture that respects the human rights and fundamental freedoms of all citizens. Furthermore, any form of violence, abuse or neglect of students is prohibited, as well as all activities that endanger, discriminate or exclude students on any grounds. Likewise, students should not be discriminated against when enrolling and participating in activities on the basis that they use some of the languages of the constituent peoples. The language and culture of national minorities are taught through optional teaching. It states that professional staff should not make statements that may be considered offensive to the language, culture and religion of students belonging to any national, ethnic or religious group.</p>
<p><u>Law on Preschool Education of Brcko District of Bosnia and Herzegovina</u></p>	<p>2007. enacted</p>	<p>The Law on Preschool Education of the Brcko District was adopted in 2007. Preschool programs are based on the principles of the United Nations General Assembly Declaration on the Rights of the Child and the Convention on the Rights of the Child with regard to the protection of children against negligence and practices that may lead to religious, national, racial or other discrimination.</p>
<p><u>Law on Education in Primary and Secondary Schools of the Brcko District of Bosnia and Herzegovina</u></p>	<p>2008. enacted</p>	<p>The Law on Education in the Primary and Secondary Schools of the Brcko District of Bosnia and Herzegovina was adopted in 2008. Discrimination or favoritism on grounds of national, religious, sexual, political, social or</p>

		any other grounds is prohibited in primary and secondary schools.
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4.3. Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
<p><u>Platform for Development of Preschool Education in Bosnia and Herzegovina for the Period 2017-2022.</u></p>	<p>2017. ongoing</p>	<p>The document states that, regardless of legal solutions, not all children have the same opportunities to access pre-school education and quality programs that will stimulate their potential. It is emphasized that access to quality pre-school education is conditioned by the financial power of parents. In addition to discrimination due to poverty, discrimination is evident with regard to place of residence (rural and urban environment), the position of parents in the social division of labor (marginalized and vulnerable groups), the health status of children (children with disabilities), family status (single parents, children without parental care). The document suggests that these forms of discrimination have the effect of deepening inequality and endangering the right to early education, which in turn results in increasing poverty and the absence of social inclusion mechanisms. Therefore, it is proposed to raise awareness of the importance of pre-school education for the individual and society as a whole.</p> <p>Also, the stated vision of the platform for the development of pre-school education in BiH includes enabling access to pre-school education for every child regardless of age, gender, ability, national and religious affiliation, socio-economic status, place of residence.</p>

4.4. Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
<u>Strategic Directions for the Development of Education in Bosnia and Herzegovina with the Implementation Plan 2008-2015</u>	2008.-2015.	<p>In the document "Strategic Directions for the Development of Education in Bosnia and Herzegovina with the Implementation Plan 2008-2015", inclusive education is specified only for children with disabilities. It states that it is necessary to make the traditional system more flexible so that individuals can practice individual learning styles that are tailored to their interests and potentials. In this connection, the importance of focusing attention on the use and implementation of appropriate strategies for children and young people with special needs is emphasized in order to increase their inclusion in education and society. Accordingly, the support plan for persons with special needs concerned the provision of adequate school infrastructure, the creation of programs and teacher training, the establishment of special facilities for children and young people with severe developmental disabilities. The short-term goals set included the establishment of an appropriate system for identifying children with special needs, providing support to teachers and educators for working with children with special needs, developing individually tailored program content, then, continuing vocational treatment programs, and workshops for occupational work. Medium-term goals included the adoption of legal and pedagogical instruments for the implementation of the right to education for children and young people with special needs, the development of training programs for teachers and educators within initial education and vocational training for working with children with special needs. The medium-term goals set also relate to ensuring conditions for access and movement of children with physical disabilities in</p>

		<p>educational institutions and developing programs for engaging parents and volunteers in working with children with special needs. The long-term goals included providing training for teachers in the field of individualization and inclusion in education and facilitating lifelong learning for children with disabilities. No post-2015 strategic plans for the development of education have been defined. Accordingly, we cannot conclude whether the set goals for inclusive education for children with disabilities have been realized. Equally, it is not known whether inclusive education plans have been put in place for other vulnerable groups.</p>
<p><u>Framework Action Plan on the Educational Needs of Roma in Bosnia and Herzegovina (2018-2022)</u></p>	<p>2018. - ongoing</p>	<p>The Law on the Protection of the Rights of National Minorities (2003) regulates the rights of national minorities with regard to education, enjoyment of the right to history, culture, customs, traditions, language, script and religious freedom. In this regard, an Action Plan on the Educational Needs of Roma in BiH for the period 2018-2022 is proposed. Although the standardization of the Romani language was implemented in 2013, Romani language is still not taught in primary and secondary schools, either as a native or an optional subject. Expert literature for the Roma minority was also not created due to lack of financial resources, lack of understanding of the need for professional literature for the Roma minority, and lack of motivation of potential authors to produce literature, which suggests insufficient sensitization to the issues of professional literature for the Roma minority. Also, there are not enough system activities to promote the culture and history of Roma in school activities. For the purpose of solving the problems described, the following are proposed:</p> <p>Introducing content on Roma history and culture into existing curricula, removing possible stereotypes and prejudices about Roma from textbooks and teaching materials, developing thematic units and content on Roma history and culture in textbooks, encouraging initiatives to open a Roma language</p>

		department, vocational training of Roma language teachers, etc.
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4.5. Is there a definition of inclusion in education?

✓ Yes

If yes, please provide the definition and give the official source:

The development of inclusive education is considered one of the priorities for the improvement of the education system in the Federation of BiH. In its program of work for 2015, the Federal Ministry of Education and Science has commissioned the production of Information entitled “Analysis of the Inclusion Rate of Primary Education in the Federation of BiH”. From the abovementioned document, the term inclusion represents a movement and struggle for equal participation of all persons in every segment of social life, regardless of gender, race, ethnic and religious origin, social and cultural origin and status, family status, psychophysical and other personal characteristics.²¹

It also states that inclusion involves changing the education system as a whole to create an environment in which each child has the opportunity to learn with his or her peers and in accordance with his or her capabilities. Inclusion, then, is the antithesis of integration, which implies that a child who has a particular developmental disability or learning disability should be modified to fit in and fit into the existing regular schooling system. Inclusion puts the focus on changing the education system, not the person. Within the Framework Law on Primary and Secondary Education in the Republika Srpska, inclusive education implies the right to equal opportunities for education for all persons in order to maximize their potential, with particular emphasis on children with disabilities and gifted children²². Inclusive education is not defined in the legal frameworks for primary and secondary education in the Brcko District. The concept of inclusive education is also not defined in the legal framework for pre-school education in BiH.

4.6. Is there a definition of vulnerable groups?

✓ Yes

If yes, please provide the definition and give the official source:

If yes, please provide the definition and give the official source:

Vulnerable groups are children from the following groups:

- children with disabilities,

²¹ http://fmon.gov.ba/Upload/Dokumenti/02b6575a-73d9-4d05-9469-5c7157229ff5_Informacija%20-%20Analiza%20stepena%20inkluzivnosti%20osnovnog%20obrazovanja%20u%20Federaciji%20Bosne%20i%20Hercegovine.pdf

²² <https://advokat-prnjavorac.com/zakoni/Zakon-o-osnovnom-vaspitanju-i-obrazovanju-RS.pdf>

- Roma and other national minorities,
- children of returnees,
- children from rural areas (beneficiaries of transport allowance),
- children from families with low socio-economic status (eg social assistance beneficiaries)
- Children without one or both parents²³

4.7. Is there a definition of special educational needs?

✓ Yes

If yes, please provide the definition and give the official source:

In the domestic legislation and strategic documents, the term “children with special needs” refers primarily to children with various disabilities. The term “special needs” is much broader than the term “developmental disabilities”. In addition to pupils with disabilities, it also includes gifted pupils, pupils from low socio-economic backgrounds, members of national minorities, pupils living in remote rural areas, pupils from incomplete families, in other words all pupils from any the reasons for which they may have difficulties or obstacles in accessing and participating in education, or may need additional or specific support in the educational process.

