

**Regional Support for inclusive education  
Policy Net  
Bosnia and Herzegovina**

**Turin 16 – 17 June 2014**

# Methodology

Policy analyses

Case study analyses: seven schools selection

There is no pure gymnasium but the gymnasium is part of school centers

Quantitative methods - questionnaires:

Dimension A: Inclusive practices for entry into school

Dimension B: Inclusion within the school

Dimension C: Inclusive teaching and practice approaches

Dimension D: Community engagement

Policy analyses

Case study analyses: schools selection

Capital city, Industrial city and rural area, two entities

Qualitative methods – interviews

business stakeholders, decision-makers - 33

Quantitative methods - questionnaires:

Students - 271

Teachers - 71

Participatory approach – Advisory board

Composition: employers association, schools, undp, companies, ministries for education

# Background

## INSTITUTIONAL FRAMEWORK

**BiH, level:** (i) the Ministry of Civil Affairs (MoCA) with its sector for Education and (ii) the Agency for Pre-primary, Primary and Secondary Education in BiH have a coordinating role;

**Federation of BiH level:** , the Ministry for Education of FBiH has a coordinating role;

**Republic of Srpska c(RS)/Brčko District, level (i)** the Ministry for Education of RS and (ii) the Department for Education in Brčko District have a decision making role

**Cantonal level** the 10 cantonal Ministries of Education, have a decision making role

At the municipal level, the municipalities are the service providers in primary education

Responsibilities of municipalities are mainly related to financially supporting transport, food, and accommodation and school books for students

75% of students enrolled in VET

Children from families with lower economic standard enrol in this school

VET - three years vocational profiles leading to specific professions and employment, students are also able to continue their studies at the next educational level by passing additional exams

Students are allocated to VET schools based on their school results from primary school and their individual interests and capabilities.

Education of students with special needs: in regular schools by application of special curricula OR in special institutions.

***Framework Law on Secondary Vocational Education and Training adopted in 2008:***

**a new enhanced role for social partners** and a focus on the needs and demands of the economy,

**a central role for vocational schools with increased autonomy** in response to local economic needs and possibilities of mergers with other schools to form communities whilst retaining their autonomous legal status,

**diversification of training offer for new target groups**, including adults, through the organisation of short education and training courses at any level and to meet any requirement as a tool for promoting income-generation activities for the schools.

**the introduction of VET Councils as advisory bodies (VETAC) as a crucial step** in enabling labour market stakeholders to influence VET policy and connecting curricula with labour market needs. **No VETACs have been established to date,**



**Key policy issues on the national level  
and response of actors to these issues  
that come out of researches**

**Policy: Lack of financial resources for education system in general and distribution made so that more than 88 % of resources is used for salaries and utilities**

Practice: outdated curricula and school infrastructure, lack of support for children in free books and transport, lack of support for children from deprived areas, lack of support for children with special needs

**Policy: There is central treasury system in place that prevent direct money transfer from employers to schools**

Practice: The system demotivate directors of VET schools to establish cooperation with employers

**Policy: *Framework Law on Secondary Vocational Education and Training* adopted in 2008**

Practice: Lack of harmonised VET legislation (Ministry of Civil Affairs highlighted while Cantonal levels didn't)

**Policy: Free books and transport**

**Article 18 of the *Framework Law on Primary and Secondary Education in BiH* states that institutions for education have to take all necessary measures to secure conditions for access to and participation in education process for all children and especially in terms of securing free books and learning materials.**

Practice: Free books and transportation costs are provided only in some cantons depending on the economic development of the given canton

**Policy: Evaluation of teachers by students is not clearly included in legislation.**

Practice: The evaluation of teachers includes different methods defined by law but the inclusion of students into the evaluation process is not implemented in practice. Students are not involved in the evaluation of teachers.

**Policy: Access to school**

**Article 35 explains that the responsible institutions, together with schools, are responsible for securing access to and participation in the education process for children with special needs, youth, and adults.**

Practice: some schools have problem with securing physical access for students with special needs.

**Policy: Assistant teachers for children with learning difficulties**

**Every child should achieve her or his maximum (Framework Law).**

In RS (rules and regulations on education of children with special needs in primary and secondary schools) the article 5<sup>th</sup> states that projects for employment of the assistant will be secured. In FBIH (The *Guidance for Education of Children with Special needs in Federation of BiH*) recommends employment of the assistant. It is unclear if these assistants are assistants in teaching or personal assistants for the specific child)

Practice: Schools don't have assistant teachers for children with learning difficulties

### **Policy: Antidiscrimination**

**Article 35 of the *Framework Law on Primary and Secondary Education* states that schools are forbidden to discriminate children in education process based on gender, language, religion, skin colour, political or other opinion, national or social background, special needs or any other basis.**

Practice: One of the lowest scores across the dimension is that students feel that teachers treat students equally

**Policy: Lack of efficient system in VET for monitoring of practical classes in companies**

Practice: there is no structured methodology for determining which students will get the opportunity to complete it. There is an inadequate tracking of the students by the school as the practical education teacher from the school does not visit the students on site during their apprenticeship in order to assess their progress in relation to the school's programs.

