

**BOSNA I HERCEGOVINA  
FEDERACIJA BOSNE I HERCEGOVINE  
UNSKO-SANSKI KANTON  
MINISTARSTVO OBRAZOVANJA,  
NAUKE, KULTURE I SPORTA**



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Ministry of education,  
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**Save the Children**

## **Evaluation of the project**

# **Inclusive Education Agreement in B&H**

**Sub-projects in Zenica-Doboj and Una-Sana Cantons  
Implemented by Save the Children**

**Save the Children** is the world's leading independent organisation for children.

**OUR VISION** is a world in which every child attains the right to survival, protection, development and participation.

**OUR MISSION** is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

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Author: Save the Children  
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The Evaluation report was produced within the project “Inclusive Education Agreement in B&H; Sub-projects in Zenica-Doboj and Una-Sana Cantons, implemented by the Save the Children in the period from 2009 to 2012, and financed by the Norwegian Ministry of Foreign Affairs.

The project was designed to, among other objectives, increase awareness of educational rights and needs of **ALL children**, and ensure them **ALL equal** access and quality educational opportunities within general education settings. It was implemented in collaboration with the Ministry of Education, Science, Culture and Sport/Pedagogical Institute in Zenica-Doboj Canton and Ministry of Education, Science, Culture and Sport/Pedagogical Institute in Una-Sana Canton.



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# Abbreviations

AP	Action plan
B&H	Bosnia and Herzegovina
EC	European Commission
IfI Methodology	Index for Inclusion Methodology
NGO	Nongovernmental Organization
SC	Save the Children
SDP	School Development Plan



# Acknowledgments

*We pay our sincere gratitude to all project stakeholders for their productive and timely contribution in the project evaluation (B&H Ministry of Education, Science, Culture and Sport in Una-Sana Canton and Zenica-Doboj Canton, Pedagogical Institutes in Una-Sana Canton and Zenica-Doboj Canton, Primary schools management, local communities etc.).*

*We appreciate and thank for the positive response we received from cantonal Project coordinators for inclusive and quality education in both cantons where project have been implemented: Ms. Munevera Selmanović, Mr. Rasim Bajrić, Ms. Jasminka Bujanović, Ms. Niđara Raić and Mr. Adnan Kreso, who represented the Ministry of Education, Science, Culture and Sport in Zenica-Doboj and Una-Sana Canton, as well as Pedagogical Institute for the evaluation study assesment.*

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*We are proud to be associated with all these above mentioned persons, who gave their maximum support, tremendous contribution and who have shown positive attitude towards this evaluation study.*

INFOHOUSE, Evaluation Team



# I. Introduction

The Evaluation report of the project *Inclusive Education Agreement in B&H; Sub-projects in Zenica-Doboj and Una-Sana Cantons implemented by Save the Children (SC)* has been prepared by INFOHOUSE. Upon signing the contract (between Save the Children and INFOHOUSE) in October 2012 INFOHOUSE have conducted quantitative and qualitative project evaluation (November 2012).

The evaluation of inclusive education and very quality of project is a rather complex undertaking. Program/project interventions can operate in multiple sectors and at different stages of the inclusive and quality education (before, during, after; prevention, care and support, inclusion, inclusive education). In general, clearly defined objectives that are linked to specific activities greatly can influence current education system in Bosnia and Herzegovina.

A good and positive example of all the above mentioned is a project called "*Inclusive Education Agreement in B&H; Sub-projects in Zenica-Doboj and Una-Sana Cantons*, which was implemented by Save the Children in the past three years (2009-2012).

This evaluation was conducted in an attempt to answer Save the Children main evaluation objective: „ *research and evaluation of activities, as well as results and impacts that the project has achieved on target communities and beneficiaries*” by following criteria: Effectiveness, Efficiency, Influence, Relevance, Sustainability and Scale up of the project. The focus was on the assessing project impact, its resonance with local communities and stakeholders, and also to identify lessons learned and best practice for further development of the project.

This Evaluation was conducted according to a qualitative methodology which included more than 2000 pages of the project documentation (narrative and other reports, procedures materials and training materials, school projects, schools reports, school development plans, publications etc.) that were analysed in detail as well as field research activities that were organized and held in Zenica-Doboj (adults and children from Zenica, Vareš, Zavidovići, Breza and Žepče) as well in Una Sana Canton (adults and children from Bihać, Cazin, Velika Kladuša, Bužim, Bosanska Krupa and Sanski Most).

During the field research activities 98 persons from different types of organizations have been interviewed (18 persons) or have participated in 10 focus groups - including 37 children as focus group participants and 47 adults as focus group participants (i.e. public institutions such as Municipalities, Ministries, Pedagogical Institutes, schools, non-governmental organizations etc.) as well as children and parents, from cities of different geographic and ethnic structure (Zenica -Doboj and Una- Sana Canton).

An analytical reading of the gathered data was conducted, and a situation analysis is provided with regards to policy in the context of current global and country trends and programs, and the observed impact of said policy on institutions, communities, and individuals.





Marking Child Rights Day, Una-Sana Canton



## 2. Executive summary

*“We finally understood that inclusive education is never-ending, constantly changing, dynamic process and it’s not synonym for children with disabilities” (teacher, Una-Sana Canton)“*

The evaluation findings confirm more than **100% visible possible influence/impact of the project on project target groups especially regarding new, manageable approaches to school management processes and children-parents participation in school planning (e.g. throughout consultations and survey/s). Also, evaluators find that three years of the project implementation has achieved more than it was initially planned in the project application.**

Inclusion has been a heated topic of debate for the past few years in Bosnia and Herzegovina and therefore it is often misunderstood. School management in Una-Sana and Zenica-Doboj Canton admits previous lack of practical knowledge and experience in the field of inclusion and inclusive education. According to their statements, it was due to the fact that the term “inclusion” and “inclusive education” has been misunderstood and has been used as synonym for children with disabilities or these terms have been often confused with one another.

Capacity building component of the project *Inclusive Education Agreement in B&H; Sub-projects in Zenica-Doboj and Una-Sana Cantons (e.g. Education on Index for Inclusion methodology and tools, Education for Social Justice etc.) finally resolved mystery of the term/s “inclusion” and “inclusive education” for school management in these cantons. Along with the definition of inclusive education, there was another misunderstanding of the term “inclusion”. There was a common opinion that inclusive education is the process which ends after inclusion of children with disabilities in education programme. This point of view is, unfortunately, still present in other B&H cantons, so this evaluation strongly recommends to continue with this project in other parts of state and transfer the model and knowledge to the rest of the state educational stakeholders.*

*“This project cannot and should not end up with writing the School Development Plans. This type of mechanism involves active work with schools and regular field visits of relevant institutions.” (Project management team member)*

According to the data gathered during field visits (conducted focus groups with children and adults/parents) **this project resulted with 100% participatory approach when it comes to supporting children to express their aspirations and participate in school planning processes, as well as promoting and appliance of critical pedagogy amongst teachers (according to interviews and conducted focus groups).**

*“We are pleased because the school finally decided to ask children what they think. For the first time we have had the opportunity to participate in a survey about the situation of our school.“, emphasised one of the children focus group participants in Zenica-Doboj Canton.*

In 100% cases, evaluators find that it was the first time that children had the chance to participate in the survey which has been dedicated to children’s direct participation in school planning. The great project impact was noticed on the parents too and it was crucial for parents in addressing parents’ concerns and ensuring that their voice should and could be heard through surveys. These surveys were conducted in order to prepare “school situation analysis” that was used for creating the “School Development Plan” (SDP) in 102 education institutions (60 primary schools at Zenica-Doboj Canton, 38 primary schools and 4 pre-school institutions at Una-Sana Canton).





School managements from both Una-Sana Canton and Zenica-Doboj Canton, stressed out that school development plan was “one of the best things that could ever happen to them” when it comes to school management processes. School planning is no longer just habitual procedure and must-have document. Teachers, pedagogues, psychologists and headmasters recognized immeasurable contribution of the *Education on Index for inclusion methodology and tools* and emphasized that it was really useful during creation of the school development plans.

Evaluators had a chance to speak directly with the children who have left school earlier (and entered it again through project) and see that life of those children changed. **“I want to be educated. I realized that I wanted to be like other children, and I want to go to school.”** said of the out-of-school children in Zenica-Doboj Canton. One girl even said: **“I cried out of happiness when I found out that I will go back to school again.”**

Save the Children has made tremendous progress in indentifying the policy gap, as well as data gap arising from the lack of: adequate tools and methodologies to identify out-of-school children, monitoring progress towards universal primary education, measure the scope of and assess the reasons for exclusion, and inform policy and planning. Above all, greater consensus is present on estimates of the number out-of-school children. Number of planned children that have been brought back to school has been reached, but during evaluation it was clear that certain percentage of the school children are still “back and forth” from the schools. Most probably drop out phenomenon is influenced by the fact that B&H has entered the Visa Regime Liberalization<sup>1</sup>. That should only remind all involved stakeholders not to forget that this type of activity requires improving the quality and consistency of data collected through administrative records and household surveys. Pedagogical Institutes and Ministries of Education, Science, Culture and Sport in both Cantons agree that it should be continuous work of both institutions, with the obligatory inclusion of Centres for Social Work and other relevant institutions.

<sup>1</sup> Visa liberalisation dialogues took place from 2008 to 2010 between the European Commission (EC) and the following countries of the Western Balkans: FYROM, Serbia, Montenegro, Albania and Bosnia and Herzegovina. The objective of this dialogue was the removal of these countries from the so-called Schengen black list listing the third countries whose nationals must be in possession of visas when crossing the external borders and those whose nationals are exempt from that requirement. After satisfactory progress was judged to have been made on the benchmarks, the visa requirements were lifted, first for FYROM, Serbia and Montenegro at the end of 2009, and in the following year 2010 for Albania and Bosnia and Herzegovina.

Despite the political problems that were trembling Bosnia and Herzegovina in last few years, a solution for the implementation for most of planned activities were found in cooperation with Ministries of Education, Science, Culture and Sport and Pedagogical Institutes of Zenica-Doboj and Una-Sana Cantons. Although the Draft Law on Amendments to the Law on Primary Education in Una Sana Canton has not been adopted, representatives of Pedagogical Institute and Ministry of Education, Science, Culture and Sport of USC believe that it could be in upcoming period.

However, results of the evaluation are encouraging and show more than 95% schools’ management level of satisfaction with Pedagogical Institute/s and Ministries partnership in both Cantons. School Managements receive everyday technical assistance if needed and Pedagogical Institutes in cooperation with Ministry of Education, Science, Culture and Sport (depending which Canton we are referring to) are giving their best to assist them. Established participatory project partnership between Save the Children and Pedagogical Institute as well as Ministry of Education, Science, Culture and Sport is excellent example of good practice that should be way of addressing problems to governmental institutions by nongovernmental organizations.

Among all interviewed stakeholders, 100% came up with the same statement and attitude that Project like this was needed in the past three years but also more than necessary in the future of inclusive and quality education in Bosnia and Herzegovina.

**“We’ve created a project framework that encouraged and achieved development in creative ways. That’s what makes this project special compared to other projects. Collaborative and joint planning was particularly important in the field of inclusive and quality education.”** (Una-Sana Canton stakeholder).