Children with disabilities are children with:

- below-average intellectual functioning (light, moderate, severe and severe intellectual disability),
- visual impairment (blindness and visual impairment),
- hearing impairment (deafness and hearing loss),
- motor disorders and chronic diseases,
- organic behavior disorders, emotional imbalances,
- speech and voice impairments (stuttering, tingling, impaired articulation)
- multiple damage, ie. the simultaneous existence of two or more disabilities.²⁴

4.8. Please provide information on any future developments planned for inclusion in education.

In the territory of Sarajevo Canton, in 2019, a commission was formed to draft the Rulebook on Inclusive Education, with the aim of obtaining the first by-law of Sarajevo Canton, which will treat inclusive education in kindergartens, regular primary and secondary schools, institutions and centers in which educated students with disabilities. By the start of the 2019/2020 school year and beyond, appropriate regulations, bodies and bodies arising from the law and the aforementioned ordinance would be created. The rulebook contains:

- Design, implementation and evaluation of Individual Custom Programs.
- Removing physical and communication barriers in the institution the child attends.
- Creating educational and rehabilitation treatments for children who need additional help from a defectologist / educator-rehabilitator of a specific profile and other necessary professionals during the educational process.

²³ http://fmon.gov.ba/Upload/Dokumenti/02b6575a-73d9-4d05-9469-5c7157229ff5_Informacija%20-%20Analiza%20stepena%20inkluzivnosti%20osnovnog%20obrazovanja%20u%20Federaciji%20Bosne%20i%20Hercegovine.pdf

²⁴ http://fmon.gov.ba/Upload/Dokumenti/5764ae23-c423-404b-b6d5-c723dea62cc9_Okvirni%20zakon%20o%20pred%20C5%A1kolskom%20odgoju%20i%20obrazovanju%20u%20Bosni%20i%20Hercegovini.pdf

- Creation of an expert team of an institution consisting primarily of: teacher, psychologist, educator, defectologist and teaching assistant.
- Creating a mobile expert team to support inclusive education consisting of 8 oligophrenologists, 2 typhologists, 2 surdoaudiologists, 4 speech therapists and other professionals as needed.

4.9. Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

In 2015, the Federal Ministry of Education and Science conducted an analysis of the degree of inclusiveness of primary education in the Federation of Bosnia and Herzegovina. The document contains basic provisions on what is meant by inclusive education, then the legal framework for the development of inclusive education in the FBiH. The data on the number of students with special needs in mainstream elementary schools in the FBiH, as well as recommendations on how to improve the inclusion process, are also provided.²⁵

In 2018. Federal Ministry of Science and Education created the document “Information on the inclusion of Roma children in preschool and primary education and upbringing in the Federation of Bosnia and Herzegovina”. This document contains law frames and indicators of the number of Roma children enrolled in preschool and primary education in Federation of Bosnia and Herzegovina, as well as the challenges they encounter.²⁶

“Education reform in Bosnia and Herzegovina through prizm of inclusion of Roma minorities” is a publication from 2018. prepared within the project “Analysis of the state of Roma education in BiH and drafting of the Policy Plan and measures for its improvement” It was supported by the grant of the Open Society Fund BiH. This publication contains in-depth analysis of position of Roma population Bosnia and Herzegovina with emphasis on education system. It ends with recommendations for further interventions.²⁷

4.10. What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

The main challenges and also the biggest opportunity to improve the level of inclusion in education throughout BiH are the cooperation and harmonization of relevant institutions in the education, health and social care sectors in order to:

²⁵ http://fmon.gov.ba/Upload/Dokumenti/02b6575a-73d9-4d05-9469-5c7157229ff5_Informacija%20-%20Analiza%20stepena%20inkluzivnosti%20osnovnog%20obrazovanja%20u%20Federaciji%20Bosne%20i%20Hercegovine.pdf

²⁶ http://www.fmon.gov.ba/Upload/Ostalo/8e6f18a9-1315-4c9b-a914-aadd08c6825b_Informacija%20o%20uključenosti%20djece%20romske%20nacionalnosti%2016072018.pdf

²⁷ <http://kalisara-ric.ba/dokumenti/Ostalo/KS,%20Education%20reform%20in%20Bosnia%20and%20Herzegovina%20through%20the%20prism%20of%20the%20Roma%20minority%20inclusion,%20analysis%20of%20the%20state%20of%20Roma%20education%20in%20BiH,%202018.pdf>

- Identify unique terminology related to inclusive education
- agreed methodology for collecting data on students with special needs while ensuring comparability of data between cantons and entities, as well as comparability with data from other countries based on internationally accepted statistical standards

Also, it is necessary to create and implement vocational training programs for teachers so that they can successfully deliver classes within inclusive education as well as involve parents in the work of schools.

To achieve all this, it is of great importance to create an appropriate financing model and increase the budget earmarked for the operation of the education system in BiH.

5. Section 2: Governance and Finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

5.1. Is there formal collaboration across ministries on inclusion in education?

✓ No

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination		
Identification of needs / referral for services		
Data sharing		
Monitoring and evaluation		
Quality assurance and accountability		
<i>(others ...)</i>		

If no, please give further information:

The negative effects of fragmentation of BiH's educational structure are reflected in the fact that the legal framework at the state level to recognize inclusion is not the same in all territorial/administrative units and is not more clearly defined by the by-laws that would provide procedures and preconditions for inclusion of children with special needs in formal education system.²⁸

²⁸ http://www.skolegijum.ba/static/files/biblioteka/pdf/5460fd4f1b800_07InkluzivnoobrazovanjeuBiH.pdf

The current inconsistency to which inclusive education relates, as well as the terminological inconsistency and diversity in the use and understanding of the term 'children with special needs', make it difficult to adequately apply inclusive education in practice.²⁹

The lack of a systematic approach to collecting data on the number and types of special educational needs of children / young people at all educational levels (kindergarten / school / municipality / canton / entity) is also an obstacle to the creation and implementation of educational programs and policies.³⁰

Different educational levels (pre-primary / primary / secondary / higher education) are poorly or in no way related. The lack of co-operation between education, health and social care institutions, as well as the lack of support from local communities, is more than evident when it comes to inclusive education.³¹

The status and role of schools, centers and institutions for children with special needs in the context of inclusive education is still not clearly defined. Some believe that special schools and institutions as such should be abolished as they encourage further separation of children. Given the current capacities and resources of mainstream schools, the existence of such educational institutions is nevertheless necessary. What is needed is the introduction of some changes regarding the opening of schools and institutions for children with special needs to the community and a more efficient use of the resources available to the schools.³²

5.2. Are there shared responsibilities between central and local governments on inclusion in education?

✓ No information available

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination		
Identification of needs / referral for services		
Data sharing		
Monitoring and evaluation		
Quality assurance and accountability		
(others ...)		

²⁹ Ibid.

³⁰ Ibid.

³¹ Ibid.

³² Ibid.

If no, please give further information:

As mentioned before in more detail, the fragmentation of the system of education in Bosnia and Herzegovina results in legal framework that does not recognize inclusion the same in all territorial/administrative units

5.3. Are non-governmental organisations and/or associations involved in governance processes?

✓ Yes

If yes, please describe their involvement:

International organisations have more influence in governance than smaller, local organisations. As mentioned before, the concept of inclusive education was introduced in a document entitled “Education Reform Strategy: Five Pledges on Education (A message to people of BiH)”. This document became the basis for developing policies, laws and regulations in the field of education. This document was created by OSCE. Other international organisations are also present and involved to certain degree. For example, Council of Europe together with the EU developed the strategy for higher education.

Local NGOs work a lot on advocacy and sometimes cooperate with the official institutions. For example, NGO PROI believes that social inclusion should be one of the main priorities of the competent state bodies and civil society organizations in order to ensure adequate protection, promotion and care of socially marginalized groups. This association is actively working to change and change legal regulations and therefore establishes contacts and communication with the competent authorities, the non-governmental sector, employers and international organizations. The main focus of this association is to create a functional system for the inclusion of target group members in the labor market.

