



## Follow-up of CONFINTEA VI:

### Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

#### National progress report submitted by the Government of Bosnia and Herzegovina

This report is submitted on behalf of the Government of Bosnia and Herzegovina in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes<sup>3</sup>, which are meant to provide further clarification.

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| Institution responsible for submitting this report | Ministry of Civil Affairs of Bosnia and Herzegovina |
| Submission date                                    | 29/02/2012  |

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>2</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>3</sup> The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

| Which institutions and stakeholders provided input to this report? | Mark all that apply                 |
|--|-------------------------------------|
| Government Ministries  |                                     |
| Agriculture  | <input type="checkbox"/>            |
| Defence  | <input type="checkbox"/>            |
| Education  | <input checked="" type="checkbox"/> |
| Foreign Affairs  | <input type="checkbox"/>            |
| Health   | <input checked="" type="checkbox"/> |
| Interior/Home affairs  | <input type="checkbox"/>            |
| Labour   | <input checked="" type="checkbox"/> |
| Others (please mark and specify below)                             | <input checked="" type="checkbox"/> |
| Public Institution The Agency for Statistics of BiH                |                                     |
| Civil society organisations  | <input checked="" type="checkbox"/> |
| National non-governmental organisations                            | <input checked="" type="checkbox"/> |
| International non-governmental organisations                       | <input checked="" type="checkbox"/> |
| Educational or research institutions/Universities                  | <input checked="" type="checkbox"/> |
| Private sector companies   | <input checked="" type="checkbox"/> |
| United Nations agencies  | <input checked="" type="checkbox"/> |
| Non-UN bilateral or multilateral organisations                     | <input checked="" type="checkbox"/> |
| Others (please mark and specify below)                             | <input checked="" type="checkbox"/> |
| a) dvv international,  |                                     |
| b) Deutsche Gesellschaft für Internationale                        |                                     |
| Zusammenarbeit (GIZ) GmbH  |                                     |

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

NOTE: The BiH Constitution defines Bosnia and Herzegovina as a country with two entities: the Federation of Bosnia and Herzegovina and the Republika Srpska, and Brcko District of BiH as a separate administrative unit. The entity of the Federation of Bosnia and Herzegovina consists of ten cantons.

In addition to the state, entity and canton levels of government the structure also includes towns and municipalities as local self-governance units.

In accordance with the above mentioned constitutional organization, the field of education is in the competence of the entity of Republika Srpska, ten cantons of the Federation of BiH and Brcko District of BiH.

Each of the twelve administrative entiresities has its own education ministry, legislation and budget, defines its own educational policy and has all other rights and obligations derived from the mandate of the competent educational authority responsible for the organization and functioning of education in its own area of responsibility.

At the level of the Federation of BiH there is the Federal Ministry of Education and Science with a coordinating role between ten cantonal Ministries of Education. The Ministry has its own budget for education and is using it for ensuring the right to education mainly.

At the level of the state of Bosnia and Herzegovina, the Law on Ministries and Other Bodies of Administration of Bosnia and Herzegovina ("Official Gazette of Bosnia and Herzegovina", No. 5/03) provided the BiH Ministry of Civil Affairs in 2003 with the competence in "coordination of activities, harmonization of plans of the entity authorities and definition of international-level strategy in the area of education".

Report development procedure:

- 1) Consultations were carried out with the state, entity and canton level authorities and institutions in the field of education, labour and employment, health, and statistics, as well as with non-governmental organizations.
- 2) Working Group was established and it compiled the data and produced the Report.

