

**Monitoring, evaluation and lessons learned
Evaluation summary form**

(Max 2 pages)

About the Project

Region	Middle East Eurasia
Country	North West Balkans (Bosnia and Herzegovina)
Project/Program/Activity Name	Inclusive Education in B-H; Sub-projects in Zenica-Doboj and Una-Sana Cantons - End Evaluation
Theme	Education
Sub-theme	Other Education (includes ECD, BE, Secondary Education)
Project/Program Period	2010-2012

About the evaluation

Evaluation year	2012
Type of Evaluation/Review (annual review, mid-term, final etc)	Final Evaluation

Title of the evaluation report

Inclusive Education in B-H; Sub-projects in Zenica-Doboj and Una-Sana Cantons - End Evaluation
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Background

Save the Children is the world's leading independent organization for children. SC vision is a world in which every child attains the right to survival, protection, development and participation. SC mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives. In the North West Balkans Region, Save the Children strives to improve child rights situation in general and especially in the areas of education, child rights governance, protection of children from all forms of violence and emergencies. In all of the mentioned areas SC aims at providing professional and financial support to partners. *Since 2000, Save the Children in the North West Balkans has programming in the Bosnia and Herzegovina, Serbia and Montenegro and it supports implementation of regional initiatives in the SEE Region.*

Current educational system in Bosnia and Herzegovina even 16 years after the post-conflict period (1992-1995) is still highly politicized, extremely fragmented, expensive and characterized by discrimination¹ and decline of quality in education² with inappropriate infrastructure, overloaded with excessively knowledge-based curricula and teachers that are not provided with proper pre-service and in-service trainings and continuous support. Additionally, education system over last period continues to nurture 'divisions' vs. 'inclusiveness' that only reinforce the prejudices and intolerance towards others and different and ensure continued isolation of minority groups. The education reform process evolves at an uneven and slow pace³. Children from the poorest backgrounds and vulnerable groups have very limited or no access at all to the preschool education and are neglected in general. While in Bosnia and Herzegovina universal primary education (between ages 6-15) nearly has been achieved, the percentage of non-enrolled children is increasing and is now an estimated about 4 %, including about 80% of total of Roma children, as well as children with disabilities, children living in poverty and children of ethnic minorities. No significant progress was made to include in a systematic way Roma language, culture and traditions in curriculum. The current rate of preschool involvement is about 6-9%, in urban areas, the coverage is only some 12 -14 %, while in rural areas it is almost non-existent. Roma children, as discussed above, are largely excluded with detrimental effects on their school readiness.

Systemic response is missing due to the inflexibility of education institutions and other stakeholders and the lack of

¹ ECRI reported about the limited progress of B-H and highlighted, among several issues, the issue of discrimination and segregation of children in education in B-H with a provision of a concrete recommendation: complete the work under way to resolve all remaining cases of "two schools under one roof" and ensure that pupils are taught together wherever possible, *Report on B-H, ECRI, February 2011.*

²The findings of International Study *Trends in International Mathematics and Science Study (TIMSS) 2007* revealed that B-H students' achievement is beyond the international average, and the lowest ranking in the SEE region, with as many as 23% of students who do not reach even the trash-hold level.

³ The latest *EU Progress Report 2011* confirms slow pace of reforms and progresses, among others, in areas of education and human rights. Regardless of some positive developments pertaining education, a number of critical issues still remain such as state-level strategies and framework laws that still remain to be implemented, etc.

cooperation among various services, which frequently ignore vulnerable and excluded groups. As a consequence, there were no mechanisms for address of above-mentioned issues and further actions were needed to ensure that Inclusive Models⁴ got integrated into policy and practice of education and social welfare system and replicated at national level, thus ensuring – in a long term – equitable access of ALL children in B-H to inclusive quality education that respect human/child rights, promotes diversity and interethnic and religious tolerance, critical thinking, and meaningful children participation

Purpose/objective (including evaluation questions)

An evaluation of the *Project Inclusive Education Agreement in B-H, BHZ-09/019; Sub-projects in Zenica-Doboj and Una-Sana Cantons* with the implementation period 2010-2012 (*taking into consideration the common criteria related to improvement of the Access to Quality and Inclusive Education in B-H*) with an aim **to assess the effectiveness, efficiency, relevance, sustainability, impact, and scale-up of the Project** as it is currently designed and implemented **to provide recommendations on the way forward**. The evaluation report will be used to plan for wider scale-up of the Project and to seek further resources as appropriate.

The specific objectives of the evaluation are as follows: 1) To 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 donor and other partners including beneficiaries; 2) To highlight any lessons learnt and innovative aspects of the project, and make recommendations as appropriate for continuation and/or scale-up of activities

Methodology

Evaluation was conducted according to a qualitative methodology which included analysis and review of more than 2000 pages of the relevant project documentation and field research activities that were organized in ZDC and USC that included adults and children from 10 site locations/municipalities in Zenica-Doboj and Una-Sana Cantons. During the field research activities 98 people from different types of institutional/governmental and other related organizations have been interviewed (18 persons) or have participated in 10 focus groups - including 37 children focus group participants and 47 adult 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 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 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.

Key findings

The key evaluation finding, among a numbers, 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.

Recommendations

- i) Introduce and integrate Index of Inclusivity Methodology in entire education system in B-H; ii) 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; iii) 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, which target ALL students; iv) Active and participatory cooperation of Parent’s, Student Council and School management should be ensured, etc.,

Follow up (with reference to Action Plan)

The Evaluation findings and recommendations will be used for further programming, high policy lobbying for advocating for Development of Inclusive Schools and Communities throughout Bosnia and Herzegovina; replicating the best practices and lessons learned in other NWB countries, Montenegro and Serbia.

⁴ *Education for Social Justice* a specialized anti-bias education, applicable for all levels of education that helps reduce and prevent stereotypes, prejudices and growth of the fear towards others that usually leads to discriminatory practices at the education institutional level in B-H as an integral component of *Index for Inclusion Methodology (IfI Methodology)* a community-based participative action research Index enabling positive and sustaining changes in school cultures, policies and practices toward inclusive education, thus promoting values of inclusive societies. IfI Methodology involves all relevant members of a community, enables deep and careful analysis of issues, boosts communication and supports joint identification of solutions and priorities pertaining to education and community development.