- ♦ According to interviews and focus groups with stakeholders and beneficiaries (teachers, trainers, parents, children and others) the most outstanding findings were:
- ♦ Index for Inclusion methodology trainings and education that for

example changed attitudes and awareness on concept of inclusion and inclusive education;

- ♦ A new Methodology for the Development of Primary School Curriculum, which specified that schools were obligated to include School Development Plans in their Curriculum
- ♦ Programmes as part of subordinate regulations on Primary Education which are partially adopted in Una-Sana Canton
- ♦ Participatory approach in creating of school development plans (e.g. throughout survey on current situation participation in coordination task group, implementation of priorities in School Development Plans, etc.;
- ♦ Creation of school development plans (in more than 98 schools) and development of (3 or 5 years) school development plans that need to be reviewed each year and implementation of at least one of the priority tasks from these School Development Plans as well as changing knowledge and awareness on the importance of school planning;

- ♦ Available statistical data about out-of-school children;
- ♦ Established mechanisms for the identification of children who are out of education ;
- ♦ Action plans for the prevention of drop-out are established;
- ♦ Inclusion of out-of-school children in accelerated school/education programs;
- ♦ Model concept ' Open Schools-Open Communities –model Vares';
- ♦ Inclusive school network;
- ♦ A continuous three month cycle or 150 hours for children (with the focus on vulnerable groups of children) in pre-primary education.

**The effectiveness and efficiency of this project truly reflect the purpose, objective, and goals of the project application.**





*Parents helping with greening school grounds in Zenica-Doboj Canton*



### 3. Background and description

Current education system in Bosnia and Herzegovina is still highly politicized, extremely fragmented and expensive, characterized with inappropriate infrastructure even after implementation of this project over past three years.

At state level as well as entity levels, according to European Commission (EC) “Bosnia and Herzegovina Progress Report 2011” there was “little progress in the areas of education and culture. Strategies and framework laws and the baseline qualifications framework need to be fully implemented. Sub-national higher education and vocational training legislation remains to be harmonised with the relevant framework legislation.”

Also, there are evident limitations in funding sources to pre-school and primary schools. “Limitation” is a key word in this phrase, as legislation and central policy must be flexible enough to allow schools to interpret policy and legislation to suit state, entity and local needs.

The transience of special education policies and of public governance policies in general, is manifested not only in jurisdictions that lack a strong legislative base, but also in jurisdictions that report a poor correlation between educational policy and practice.

One of the most rigid examples in practice is the phenomenon of „two school under one roof“ that „promotes“ different kind of segregation. As well, the un/flexibility of this policy allows other students to remain in segregated areas if it is decided that inclusion in a regular surrounding cannot meet their educational needs.

Also, it’s hard to identify Best Practices in inclusive education in Bosnia and Herzegovina. When applied to all aspects of the educational life of a student, “full inclusion” requires not only the student’s presence in a regular classroom, but a range of policies and supports that combine the specialized instructional facets of a resource classroom with the social and educational benefits of the regular classroom.

Developed as a methodological tool by two British educators (Tony Booth and Mel Ainscow, 2002.), the Index for Inclusion helps schools reduce barriers to learning and encourages the participation of all children and young people. The core goal of implementing the Index for Inclusion is for education authorities, education professionals and municipal counterparts to

become increasingly engaged to ensure education systems are: participatory, accountable, transparent and inclusive. The Index for Inclusion helps schools develop themselves in a way that values all students equally. Project materials guide schools through a process of development that draws on the knowledge and experience of staff, young people, their families and their community. The materials encourage a self-review of school cultures, policies and practices.

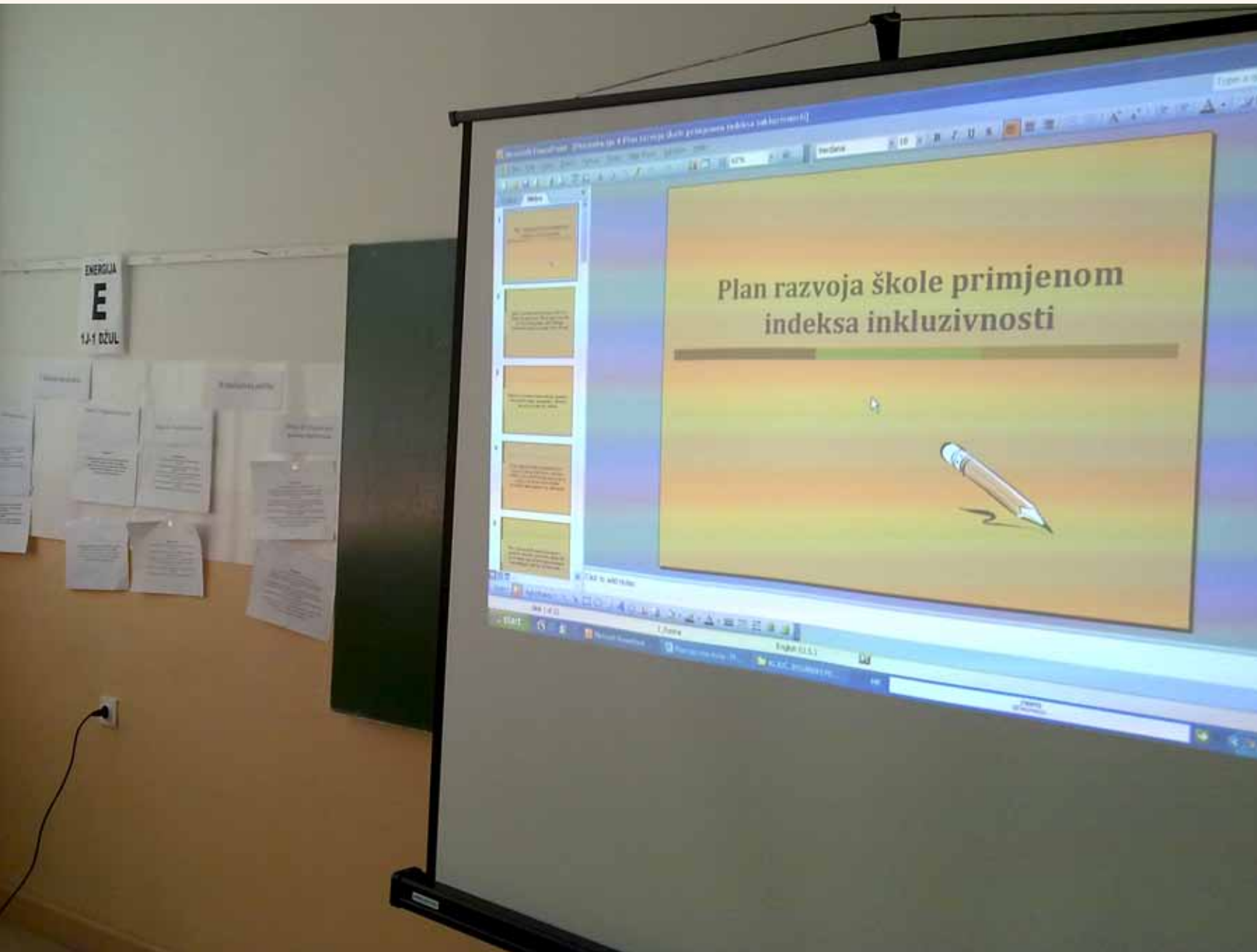
To do this, schools use a pre-established planning framework and a set of indicators and questions that involve detailed engagement with all aspects of a school in classrooms, playgrounds and staff rooms. Their responses are analysed and through this process, priorities for development are determined and plans for inclusive change are put into action by the school.

For the very first time Index for Inclusion was used in the period 2008 – 2010 when Save the Children in collaboration with OSCE Mission to B&H started initiative „Inclusive schools-Inclusive Communities“. 27 municipalities replicated Index for inclusion (24 public institutions, 132 Secondary Schools, 357 Local Primary Schools and 45 Secondary Schools) and participated in that project.

In 2010, Save the Children initiated support project (“*Inclusive Education Agreement in B&H; Sub-projects in Zenica-Doboj and Una-Sana Cantons*”) designed to, among other objectives, increase awareness of educational rights and needs of ALL children, and ensure them ALL equal access and quality educational opportunities within general education settings. Since then, and in collaboration with governmental institution (in cooperation with Pedagogical Institutes and Ministries of Education, Science, Culture and Sport in Zenica-Doboj and Una-Sana Canton) and various local NGO’s), Save the Children has worked towards reforming the education system in conformity with international requirements, as well as national, regional, and local reform efforts and aspiration for inclusive and quality education for ALL children.

Great progress has been accomplished in 3 years since the implementation of the first efforts, in particular with respect to changing societal attitudes and expectations’ regarding ALL children educational needs, out-of-schools children etc. ensuring their desegregation and access to general education.





*Index for Inclusion methodology training, Una-Sana Canton*



## 4. Rationale: Scope and purpose of the evaluation

*The main objective of the evaluation will be research and evaluation of activities, as well as results and impacts that the project has achieved on target communities and beneficiaries by following criteria:*

- ♦ Effectiveness,
- ♦ Efficiency,
- ♦ Influence,
- ♦ Relevance
- ♦ Sustainability and
- ♦ Scale up of the project.

The focus is on assessing project impact, its resonance with local communities and stakeholders, and also to identify lessons learned and best practice for further development of the project.

### **Main Evaluation Questions were the following:**

- ♦ How relevant were proposed and implemented project activities to social, political and cultural context, needs and capacities of target communities?
- ♦ How far has project progressed in setting foundation for Inclusive and quality education and sustainability?
- ♦ What progress this project made towards Inclusive and quality education in Zenica-Doboj and Una-Sana Cantons?
- ♦ What is desired and adverse, positive and negative impact of this project on individuals and institutions/organizations?
- ♦ What or which activities stakeholders view as the best and most effective in advancing reconciliation in BH context?

### **The specific objectives of this evaluation were the following:**

- ♦ Independently assess results and impact achieved against the objectives and outputs specified in the original project proposal, so

that Save the Children can provide feedback internally as well as to donors and other partners including beneficiaries.

- ♦ Identify and examine the project impact among project stakeholders.
- ♦ Highlight any lessons learnt, best practices and innovative aspects of the project, and make recommendations as appropriate for continuation and/or scale-up of activities.
- ♦ Based on the input from stakeholders, provide recommendations for the next project intervention that will include information on project relevance and project effectiveness.





*Dental Hygiene education for pupils, Zenica-Doboj Canton*



## 5. Methodology

This Evaluation was conducted according to a qualitative methodology which included more than 2000 pages of the project documentation (narrative and other reports, procedures materials and training materials, school projects, schools reports, school development plans, publications etc.) that were analysed in detail and field research activities that were organized and held in ZenicaDoboj (adults and children from Zenica, Vareš, Zavidovići, Breza and Žepče) as well as Una-Sana Canton (adults and children from Bihać, Cazin, Velika Kladuša, Bužim, Bosanska Krupa and Sanski Most).

This evaluation was conducted with over 45 hours of desk review analysis, 18 hours of interviews, 30 hours of focus group discussions and traveling over 2200 kilometres.