| 1. Definitions and data collection on adult learning and education  |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
|   | Yes                                 | No                                  |
| <p>1.1 Does your country have an official definition of <b>adult education</b>?<br/> <i>If Yes, please provide it in the space below:</i><br/>           Bosnia and Herzegovina does not have an official definition of adult education. However, the area of adult education in the Republika Srpska is regulated by the Law on Adult Education ("Official Gazette of Republika Srpska", No. 59/09).</p> <p>According to the Law, the definition of adult education reads: "Adult education is part of the single education system of Republika Srpska, which ensures education, professional development and training of adults".</p>   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <p>1.1.1 Are other definitions used in practice?<br/> <i>If Yes, please provide them in the space below:</i><br/>           Other definitions:</p> <p>a) "Adult education is an education practice organized for adults with the aim of meeting general educational needs of an adult or his/her professional development". (Federation of BiH)</p> <p>b) „Obrazovanjem odraslih smatraju se svi oblici formalnog i neformalnog obrazovanja onih građana koji nemaju status učenika, odnosno studenta“.</p> <p>c) "Adult education is the entire body of organized educational processes, whatever the content, level and methods, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities, regardless of whether the adults develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction, and the education that brings about changes in the attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development; (UNESCO, 1976.)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <p>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?<br/> <i>If Yes, please provide it in the space below:</i></p>   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <p>1.2.1 Are other definitions used in practice?<br/> <i>If Yes, please provide them in the space below:</i><br/>           a) In Republika Srpska, the adult literacy teaching is understood as primary adult education.</p> <p>b) In Tuzla Canton, a literate individual is a person with at least primary</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

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|--|--|
| <p>education level.</p> <p>c) A literate individual is a person older than 15 who can read and write.</p> <p>d) A literate individual is a person who can with understanding both read and write a short, simple statement in his everyday life. (UNESCO 1978)</p>   |  |
| <p>1.3 How is literacy data obtained in your country?</p> <p style="text-align: center;"><i>Please select the option(s) below</i></p> <p style="text-align: right;">National census</p> <p>School administrative data (years of schooling completed/primary certificate)</p> <p>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)</p> <p style="text-align: right;">Household surveys</p> <p style="text-align: center;">Other methodology (<i>please describe below</i>):</p> <p>Employment institutes' records on unemployed persons without primary education</p>  | <p style="text-align: center;"> <input checked="" type="checkbox"/><br/> <input checked="" type="checkbox"/><br/> <input type="checkbox"/><br/> <input checked="" type="checkbox"/><br/> <input type="checkbox"/> </p>   |
| <p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p style="text-align: center;"><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p style="text-align: center;">New conceptual definition on literacy in place (for policy)</p> <p style="text-align: center;">New conceptual definition on literacy in place (for data collection only)</p> <p style="text-align: center;">New assessment of youth and/or adults' literacy skills</p> <p style="text-align: center;">Increase in the periodicity without significant conceptual changes</p> <p style="text-align: center;">Other changes (<i>please provide details below</i>):</p>                            | <p style="text-align: center;"> <input type="checkbox"/>      <input checked="" type="checkbox"/> </p> <p style="text-align: center;"> <input type="checkbox"/><br/> <input type="checkbox"/><br/> <input type="checkbox"/><br/> <input type="checkbox"/> </p> |
| <p>1.5 Has your country faced challenges in collecting literacy data?</p> <p style="text-align: center;"><i>If Yes, please describe them briefly in the space below:</i></p> <p>Inability to carry out the population census that would provide us with baseline data on the unemployed.</p> <p>According to the last census conducted in Bosnia and Herzegovina in 1991, 9,9% of population were illiterate. The Living Standards Measurement Survey data (UNDP, 2001) show that around 5% of population in Bosnia and Herzegovina are illiterate. Therefore, there are no reliable data on the current literacy rate in Bosnia and Herzegovina</p> <p>Inadequate coordination between schools, employment institutes, agencies for statistics and society.</p> | <p style="text-align: center;"> <input checked="" type="checkbox"/>      <input type="checkbox"/> </p>   |

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The last population census was conducted in 1991.

Employment Institutes and the Agencies/Institute for Statistics have the official data on persons without primary education.

The problem related to these records is reflected in the fact that not all persons without primary education are registered by these records and, therefore, the data on this category of population are incomplete.