**Policy: Very slow change of curricula (for IT since 2003) due to too much administration, lack of efficient cooperation between school and ministry on these issues**

Practice: Contribute to outdated curricula, skill mismatch, it is the major complaint in all companies in all three locations

### **Policy: Nonattendance**

**Each level for education jurisdiction can change the accepted number of non attending classes**

Practice: Increased number of nonattendance and different application of this rule in schools

### **Policy: Selection and enrolment**

**Selection of children based on success from previous education level**

Practice: Most of children from rural area attend VET. Children from lower economic background if not supported have decreased chances to be enrolled into the four years secondary schooling

### **Policy: Professional orientation**

**Professional orientation (counselling) is not systematically organised and there is lack of career service**

Practice: Children choose school based on their peers choice, advises from friends and not on personal abilities



### **Policy: Vertical mobility**

**The finalisation of the fourth grade after VET is mostly paid by the candidate with small number of cases supported through the system**

Practice: Lack of vertical mobility for VET graduates (coming from poor area)

### **Policy: Drop out monitoring (in VET)**

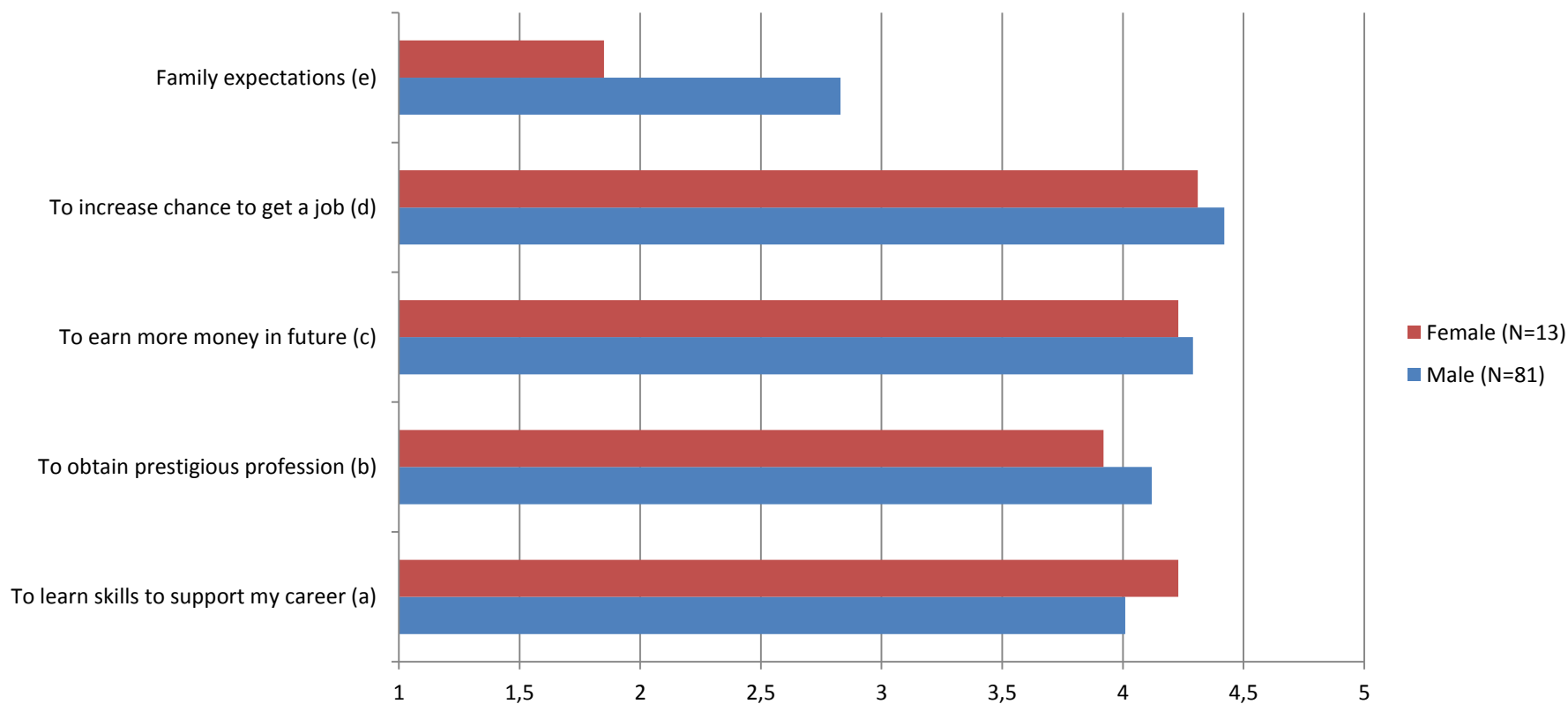
**Lack of efficient system for drop out monitoring**