**During the field research activities 98 persons from different types of institutions/organizations have been involved: 80 in focus groups (47 adults, 37 children) and 18 face-to-face interviews (project management staff, trainers, educational stakeholders...)**

### 5.1. Desk review of project data

Review and assessment of relevant information such as reports on implementation of project activities, done by staff and project partners; project media coverage, other relevant correspondence sent by the beneficiaries, target groups, sympathizers and stakeholders have been analysed.

Desk review covered all relevant areas:

- ♦ Introduction and integration of Index for Inclusion Methodology (IfI Methodology) and Education for Social Justice specialized training.
- ♦ Capacity building and strengthening of education authority representatives responsible for replication of Index for Inclusion Methodology and Education for Social Justice to children, parents, teachers, school management, community members and other related stakeholders.
- ♦ Providing access to quality pre-primary and primary education for vulnerable/excluded groups of children.
- ♦ Providing solutions for reducing of discriminatory practice in tar-

geted communities by carefully applying and systemic integration of Inclusive concept into mainstream education.

- ♦ Strengthening communication/coordination and cooperation between education authorities-communities-civil society, particularly of children and parents.
- ♦ Providing support to improve educational outcomes of vulnerable/excluded groups of children.
- ♦ Building awareness at the local and national level on the rights of vulnerable groups of children as well as on key issues around lack of inclusive and quality education, excluded groups, discrimination and segregation.

Also, evaluators have examined and analysed data on creation, adoption and implementation of Education action plans in relevant areas. Also, Evaluation team compared the table of indicators (prepared by project staff at the beginning of the project) with the project results.

### 5.2. Individual interviews

Individual interviews were conducted with Project staff to research management processes and project implementation and 50% of trainers that have delivered trainings for participants (face-to-face interviews with project staff and trainers)

Selection criteria for project trainers and capacity building participants involved in the implementation of the training were:

- ♦ According to available contacts of the trainers (based on signed list that should be secured by Save the Children project staff) that were related to capacity building and strengthening of education authority representatives responsible for replication of IfI Methodology and Education for Social Justice to children, parents, teachers, school management, community members and other related stakeholders.
- ♦ According to availability during Individual interviews
- ♦ According willingness to cooperate



### 5.3. Individual interviews with main project partners

Ministries of Education, Science, Culture and Sport of Zenica-Doboj and Una-Sana Cantons and stakeholders (education stakeholders, including government and civil society organizations) have conducted interviews and analysis of effectiveness, efficiency, impact, relevance, replicability and sustainability of the project to stakeholders during field visits or by telephone, in cities relevant to assessing the success of the project on the territorial and political levels.;

### 5.4. Focus groups

During evaluation we have used method of group discussions, with a relatively small number of selected project beneficiaries, as well as children and young people with disabilities, from minority groups or groups that speak a minority language in order to test effectiveness, efficiency, impact, relevance and sustainability of the project.

#### Cities/towns involved in Focus Groups:

Focus groups research have been conducted in 4 towns/cities (Zenica\_Doboj Canton: Vares and Zenica including focus group participants from municipalities such as Breza, Zavidovici etc. and Una\_Sana Canton: Bihać and Cazin including focus group participants from municipalities such as Bosanska Krupa, Velika Kladusa, etc.); up to 8 focus groups.

#### The size and composition of groups

Each focus group in each town/city consisted of: 30% sample of children that attend school in Zenica-Doboj and Una-Sana Cantons, 30% sample of children and young people with disabilities, sample of 20% of children and young from minority group, sample of 10% of teachers. Each focus group will be a small group of five to eight people led through an open discussion by a skilled facilitator. An optimal group, therefore, will consist of six participants.

Participant inclusion/exclusion criteria are established based on the purpose of the evaluation.

- A. Selection criteria for children and young people (including persons with disabilities and minority groups):
- ♦ According to the involvement in the project activities or project

affection on them

- ♦ According to available Save the Children database
- ♦ According to the set standards as per the Child Safeguard Policy of the Save the Children International
- ♦ According to availability during focus group research
- ♦ According to willingness for cooperation

B. Other stakeholders (e.g. teachers)

- ♦ According to the recommendations of the Save the Children project staff
- ♦ According to availability during focus group research
- ♦ According to willingness for cooperation

Amount of time to set aside for each focus group was anywhere from 40 to 80 minutes.

#### Questionnaire preparation and its purpose

Evaluation staff designed questionnaires based on achieving evaluation objectives. Due to the different types of focus groups that were needed to be discussed, few questionnaires were created (different questionnaires). This was to answer following questions:

- ♦ To assess directly and indirectly - How relevant were proposed and implemented project activities (activities where children and teachers were involved) compared to Index of Inclusion (based on Index of Inclusion Methodology and Education for Social Justice that was previously designed)? – How well was methodology implemented in two Cantons?
- ♦ How far has project progressed in setting foundation for sustainability?
- ♦ What was progress this project made towards Inclusive education?
- ♦ What is desired and adverse, positive and negative impact of this project on beneficiaries?

Also, demographic data questionnaires were used during this Focus Group Research.

While researchers are in the field, transcripts of the focus group interviews have been sent by an e-mail and have been completed by persons involved in Sarajevo (INFOHOUSE Office will engage person that will be responsible for the transcription of the recorded materials).





*Index for Inclusion methodology training for Una-Sana Canton education professionals*

## 6. Findings

*“We are pleased because the school finally decided to ask children what they think. For the first time we had the opportunity to participate in a survey about the situation of our school.” (student from Zenica-Doboj Canton)*

### 6.1. Evaluated project goals, outcomes and outputs



Zenica-Doboj Canton Project overall aim, specific objectives and outcomes:

The overall aim of the project is to improve equitable access of ALL children to inclusive quality, appropriately resourced education services which combat the legacy of conflict to promote intercultural tolerance, diversity and children’s rights.

**Evaluation findings indicate that the overall project objective in Zenica-Doboj Canton has been achieved despite difficulties due**

**to Bosnia and Herzegovina vulnerability to political instability (e.g. social and political climate is still tense) and socio-economic situation (e.g. recent slow economic growth).** Findings related specific to the overall project objective are summarized below in evaluation report.

#### The specific project objectives were:

- ♦ Institutional capacity building for inclusive quality education and equitable access to ALL children, including disadvantaged groups of children;
- ♦ Supporting and integrating Inclusive methodology and most importantly address/resolve some of the hardest cases such as segregation practice in targeted communities by carefully applying and systemic integration of Inclusive concept into mainstream education in Zenica-Doboj Canton;
- ♦ Combating all forms of discriminatory and segregation practices in the education system in Zenica-Doboj Canton by providing high-level publicity and wider support from public for the idea of inclusive education and its full execution in entire Bosnia and Herzegovina.

**According to evaluation findings, all specific objectives have been fully achieved as it was planned and even beyond planned.** Findings related to the specific project objectives are summarized below in evaluation report.

## Expected results vs. accomplishments (2010- 2012) in relation to the project plans in Zenica-Doboj Canton (ZDC) sub-project in detail:

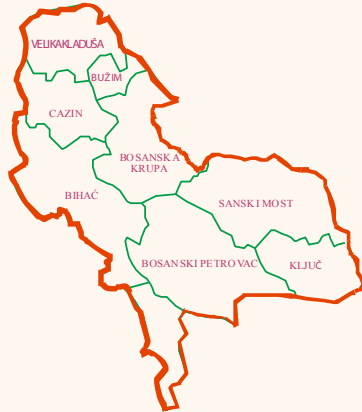
Expected results for 2010- 2012 period	Results findings
Preparatory activities: legal, other	<p><b>Achieved</b></p> <p>2010 – Project team of 18 members formed</p> <p>2010 – Detailed 3-year project plan and budget finalized</p> <p>2010-2012 Partnership agreement with Ministry of Education of Zenica-Doboj Canton signed</p>
Adopted Cantonal Law on pre-school education, all children of preschool age /year would benefit before starting school in 2010/2011 and 2011/2012 year;	<p><b>Achieved</b></p> <p>2010- The Law on Pre-school Education and Upbringing <b>adopted</b></p> <p>2010-2013/14 Full implementation of the cantonal Law on Pre-school Education and Upbringing is in process</p>
Preparatory pre-school program, directly involving approximately 900 children of preschool age children with a focus on vulnerable groups, implemented	<p><b>Achieved</b></p> <p>2010-2012</p> <ul style="list-style-type: none"> <li>♦ All of planned 900 children were identified, enrolled and completed some form of quality pre-school education program in 5 local communities</li> </ul>
Setting up of currently non-existent identification mechanisms for out-of-school children based on good practice models that will prevent exclusion and facilitate their inclusion as well as reduce risks for dropping out of any child including monitoring of school attendance in all schools in Zenica-Doboj canton	<p><b>Achieved</b></p> <p>2010-2012</p> <ul style="list-style-type: none"> <li>♦ A number of specialised trainings were held, more than 150 teachers involved</li> </ul>
Approximately 300 children (ages 6-15 and 15-18 year), focusing on children of vulnerable/ excluded groups that are outside the education system, included for the first time and/or returned to the educational system	<p><b>Achieved</b></p> <p>2010-2012</p> <ul style="list-style-type: none"> <li>♦ All of planned 300 out-of-school children in 7 project locations have been identified and provided with the access to quality primary education</li> </ul>
At least 13 employees of Pedagogical Institute completed additional training on Social Inclusion and Social Cohesion	<p><b>Achieved</b></p> <p>2011-2012</p> <ul style="list-style-type: none"> <li>♦ 15 employees of the Pedagogical Institute/Ministry of Education in ZDC, were trained about the Index for Inclusion methodology and the production of a school development plan; <i>Added value – these 15 employees additionally completed Training of Trainers on Social Cohesion as a follow up education on Index for Inclusion Methodology and Education for Social Justice</i></li> </ul>
About 950 representatives of students, parents, school staff and local communities participated in the training that would strengthen their capacities to apply the Index for Inclusion as a tool for improving politics, practice and culture in school system and would respond to the needs of all, but in particular of vulnerable children	<p><b>Fully and beyond achieved</b></p> <p>2010-2012</p> <ul style="list-style-type: none"> <li>♦ <b>1059</b> representatives of students, parents, school staff and local communities participated in the training in the application of the Index for Inclusion methodology in 59 education institutions/12 municipalities in Zenica-Doboj Canton.</li> </ul>