If we are guided by the fact that the law stipulating the compulsory primary education is still in effect in BiH, and that persons who completed eight-year primary education are considered as literate, we can say that the abovementioned percentages are in fact telling us how many illiterate persons are among the so-called active population in the country.

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

|                   | Yes                                 | No                       | <i>If Yes: name of legal/policy instrument and references<br/>(add as many lines as needed)</i>  | Year            |
|-------------------|-------------------------------------|--------------------------|--|-----------------|
| Lifelong learning | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Road Map and Action Plan for Inclusion of BiH in the EU Programmes for Lifelong learning and Youth in Action (by 2013), "Official Gazette of BiH", No. 74/08, www.mcp.gov.ba   | 2008.           |
| Adult education   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | -Strategic Directions for the Development of Education in Bosnia and Herzegovina, with the Implementation Plan 2008-2015, "Official Gazette of BiH", No. 63/0, www.mcp.gov.ba;<br>-The Law on Adult Education, "Official Gazette of Republika Srpska", No. 59/09, www.mpoo.org<br>- Education Development Strategy of Republika Srpska, 2010-2014, "Official Gazette of Republika Srpska", No. 16/10 | 2008,2009, 2010 |
| Adult literacy    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | -Strategic Directions for the Development of Education in Bosnia and Herzegovina, with the Implementation Plan 2008-2015, "Official Gazette of BiH", No. 63/08, www.mcp.gov.ba;  | 2008.           |

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

|                 | <i>Specific target groups, including age range<br/>(add as many lines as needed)</i>       | <i>Total number of individuals in the group</i> |
|-----------------|--|---|
| Adult education | The target group includes all adults older than 15 who did not complete primary education. | N/A   |
| Adult literacy  | No data available at the level of BiH.   | N/A   |

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

|                 | Yes                                 | No                       | <i>Specify goal</i>                 | <i>Specify timeframe</i> |
|-----------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Adult education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Employability and social inclusion. | By 2015                  |
| Adult literacy  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Employability and social inclusion. | By 2015                  |

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| 2.4 Does your country have a policy on the language of instruction in adult education?  | Yes                                 | No                       |
|   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i><br/>         Equality of the three constituent peoples (Bosniaks, Croats and Serbs) in BiH implies also equal usage of their respective languages at all educational levels, which is guaranteed by the BiH Constitution chapter on Human Rights and Fundamental Freedoms.</p> |                                     |                          |

|  |                          |                                     |
|--|--------------------------|-------------------------------------|
| 2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?  | Yes                      | No                                  |
|  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i><br/>         Although Bosnia and Herzegovina does not have a policy framework to recognize, validate and accredit non-formal and informal learning, it has been established in Republika Srpska by passing the Law on Adult Education in 2009, in accordance with the training and professional development programmes that have been passed in the entity.</p> |                          |                                     |

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| 2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?   | Yes                                 | No                       |
| <b>Adult education</b>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please provide a brief explanation and references:</i><br/>         Yes, but in one part of Bosnia and Herzegovina only, that is, in the entity of Republika Srpska.</p> |                                     |                          |
| <b>Adult literacy</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If Yes, please provide a brief explanation and references:</i><br/>         Yes, but in one part of Bosnia and Herzegovina only, that is, in the entity of Republika Srpska.</p> |                                     |                          |

|   |                                     |                  |  |
|---|-------------------------------------|------------------|--|
| 2.7 Have adult education and adult literacy been included in other national plans/strategies? |                                     |                  |  |
| <b>Adult education:</b>   | <i>Mark all that apply</i>          | <i>Timeframe</i> | <i>References</i>  |
| National Development Plan   | <input type="checkbox"/>            | 2008-2015        | -Strategic Directions for the Development of Education in BiH, with the Implementation |
| Poverty Reduction Strategy Paper  | <input type="checkbox"/>            |                  |  |
| Education strategy  | <input checked="" type="checkbox"/> |                  |  |