There are also organisations like COI Step by Step, NGO Duga and proMENTE social research that actively work in the field of education through projects, trainings, programs and research

5.4. Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

✓ Yes

If yes, what is the focus of the mechanisms?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	Parents may file complaints to the competent ministry as well as to the Institution of Human Rights Ombudsman of Bosnia and Herzegovina, which deals with the protection of the rights of natural and legal persons, in accordance with the Constitution of BiH and the international agreements annexed to the Constitution.
School inspection	Yes	Inspection supervision of law enforcement, organization and operation of educational institutions is carried out by educational inspection services at the competent ministries of education. In the Brcko District, the inspection is separate from the Department of Education and is part of the Department of Public Safety.
Other quality assurance processes (e.g. standards for teaching, support services etc)	No	Teacher performance is not measured in any systematic or productive way, let alone used to inform decisions about teacher promotion or compensation. ³³
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	Monitoring the quality of education and supporting its development is achieved through the work of pedagogical institutes. There are currently 8 pedagogical institutes in Bosnia and Herzegovina: the Republic Pedagogical Institute of the Republika Srpska, the Institute for Education and 6 pedagogical institutes in the Federation of Bosnia and Herzegovina. It is planned to establish an institution in the Brcko District. The functions of the Institute are not precisely defined, so it is often overlapping with the functions of the Ministry. Some of the functions of the Institute are:

³³ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

		developing curricula that promote inclusion, providing teacher training, and monitoring and evaluating their work. ³⁴
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5.5. Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how
Budgets of different government levels (State level, entity level, canton level, municipality level)	<p>The political system and territorial structure of BiH makes the administration in BiH very complex. In addition to the state level, there are two entities (FBiH and RS) and Brcko District. In the FBiH there are 10 cantons comprising 79 municipalities, while the RS consists of 64 municipalities.³⁵ This means that there are 13 separate education budgets in Bosnia and Herzegovina: two at the entity level, one in the Brcko District and 10 cantonal budgets. Funding from the central state-level government almost non-existent.³⁶</p> <p>On state level, 4% of GDP is spent on education. RS spends 4,4% of GDP on education while FBiH spends 4,8% of GDP.³⁷ The district of Brčko spends 11% of GDP on education. Of the total investment in education, 88% is spent on gross wages and salaries of employees, 8% on material costs and 4% on capital investment.³⁸</p> <p>Pre-school education is the responsibility of the municipalities, so it is financed from the municipal budget. Preschools can also provide funding through donations and parental involvement. The development of public pre-school education is directly conditioned by the development of municipalities and their economic power, so that the condition of pre-schooling varies significantly from one environment to another - both in terms of enrolment capacities of preschool institutions, quality of educational work, absorption capacities of children with disabilities and children from marginalized backgrounds, and in terms of salaries and other benefits of employed professionals in preschools.</p> <p>Underdeveloped municipalities are less earmarked for co-financing pre-school institutions, which automatically increases the price paid by parents, which in some environments reduces the number of children in kindergartens.</p>

³⁴ <http://fmon.gov.ba/Upload/Dokumenti/93c849e5-2b36-4d2e-8cfb-54b062eac6ff-Strate%C5%A1ki%20pravci%20razvoja%20obrazovanja%20u%20Bosni%20i%20Hercegovini%20sa%20planom%20implementiranja,%202008.%E2%80%932015..pdf>

³⁵ http://www.bhas.ba/?option=com_content&view=article&id=52&itemid=80&lang=ba

³⁶ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

³⁷ Ibid.

³⁸ <http://fmon.gov.ba/Upload/Dokumenti/93c849e5-2b36-4d2e-8cfb-54b062eac6ff-Strate%C5%A1ki%20pravci%20razvoja%20obrazovanja%20u%20Bosni%20i%20Hercegovini%20sa%20planom%20implementiranja,%202008.%E2%80%932015..pdf>

	<p>Funds for primary and secondary schools are provided from:</p> <ul style="list-style-type: none"> • Government budget for: salaries and benefits of employees, professional development of teachers, professional assistants and educators, compensation for transportation of employees and students, teaching materials, competitions and awards for students and investment construction and maintenance, • the budget of the municipality in the area of which the school is located: heating, electricity, water and land, professional development of teachers, transportation of workers, part of the funds for construction, upgrading and reconstruction • other sources like donations, renting a gym and sports fields for training, sale of goods and services that are products of the work of school restaurants, shops, computer room etc.³⁹
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5.6. Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

✓ Yes

If yes, please describe the flexibility:

Schools in Bosnia and Herzegovina are managed by a school board which, due to the decentralization of the education system, has little impact on the overall functioning and development of the school. The school board decides to open a public competition for the selection of the principal and evaluates the candidates. The decision on the candidate with the highest score is submitted to the competent ministry for appointment. The essential function of the principal is to propose a financial plan for the school.

So it can be said that the school has some financial autonomy and control that is subject to internal audit by the school board and external audit by the institution responsible for overseeing, monitoring and controlling the correctness of spending. A similar practice of electing a director as well as his duties is in the area of other cantons, as well as in the entity of RS and Brcko District.

³⁹ https://eacea.ec.europa.eu/national-policies/eurydice/bosnia-and-herzegovina/early-childhood-and-school-education-funding_bs?2nd-language=de

5.7. Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
Different government levels	<p>Mechanisms of financial assistance to children from vulnerable groups are divided among the entities and cantons, and within them municipalities. For example, in the school year 2019/2020, 200,000 KM was allocated from the budget of the Municipality of Stari Grad Sarajevo for scholarships for students and students from the veteran population category.⁴⁰ In the 2019/2020 school year, the city of Bijeljina (entity Republika Srpska) has scholarships for 11 students with special needs. The amount of the monthly stipend is from 100 to 150 KM.⁴¹</p> <p>In certain parts of BiH, students with special needs are entitled to transportation to schools and financial assistance to the family while in others no, directly infringing Article 3 and Article 4 of the Framework primary and secondary education laws that would equal educational opportunities should be ensured for all.⁴²</p>
NGO	<p>Over the past 14 years, the Association "Education Builds BiH" has invested approx. 1,500,000 KM for the education of the Roma population. Funding is in the form of scholarships, with 120 scholarships being distributed annually to students and students of the Roma national minority. Funds are mostly secured from Open Society Fund donations.⁴³</p>

5.8. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

In the past 5 years, evaluations and reports regarding explicitly the financing of inclusive education have not been conducted or made public.

⁴⁰ <http://www.stipendije.ba/novost/nacelnik-hadzibajric-potpisao-ugovore-sa-korisnicima-stipendija-iz-kategorije-boracke-populacije>

⁴¹ <https://www.gradbijeljina.org/sr/news///2988.stipendije-za-30-ucenika-generacije-i-djece-sa-posebnim-potrebama.html>

⁴² http://www.skolegijum.ba/static/files/biblioteka/pdf/5460fd4f1b800_07InkluzivnoobrazovanjeuBiH.pdf

⁴³ <http://www.portal-udar.net/udruzenje-obrazovanje-gradi-bih-veliki-prijatelj-i-podrska-mladim-romima/>

5.9. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

From the above we can see that the political structure of Bosnia and Herzegovina is very complex. Education is funded from the public funds of the entity, cantonal and municipal budgets. Most of these funds are used for payments of gross salaries and employee benefits. Donor and loan funds for capital investment in education are minimal. Education reforms are not accompanied by adequate financial resources that are insufficient for the professional development of teachers and school management.

A key finding of recent World Bank report is that financing for pre-university education remains based on inputs, rather than the number of students, which contributes to inefficiencies and non-transparent use of resources. Financing is allocated largely on the basis of standards and norms which define the minimum, optimal and maximum class sizes, the number of teaching hours, number of nonteaching staff, and other recurrent expenditures. This means that school budgets are defined largely based on norms and standards, which themselves tend to be based on the number of classes rather than number of students. A move towards output-based financing, as recommended in previous public expenditure reviews, would help to enhance efficiency, equity and transparency in school financing.⁴⁴

Furthermore, reporting and monitoring of the effectiveness of investment in the education system at the level of international standards has not been developed. What is positive is the transition to a treasury business system that has increased transparency and accountability in spending public and our own money. It is of great importance to raise public awareness of the importance of education and the appeal of citizens, non-governmental organizations and parents to MPs at appropriate levels of government to enact and implement laws that promote inclusion.

Expenditure data is highly aggregated and generally not reported in a transparent manner, which diminishes the ability of stakeholders to hold authorities accountable for the use of resources in the education system. Expenditure data is reported through budget execution reports but is not presented or linked to education outputs or outcomes. This means that parents and communities have little information on how many resources are being invested in their child's school. It also limits the ability of education policymakers to compare expenditures with results in the sector.⁴⁵

⁴⁴ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

⁴⁵ Ibid.

6. Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

6.1. Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	No	
For quality assurance across all levels of the system (national, regional, school)	No	
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	

6.2. What data is collected on learners from vulnerable groups, how and why?

The BiH Agency for Statistics provided exclusively data related to participation of children with disabilities in pre-school, primary and secondary education (inclusion of children with disabilities in primary and secondary schools intended for children with disabilities, and inclusion of the said group of children in regular education). Also, in order to encourage the inclusion of Roma children in pre-school and primary education, a situation analysis for 2018 has been made.