Practice: Lack of drop out monitoring

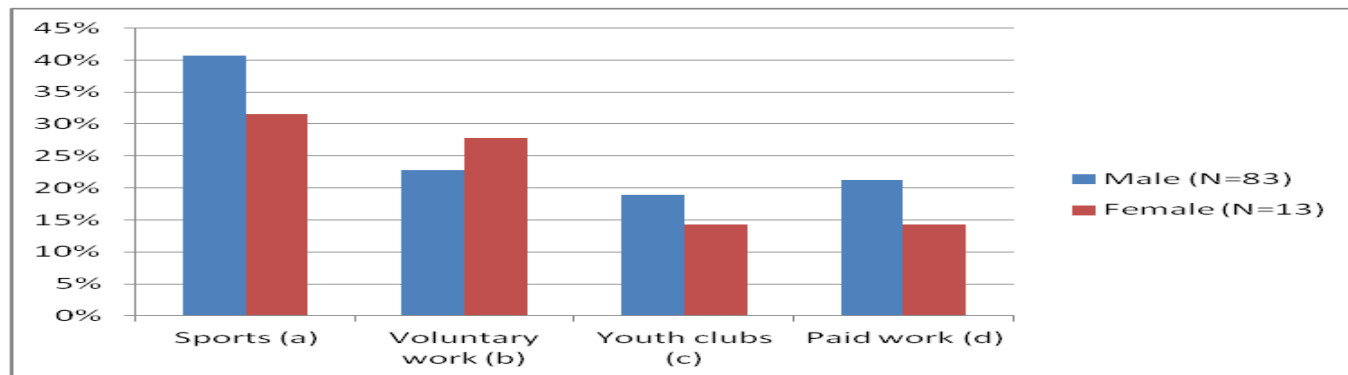
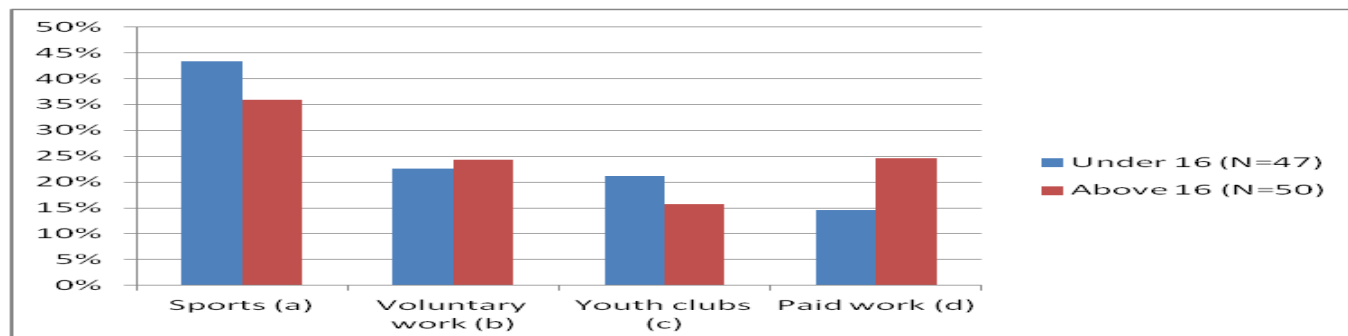
# **Findings from local level research in VET schools**