|   |                                     |                  |  |
|---|-------------------------------------|------------------|--|
|   |                                     | 2010-2014        | Plan 2008-2015,<br>-Education Development Strategy of Republika Srpska, 2010-2014<br><br>-Strategy for the Development of Vocational Education and Training in BiH 2007-2013 |
| Skills development (including vocational education and training) strategy | <input checked="" type="checkbox"/> | 2007-2013        |  |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan   | <input type="checkbox"/>            |                  |  |
| Sustainable development strategy  | <input type="checkbox"/>            |                  |  |
| Other (specify in the space below)  | <input checked="" type="checkbox"/> | 2010-2014        | Employment Strategy of Bosnia and Herzegovina, 2010-2014   |
| <b>Adult literacy:</b>  | <i>Mark all that apply</i>          | <i>Timeframe</i> | <i>References</i>  |
| National Development Plan   | <input type="checkbox"/>            |                  |  |
| Poverty Reduction Strategy Paper  | <input type="checkbox"/>            |                  |  |
|   | <input checked="" type="checkbox"/> | 2008-2015        | -Strategic Directions for the Development of Education in Bosnia and Herzegovina, with the Implementation Plan 2008-2015   |
| Education strategy  |                                     | 2010-2014        | -Education Development Strategy of Republika Srpska, 2010-2014   |
| Skills development (including vocational education and training) strategy | <input type="checkbox"/>            |                  |  |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan   | <input type="checkbox"/>            |                  |  |
| Sustainable development strategy  | <input type="checkbox"/>            |                  |  |
| Other (specify in the space below)  | <input type="checkbox"/>            |                  |  |

|  |                                     |                          |  |                   |
|--|-------------------------------------|--------------------------|--|-------------------|
| 2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?            |                                     |                          |  |                   |
|  | Yes                                 | No                       | <i>Specify policy/plan<br/>(add as many lines as needed)</i> | <i>References</i> |
| Adult education  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |  |                   |
| Adult literacy   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |  |                   |
| <i>If Yes, please elaborate how they have been involved.</i>   |                                     |                          |  |                   |
| Before publishing the Education Development Strategy of Republika Srpska a public discussion about the document was organized. |                                     |                          |  |                   |

|  |
|--|
| 2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
| <br><br><br><br><br><br><br><br><br><br>   |

### 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

#### Governmental:

| <i>Institution<br/>(add as many lines as<br/>needed)</i> | <i>Geographical scope<br/>(mark all that apply)</i> |                                     | <i>Is it involved in the implementation of<br/>programmes/courses?<br/>(mark all that apply)</i> |                                     |
|--|---|-------------------------------------|--|-------------------------------------|
|  | <b>National</b>                                     | <b>Sub-national</b>                 | <b>On adult education</b>  | <b>On adult literacy</b>            |
| Ministries of Education                                  | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
| Republika Srpska Institute for Adult Education           | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
| Ministries of the Republika Srpska Government            | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
| Self-governance units (Municipalities)                   | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
| Employment Institutes                                    | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
| Chambers of Commerce                                     | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
| Pedagogical Institutes                                   | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |

#### Non-Governmental:

| <i>Institution<br/>(add as many lines as<br/>needed)</i> | <i>Geographical scope<br/>(mark all that apply)</i> |                                     | <i>Is it involved in the implementation of<br/>programmes/courses?<br/>(mark all that apply)</i> |                                     |
|--|---|-------------------------------------|--|-------------------------------------|
|  | <b>National</b>                                     | <b>Sub-national</b>                 | <b>On adult education</b>  | <b>On adult literacy</b>            |
| Union of Employers' Association                          | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
| Employment Mediation Agency                              | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
| Save the Children  | <input type="checkbox"/>                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/> |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |
|  | <input type="checkbox"/>                            | <input type="checkbox"/>            | <input type="checkbox"/>   | <input type="checkbox"/>            |