About 380 teachers, headmasters, assistant directors and parents participated in the training on Education for Social Justice	<p><b>Fully and beyond achieved</b></p> <ul style="list-style-type: none"> <li>♦ 435 teachers, headmasters, assistant directors and parents participated and completed 2 days of the training on Education for Social Justice.</li> </ul>
59 schools developed school development plans on the basis of Index for Inclusion methodology and tools and priorities from these 59 schools funded	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>♦ 59 primary schools in Zenica-Doboj Canton introduced the Index for Inclusion as a tool for self-assessment and developed School Development Plans on the basis of Index for Inclusion Methodology. <i>Positively impacting inclusive and quality education for app. 40.000 children enrolled in 60 Primary schools in Zenica-Doboj Canton.</i></li> </ul>
All primary schools in the Zenica-Doboj Canton introduced Index of inclusivity as a tool for self-assessment school and incorporated school development plan within the Curriculum 2013/2014 Year /Mainstream Education	<p><b>Achieved</b> 2011</p> <ul style="list-style-type: none"> <li>♦ The Pedagogical Institute of Zenica-Doboj Canton created and issued a new Methodology for the Development of Curriculum of Primary Schools: <b>all schools were obligated to include, in their Curricula the school development plan for the improvement of inclusive culture, policy and practice as of school 2012/2013 year</b></li> </ul>
At least 30% of students and parents participated in the process of school self-evaluation.	<p><b>Fully and beyond achieved</b> 2010-2012</p> <ul style="list-style-type: none"> <li>♦ around 15 000 children, parents, teachers, other school staff and local community members were involved directly.</li> </ul>
Progress in at least 70% of schools in the level of inclusive cultures, policies and practices documented through record of pedagogical and professional supervision and consultative-instructive work	<p><b>Fully and beyond achieved</b> 2010-2012</p> <ul style="list-style-type: none"> <li>♦ Schools that integrated Index for Inclusion Methodology directly and positively impacted policy, practice and culture in the school environment.</li> </ul>
Piloted and supported the innovative concept of "Open School" which promotes the joint/integrated education for all children	<p><b>Fully and beyond achieved</b> 2010-2012</p> <ul style="list-style-type: none"> <li>♦ School and school officials special decision to establish music school as integral part of Primary School Vares in Vares was made and implemented, resulting with systemic solution-music school that ensures better and continues interaction between divided groups of children and community members</li> </ul>
The Visibility of the Project	<p><b>Achieved</b> 2010-2012</p> <ul style="list-style-type: none"> <li>♦ round tables, publication of the promotional leaflets, web site <a href="http://obrazovanje-za-soc-koheziju.pzzdk.gov.ba">http://obrazovanje-za-soc-koheziju.pzzdk.gov.ba</a>, conferences, seminars, public and media appearances were produced</li> </ul>

### Una-Sana Canton Project overall aim, specific objectives and outcomes:



The overall aim of the project is to promote Education for All at the municipal level through institutionalization and development of the principle of access for all children, and their inclusiveness at the cultural, policy and practical dimensions in schools.

**Evaluation findings indicate that the overall project objective in Una-Sana Canton has been mainly achieved, despite difficulties due to Canton vulnerability to political instability (e.g. social and political climate is still tense) and socio-economic situation (e.g. recent slow economic growth). However, the evaluators could only partially assess one of the expected results: institutionalization of School Development Plans into Municipalities Action Plans and Budgets. Until the finalization of this document the expected written evidence to confirm statements from the Una-Sana Canton stakeholders interviews, that clearly claimed achievement of these results did not arrive. But, project stakeholders/partners statements and project report/s and other documentations, that have been delivered to and from the Save the Children Office, gave the evaluators enough materials for evaluation.**

### The specific project objectives were:

1. Established practice within municipalities to create, adopt and implement Education Action Plans in partnership with recognized education stakeholders;
2. Developing capacity of education stakeholders, including government and civil society organizations, to recognize social injustice, prejudice and stereotypes that affect decision making at local level and act to protect human rights of those most in need in Una-Sana Canton;
3. Combating all forms of discriminatory and segregation practices in the education system in Una-Sana Canton by providing high-level publicity and wider support from public for the idea of inclusive education and its full execution in entire Bosnia and Herzegovina.

*According to evaluation findings, all specific objectives have been mainly achieved as it was planned and part of specific objectives even beyond planned (e.g. capacity building activities such as Education for Social Justice, Index for Inclusion Methodology). Due to specific political situation in this Canton practical implementation of the Law on pre-school education in Una-Sana Canton is still in process.*





## Expected results vs. accomplishments (2010- 2012) in relation to the project plans in Una-Sana Canton (USK sub-project in detail:

Expected results for 2010- 2012 period	Results findings
Preparatory activities: legal, other	<p><b>Achieved</b></p> <p>2010 – Project team formed</p> <p>2010 – Detailed 3-year project plan and budget finalized</p> <p>2010-2012 Partnership agreement with Ministry of Education of USC signed</p>
8 Municipalities have validated Action Plans on Advancement of Inclusive Education that support idea of continuous coordination of education stakeholders at the level of relevant municipalities by the end of 2011	<p><b>Mostly achieved</b></p> <p>2011/2012</p> <ul style="list-style-type: none"> <li>♦ 6 municipalities in USC (Kljuc, Bosanski Petrovac, Cazin, Buzim, Sanski Most and Velika Kladusa) raised their knowledge and skills in developing Municipal Action Plans based on Index for Inclusion methodology and Education for social justice;</li> <li>♦ 6 out of 8 have validated Action Plans on Advancement of Inclusive Education that support idea of continuous coordination of education stakeholders at the level of relevant municipalities;</li> <li>♦ Raised awareness on importance of pre school education among relevant stake holders through public hearing organized in Bihac, administrative centre</li> </ul>
8 municipalities have created budget lines (or have included them in the framework of action for the following financial year) within the municipal budgets for implementation of the Municipal Action Plans by the end of 2011	<p><b>Mostly achieved</b></p> <p>2011-2012</p> <ul style="list-style-type: none"> <li>♦ A new Methodology for the Development of Curriculum of Primary and Secondary Schools is in the procedure for its adoption;</li> <li>♦ 6 out of 8 municipalities have created budgetlines (or have included them in the framework of action for the following financial year) within the municipal budgets for implementation of the Municipal Action Plans</li> </ul>
30 schools have developed and implemented School Action Plans	<p><b>Fully and beyond achieved</b></p> <p>2010-2012</p> <ul style="list-style-type: none"> <li>♦ 43 school/preschool development teams raised knowledge and skills in developing School Development Action Plans from the 6 municipalities in USC;</li> <li>♦ 39 schools and 4 pre-school institutions developed their School Development Action Plans based on the Index for Inclusion tool for self-assessment of which 39 schools received funding in support to their implementation;</li> <li>♦ Developed methodology for identification of out-of-school children and monitoring of school attendance, absenteeism and drop out</li> <li>♦ Established a network of inclusive schools;</li> </ul>

Ministry of education, pedagogical institute and school representatives trained to deliver Education for Social Justice	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>Seven representatives from Ministry of Education USC, Pedagogical Institute and selected school professionals training through a Training of Trainers session on Index for Inclusion methodology and Education for Social Justice</li> </ul>
20 schools (app. 400 teachers, 20 per school) have received training on Education for Social Justice from the representatives of Ministries of Education	<p><b>Mostly achieved</b></p> <ul style="list-style-type: none"> <li>94 school principals and representatives of school boards in USC raised their knowledge on inclusive education through one day training as part of the process for establishment of a network of Inclusive Schools;</li> <li>23 representatives from 8 centres for social work in Una-Sana Canton gained knowledge in inclusive and integrative education practices that counter social exclusion in the education system through two day training on Education for Social Justice;</li> </ul> <p><b>Added value:</b> Preparation for the start-up of pre-school programme “Responsible parenthood” in 4 municipalities in USC by capacity building of 16 pre-school teachers, forming group of 160 most vulnerable children and parents. Most of these children were enrolled in pre-school program for the first time, and this program was evaluated very high by the parents.</p>
Promotion of inclusive education and social cohesion	<p><b>Achieved</b> 2010-2012</p> <ul style="list-style-type: none"> <li>Promotion of Inclusive education among students from 39 schools by organizing events “In my school there is a place for every child”</li> <li>Developed and established Network of Inclusive Schools in Una-Sana Canton</li> <li>Round tables, media appearance, school activities on importance on inclusive education and right to education for every child organized</li> <li>The Law on Pre-school Education, harmonised with the State Framework Law on pre-school education (Nov 2007), adopted in May 2010*</li> </ul>

\* SCN SEE, through its continuous support to the Ministry of Education of Una-Sana Canton and Zenica-Doboj Canton with financial assistance of Norwegian MFA has lobbied for adoption of this legislation through the support to the development of a model of obligatory preparatory programme as a form of pre-school education in a year prior to starting regular primary education and development of a feasibility study with an action plan for implementation of the legislation in phases as of the school year 2011/2012 in order to ensure access to some form of pre-school education for all children in Una-Sana Canton and Zenica Doboj Canton.



## 6.2. General Estimation of the project and success of the project

The general evaluation finding is that the project was largely successful in achieving the overall goal of the Project in Zenica-Doboj Canton and in Una-Sana Canton.

According to evaluation findings, thanks to this project and involvement of project management and partners, established sustainable inclusive and quality approach to education, such as connection among municipality and school development plans, active participation of children and schools in creation of school development plan, index of inclusion methodology education etc. **This three year project “provoked” a new level of positive changes in society when it comes to Index of Inclusion 3 dimensions (inclusive culture, inclusive policy and inclusive practice). It even succeeded to introduce a new concept “Open School – Open Communities.”**

The evaluation team prepared recommendations for all partially achieved objectives taking into consideration socio-political situation in Bosnia and Herzegovina (such as nine “year primary school phenomenon” or 16 month of political crisis at state level that lasts even today). Taking into consideration all specific circumstances of political situation in B&H it is important to mention some examples of practical disadvantages of political system and it’s functioning. For example, according to European Commission (EC) document “Bosnia and Herzegovina Progress Report 2010”<sup>2</sup> it was evident that “some progress has been made in the field of education divided schools was reduced, but the separation of children within schools along ethnic lines and the existence of mono-ethnic schools remain issues of concern”. EC also stressed that “pre-school attendance number of is very low” and that “the State-level strategies and framework laws are not fully implemented. In the Federation, harmonising laws with the State-level framework legislation is advancing slowly”. According to EC Progress Report 2010, main challenges for Bosnia and Herzegovina in the field of education were “divided schools, the full implementation of strategies and framework laws, and the adoption of the initial national qualifications framework.” In addition, it is pointed out that “state-level agencies for education and quality assurance structures need further strengthening. In the area of research and development, preparations for future integra-

tion into the ERA are on track but closely monitoring and follow-up is very important”.

Furthermore, “World Data on Education 2011”<sup>3</sup> Bosnia and Herzegovina participated in Trends on International Mathematics Science Study (TIMSS) and it was found that B&H use “outdate curricula and methods of knowledge transfer, poor conditions in schools, inadequate building, poor hygiene condition, lack of technical equipment such as computers, poor safety conditions, whether in school or on the way to school.”<sup>4</sup>

However, results of the evaluation are encouraging and show more than 95% schools’ management level of satisfaction with partnership of school and Pedagogical Institute/s and Ministries in both Cantons. School managements gain everyday technical assistance if needed and Pedagogical Institutes in cooperation with Ministry of Education, Science, Culture and Sport (depending which Canton we are referring to) are giving their best to assist them. Established participatory project partnership between Save the Children and Pedagogical Institute as well as Ministry of Education, Science, Culture and Sport is excellent example of good practice that should be way of addressing problems to governmental institutions by nongovernmental organizations.