**ETF project**

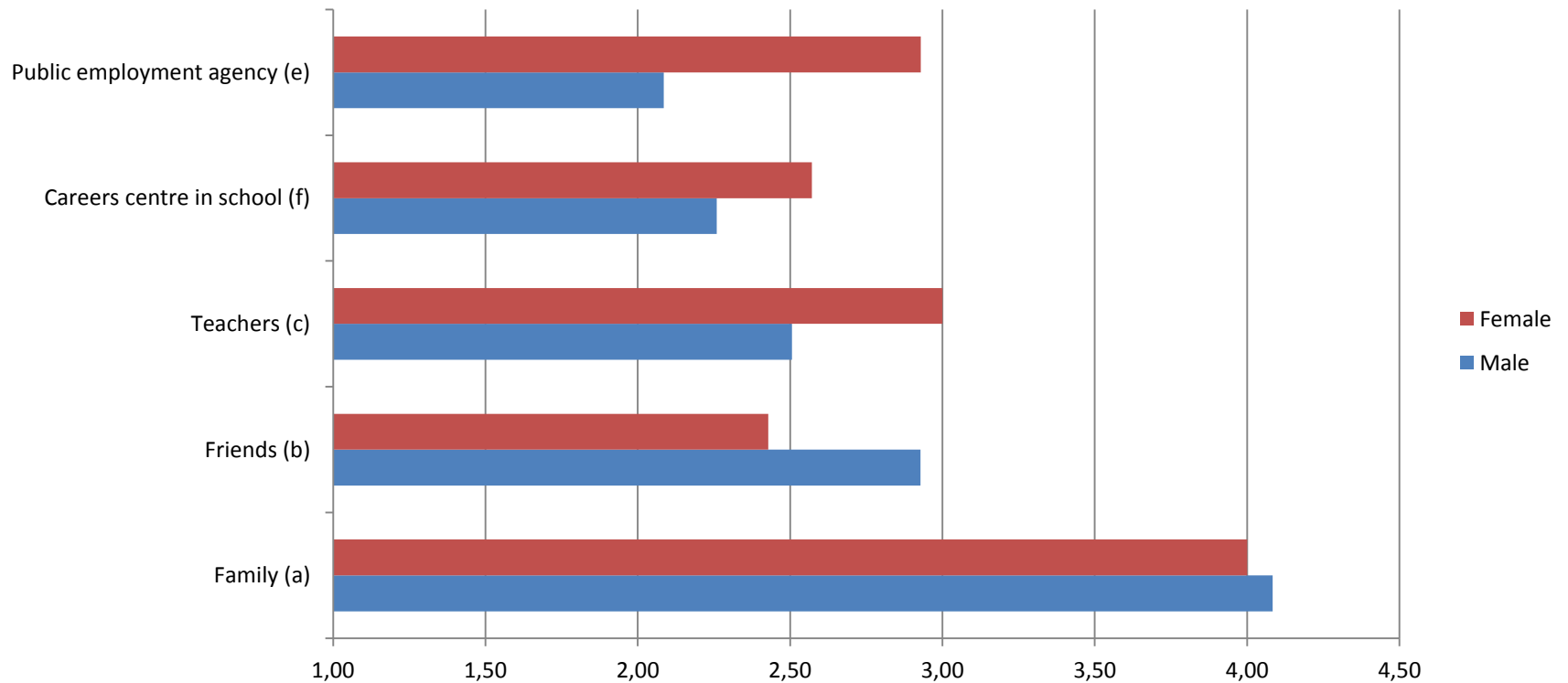
**Figure 2: Reason for choice of vocational school in preference to other type of school (S20) (Unit = mean score)**



**Figure 3: Participation in extra-curricula activities (S31) (proportion answering 'yes')**



**Figure 5: Transition from school to work (S36) (mean score)**



## Quality of teachers:

### Teachers questionnaire

- 82.4% of teachers have university degree (T6)
- 94.1% of teachers have formal qualifications (T7)

### Student questionnaire

- Teaching methods (S29a): 3.38
- Teachers subject knowledge (S29b): 4.05
- Friendliness of teachers: 3.45
- **Whether teachers made them welcome?** (S25): 93.62 male, 21.15 female

\* Scores lower if age 16+, if male, if father unemployed, if parents have uni degree

## Practical work:

### Teachers questionnaire

- In school 4.32 h

### Student questionnaire

- In school: 1.99 h in year 1, 3.39 in year 4, per week (S22a)
- **Outside school: 0.00 h**

# **Highlights of issues**



- Lack of knowledge on social inclusion and social cohesion
- Teachers don't treat all students equally
- Students are not involved in the evaluation of teachers
- Physical access for students with special needs is not available on their premises.
- Assistant teachers for children with learning difficulties is not employed in all schools where there is a need
  
- Not harmonized VET legislation
- Autonomy of school / more financial autonomy
  
- Lack of support for children coming from deprived socio/economic background
  
- Lack of drop out system monitoring
  
- Insufficient labor market – VET communication and linkage
  - Outdated curricula
  - Quality of teaching
  - Lack of quality of practical classes as a result of low control and monitoring
  
- Lack of financial resources for VET

**Thank you for your attention!**