|   |  |
|---|--|
| 3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?  | Yes      No  |
| <p style="text-align: right;"><b>Adult education</b></p> <p><i>If Yes, please provide name and contact details:</i><br/> The State-level Coordination Bodies are: Ministry of Civil Affairs of Bosnia and Herzegovina (Trg BiH 1, 71 000 Sarajevo, Tel: +387 33 221 073, Fax: +387 33 221 074, www.mcp.gov.ba) and the Conference of Ministers of Education in Bosnia and Herzegovina;</p> <p>For the Republika Srpska entity: Republika Srpska Institute for Adult Education (Vuka Karadžića 1, 78 000 Banja Luka, Tel. +387 51 228 280, Fax +387 51 227 863, www.mpoo.org, mpoo@mpoo.vladars.net)</p> | <input checked="" type="checkbox"/> <input type="checkbox"/> |
| <p style="text-align: right;"><b>Adult literacy</b></p> <p><i>If Yes, please provide name and contact details:</i><br/> The State-level Coordination Bodies are: Ministry of Civil Affairs of Bosnia and Herzegovina (Trg BiH 1, 71 000 Sarajevo, Tel: +387 33 221 073, Fax: +387 33 221 074, www.mcp.gov.ba) and the Conference of Ministers of Education in Bosnia and Herzegovina;</p> <p>For the Republika Srpska entity: Republika Srpska Institute for Adult Education (Vuka Karadžića 1, 78 000 Banja Luka, Tel. +387 51 228 280, Fax +387 51 227 863, www.mpoo.org, mpoo@mpoo.vladars.net)</p>  | <input checked="" type="checkbox"/> <input type="checkbox"/> |

|  |  |
|--|--|
| 3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...  | Yes      No  |
| <b>...adult education?</b>   | <input checked="" type="checkbox"/> <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>For the level of BiH: Among other things, the Conference of Ministers of Education in BiH, as the highest advisory body in the structures established for coordination of education sector in Bosnia and Herzegovina, evaluates and provides advice and recommendations to the competent authorities regarding harmonization of education policies and strategic education development plans.</p> <p>Pursuant to Article 17 of the Law on Council of Ministers of Bosnia and Herzegovina (“Official Gazette of BiH”, No. 30/03, 42/03, 81/06, 76/07, 81/07, 94/07 and 24/08), in its 51st session held on 3rd June 2008, the BiH Council of Ministers adopted the Strategic Directions for the Development of Education in BiH, with the Implementation Plan 2008-2015.</p> |  |
| <b>...adult literacy?</b>  | <input checked="" type="checkbox"/> <input type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>For the level of BiH: Among other things, the Conference of Ministers of Education in BiH, as the highest advisory body in the structures established for coordination of education sector in Bosnia and Herzegovina, evaluates and provides advice and recommendations to the competent authorities regarding harmonization of education policies and strategic education development plans.</p> <p>Pursuant to Article 17 of the Law on Council of Ministers of Bosnia and Herzegovina (“Official Gazette of BiH”, No. 30/03, 42/03, 81/06, 76/07, 81/07, 94/07 and 24/08), in its 51st session held on 3rd June 2008, the BiH Council of Ministers adopted the Strategic Directions for the Development of Education in BiH, with the Implementation Plan 2008-2015.</p> |  |
| 3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...  | Yes      No  |
| <b>...adult education?</b>   | <input type="checkbox"/> <input checked="" type="checkbox"/> |
| <p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>The capacity-building aimed at ensuring participation of different stakeholders in policy and programme development, implementation and evaluation of adult education has not been provided at the state level, whereas the Republika Srpska entity ensured the related activities through the relevant laws and by-laws.</p>  |  |
| <b>...adult literacy?</b>  | <input type="checkbox"/> <input checked="" type="checkbox"/> |

*If Yes, please indicate what activities are undertaken and provide references:*

The capacity-building aimed at ensuring participation of different stakeholders in policy and programme development, implementation and evaluation of adult education has not been provided at the state level, whereas the Republika Srpska entity ensured the related activities through the relevant laws and by-laws.