**According to interviews and focus groups with stakeholders and beneficiaries (teachers, trainers, parents, children and others) the most outstanding findings were:**

- ♦ Index of inclusion methodology training/education that for example changed attitudes and awareness on concept of inclusion and inclusive education;
- ♦ New methodology of Primary School Curriculum development, stating all schools have to include School Development Plans in it;
- ♦ Programs that have been introduced in subordinate regulations on primary education, have been partially adopted in Una-Sana Canton;
- ♦ Participatory approach in creating of school development plans (e.g. throughout survey on current situation analysis, participation in coordination task group, realization of priorities in School Development Plans, etc.);

<sup>2</sup> [http://ec.europa.eu/enlargement/pdf/key\\_documents/2010/package/ba\\_report\\_2010\\_en.pdf](http://ec.europa.eu/enlargement/pdf/key_documents/2010/package/ba_report_2010_en.pdf)

<sup>3</sup> [http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Bosnia\\_and\\_Herzegovina.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Bosnia_and_Herzegovina.pdf)

<sup>4</sup> Ibid

- ♦ Creation of School Development Plans (in more than 98 schools) and development of (3 or 5 years) school plans are to be reviewed each year; and implementation of at least one of the priorities from these School Development Plans as well as changing knowledge and awareness on the importance of school planning;
- ♦ Available statistical data about out-of-school children;
- ♦ Mechanisms for the identification of children who are out of education are established;
- ♦ Action plans for the prevention of drop-out are established;
- ♦ Inclusion of out-of-school children in classes according to shortened curriculum accelerated school/education programs;
- ♦ Model concept 'Open Schools-Open Communities –model Vares';
- ♦ Inclusive school Network;
- ♦ A continuous three month cycle or 150 hours for children (focusing on vulnerable groups of children) of pre-school age.

All mentioned contributed to building and strengthening the capacities of school management and school management decision making processes. In accordance with evaluation findings and statements of stakeholders as well as beneficiaries we can be sure that this project has made some major changes in the field of inclusive education and quality education capacity building.

The effectiveness and efficiency measure of this project really reflects the purpose, objective, and goals of the project application. Some of the impacts or changes that can be attributed to project activities are changes in teachers and school headmasters' as well as pedagogical institutes management knowledge and attitudes toward importance of school planning, importance of practical inclusive education and quality education, importance of higher tolerance in school as well as statistical data about out-of-school children. Capacity building activities of the project were rather in-depth practical knowledge adoption, and its usefulness has been emphasised often by school management. Pedagogical institute's representatives in both cantons generally emphasised that "while knowledge is growing and changing faster than ever before the practitioners are becoming less responsive and adapted to those changes" and that it's really important for teachers to have additional out-of-school capacity building like those realized in the Save the Children project. Also, it was identified that one of the key project impacts was strengthened collaboration between Pedagogical Institutes and schools. Taking this into account, Pedagogical Institute in both cantons started considering ways in which the present

system of school supervision could be reformed in order to better support and manage the quality development of schools. One of the first steps, in order to accomplish that, was Pedagogical Institute's supervision of school development plans that were produced during project implementation.

According to quantitative evaluation indicators<sup>5</sup>, qualitative evaluation indicators<sup>6</sup> and output evaluation indicators<sup>7</sup> it's obvious that all project indicators stress success of the overall goals in both cantons. Despite the fact that the project design was different in Zenica-Doboj Canton compared with project design in Una-Sana Canton there are lot of indicators which stress out "real life" impact of the project in both cantons at same high level.

Also, according to qualitative evaluation indicators (teacher's level of satisfaction on -to -5 scale<sup>8</sup>) related to practical usefulness of inclusive education in classrooms, the evident need for better institutional solutions and financial support from Ministry of Education, Science, Culture and Sport and Pedagogical Institute were identified by evaluators in both cantons.

An analytical reading of the gathered data was conducted, and a situation analysis is provided with regards to policy in the context of current global and country trends and programs, and the observed impact of said policy on institutions, communities, and individuals.

The evaluation findings confirm more than 100% visible influence and impact of the project on project target groups especially regarding new, manageable approaches to school management processes and children-parents participation in school planning (e.g. throughout consultations and surveys). Also, evaluators find that three years of the project implementation has achieved more than it was initially planned in the project application.

5 stakeholders level of satisfaction: 1 to 5 scale, number of services provided etc. - Scale values: 1- insufficient; 5-excellent

6 stakeholders perceptions of the project, feedback on the effectiveness of the project, observable changes in knowledge etc.

7 number of trainings/workshops held, number of teachers trained, school development plans created, etc.

8 Scale values: 1- insufficient; 5-excellent



*“At least we saw what we can do. Now we know we can do it!” said one of the teachers in Zenica-Doboj Canton during her response to questions about the real impact of this project.*

School management in Una-Sana and Zenica Doboj Canton admits previous lack of practical knowledge and experience in the field of inclusion and inclusive education. According to their statements, it was due to the fact that the term “inclusion” and “inclusive education” has been misunderstood and has been used as synonym for children with disabilities or these terms has been often confused with one another. Capacity building component of the project *Inclusive Education Agreement in B&H ; Sub-projects in Zenica-Doboj and Una-Sana Cantons* (e.g. *Education on Index for inclusion methodology and tools, Education for Social Justice etc.*) finally resolved mystery of the terms “inclusion” and “inclusive education” for school management in these cantons. Along with the definition of inclusive education, there was another misunderstanding of the inclusion. There was common opinion that inclusive education is the process which ends after inclusion of children with disabilities in education programme.

Trainers were even immodest and one of them reported to evaluators: “I did not expect anything less than what we accomplish.” (Trainer from Una-Sana Canton) One of the trainers even recommended that education Responsible parenthood “should be integral part of education system.” (Trainer from Una-Sana Canton)

According to the data gathered during field visits (conducted focus groups with children and adults/parents) this project resulted with 100% participatory approach when it comes to supporting children to express their aspirations and participate in school planning processes, as well as promoting and appliance of critical pedagogy amongst teachers (according to interviews and conducted focus groups). **In 100% cases, evaluators found it was the first time that children had the chance to participate in the survey which has been dedicated to children’s direct participation in school planning.** The great impact of the project was noticed by the parents too and it was crucial for parents in addressing parent’s concerns and ensuring that their voice should and could be heard through surveys which were conducted in order to prepare “school situation analysis” that was used for creating the “school development plan”. However, interviewed parents have emphasised that it is crucial to motivate and involve more parents in school activities and projects.

*“Without the active involvement of the family members there will be no inclusion, nor inclusive education.” said one of the parents in Zenica-Doboj Canton.*

Both school managements from Una-Sana Canton and Zenica-Doboj Canton stressed out that school development plan /were “one of the best things that could ever happen to them” when it comes to school management processes. School planning is no longer just habitual procedure and recognized as something that is “must have document”. Those school plans are, according to their statements, finally recognized as quality principle of school management that is useful for teachers/pedagogues/ headmasters/ as well as children and parents. “*This project is an example of a creative approach to solving problems in the field of education,*” said one of the stakeholders from Una-Sana Canton.

That has been confirmed by the teachers from Una-Sana Canton: “*New approach to school planning is standardized and the best approach to this type of work.*” That was not educational practice in these two Cantons before and school development plans were recognized as effective educational practice by the teachers, pedagogues, psychologists and headmasters. . They have realized the importance of *Education on Index for inclusion methodology and tools* and emphasized that it was really useful during creation of the school development plan.

### 6.3. Special consideration of this evaluation: Out-of-school Children

During this project in Zenica-Doboj Canton more than 300 of out-of-school children were included for the first time and/or returned to the educational system and more than 300 children belonging to vulnerable groups (out-of-school children, Roma children, children living in remote/ rural areas, girls) will be allowed to complete up to two grades through one academic year through accelerated learning programme (classes according to shortened curricula ensuring completion of and teaching in accordance to minimum of 30% of regular curricula). Evaluators had a chance to speak directly with the children who have been out-of-school earlier and evaluators found it really important that life of those children changed. Here is one of the children’s life stories:

*“My name is XY. I left school because I belong to the Roma population. Few months ago a man who works with the Centre for Social Work came to our house and offered me to go back to school. With joy I told my mother that I want go back to school. The mother was happy with it and allowed me to go back to school. It is not difficult to learn. I came back to school in order to become „someone“, because I don’t want all the other kids tease me.”  
(Female student from Zenica-Doboj Canton who is completing grades through accelerated learning programme).*

Amendments to the Law on Primary education in Una-Sana Canton has not been adopted yet, Pedagogical Ministry of Education, Science, Culture and Sport Representatives believe that it could be done in upcoming period.

Save the Children made tremendous progress underlying the policy gap, a data gap arising from the lack of adequate tools and methodologies to identify out-of-school children, monitor progress towards universal primary education, measure the scope of and assess the reasons for exclusion, and inform policy and planning. Above all, greater consensus is present on estimates of the number of out-of-school children. But, it should not be forgotten that these activities require constant improving in the quality and consistency of data collected through administrative records and household surveys. Pedagogical Institutes and Ministries of Education, Science, Culture and Sport in both Cantons agree that it should be continuous work of both institutions, with the obligatory inclusion of centres for social work and other relevant institutions.

*“I work on farm every day and I do not have a chance to go to school.” Student from Zenica-Doboj Canton completing grades through accelerated learning programme).*

## 6.4. Special consideration of this evaluation: Dimension, areas and indicators of the Index for inclusion

For the purpose of the evaluation and due to the fact that this project was more than successfully realized in both cantons, it was really interesting to analyse to what extent this project improved practical implications of the Index for social inclusion known as a *never-ending process*. According to the evaluation findings it’s obvious that this project largely contributed to the practical usage of Index for Inclusion in Zenica-Doboj and Una-Sana Canton.

### Dimension A (inclusive culture)

Save the Children has been involved in education and in particular Inclusive Education efforts with this project since the 2009. Save the Children entered into partnership with the Ministries of Education, Science, Culture and Sport in Una-Sana and Zenica-Doboj Canton during 2008 with the implementation of Right to Basic Education Project. Through number of programs, both independently and with support of number of organizations/institutions, Save the Children has provided theoretical, practical, organizational, financial, and systemic guidance. While maintaining a strong Child-Rights approach to the educational issues at hand, Save the Children has maintained a strong emphasis on systemic reform and attempted to varying degrees of success, to focus the efforts on ALL children. Evaluation of this Index of Inclusion Dimension was conducted in order to see whether there is real impact and/or implications of this project. Evaluator finds it really important to emphasize that this project, according to focus groups and interviews with children, teachers and parents, achieved 100% success in establishing inclusive education value in society where it was implemented. Children, parents and teachers all share the same philosophy on inclusive and quality education. Philosophy of inclusive education is no more a synonym for children with disabilities, desegregation and discrimination.

Furthermore, in close collaboration with the above mentioned institutions and organizations, Save the Children has supported the government to develop “inclusive education policy” and practice in several areas such as: pre-school and primary school Law amendments, active participation of children, the development of school development plans that are





supported by local and cantonal authorities involved in education; promotion of the OPEN SCHOOL-OPEN COMMUNITY MODEL CONCEPT (first model implemented in Vares Municipality of Zenica-Doboj Canon with an aim to be replicated in the other targeted geographic areas with similar problems) and other activities which obviously effected cultural aspect of inclusion, ensured development of inclusive values and inclusive and quality education.

### Dimension B (inclusive policy)

Development of “Schools for ALL” was one of the major objectives that contributed to the realization activities under Dimension B of Index of Inclusion.

Relevance, effectiveness, efficiency and sustainability of the government policy and provision of services to students were somehow the main focus of this evaluation, both with regards to students in special schools and students in general education placements. The scope of the evaluation took into account internal developments to date, and the possible comparisons with both regional and global trends, with regards to the overall impact on individuals, communities and institutions at policy level. According to data gathered during interviews with stakeholders, Inclusive Education policies established with Save the Children project are highly relevant (it includes School Development Plans, Municipality Development Plans, reporting of school managements to Pedagogical Institutes and/or Ministries of Education etc.).