6.3. Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS:

<http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: M Male: M Female: M	M	M
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 282.614 Male: 145.261 Female: 137.353	This is the total number that includes all administrative levels for the primary education for the school year 2017/2018	Agency for statistics BiH

(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: M Male: M Female: M	M	M
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: 281.673 Male: 144.630 Female: 137.043	This is the total number that includes all administrative levels for the primary education for the school year 2017/2018	Agency for statistics BiH
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: M Male: M Female: M	M	M
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: M Male: M Female: M	M	M
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 941 Male: 631 Female: 310	Schools for children with special needs for the school year 2017/2018	Agency for statistics BiH

6.4. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

The main conclusions of the document "Analysis of the Inclusion Rate of Primary Education in the Federation of Bosnia and Herzegovina" are that the Federal and Cantonal Ministries of Education are making efforts to improve the inclusiveness of primary education. There has also been a significant contribution by international organizations and local non-governmental organizations in supporting the education sector in the FBiH in order to increase teachers' competencies for inclusive education. The legal framework for the implementation of inclusive education has also been defined, however the terminology related to inclusive education is not uniform. Furthermore, the methodology for recording students with special needs differs between cantons, which makes the data described above incomparable. Then, the support that teachers receive in the field of inclusive education involves different types of professional development. The document states that sub-architectural barriers to entry to school facilities have been removed in a number of environments, with the interior of school facilities in many schools not yet adapted to the smooth movement of students with disabilities. Furthermore, parents and students with special needs are involved in the planning and operation of the school. The cooperation of schools with other institutions has also been reported, with the need for a systematic arrangement of inter-institutional cooperation, especially between the education, health and social care sectors.⁴⁶

When it comes to the analysis of the reports on the implementation of the revised BiH Action Plan on the Educational Needs of Roma for the 2015/2015 school year, it is noted that the competent ministries of education are working on systematic education of Roma parents on the obligation to include children in primary education and on the importance of programs related to growth and development. Insufficient efforts have been made by local communities to provide scholarships for high school and Roma students. It is pointed out that the allocated funds for free textbooks and scholarships by local communities are not sufficient. It is also pointed out that the relevant ministries of education did not undertake activities related to the preservation and promotion of the Roma language, culture and history. Likewise, the relevant ministries have not made progress in securing financial and legal opportunities for the purpose of engaging Roma assistants or mediators in teaching.⁴⁷

⁴⁶ http://fmon.gov.ba/Upload/Dokumenti/02b6575a-73d9-4d05-9469-5c7157229ff5_Informacija%20-%20Analiza%20stepena%20inkluzivnosti%20osnovnog%20obrazovanja%20u%20Federaciji%20Bosne%20i%20Hercegovine.pdf?fbclid=IwAR0IWaIOXOZxZ55BldkEUaav4cAI2FUwyY2NjiWe5Jn3Y6q8wWWgGb9PCmE

⁴⁷ http://www.mhrr.gov.ba/PDF/djeca/Narativni%20Izvjestaj_usvojen%20na%20Vijecu%20ministara.pdf

6.5. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

The country does not systematically measure or monitor the quality of education inputs, outputs, or outcomes. There is a legal framework in place for regulating collection and systematization of data for the country at state and entity levels, and most cantons have adopted and harmonized their laws accordingly. However, education statistics and data remain scattered and inconsistent. The BiH Agency for Statistics (BHAS) compiles data from the entity institutes, however, they lack detailed student or teacher level data that would allow for meaningful analysis. Furthermore, BiH does not have a state-wide student assessment system to measure learning across the country, and it does not participate regularly in international student assessments. The last international assessments BiH participated in was the Trends in International Mathematics and Science Study (TIMSS) in 2007. However, BiH did participate in the Programme for International Student Assessment (PISA) in 2018. The lack of internationally comparable statistical data and adequate indicators on education quality in BiH is recognized as a significant obstacle for setting and monitoring concrete goals in developing education in BiH.⁴⁸

⁴⁸ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

7. Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

7.1. Curriculum

a. Does the curriculum content include and represent all learners?

✓ Partially

If yes or partially, please provide a description and available links, including to underpinning values and principles.

Within the Common Core Curriculum, implementation of the principle of equal opportunities and respect for diversity among children is very important. The implementation of the principles is achieved by providing a level playing field for the full and optimal development of each child, without discrimination on any basis. In doing so, their individual differences in development and learning are taken into account. This enables professional provision of conditions and permanent and occasional inclusion of children with special educational needs in the pre-school wards.

The objectives of the Common Core Curriculum include:

- ensuring optimal conditions for each child that will allow the full development and enjoyment of the rights of each child in accordance with the principles of the UN Convention on the Rights of the Child
- promoting general, cultural and civic values
- developing responsibility for oneself, for others, for society and the environment
- developing competences and bases for lifelong learning, etc.

The document states that a special part of the curriculum is inclusion, which is a pedagogical, social and psychological process of involving students with special educational needs in regular educational work. Representing diversity as quality is the basis for inclusive work.

The problem is that curriculum is still divided; there is a national group of subjects and national minorities, especially Roma kids, are not part of the curriculum.

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

✓ Yes

If yes, please provide information on stakeholder involvement.

For the purpose of developing a Common Core Curriculum defined on learning outcomes, the Agency for Pre-school, Primary and Secondary Education has cooperated with experts from different educational

institutions and vocational-pedagogical institutions, competent ministries of education, local and foreign experts in the field of education, students, parents and teaching staff. The international partners that funded and supported the development of the document are: UNICEF BiH, Save the Children International, US Embassy in BiH, OSCE Mission to BiH, Japanese Agency for International Cooperation in BiH JICA, GIZ Office in BiH, Center for Media Development and Analysis, Youth Communication Center Banja Luka etc.⁴⁹

Furthermore, for the purpose of curriculum development for nine-year elementary schools in the Federation of Bosnia and Herzegovina, the Federal Ministry of Education and Science, an expert commission for the development of the curriculum, standards and norms for nine-year elementary education with subcommittees for each curriculum, was formed. subject, and inclusive and special education.⁵⁰ Similarly, an expert commission has been set up in the Republika Srpska to develop a curriculum for nine-year primary education.⁵¹ Drawing on the documentation described in the previous question, we conclude that a number of professional teams participate in the construction of curricula in the territory of BiH.

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

✓Yes (partially)

If yes, please give a description and examples of this flexibility.

The curriculum of the Federation of Bosnia and Herzegovina lists, among other things, a section explaining the work with students with special educational needs. For students with special educational needs adjusted programs are being developed. Adaptation involves modifying a full-time program according to the abilities, experience, motivation, emotional and social maturity, as well as other important traits (quality of attention, perseverance, self-control) of each individual student. This takes into account students' potentials and opportunities for development, not just identifying problems or disabilities. The individually adjusted program, as well as the work plan, is developed jointly by a teacher and a professional team to support students with special needs at school level with the participation of parents. Special curriculum are also created for students with certain disabilities (hearing, vision, intellectual

⁴⁹ Ibid.

⁵⁰ <http://skolegijum.ba/static/files/pdf/docs/52df9345338c0.pdf>

⁵¹ https://www.rpz-rs.org/sajt/doc/file/web_portal/05/5.2/Nastavni%20plan%20i%20program%20za%20osnovnu%20skolu.pdf

impairment, etc). Such curriculum has also been drawn up in the education sector of Republika Srpska. No information is provided for the Brčko District.

The Agency for Preschool, Primary and Secondary Education has formulated guidelines for the implementation of the Common Core Curriculum, which includes inter alia inclusive education and recommendations, ideas and suggestions regarding didactic and methodological teaching and the role of students and teachers in learning and teaching process. The education system in BiH mainly focuses on the education of students with disabilities, putting aside gender, race, culture, etc. The common core curriculum doesn't describe specific sections related to guidelines for working with children of different gender, race, culture, etc. According to the laws that mandate rights of all the students, regardless of diversity, it can be assumed that schools are taking into account the diversity of students.

The problem is that there are all these mentioned recommendations, but there are no mechanisms to provide these content in curricula. Curricula are still full of stereotypes, the national group of subjects does not provide teaching about children of different national and religious backgrounds and religious education is separate.