| 3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ... | Yes                                 | No                       |
|--|-------------------------------------|--------------------------|
| ...adult education?  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ...adult literacy?   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

|  |
|--|
|  |
|--|

#### 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

|   |   |
|---|---|
| <i>Actual expenditure</i><br><input type="checkbox"/> | <i>Budget allocation</i><br><input checked="" type="checkbox"/> |
|---|---|

4.2 Please indicate the name of the currency used for reporting:

|                        |
|------------------------|
| Convertible Mark (BAM) |
|------------------------|

4.3 Please indicate the monetary unit used in the following tables:

|  |   |   |   |
|--|---|---|---|
| <i>Units</i><br><input type="checkbox"/> | <i>Hundreds</i><br><input type="checkbox"/> | <i>Thousands</i><br><input checked="" type="checkbox"/> | <i>Millions</i><br><input type="checkbox"/> |
|--|---|---|---|

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?<sup>4</sup>

|  | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Source</i> |
|--|----------------------|----------------------|---------------|
| <i>National government</i>                   | N/A                  | N/A                  |               |
| <i>Sub-national governments</i> <sup>5</sup> | N/A                  | N/A                  |               |
| <i>Total</i>                                 |                      |                      |               |

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

|  | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Not available</i>                |
|--|----------------------|----------------------|-------------------------------------|
| <i>National government</i>                   |                      |                      | <input checked="" type="checkbox"/> |
| <i>Sub-national governments</i> <sup>5</sup> |                      |                      | <input checked="" type="checkbox"/> |
| <i>Civil society organisations</i>           |                      |                      | <input checked="" type="checkbox"/> |
| <i>Donors/international aid (not loans)</i>  |                      |                      | <input checked="" type="checkbox"/> |
| <i>Private companies</i>                     |                      |                      | <input checked="" type="checkbox"/> |
| <i>Learners/households</i>                   |                      |                      | <input checked="" type="checkbox"/> |

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

|  | <i>Amount (2009)</i> | <i>Amount (2010)</i> | <i>Not available</i>                |
|--|----------------------|----------------------|-------------------------------------|
| <i>National government</i>                   |                      |                      | <input checked="" type="checkbox"/> |
| <i>Sub-national governments</i> <sup>5</sup> |                      |                      | <input checked="" type="checkbox"/> |
| <i>Civil society organisations</i>           |                      |                      | <input checked="" type="checkbox"/> |
| <i>Donors/international aid (not loans)</i>  |                      |                      | <input checked="" type="checkbox"/> |
| <i>Private companies</i>                     |                      |                      | <input checked="" type="checkbox"/> |
| <i>Learners/households</i>                   |                      |                      | <input checked="" type="checkbox"/> |

<sup>4</sup> Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

<sup>5</sup> Control for the potential double-counting effect of transfers across different government levels.

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| 4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?  | Yes                                 | No                       |
| <p><i>If Yes, please provide a brief description:</i><br/> At the level of the Republika Srpska entity, planning of budget funds for adult education was enabled through establishing of the Institute for Adult Education.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |
|--|
| 4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
| We have no relevant data for the reference period.   |

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

| Public sector organisations  | Mark all that apply                 | Target group(s)  | Use of ICT                          |
|--|-------------------------------------|--|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i>                       | <input checked="" type="checkbox"/> | All persons older than 15 who have not completed primary education | <input type="checkbox"/>            |
| <i>Vocational (technical, income-generation-related)</i>           | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i>                            | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i>           | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i>                                    | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Foreign languages</i>   | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Human rights/civic education</i>                                | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Other<br/>(please provide a brief description below:)</i>       | <input type="checkbox"/>            |  | <input type="checkbox"/>            |