Emphasizing again that both school managements from Una-Sana Canton and Zenica-Doboj Canton, stressed out that school development plans were “one of the best things that could ever happen to them” when it comes to school management processes, evaluator finds it important to conclude that this project has achieved like no one before.

School planning is no longer just habitual procedure and recognized as something that is “must-have document” (this is conclusion of teachers from Una-Sana and Zenica-Doboj Canton). Those school plans are, according to their statements, finally recognized as quality principle of school management that is multiple useful for teachers/pedagogues/headmasters/ as well as children and parents. That was not educational practice in these two Cantons before and school development plans were recognized as effective educational practice by the teacher, pedagogues, psychologies and headmasters. At policy level, thanks to this project and according to the Law, all primary schools are obliged to deliver School development plans to relevant governmental institutions.

### Dimension C (inclusive practice)

Dimension C of Index for inclusion can be rated as partly achieved with this project due to the fact of political instability<sup>9</sup> in Bosnia and Herzegovina that lasts even today and due to school management with nine year school program which they consider inappropriate for Bosnia and Herzegovina. However, the evaluation findings, gathered during interviews and focus groups, regarding classroom practices reveal five groups of factors that are effectively<sup>10</sup> realized by this project:

Co-operative teaching through support and cooperation with, a range of colleagues within the school and professionals outside the school especially due to nine year school which is eventually problem (technical assistance by Pedagogical Institute and/or Ministry of Education). “We are proud that we finally have full technical assistance from Pedagogical Institute and Ministry of Education. They are now our “critical friends”, said one of the teachers in Zenica-Doboj Canton.

Particularly for teachers who need help in including pupils with social/behavioural problems, a systematic way of approaching undesired behaviour in the classroom is an effective tool for decreasing the amount and intensity of disturbances during the lessons. Clear class rules and a set of borders, agreed with all the pupils (alongside appropriate incentives) have proven to be effective. According to data gathered during focus groups with children there is still lack of collaborative problem-solving. However, it is praiseworthy that, thanks to the Save the Children project components, for the first time teachers actively included children in current situation analysis and those children had a chance to actively participate.

Heterogeneous grouping and a greater differentiated approach in education are necessary and effective when dealing with a diversity of pupils in the classroom and that is how Primary school in Cazin and Vareš are operating. They are fully implementing heterogeneous grouping in classrooms. This approach is also applied by other Primary schools that were involved in the project in Una-Sana and Zenica-Doboj Canton.

Finally, the arrangements mentioned above should take place within an overall effective school/teaching approach where education is based on assessment and evaluation, high expectations, direct instruction and

<sup>9</sup> This political instability has made huge impact on planning of Ministry of Education's budget in both cantons where project have been implemented.

<sup>10</sup> Effectively realized in terms of “inclusive education in classrooms”





feedback. The curriculum can be geared to individual needs and additional support can be introduced adequately through the school development plans but difficulties cannot be overcome because of the nine year school. During focus groups, one of the teachers even said that **“nine year school is the worst thing that could ever happen to us” (teacher, Zenica-Doboj Canton)**. We received 99% of the same answers from children and they also confirmed that there is lack of school program that is adjusted to them. However, teachers stressed out that project like this should be one of the lessons learned for Pedagogical Institutes and Ministry of Education, Science, Culture and Sport and that they should think about changes in educational practice.

*Thanks to the capacity building of the project (Index of inclusion methodology, education for social justice, and training on social cohesion) teachers are more than trained and they agree about the statement that follows: “We finally understood that inclusive education is never-ending, constantly changing, dynamic process and it’s not synonym for children with disabilities.” (Teacher, Una-Sana canton)*

To gain better insight into practical steps towards implementation of the Index for inclusion methodology, evaluators assessed some of the approved school plans, projects, its priorities and process of work.

Analysis shows up that for every school development plan following steps (that assure participatory approach and transparency in work), were followed: identifying priorities for SDP, designing a SDP and implementation of SDP. During the process, schools have tried to include all interest groups: students, teachers, parents and local communities.

All development plans are created in the form of the document and they have been prepared for a period of three to five years. Some of them were incorporated into existing school development curricula, while others were created as new separate document.

To open up possibilities for realisation of schools priorities, Save the Children, Cantonal Ministry of Education and pedagogical institute have asked schools to submit proposals for projects, designed on the basis of

priorities reached by applying the methodology proposed by the index of inclusiveness.

Some of the schools had the opportunity for the first time to be a candidate for fundraising activities in order to carry out their projects. Some of them also for the first time had an opportunity to be involved in any project with the ministry, educational institutes or Save the Children organization.

A commission composed of representatives of the Cantonal Ministry of Education, representatives of pedagogical institutes, representatives of Municipality and representatives of Save the Children, analysed proposed project by previous agreed criteria and awarded the best.

Evaluators analysed the school projects with the accent on Index for Inclusion Methodology. Following are some of examples of analysis School Development plans and projects:

**Table I.**  
**Approach to implementation of Index for Inclusion Methodology**

**Primary school „Skender Kulenović“, Zenica**

No of classes: 37	<p><b>Inclusive culture</b></p> <ul style="list-style-type: none"> <li>♦ Development of partnership between family and school through strengthening the role of parents in life and work of the school</li> <li>♦ empowerment of cooperation and friendship between students and development of positive attitude toward school</li> </ul> <p><b>Inclusive policy</b></p> <ul style="list-style-type: none"> <li>♦ Development of schools for ALL</li> <li>♦ Organization of assistance to diversity</li> </ul> <p><b>Inclusive practice</b></p> <ul style="list-style-type: none"> <li>♦ Inclusion of students in self-assessment</li> <li>♦ Preparation of physical education facility</li> </ul>
No of students: 899	
No of shifts: 2	
Professional representation: almost 95%	
No of teachers: 54	
Administrative service: pedagogue	
No of local schools/departments: 1	
Organization form of teaching: 2 shifts	
Type of teaching: regular, additional classes, sections and student organizations	



**Table 2.**  
**Approach to implementation of Index for Inclusion Methodology**

**Primary school “Vareš”, Vareš**

<p>No of classes: 25 No of students: 420 No of shifts: 2 Professional representation: almost No of teachers: 44 (in other document 74) Administration service: – special education teacher, pedagogue No of local schools: 6 Organization for of teaching: 2 shifts Type of teaching: regular, additional classes, sections and student organizations NOTE: two curricula in two languages (two schools under one roof concept)</p>	<p><b>Inclusive culture</b> Development of Community</p> <ul style="list-style-type: none"> <li>♦ encouraging the development of democratic spirit and a sense of belonging</li> <li>♦ Developing partnerships between parents and schools through greater parental involvement in school life</li> </ul> <p>The establishment of inclusive values</p> <p><b>Inclusive policy</b></p> <ul style="list-style-type: none"> <li>♦ Development of schools for ALL</li> <li>♦ Material and technical modernization of teaching process</li> <li>♦ Modernization of the teaching cabinet</li> <li>♦ Organizing support to diversity</li> <li>♦ Allow teachers training and assistance in working with children with special needs through the involvement of special education teacher</li> </ul> <p><b>Inclusive practice</b> Organizing teaching and learning</p> <ul style="list-style-type: none"> <li>♦ Greater involvement of students in extracurricular activities</li> </ul> <p>Mobilization of resources</p> <ul style="list-style-type: none"> <li>♦ IT courses and English courses for school staff</li> </ul>
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The real impact of school projects and implementation of the Index for inclusion methodology is best described in following quotations:

*„We are pleased because the school finally decided to ask children what they think. For the first time we had the opportunity to participate in a survey about the situation of our school.“, emphasised one of the children focus group participants in Zenica-Doboj Canton. Importance of survey in all schools involved in the project have been expressed during focus group with parents too: „As parents we consider it necessary to find a module that will include all children, and this project is a step further in that direction.” (Una-Sana Canton)*

## 6.5. Stories about project influence on real life

### Primary School Vareš – SCHOOL FOR EVERY CHILD

This school was identified as evident example of possible solution for “Two schools under one roof”<sup>11</sup> problem which is related to segregated education in Bosnia and Herzegovina. As a result of School development plan which was funded by Save the Children, school management has implemented project which resulted with “Primary Music School” that has become ordinary part of the school program. This Primary Music School is now joint classes for children of various ethnicities and/or religion in Vareš with first 19 pupils starting with piano department as of 2012/2013 school year.

*„There has never been Music school in Vareš, not even in the period of former Yugoslavia existence.” (Teacher from Vareš)*

Not only this kind of school initiative included all children in music education, but it could be recognized as a possible solution for resolving problem of discrimination and segregation in schools in other cantons.

<sup>11</sup> The “two schools under one roof” are schools where children of various ethnicity use the same school without having joint classes

Further development of this school is a living proof that Save the Children work on inclusive education is worthwhile. Thanks to this project Primary school Vares opened a door to other intercultural and integrative events such as organization of Cantonal chess tournament, example of tolerance and respect for diversity school; building ramps and slopes in order to ensure the accessibility of children with disabilities within the school garden and in the school building.

**It will not be overrated to say that this school could be called best practice<sup>12</sup> in inclusive education.**

*“Unlike before, our children play and perform together. They have the opportunity to see that the only thing that distinguishes them is actually curriculum and nothing else.” (Teacher from Vares)*

### Primary school Cazin 2 - SCHOOL FOR EVERY CHILD

During evaluation, this school was identified as an example of good practice related to special curriculum and inclusive education approach of children with disabilities and excellent example for development of inclusive school environment. School management is constantly developing appropriate inclusive support services not just throughout special school program but through inclusion of children that attend regular school program and spent part of the day together with children with special needs through different kind of educational activities.

Finally, previously developed inclusive approach was improved with Save the Children project which set up a sustainable system of management and collaboration to support inclusion by creation of school development plan. Teachers, staff and students/learners have been actively oriented on solving disability issues in order to increase their awareness and to develop a positive attitude towards children with disabilities.

As well as Primary school in Vares, Primary school in Cazin could be called *best practice* in inclusive education but mainly in aspect of inclu-

sion of children with disabilities. So, inclusive and quality education is achieved with an emphasis on contextual response to the problem of this school: support the education of children with special and/or specific educational needs.

<sup>12</sup> It is really important to notice that the term “Best Practices” is here based on the principles that “all children attend age appropriate regular classroom in their local schools,” “all children receive curriculum relevant to their needs,” and “all children benefit from cooperation and collaboration among home, school and community,”





*Spring school concert in Zenica-Doboj Canton*

## 7. Conclusion/s

The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. No government in Bosnia and Herzegovina (or other provider such as an NGO) can realistically expect to switch overnight from special or integrated approaches to education to inclusive ones. There are particular challenges around negative attitudes and behaviour, on the part of both educators and parents, in relation to the ability of all children to participate in education. These challenges can be overcome by raising awareness of children's rights in communities and publicizing positive examples of „Inclusive schools“ such as Primary school in Vares which should be used as an example of good practices and, among others, as one of the most interesting achievements of this Save the Children project.