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

In Bosnia and Herzegovina, individualized educational plans are used. Parents, teachers and professional teams (pedagogues, psychologists, special teachers such as speech therapists etc.) participate in the creation of individualized educational programs. However, no documents have been found outlining the focus of individualized educational programs.

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

✓No

The Framework Laws on Preschool, Primary and Secondary Education in Bosnia and Herzegovina mandate respect for the language and culture of national minorities in accordance with the Framework Convention for the Protection of National Minorities and the Convention on the Rights of the Child. Also, teaching in their mother tongue is required if a sufficient number of national minorities attend the school. There are 17 national minorities in Bosnia and Herzegovina: Albanians, Montenegrins, Czechs, Hungarians, Macedonians, Germans, Poles, Roma, Romanians, Russians, Ruthenians, Slovaks, Slovenes, Turks, Italians, Ukrainians and Jews.⁵² However, specific curricula for national minorities have not been created. Also, the

⁵² <http://www.prometej.ba/clanak/drustvo-i-znanost/manjine-u-bih/zivot-u-sjeni-konstitutivnih-naroda-manjine-u-bih-1896>

challenges facing Roma children and students in pre-school, primary and secondary education are highlighted. Some of these include the low socio-economic status of most Roma families, the distance between the educational institution and the child's place of residence, the lack of organizational support for the Roma language education system, and potential discrimination in contact with students. At the same time, the Roma language is not taught as an optional subject.⁵³

7.2. Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

✓ No

If no, please give further information:

The tasks related to the monitoring and creation of the textbook policy and the approval of the textbooks are coordinated by the competent ministries for the education sector. E.g. the Law on Textbooks in Republika Srpska regulates the approval, preparation, selection, issuance, withdrawal and monitoring of textbooks and textbook kits, manuals and additional teaching aids for primary and secondary schools.⁵⁴

The Law on Textbooks in the Brcko District has not been found, while the textbook policy in the Federation of Bosnia and Herzegovina is governed by the textbook policy, analytics and reporting sector in education and science.⁵⁵

At the national level, the framework law on primary and secondary education defines that the competent educational authorities regulate standards and norms in education, which includes the approval of textbooks and other didactic materials.⁵⁶

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

✓ Yes

If yes, please give a description.

Within the framework law on primary and secondary education in BiH, it is defined that the competent authorities take measures to provide students with basic conditions for free access and participation in

⁵³ http://www.fmon.gov.ba/Upload/Ostalo/8e6f18a9-1315-4c9b-a914-aadd08c6825b_Informacija%20o%20uključenosti%20djece%20romske%20nacionalnosti%2016072018.pdf

⁵⁴ <https://www.paragraf.rs/propisi/zakon-o-udzbencima.html>

⁵⁵ <http://www.fmon.gov.ba/Sektor/PregledSektora?id=8>

⁵⁶ http://fmon.gov.ba/Upload/Dokumenti/7e1e8c33-c594-4784-817a-e46de79149fa_Okvirni%20zakon%20o%20osnovnom%20i%20srednjem%20obrazovanju%20u%20Bosni%20i%20Hercegovini.pdf

education, especially with regard to free textbooks.⁵⁷ Furthermore, as part of the revised Action Plan on the Educational Needs of Roma in Bosnia and Herzegovina, it is proposed to provide free textbooks for all Roma children.⁵⁸

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

✓ Yes (partially)

The described curricula contain didactic-methodical notes for each subject. It is emphasized that a differentiated approach should be applied in teaching in order to take into account the individual abilities and needs of all students. For example, the document "Guidelines for Complementing the Common Core Curriculum Defined on Learning Outcomes" emphasizes the importance of specific didactic-methodological approaches, and the use of resources and aids for children with special needs. It is stated that due to the different characteristics of children with special needs it is necessary to prepare specific instructions for work in the field of organization of the educational process, preparation of an individual education program, organization of time, designing a teaching strategy, and evaluation and monitoring. It also emphasizes the need to prepare guidelines for working with gifted students and with other specific groups of students such as foreigners, national minorities. However, detailed guidelines were not offered to enable schools and teaching staff to make learning materials accessible to all students. When it comes to teaching, we can say that a student-centered approach is promoted, using different methods when teaching. According to the Common Core Curricula defined on learning outcomes, students should be encouraged to work in teams, work independently and research, gather information using written and digital sources, while teaching should be based on the application of acquired knowledge.⁵⁹ However, we cannot say for certain the extent to which this principle of teaching has replaced the long-preferred traditional (frontal) mode of teaching. Nor can we say with certainty the supply of the various teaching aids needed to deliver quality inclusive teaching, given that the socio-economic situation in Bosnia and Herzegovina constitutes a significant barrier to the provision of such resources.

Essentially, the curriculum provides guidelines for teachers and instructions for adapting the materials for different students. It is up to the teachers to figure out what kind of materials they should offer to different students.

⁵⁷ http://fmon.gov.ba/Upload/Dokumenti/7e1e8c33-c594-4784-817a-e46de79149fa_Okvirni%20zakon%20o%20osnovnom%20i%20srednjem%20obrazovanju%20u%20Bosni%20i%20Hercegovini.pdf

⁵⁸ http://www.fmon.gov.ba/Upload/Ostalo/8e6f18a9-1315-4c9b-a914-aadd08c6825b_Informacija%20o%20ukljucenosti%20djece%20romske%20nacionalnosti%2016072018.pdf

⁵⁹ <https://aposo.gov.ba/sadrzaj/uploads/ZJ-definisana-na-ishodima-u-C4%8Denja-u-BiH.pdf>

d. Is ICT used to improve access to materials for vulnerable groups?

✓ No information available

There is no information available for this country at this time.

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

✓ No information available

There is no information available for this country at this time.

7.3. Assessment

a. Is there a national/local assessment framework that includes all learners?

✓ Yes (partially)

If yes, please give a description.

Within the Common Core Curriculum Implementation Guidelines defined on learning outcomes, the concept of normative and criterion assessment is defined. Normative grading is based on statistical norms where student achievement standards are not required. Criterion assessment requires that each grade determine the extent and level of knowledge required, using student achievement standards. That is, students' achievements are compared to pre-set standards based on a check to determine the grade. Student achievement standards determine the operationalized learning outcomes at the course level (the amount and quality of knowledge and skills a student needs to achieve for a particular grade). As such, they allow the teacher to objectively monitor and evaluate students, and to realize an individualized approach to learning. At the state level, predetermined standards of student achievement are set by professional groups that prepare curricula and groups that prepare exam catalogues (external assessment). It is recommended to define the standards of student achievement at the elementary, intermediate and advanced levels, where the basic standard implies operationalized learning outcomes at the level of subjects that the student needs to achieve for sufficient success (grade 2 out of 5 possible). Formative monitoring is also suggested to improve the quality of teaching and encourage students' motivation to learn.⁶⁰ Standards regarding student assessment are set by the competent education authorities.⁶¹

⁶⁰ <https://aposo.gov.ba/sadrzaj/uploads/Smjernice-za-implementaciju-ZJNPP.pdf>

⁶¹ http://fmon.gov.ba/Upload/Dokumenti/7e1e8c33-c594-4784-817a-e46de79149fa_Okvirni%20zakon%20o%20osnovnom%20i%20srednjem%20obrazovanju%20u%20Bosni%20i%20Hercegovini.pdf

The administrative complexity of Bosnia and Herzegovina is an obstacle here as well. The problem is that there is no consistent external evaluation or clearly established outcomes for students to evaluate. Practices vary from canton to canton, and it is difficult to say that such an assessment involves all children.

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

✓ Yes

If yes, please give a description.

The evaluation and self-evaluation instruments indicate that the school evaluates inclusive plans by conducting a periodic assessment of all groups of students, including students of different gender and ethnic backgrounds, cultural backgrounds, special needs and languages, in terms of attendance and school achievement. Based on the results obtained, appropriate actions are created to overcome differences in student achievement.⁶²

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments?(e.g. adapted materials, extra time etc.)

✓ No

If no, please give further information:

No guidelines for evaluating students in need of additional support have been defined. However, since the described documents promote an individualized approach and a student-centered approach, we can assume that these types of support are present in the education system.