| Private companies  | Mark all that apply                 | Target group(s)  | Use of ICT                          |
|--|-------------------------------------|--|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i>                       | <input type="checkbox"/>            |  | <input type="checkbox"/>            |
|  |                                     | Adults who can find employment through prequalification or additional qualification programmes. The practical part of the teaching programme is conducted in firms and in cooperation with the organizers of the education programme |                                     |
| <i>Vocational (technical, income-generation-related)</i>           | <input checked="" type="checkbox"/> |  | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i>                            | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i>           | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i>                                    | <input type="checkbox"/>            |  | <input type="checkbox"/>            |
| <i>Foreign languages</i>   | <input type="checkbox"/>            |  | <input type="checkbox"/>            |
| <i>Human rights/civic education</i>                                | <input type="checkbox"/>            |  | <input type="checkbox"/>            |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | All persons older than 18  | <input type="checkbox"/>            |
| <i>Other<br/>(please provide a brief description below:)</i>       | <input type="checkbox"/>            |  | <input type="checkbox"/>            |

| <b>Civil society or non-governmental organisations</b>             | <i>Mark all that apply</i>          | <i>Target group(s)</i>   | <i>Use of ICT</i>                   |
|--|-------------------------------------|--|-------------------------------------|
| <i>Literacy (reading, writing, numeracy)</i>                       | <input checked="" type="checkbox"/> | All adults older than 18 who have not completed primary education.                         | <input checked="" type="checkbox"/> |
| <i>Vocational (technical, income-generation-related)</i>           | <input checked="" type="checkbox"/> | All adults who can find employment through training and professional development programs. | <input checked="" type="checkbox"/> |
| <i>Life skills and/or health issues</i>                            | <input checked="" type="checkbox"/> | All adults who can find employment through training and professional development programs. | <input checked="" type="checkbox"/> |
| <i>Use of information and communication technologies</i>           | <input checked="" type="checkbox"/> | All adults who can find employment through training and professional development programs. | <input checked="" type="checkbox"/> |
| <i>Official/local languages</i>                                    | <input type="checkbox"/>            |  | <input type="checkbox"/>            |
| <i>Foreign languages</i>   | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Human rights/civic education</i>                                | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Liberal education/personal growth (i.e. artistic, cultural)</i> | <input checked="" type="checkbox"/> | All persons older than 18  | <input checked="" type="checkbox"/> |
| <i>Other (please provide a brief description below:)</i>           | <input type="checkbox"/>            |  | <input type="checkbox"/>            |

| 5.2 Are there surveys on provision and demand?  |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
|   | Provision                           | Demand                              |
| <b>On adult education</b>   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>On adult literacy</b>  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p>Based on a survey conducted by the labour market in the entities of the Federation of BiH and Republika Srpska and the civil society there are labour market supply and demand analyses.</p> <p>Adult education programme supply (for primary and secondary school) was accomplished through passing the Adult Education Program of Republika Srpska.</p> <p>Analysis was conducted with respect to the need for passing a traineeship programme for caring for elderly and powerless people.</p> <p>When the issue is about the demand for adult education and literacy teaching there are no official data as such. Instead, there are the data of the Employment Institute regarding the unemployed persons, which in 2010 included 40.358 persons without primary education and 4.169 persons with primary education only (Source: RS Institute for Statistics).</p> |                                     |                                     |

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning

|   |   |
|---|---|
| materials are available in the respective language. |   |
| <i>(add as many lines as needed)</i>                | <i>Mark if language of learning materials</i> |
| Bosnian Language                                    | <input checked="" type="checkbox"/>           |
| Croatian Language                                   | <input checked="" type="checkbox"/>           |
| Serbian Language                                    | <input checked="" type="checkbox"/>           |
|   | <input type="checkbox"/>                      |
|   | <input type="checkbox"/>                      |
|   | <input type="checkbox"/>                      |

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

The lack of teaching staff and literature hinders the implementation of any instruction in minority languages, and in Roma Language in particular.