Evaluators are aware that there is no single model for ensuring that education is inclusive and that approaches continue to evolve but according to the overall evaluation findings, this project (in Una-Sana and Zenica-Doboj Canton) could be also called “Making inclusive and quality education a reality”. In conformity with data gathered during field visits, focus group discussions, interviewed persons and project data analysis, general conclusion of the evaluators is that project methodology, training methodology (in all relevant fields) and its materials can be used as an example of good practice. Not only for Bosnia and Herzegovina, but also for many other countries that want to improve the capacities of the teachers in the school, to empower school management, to develop “open school” concept, to promote children's rights and to promote as well as to implement participatory approach when it comes to active involvement of children in school management processes.

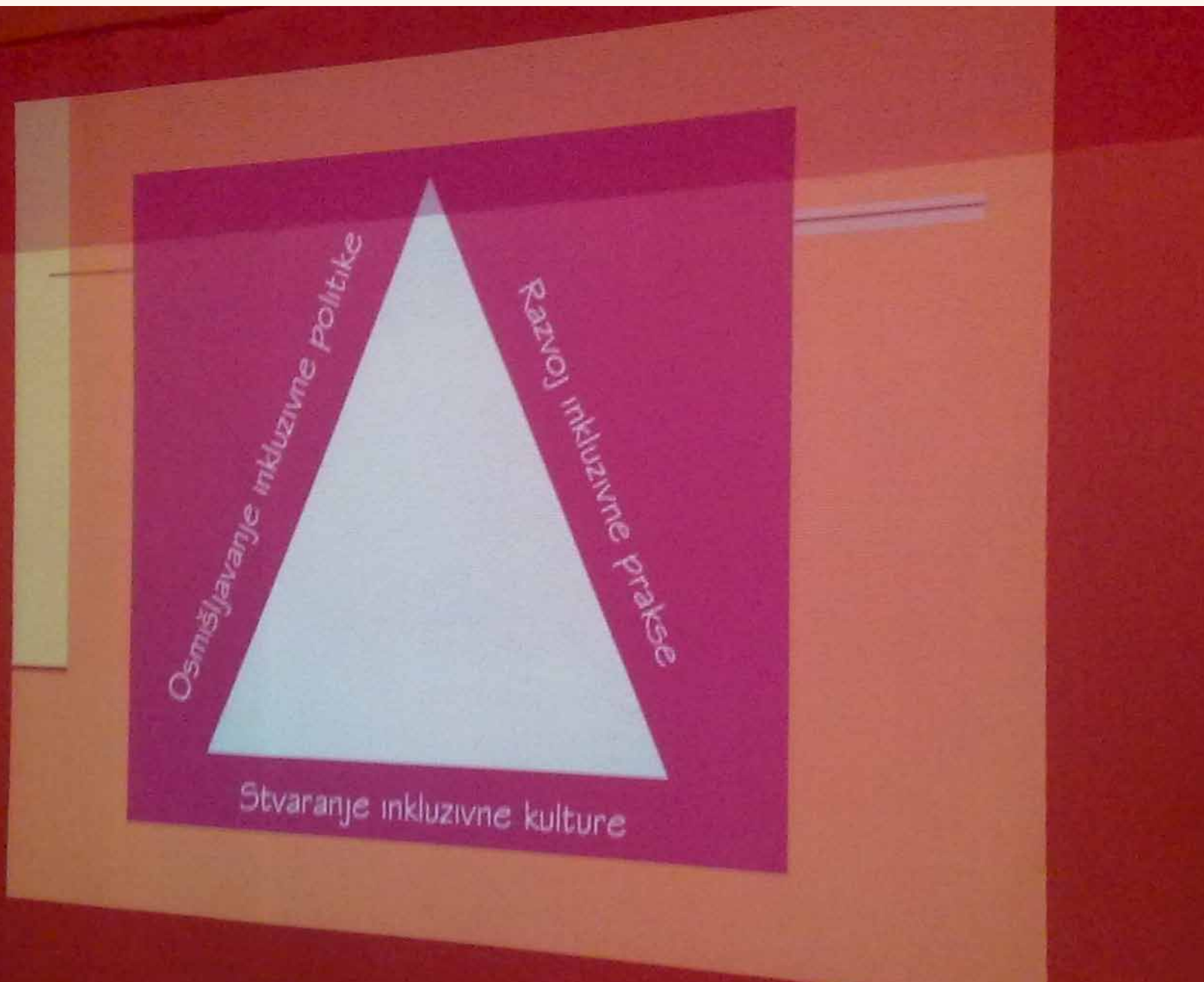
Also, evaluators find this project design strongly advisable and recommend it for implementation in other Cantons in Bosnia and Herzegovina so this concept of “inclusive and quality education,, could be recognized as national impact project in the field of education.

Inclusive education is relevant for every nation in Bosnia and Herzegovina and while there *are* many individuals and organizations working *to fight against* this problem, it may take time before it is fully realized just how huge this issue is.

*“We have created a project framework that seems to achieve development creatively. That is what makes this project special compared to other projects. Collaborative planning was particularly important in the field of inclusive and quality education.”, stressed out one of the stakeholders in Una-Sana Canton.*







## 8. Recommendations

There were no negative findings but evaluation team identified some useful recommendations for further project implementation. According to qualitative and quantitative evaluation findings (interviews, focus groups, desk review etc.) evaluator recommendations are as follows:

### Short-Term:

- ♦ Develop a collaborative structure of communication and implementation of services that includes all stakeholders (active involvement of police, Centre for social work, health centre) that will be well-known to all relevant decision makers and relevant governmental institutions;
- ♦ Promote the most recent accomplishments and develop a clear vision for the future of the educational system in Bosnia and Herzegovina; based on the project experience and this evaluation it is necessary to develop the general component elements of the educational system in B&H that should be applicable in every canton and/or in the Republic of Srpska (e.g. integration of Index for Inclusion methodology is applicable in all parts of B&H...);
- ♦ Clearly define that Inclusive and Quality Education has the adequate mechanisms towards attainment of Education for All (regarding mechanisms established during project implementation) and European Integration;
- ♦ Clearly define the mechanisms needed to uphold the Convention of the Rights of the Child, and involve children at all levels of decision-making – obligatory participation of children (e.g. just like the one used during creation of school development plans).

### Medium-Term:

- ♦ Promote the use of the terms “Inclusive and quality Education” in state media (TV, radio, newspaper and web) emphasizing that term “Special Needs Education” is not synonym but its complementary to “Inclusive and quality Education”; project beneficiaries

and/or stakeholders recognized “inclusion” and “inclusive education” as never-ending, constantly changing, dynamic process and according to that media promotion of the inclusive education should also be never-ending, constantly changing, dynamic process that should not end with project termination. This recommendation should specially be addressed to Pedagogical institutes in both cantons as well as relevant ministries (Ministry of Education, Science, Culture and Sport). Projects in Una-Sana Canton and Zenica-Doboj Canton were promoted in local media and evaluators find it really important that this kind of every-day problem should be emphasized in state, too (TV, radio, newspaper and web);

- ♦ Provide parent education opportunities;
- ♦ Develop funding mechanisms (due to lack of funding it is important to increase the governmental funds available for implementation of school projects/educational project and establish shared ownership over the aims by all actors involved in funding and implementation of projects) that allow for the development of policies that envision the child.

Above mentioned, newly-developed funding models are to be brought in the context of the development and planning at the national level despite cantonal levels. Sustainability and transition from international to local sources of funding is not only a financial issue. It means “reform” of NGO’s sector support to the school in following directions:

- ♦ from donor-driven agendas to local needs-driven agendas (real school needs);
- ♦ better and more long-term focusing of activities of Primary school, which enables development of adequate human resources as well;
- ♦ strengthening of partnership of school and higher governmental sectors;
- ♦ focus on strengthening of social inclusion of ALL children;





- ♦ development of an innovative approach in work with excluded children;
- ♦ practical work, lobbying and advocacy, fight for realisation of children's rights;
- ♦ Ensure that chosen funding mechanisms do not promote the excessive identification of children with Special Educational Needs but ALL the children;
- ♦ Ensure that each existing school/community is utilizing the best prepared personnel for each task, and create mechanisms for addressing over-staffing (i.e. early retirement; re-training; role transformation; re-assignments, etc.);
- ♦ Implement school-wide needs-assessment strategies/plans (in other B&H cantons) to assess the strengths and weaknesses of each school building (inside and out), and prioritize infrastructural needs, address the most immediate needs, and involve children and communities in the renovation efforts;
- ♦ In collaboration with Save the Children, the Ministry of Education, Science, Culture and Sport and Pedagogical Institute, develop parent mechanisms to enhance school daily work;
- ♦ Identify 2 schools that were involved in the project, one for each Canton, that can serve as best practice inclusive schools and concentrate all efforts in providing them with media promotion,
- ♦ It is necessary for schools to provide opportunities for exchange of knowledge and expertise for teachers;
- ♦ Promote the use of school self-assessment mechanisms in ALL schools (so this project component could be repeated in other parts of Bosnia and Herzegovina);
- ♦ Every year, for the next 3 years, contact Pedagogical Institutes and Ministry of Education, Science, Culture and Sport (Monitoring team/s) and check whether the monitoring and evaluation of School Development Plan is implementing.

### Long-Term:

- ♦ Ensure mechanisms among all levels of education services providers and "inclusive education life" in post-project period and consider existing School Development Plans and enhance access off ALL students;
- ♦ ALL trained teachers should identify mechanisms to disseminate skills and knowledge related to: curricular modifications/adaptations, differentiated instruction, classroom management, learning

- styles, individualized interventions, co-teaching, peer-tutoring, and grouping instruction, targeting ALL students;
- ♦ Active and participatory cooperation of Parent, Student Council and School management should be ensured;
- ♦ Consolidate the existing statistical data gathering mechanisms (e.g. out-of-school children) into a centralized system that allows all stakeholders adequate data management tools to better plan for and provide services especially when it comes to out-of-school children data;
- ♦ Representatives of the cantonal Ministry of Education, Science, Culture and Sport and/or Pedagogical institute (in both cantons) should once a year deliver statistical data about out-of-school children to the media representatives so that public could be alarmed on positive action in time if necessary.



*Round table “Parents – best allies to schools”, Zenica-Doboj Canton*



## 9. Lessons Learned

Lessons learned from this project emphasize that inclusive education is not just about schools; it is much broader, encompassing a wide range of initiatives and alternatives to formal schooling. It can be seen as a movement that upholds key values, beliefs and principles in relation to children, the essence of inclusive and quality education in Bosnia and Herzegovina, diversity and discrimination, participatory processes, and resources.