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

✓ Yes (partially)

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

The process of identifying, categorizing, planning and working with children with special needs is regulated in more detail by the regulations of the entities and cantons, such as the rules on the education and education of children with special needs. These regulations have not been developed in all parts of BiH or at all educational levels. Consequently, the procedure for enrolment in schools and the way of working

⁶² <https://aposo.gov.ba/sadrzaj/uploads/Instumentarij-inkl.i-interkul.-CRO-final1.pdf>

with children with special needs is not clearly defined, nor are the differences in the enrolment procedure between children with special needs and children without special needs highlighted. Furthermore, the lack of professional treatment, the number of children in groups, the underdeveloped network of preschools, especially in rural parts of the country, are major obstacles to the inclusion of children with special needs in preschools. Furthermore, a significant obstacle to the creation of individualized curricula is the lack of a categorization commission near schools or places of residence, the financial costs of the categorization process, and a focus on detecting difficulties rather than the potential of the child.

On the other hand, positive examples of the implementation of inclusion relate to the introduction and implementation of the Inclusion Index (a detailed study of how barriers to learning and participation of all students in school can be reduced)⁶³. No needs assessment strategies have been defined for children belonging to other vulnerable groups.

e. Is ICT used in the assessment of vulnerable groups?

✓ No

If no, please give further information:

The Common Core Curriculum defined on learning outcomes states that the process of monitoring and evaluating students should include oral and written proficiency testing, knowledge tests, project evaluation, presentations, essay writing, and seminar papers. Assessment of specific communication and work skills, assessment of students' attitudes and contributions to group work are also recommended. Accordingly, we cannot conclude on the use of technology in student assessment as a whole.⁶⁴

7.4. Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

In the past 5 years, no evaluation research and studies have been conducted within the topic of inclusion on curriculum issues, teaching materials and student evaluation. Research on these problems in general (even broader than inclusion) are lacking.

In 2017. study on textbooks "Education in Bosnia and Herzegovina: what do we (not) teach children?" was conducted. The study aimed to evaluate the curriculum policy reform in BH, using qualitative content analysis to examine 68 textbooks in all three curricula in the country. The findings showed that the planned reform had not in effect taken place and that the concept of education was identical to that from 2007 – to serve as a basis for ethnic division, while cultivating intolerance, xenophobia and fear from others. Moreover, the new textbooks are more

⁶³ http://www.skolegijum.ba/static/files/biblioteka/pdf/5460fd4f1b800_07InkluzivnoobrazovanjeuBiH.pdf

⁶⁴ <https://aposo.gov.ba/sadrzaj/uploads/ZJ-definisana-na-ishodima-u%C4%8Denja-u-BiH.pdf>

explicit in propagating conservative and patriarchal worldview, grounded in traditional relationships of obedience and conformation to norms.⁶⁵

7.5.Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

The main obstacles in inclusive education with regard to curricula, teaching materials and student evaluation are:

- Government, and consequently, the education sector (see question no. 1.2) - as mentioned earlier, the education system in BiH is not unique but is reflected in the state of the country. The education system in BiH is managed by 12 ministries / sectors that are making different decisions. There is no single curriculum of the whole state, and the curriculum of three units are different. Therefore, the approach and understanding of the term inclusive education and "children with special needs" are different among themselves.
- Low socio-economic status is one of the barriers to inclusive education with regard to teaching materials. Even if we would hypothetically say that the teaching materials in BiH are adjusted to all students, regardless of differences, students of lower socio-economic status, who are also students from marginalized groups, they are unable to purchase all the teaching materials they need because of the lack of funds for adequate schooling. There are organizations and government institutions in BiH that provide textbooks and notebooks for these students, but there is a large number of students who do not receive this type of assistance.
- Insufficient development of the rules on education of members of vulnerable groups - one of the obstacles in inclusive education with regard to curriculum and teaching materials is the lack of definition of the concept of students with special needs. When it comes to students who need to adapt teaching material, it is mostly about students having certain intellectual disabilities. Students with intellectual disabilities are only one group of students who are part of the vulnerable groups. For example, Roma students also belong to a vulnerable group. Special rules should be developed to help this group of students and adapt teaching materials to them, taking into account their affiliation, language and culture.
- Lack of classes at university teaching departments through which students develop competencies to work in inclusive classes. The exceptions are the Department of Pedagogy of the Faculty of Philosophy Sarajevo, the Faculty of Education Sarajevo and the Department of Mathematics and the Department of Mathematics and Informatics of the Faculty of Science Sarajevo. At other teaching faculties / departments, students take courses in general psychology and pedagogy, then didactics and methodology of a specific curriculum without specialized subjects for inclusive education.

⁶⁵ <http://www.edupolicy.net/wp-content/uploads/2018/03/cemuucimodjecueng.pdf>

- Accordingly, it can be said that higher education institutions and initial teacher education do not adequately respond to educational requirements.⁶⁶
- There is a lack of staff (assistants and experts, special teachers).
- Insufficient pre-service and in-service teacher training.

On the other hand, recognizing progress in inclusive education with regard to curricula, curricula, and student evaluation refers to promoting the principles of inclusive education, fostering a student-centered approach to teaching, and encouraging the creation of individualized curricula.

⁶⁶ <https://nwb.savethechildren.net/sites/nwb.savethechildren.net/files/library/Publikacija-strucnih-radova-inkluzija.pdf>

8. Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

8.1. Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	M	M	No available data
Teacher Assistants (specify role and add rows as required)	M	M	No available data
<i>Others (please specify and add rows as required)</i>			
Special schools			
Teachers	219	Preschool, primary and secondary education teachers are required to complete the first cycle of higher education, 180 or 240 ECTS credits in order to gain access to the teaching profession.	Requirements for entering the teaching profession are high and generally aligned with other European countries. ⁶⁷
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	M	M	No available data

⁶⁷ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

Teacher Assistants (specify role and add rows as required)	M	M	No available data
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Teachers	N/A		
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	N/A		
Teacher Assistants (specify role and add rows as required)	N/A		
<i>Others (please specify and add rows as required)</i>	N/A		

8.2. Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors	Yes			Initial education is provided by teaching faculties: faculties of philosophy, science, and mathematics and art academies. The curriculum are designed by the core department, and the faculty determine curricular content. Because of this autonomy, curricular content varies greatly. The continuing professional development of teachers is also at a low level. ⁶⁸
Teachers	Yes			
Teacher Assistants	Yes			
Professional Staff	Yes			

⁶⁸ <https://nwb.savethechildren.net/sites/nwb.savethechildren.net/files/library/Publikacija-strucnih-radova-inkluzija.pdf>

			<p>Pedagogical institutes across the country are in charge of in-service professional teachers' development, as well as for directors, and other schools staff. There are currently 8 pedagogical institutes in Bosnia and Herzegovina: the Republic Pedagogical Institute of the Republika Srpska, the Institute for Education and 6 pedagogical institutes in the Federation of Bosnia and Herzegovina. It is planned to establish an institution in the Brcko District. There is no compiled data on content of trainings provided by Pedagogical institutes, but it is known that some of them are about inclusion.</p> <p>Their capacity appears to be extremely limited, in part due to budget cuts over recent years. This also hinders the quality of the trainings provided.</p> <p>Several recent assessments identify serious problems in both pre-service and in-service teacher training, including an insufficient system of teachers' professional development and advancement. Entity and cantonal ministries of education have noted that the current situation with teachers' professional development, particularly for primary teachers, is far from satisfactory.⁶⁹</p> <p>Local NGOs such as CEI Step by Step, DUGA, Life with Down Syndrom and others, make some efforts for professional development of teachers. Also, The British Council is implementing the EU-funded project for development of a qualifications framework for general education. Other organisations such as Save the Children, UNICEF and other international organisations and agencies are also present.</p>
Inspectors			No info
Teacher Trainers			No info

⁶⁹ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

a. If you answered no to any of the above, please provide further information:

8.3. Is education and training of teachers aligned with national policy goals on inclusive education?

✓ No

If no, please give further information:

Starting from the specific educational resources of teachers in BiH, professional development of teachers is recognized as a necessary condition and resource for successful inclusion based on the developed quality competences of teachers.

Mandatory additional training of teaching staff working with students with special educational needs is defined by most educational laws and by-laws, and by-laws on student education. The scope and type of professional development is not specified. In most cases, the training program is defined by the competent ministry so that there is no reference to the existence of a unified plan and training program for teachers in the field of inclusive education in the entire BiH.

In the FBiH, it is stated that teachers in the cantons are mostly supported when it comes to vocational training in inclusive education through seminars organized by the school or some non-governmental organizations.⁷⁰

8.4. With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

Due to mentioned limited capacity of state funded programs, pedagogical institutions and teachers are reliant on donor-funded initiatives which raises concerns as to the efficiency, sustainability, and piece meal approach. This is particularly the case with newer topic areas, such as inclusive education and information and communication technologies (ICT).

Furthermore, as mentioned in previous answer, due to non-harmonized education system, there is a lack of unified plan and training program for teachers in the field of inclusion. Inclusive education is partially integrated into study programs, but there are no minimum requirements defined.

Preschool, primary and secondary education teachers are required to complete the first cycle of higher education, 180 or 240 ECTS credits in order to gain access to the teaching profession. Many cantons also

⁷⁰ http://fmon.gov.ba/Upload/Dokumenti/02b6575a-73d9-4d05-9469-5c7157229ff5_Informacija%20-%20Analiza%20stepena%20inkluzivnosti%20osnovnog%20obrazovanja%20u%20Federaciji%20Bosne%20i%20Hercegovine.pdf

require candidates for teaching to successfully pass a professional examination at the culmination of the program and/or receive a certificate on ability to work with children.

8.5. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

There were two reports from MEASURE-BIH in 2015. and 2016. First one is “Brief Assessment of Basic Education in Bosnia and Herzegovina. Sarajevo: MEASURE-BiH”⁷¹ and the second one is “Primary and Secondary Education in BiH: Current Status, and Recommendations for Reforms. Initiative for Monitoring the European Integrations of BiH”⁷². Finding from both of these reports are well summarized in third MESAURE-BIH report that was desk based “Brief overview of main challenges in primary and secondary education in BiH”.⁷³

The current situation regarding the initial education of preschool, primary, and secondary school teachers and their continuous professional development (CPD) is uneven in different parts of the country, with insufficient focus on competencies in pedagogy, psychology, didactics, and teaching methods. Initial education is under the jurisdiction of entities and cantons, and there is no uniform system of quality control for teacher training programs, largely because university courses and study programs have yet to be accredited in the country.⁷⁴

A number of serious budget cuts have been implemented at various governmental levels over the past decade, with professional education being hit particularly hard. All the cantonal ministries mentioned that the current situation in professional development for primary-level teachers is far from satisfactory.⁷⁵

Most recent report that also covers topic of teacher education is “Review of Efficiency of Services in Pre-University Education” by World Bank, which was already largely covered in previous questions.⁷⁶

Initial teacher education is under the jurisdiction of entities and cantons, and there is no uniform system of quality control for teacher training programs. Initial education is provided by various faculties, but because of the high degree of autonomy and decentralization, curricular content varies greatly. Although entrance requirements to the teaching profession vary, many cantons also require candidates for teaching to

⁷¹ <http://www.measurebih.com/uimages/Basic%20Education%20Assessment.pdf>

⁷² http://eu-monitoring.ba/site/wp-content/uploads/2015/06/Obrazovanje_Izvjestaj_Namir_Ibrahimovic.pdf

⁷³ <http://www.measurebih.com/uimages/Basic%20Education%20Assessment.pdf>

⁷⁴ Ibid.

⁷⁵ Ibid.

⁷⁶ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

successfully pass a professional examination at the culmination of the program and/or receive a certificate on ability to work with children. However, the quality of these professional exams is unknown.

In-service teacher training appears to be insufficient and highly dependent on donor-funded programs. Entity and cantonal ministries of education have noted that the current situation with teachers' professional development, particularly for primary teachers, is far from satisfactory. As a result, pedagogical institutions and teachers are reliant on donor-funded initiatives which raises concerns as to the efficiency, sustainability, and piece meal approach. This is particularly the case with newer topic areas, such as inclusive education and information and communication technologies (ICT).

8.6. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

As for the most of problems in the system of education in Bosnia and Herzegovina, deep system problems are the biggest obstacle. Not all areas of BiH, as well as all levels of education, are equally covered in terms of scope, diversity and intensity of teacher training. Bosnia-Podrinje Canton is particularly neglected in terms of training for inclusive education, while teachers in Sarajevo, Bihac, Banja Luka, Mostar and Tuzla have undergone three-step training: raising awareness of inclusive education, identifying students with special needs and developing didactic materials to work with students with special needs.⁷⁷

In-service education in general is lacking, so this goes for the education on inclusion too. Most teachers have significant years of experience, yet they do not attend professional development, especially in areas that impact student learning. In 5 cantons observed with individual-level data, teachers had on average 11-20 years of teaching experience. Although teaching experience is a proxy for teacher quality, available information suggests that access to and uptake of teacher training opportunities are more limited.⁷⁸

Collaboration and mentoring among teachers are infrequent. Activities that promote peer-to-peer learning and improve the effectiveness of teaching are not widely practiced in BiH. Over 60 percent of teachers never or almost never observed another teacher's classroom or teaching method. Meanwhile, only about 46 percent regularly (on a weekly or more frequent basis) worked on preparing instructional materials together with other teachers, and about half discussed how to teach a particular subject with other teachers.⁷⁹

⁷⁷ http://www.skolegijum.ba/static/files/biblioteka/pdf/5460fd4f1b800_07InkluzivnoobrazovanjeuBiH.pdf

⁷⁸ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

⁷⁹ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

Despite the conducting and existing training programs, most teachers in mainstream education believe that they are not adequately trained to work with students with special needs who are involved in mainstream education. This applies in particular to the assessment of students' skills, the development of individual educational programs and the individualized approach to work.⁸⁰

It is important to emphasize the importance of defining the concept of inclusion at the national level and recognizing the students that are vulnerable, marginalized groups who need to adapt their way of working. As mentioned earlier, it is very important that the state at the entity and cantonal levels adopt regulations that increase teachers' knowledge through college education on inclusion by introducing more subjects related to didactics and teaching methods in the classroom. When it comes to inclusion of students with intellectual and learning disabilities, recruitment of a rehabilitation educator at each school should be mandatory.

⁸⁰ Ibid.

9. Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

9.1. Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

All public elementary schools have an enrolment area. All students in compulsory school attendance are enrolled in the school in the enrolment area in which they are resident. Attending a particular school is mandatory unless the student attends a private school or is exempted from attending school as required by law. At the request of the child's parents, the competent ministry may, in exceptional cases, exempt the child from the obligation to attend a particular school, if necessary to protect the rights of the child and if it is found that it is in the best interests of the child.⁸¹

9.2. Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

✓ No information available

9.3. Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national policies.

The process of identification, categorization, planning and ways of working with children with special needs is regulated in more detail by the regulations of the entities / cantons, such as the rules on the education of children with special educational needs. The problem is that the rulebooks have not been developed in all parts of BiH or at all educational levels.⁸²

One consequence is that the enrolment procedure, as well as the way of working with children with special educational needs in pre-school institutions, and secondary schools are not precisely defined, nor are the differences in the enrolment procedure between children with special needs and children without special needs clearly emphasized.⁸³

The first professional observation for most children in BiH is only made at school. The process for categorizing and assessing the abilities of persons with disabilities is initiated by social work centers or social welfare services.⁸⁴

⁸¹ http://fmon.gov.ba/Upload/Dokumenti/7e1e8c33-c594-4784-817a-e46de79149fa_Okvirni%20zakon%20o%20osnovnom%20i%20srednjem%20obrazovanju%20u%20Bosni%20i%20Hercegovini.pdf

⁸² http://www.skolegijum.ba/static/files/biblioteka/pdf/5460fd4f1b800_07InkluzivnoobrazovanjeuBiH.pdf

⁸³ Ibid.

⁸⁴ Ibid.

According to the current laws and regulations, children with special educational needs are enrolled in primary school based on the recommendations of a professional team, which is usually made up of a pedagogue or psychologist, an educational rehabilitator, a speech therapist, a teacher, and in some cases, a parent. The type of program awarded to a student depends on the opinion of the professional team after several months of student observation, and the opinion and findings of the categorization and classification committee.⁸⁵

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

N/A

9.4. Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

✓ Yes

If yes, please give a description.

The laws and regulations define that after the opinion of the expert team is passed, the development of an individually tailored curriculum will proceed.

There are several types of educational programs implemented in pre-schools, including specialized programs. However, while the laws on pre-school education in BiH clearly impose an obligation to design and implement tailored programs, the procedures for designing and implementing these programs have not been defined.

For students who have mild learning disabilities and who are enrolled in mainstream schools, a tailored program or full-time program is determined with an individual approach to work. The development of customized curricula should be done by an expert stationary or mobile team, based on the decisions and opinions of the expert commission. The program is implemented by the teacher with the help and intervention of the educator-rehabilitator and, possibly, the teaching assistant.