### Main identified lessons learned are as follows:

- ♦ Project planning is one of the most important steps of project cycle;
- ♦ Teamwork and quality partnership is essential to quality education. A key feature of teams is the pursuit of the same goals rather than agreement to pursue different goals<sup>13</sup>;
- ♦ Majority culture in the Bosnia and Herzegovina does not generally value children and children's points of view very highly. The belief that 'children should be seen and not heard' may have its origins in past time but it is far from dead and buried today. Yet, Article 12 of the UN convention is about really listening to children fully 'respecting them, making it possible for them to express themselves and giving their opinions and views due weight'. According to the Article 12 of the UN convention children should be given chance to express themselves and to fulfil their right to be heard;
- ♦ Although inclusive education may be promoted by the needs of student with disabilities, inclusive education is not a "disability" issue;
- ♦ There is a need for continuous state media campaign and promotion of best practices and examples of good practice;
- ♦ Curriculum focused to child active participation is one of the crucial steps to inclusive and quality education;
- ♦ Top-down approach (also known as stepwise design) in capacity

building on Inclusive education (Index of Inclusion, Social Justice etc.) should be applied in other cantons too;

- ♦ Bottom-up approach in current situation analysis<sup>14</sup> in schools is example of good practice regarding active parent's and children's participation in school processes;
- ♦ Teachers who allow diversity in their classrooms to fuel creative problem solving report success with inclusion. For many adults in schools, the range of diversity possible in their current classrooms exceeds their experience both as former students and as educators;
- ♦ Provide differentiation in terms of delivery of teaching activities to enable students who have different learning styles to meet the same learning objectives.

<sup>13</sup> This specialy refers to cooperation between project partners as well as for cooperation of schools, Pedagogical Institutes and/or Ministry of Education

<sup>14</sup> Survey conducted with parrents and children as well as school management



*Marking Child Rights Day, Una-Sana Canton*



## 10. Sustainability

Developed capacity of trainers for Index for Inclusion and Social Justice within the Ministry of Education of Una-Sana and Zenica-Doboj Canton and Pedagogical Institute serve as leverage for project results' replication through other schools as well as for replication of project design beyond planned. For example, representative of Ministry of Education, Science, Culture and Sport of Una-Sana Canton emphasised: **„Trainer that has been educated throughout Education for Social Justice are now working for free with secondary schools...still it remains to see what results we will achieve.“**

Also, the project ensures sustainability at the policy-practice and cultural level as it contributes to legislative and by-law improvements and implementation regarding the promotion of inclusive quality education for ALL children (thanks to the “policy oriented” activities and initiatives of the project, Law on Preschool Education were adopted in both cantons, Index for Inclusion methodology was integrated into The Annual Work Plan of Ministry of Education, Science, Culture and Sport Zenica Doboj Canton.) In addition, there is evidence that Index for Inclusion could be integrated into Secondary education in Zenica-Doboj Canton and this kind of project sustainability characteristics could be named as “out of planned sustainable effects”.

Establishment of mechanisms for addressing divisiveness and exclusive practices by advancement and integration of Inclusive into policy and practice of education and social welfare system would ensure – in a long term – equitable access of ALL children in B&H to inclusive quality education that respects human rights, promotes diversity and interethnic and religious tolerance, critical thinking, and meaningful children participation. This kind of sustainability is established with mechanisms for the identification of children who are out of education as well as action plans for the prevention of drop-out.

Other variant of project sustainability is recognized throughout School Development Plans creation, implementation and integration into relevant laws on primary school and pre-school education in Una-Sana and Zenica-Doboj Canton. Also, those School Development plans can be observed as some kind of Quality Standards. Many of interviewed teach-

ers have stressed out that finally they are producing document which is of “practical importance” to school management, parents and children. This kind of institutional practical sustainability has been confirmed during conversations with children, too.

**„We need to support our teachers and it was missing till now. For the very first time I had a chance to answer questions that were focused on current situation in my school“** (pupil from Zenica-Doboj Canton)

Sustainability is, therefore, identified here as a multidimensional process. The SC is therefore not only a lever for strengthening inclusive and quality education, but also an important lever for redirecting school and relevant governmental institutions activities to real needs, strengthening partnership of different sectors, focusing on strengthening inclusive and quality education, the fight for children's rights, etc.



*Parents' meeting on professional orientation in Zenica-Doboj Canton*



## II. Code of Conduct/Confidentiality and Rights of Informants

All data collected through the on-site data collection process guarantees confidentiality of informants to the reasonable boundaries. Raw data is appropriately coded and as such available upon request. However, the coding is done only to the point of reasonable boundaries, namely to target communities/stakeholders that remained named in order to ensure usefulness of the report.



Marking Child Rights Day, Una-Sana Canton

## 12. Distribution Policy

***The data and this report remains as Save the Children property and should not be distributed without prior notice.***

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*Peer-to-peer education, Una-Sana Canton*



## 13. Annex: Beneficiaries' testimonials

### TEACHERS:

„It may sound insignificant, but the project that have been funded by Save the Children made it possible to buy new equipment that was needed in our school.“ (Primary school headmaster, Una-Sana Canton)

„Children have strong wishes that have to be fulfilled.“ (Teacher from Vares)

„Today, the only division that exists is the one in the formal education. Informal education should be used as an example of good practice. Unlike before, our children play and perform together. They have the opportunity to see that the only thing that distinguishes them is actually school curriculum and nothing else.“ (Teacher from Vares)

„The Ministry of Education in cooperation with Save the Children purchased music instruments and now we finally have a solution to run Music schools in Vares“ (Teacher from Vares)

„Collaboration of Pedagogical Institute and our school is great“ (Primary school headmasters, Zenica-Doboj Canton)

„There has never been Music school in Vares, not even in the time of former Yugoslavia e.“ (Teacher from Vares)

„Number of teachers participating in the education Responsible parenthood was larger than we planned at the beginning.“ (Trainer, UnaSana Canton)

„We have used Index for Inclusion In our past professional experience but we weren't aware of it at all.“ (Teacher, Una-Sana Canton)

„Education Responsible parenthood should be included in school curriculum.“ (Teacher, Una-Sana Canton)

„It's excellent that children and parents have been included in creation of School Development Plans.“ (Teacher, Una-Sana Canton)

„Thanks to this project, the work of our school moved to positive direction lately.“ (Teacher, Una-Sana Canton)

„Nine-year education is a huge problem to us as a parents and teachers, but we still do not know the exact problem of the nine-year education. This makes access to education and professional development of teachers, but it is a project with Save the Children that completes this segment.“ (Teacher, Zenica-Doboj Canton)

### STAKEHOLDERS:

„We've created a project framework that seems to be achieving development in creative way. That's what makes this project special compared to other projects. Collaborative planning was particularly important in the field of inclusive and quality education.“ (Una-Sana Canton stakeholder)

„The direct involvement of representatives of the municipalities in the project was particularly important in the whole project process.“ (Una-Sana Canton stakeholder)

„The project beneficiaries noticed that this project will not be one of those that "last and past" but process that brings systematic solution.“ (Una-Sana Canton stakeholder)

„One of the biggest project advantages was involvement of local primary schools in the project cycle.“ (Una-Sana Canton stakeholder)

„Ministry of Education and Pedagogical Institutes included all primary schools and kindergartens.“ (Una Sana Canton stakeholder)

„We've created web site that serves as a service to schools, not as a static web page.“ ( Una-Sana Canton stakeholder)

### CHILDREN ABOUT INCLUSIVE EDUCATION:

„Every child should be provided with the educational assistance if needed.“ (child, Una-Sana Canton)

„ We always help friends who need help in learning (e.g. students who are deaf). “ (Zenica-Doboj Canton)

„During classes we have had ideas how to help students to be included.“ (Una-Sana Canton)

„We heard about Save the Children for the very first time through one of the activities that is implemented in our school.“ (Zenica-Doboj Canton)

„We are happy because the school finally decided to ask children what they think. For the first time we had the opportunity to participate in a survey about the situation of our school.“ (Zenica-Doboj Canton)

„It would be good if this kind of focus groups could be organized in our school more often.“ (Zenica-Doboj Canton)

“We would like to Save the Children organize larger number of activities that involve children, and less teachers.” (Zenica–Doboj Canton)

“We have travelled to Macedonia to see how children live and learn there. We have met a lot of children that belong to different nationalities and we’ve seen how it looks like to be educated in Macedonia. That was one new and positive experience for all of us.” (Zenica–Doboj Canton)

“I want to continue my education.” (Zenica–Doboj Canton)

„The first time I heard of Save the Children was in media, during TV program.“ (Buzim)

“We would like to improve collaboration between Council of Students and Council of Parents.” (Una-Sana Canton)

„There are 2 classes for children with special needs in our school, and we hang out with them every day during regular school hours.“ (Primary school Cazin)

“We want to be heard.” (Una-Sana Canton)

„Thanks to Save the Children I attended first grade for the very first time.“ (Zenica-Doboj Canton)

„My sister attends regular school now, because she had attended an accelerated curricula education process.”

## PARENTS:

“Cooperation between parents and school is mainly focused on school work conditions.” (Una-Sana Parents)

„As parents we consider it necessary to find a module that will include all children, and this project is a step further in that direction.” (Una-Sana Canton)

“Children who are excluded from education in different ways throughout this project had the opportunity to recite, perform etc. This is excellent and innovative, because teachers always favour students with excellent academic achievement. For the first time students who have lower academic achievement had the opportunity to perform in public, act, recite, etc.” (Zenica-Doboj)

“It’s up to school management whether school development plans will be implemented.” (Municipality representatives, Zenica-Doboj)

“As a parent I find teacher monitoring and standardization important and it should be done more often.” (Parent, Zenica–Doboj Canton)

“150 hours of pre-school education for free have been a very important part of this project.” (Parent, Zenica–Doboj Canton)

„Inclusion of children who are unable to pay their education has been of great importance. Poor children had the opportunity to get free pre-school education. That was great.” (Zenica-Doboj Canton)

“I think that the curricula are the biggest problem that may adversely affect any project in the area of inclusive education.” (Parent, Zenica–Doboj Canton)

## PROJECT MANAGEMENT PROCESSES:

“School Development Plans of all schools from Una-Sana Canton are available at the web site [www.uskinkluzija.ba](http://www.uskinkluzija.ba).” (SC management)

“We plan to integrate this project methodology in high schools as well.” (SC implementing partner)

“All Primary school from Una-Sana Canton have been included in this project.” (SC implementing partner)

“Expanding and improving the human resources and capacities of the Ministry of Education in Una-Sana Canton is needed.” (SC management)

“Parts of the project that preformed the best were: complete design of the project as well as precise setting priorities for work in each year.” (SC management)

“We noticed that everything offered with this project was completely new for teachers.” (SC management)

“We conclude that the capacity building of persons implementing the policy has been one of the key processes for decision-making and eye-opening process.” (SC management)

“Participatory method (inclusion of all relevant persons) was used because it has many advantages.” (SC management)

“This project was specifically a learning process for all the people involved in the project.” (SC management)

“This project cannot and should not end up with writing the School Development Plans. This type of mechanism involves active work with schools and regular field visits of relevant institutions.” (SC management)

“Detail planning of the activities and excellent effective partnership relations were one of the main causes to project success.” (SC management)

“Project partners learned a lot about each other.” (SC management)

“I would say that this was and is a process rather than just a project.” (SC management)

“I see the sustainability of this project through giving special project ownership rights to our project partners.” (SC management)

“By detailed team planning we always managed to prevent any errors in the management processes.” (SC management)

“The project is different from other because it recognizes bad functioning of the educational system in B&H.” (SC management)





*“It is always a challenge to work with government, but we succeeded.”*

(SC management)

*“The legislation is the most important aspect in order to do anything at the „out of project“ level.”* (SC management)

*“The benefits of this project compared to other similar project are for example as follows:*

- *The legal solutions and suggestions;*
- *Human resources capacity building;*
- *School development plans creation and implementation as well as integration into Municipality Action Plan* (SC management)

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