For students enrolling in special schools, the development of individualized work programs begins, which, in addition to the education program, often includes a habitat and rehabilitation program.⁸⁶

b. counselling and mentoring possibilities

✓ No information available

⁸⁵ Ibid.

⁸⁶ Ibid.

c. input from specialist teachers/therapists

✓ No information available

d. input from learning support assistants

✓ Yes

If yes, please give a description.

There is a practice of introducing teaching assistants. However, this role is not regulated by law. In cantons and entities, teaching assistants are regulated in different ways, mainly through rulebooks.

Teaching assistant is a person who provides support and assistance in the implementation of the teaching and extracurricular process in an educational institution, while cooperating with teachers, all students (children with special needs), parents, educational rehabilitators, pedagogical service and management of educational institutions. institutions.

e. availability of ICT/ assistive technology

✓ No information available

f. Please describe any other forms of support available.

The existing legislation at all educational and administrative levels that deals with issues of inclusive education also implies the formation and engagement of expert teams in educational processes. The tasks of this team mainly consist of analyzing the documentation of the student enrolled in the first grade, determining the status, opportunities and abilities of the students, developing an individually tailored curriculum, conducting rehabilitation treatments, and collaborating with teachers and parents.⁸⁷

9.5. Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
...	
...	
...	

There are no official strategies aimed on inclusion that are in place.

⁸⁷ Ibid.

9.6. Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

✓ Yes

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

From the perspective of an inclusive model of education, pre-school, primary and secondary schools in BiH, despite infrastructure investments, are still operating in poor or inadequate spatial and material conditions.

Architectural-urbanistic and information barriers are present. Schools, especially secondary schools, are poorly equipped with didactic and methodological tools to work with students with special educational needs. The situation in schools and institutions for children with special needs is significantly better in terms of equipment and staff. However, what is a disadvantage is that the practices in these schools are significantly lagging behind contemporary work practices in the world, which is further conditioned by insufficient investment and lack of material and professional support. It should not be overlooked that these schools, centers and institutes are mainly located in urban areas, which means that they are accessible to fewer children, especially from rural areas.⁸⁸

NGO "Nešto više" created an interactive map that provides information on the degree of adaptability of facilities to persons with disabilities. Part of the mapping is dedicated to both primary and secondary schools. The map covers several cities in Bosnia and Herzegovina, and each facility has been evaluated for the following characteristics: Entrance without stairs; Handrail at the entrance; Disability toilet; Parking available; Elevator; Braille signs; Public transport; Car access. The map is available on http://zelimznanje.com/map/#!/type/PRIMARY_SCHOOL

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

✓ No information available

Strategy	Description of the focus
...	
...	
...	

⁸⁸ Ibid.

9.7. Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

There are no reports explicitly about school system. It is mostly discussed in terms of financing as a part of larger reports. In mentioned MESAURE-BIH report “Brief overview of main challenges in primary and secondary education in BiH”⁸⁹ it is concluded that according to available research, the portion of the education budget aimed at the quality and development of educational process is extremely limited. Most of the funding is spent on the salaries of the teachers. That means that almost no money is left for the improvements in the education process, regardless of whether they are for teacher training, teaching materials and supplies, or investments into equipment (ICT and digital) that would bring innovation to the educational process.

9.8. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

Challenges

There is overall lack of support for schools in inclusion process. There are no strategies or initiatives to improve school buildings and infrastructure that would facilitate the inclusion process. On top of that, there are no large scale strategies that aim to support school staff and increase their capacity to be inclusive. All of this again comes back to fragmented and decentralized system of education.

Stakeholders in general agree that when it comes to the quality of education in BiH, the main limiting factor is financial.⁹⁰ The distribution of education spending is inefficient and inequitable, and it leaves little room for needed investments in quality. At 4.6 percent of GDP, BiH spends more than some peers in the region, but less than the EU and OECD averages of 5.1 and 5.2 percent, respectively. Per student spending relative to GDP per capita is also relatively high in BiH, compared to other countries. Nevertheless, there are notable variations in per student expenditure across entities and cantons. At 91 percent in FBiH and 87 percent in RS, personnel spending represents a large share of total spending, leaving little room for capital investments and other inputs that could improve learning, including preschool education for which there is high demand in BiH. The percentage of non-teaching staff is also nearly one-third of personnel costs, indicating that a large share of spending funds auxiliary work in schools that does not directly contribute to teaching and learning.⁹¹

⁸⁹ <http://www.measurebih.com/uiimages/Basic%20Education%20Assessment.pdf>

⁹⁰ Ibid.

⁹¹ <http://documents.worldbank.org/curated/en/719981571233699712/pdf/Bosnia-and-Herzegovina-Review-of-Efficiency-of-Services-in-Pre-University-Education-Phase-I-Stocktaking.pdf>

10. Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

10.1. Have there been any campaigns to raise awareness of inclusion in education at national or local level?

✓ Yes

If yes, please give a description.

There are numerous campaigns and projects being undertaken to raise awareness and promote inclusion. Most often, these are local initiatives, but international organisations such as UNICEF and Save the children do it too. One of the more recent examples is a campaign called "Running for Inclusion - Don't be left out" by the associations "Life with Down Syndrome" and "Marathon Sarajevo". The campaign sought to raise public awareness that schools should be open to every child and must create conditions that would allow learning and participation of children with disabilities on an equal basis.⁹²

Another example is a music CD with songs of children with disabilities recorded as part of the project "All Our Loves". The project was jointly launched by the Colibri association, the ENKIDOU Education Center and Princess krofne, and the KS Ministry of Culture and Sports, which is also a sponsor, all with the aim of promoting children's rights and inclusion.⁹³

10.2. Does legislation/policy support parental involvement in schools?

✓ Yes

If yes, please give a description.

- The main mechanism of parental involvement that is proposed by the law is Parents council. Parents of students have right to set up council and the school has an obligation to help parents set up a parents council, whose members are selected by the students parents. The Parents Council promotes the interests of the school in the area of the school, presents the views of the students' parents to the school board, encourages parent involvement in the work of the school, informs the school board of its views when it deems it necessary, or at the request of the school board, on any issue involved in the work and management of the school, participates in the development and implementation of appropriate projects

⁹² <https://www.akta.ba/pauza/-trcim-za-inkluziju-da-niko-ne-bude-izostavljen-15-septembra-u-sarajevu/105300>

⁹³ <https://www.oslobodjenje.ba/vijesti/sarajevo/malisani-s-poteskocama-u-razvoju-snimili-prvi-inkluzivni-cd-508873>

that encourage and improve educational work in the school and nominate and elect parents' representatives to the school board.⁹⁴

10.3. Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

✓ No

If yes, please give a description.

If no, please give further information:

Although not hindered, we cannot say that cooperation with local community stakeholders is explicitly supported either. The only form of cooperation with the local community that is prescribed by law relates to the school board. A representative of the local community is also elected to the school board.

10.4. Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

✓ No

If no, please give further information:

There is no policy or legislation that supports development of such communities or cooperation. The most common occurrence of schools working together is through non-governmental organisation projects.

10.5. Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

✓ No

If no, please give further information:

While organisations that represent vulnerable groups are present in schools and education system in general (mostly through various projects and initiatives), there is no specific law, legislation or policy that describes their role.

10.6. Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

We found no reports, research or evaluations about involvement of parents and community in the work of schools.

⁹⁴ http://fmon.gov.ba/Upload/Dokumenti/7e1e8c33-c594-4784-817a-e46de79149fa_Okvirni%20zakon%20o%20osnovnom%20i%20srednjem%20obrazovanju%20u%20Bosni%20i%20Hercegovini.pdf

10.7. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

There is a general lack of information on parental involvement in schools and about school's cooperation with local communities. This is indicative of the amount of interest that these relations receive from stakeholders.

Parents can play a big role in the inclusion process given the impact they have on their children. Parents also lack education on inclusion and minority groups. There is room to work with them and involve them more. This can be done through parent councils in every school.

Also, if we consider inclusion more broadly, it is clear that the local community plays an irreplaceable role in the full inclusion of students from vulnerable groups. The lack of data on community-school collaboration tells us the underutilized potential of this symbiosis.

For the most part NGOs are the one that fully involve all actors in the educational process in their projects (students, parents, local communities). Official institutions generally do not pay attention to the relationships between school, parents and the local community.