There is a general indifference with respect to education of the unemployed, and in particular those who have not completed primary education.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

|                          |                                     |
|--------------------------|-------------------------------------|
| Yes                      | No                                  |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |

*If Yes, please provide a brief description and references:*

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

|                           | <i>Mark all that apply</i>          | <i>Are local communities involved?</i> |                          |
|---------------------------|-------------------------------------|--|--------------------------|
|                           |                                     | Yes                                    | No                       |
| <i>National level</i>     | <input type="checkbox"/>            | <input type="checkbox"/>               | <input type="checkbox"/> |
| <i>Sub-national level</i> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>    | <input type="checkbox"/> |

*Please provide references or attach documents on local community participation:*  
The Republika Srpska Law on Adult Education.

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

|   |                                     |
|---|-------------------------------------|
| 5.8 Does the government collect information on the following items...?  | <i>Mark all that apply</i>          |
| Enrolment in adult education programmes (other than literacy programmes)  | <input checked="" type="checkbox"/> |
| Attendance in adult education programmes (other than literacy programmes)   | <input checked="" type="checkbox"/> |
| Completion of adult education programmes (other than literacy programmes)   | <input checked="" type="checkbox"/> |
| Enrolment in literacy programmes  | <input checked="" type="checkbox"/> |
| Attendance in literacy programmes   | <input type="checkbox"/>            |
| Completion of literacy programmes   | <input checked="" type="checkbox"/> |
| <i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>   |                                     |
| The data collecting process is carried out at the level of the competent educational authorities of the two entities and Brcko District of BiH, but not at the State level. |                                     |

|  |                                     |   |   |                          |
|--|-------------------------------------|---|---|--------------------------|
| 5.9 Does the government measure the learning outcomes of the following programmes...?<br>(mark all that apply)                       |                                     |   |   |                          |
|  | Only by teachers/facilitators       | Standardised tests for statistical purposes | Standardised tests for certification purposes | Other                    |
| <b>Adult education</b> programmes (other than literacy)  | <input checked="" type="checkbox"/> | <input type="checkbox"/>                    | <input type="checkbox"/>                      | <input type="checkbox"/> |
| <b>Adult literacy</b> programmes   | <input checked="" type="checkbox"/> | <input type="checkbox"/>                    | <input type="checkbox"/>                      | <input type="checkbox"/> |
| <i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>        |                                     |   |   |                          |
| Education agencies at the level of BiH measure partially the learning outcomes of the adult education and adult literacy programmes. |                                     |   |   |                          |

|  |                            |                                     |
|--|----------------------------|-------------------------------------|
| 5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?          | <i>Mark all that apply</i> |                                     |
|  | Yes                        | No                                  |
| <b>Adult education</b>   | <input type="checkbox"/>   | <input checked="" type="checkbox"/> |
| <b>Adult literacy</b>  | <input type="checkbox"/>   | <input checked="" type="checkbox"/> |
| <i>If yes: Who participates more?</i>  | Adult education            | Adult literacy                      |
| Women  | <input type="checkbox"/>   | <input type="checkbox"/>            |
| Men  | <input type="checkbox"/>   | <input type="checkbox"/>            |
| <i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i> | Yes                        | No                                  |
| <b>Adult education</b>   | <input type="checkbox"/>   | <input type="checkbox"/>            |
| <b>Adult literacy</b>  | <input type="checkbox"/>   | <input type="checkbox"/>            |

*If measures have been undertaken please provide a brief description and references:*

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

### Adult education

| Area                            | Mark when quality criteria are in place | Indicate year when quality criteria were introduced | Specify quality criteria in place  |
|---------------------------------|---|---|--|
| Curricula                       | <input checked="" type="checkbox"/>     | 2008 - 2010   | Curricula for secondary vocational adult education for occupations of level 4 and Curricula for secondary vocational adult education for occupations of level 3. |
| Learning materials              | <input checked="" type="checkbox"/>     | 2008 - 2010   |  |
| Facilitators' training          | <input checked="" type="checkbox"/>     | 2008 - 2010   | The Rule Book on the Type and Level of Educational Qualifications of Teachers  |
| Teaching/ learning methods      | <input checked="" type="checkbox"/>     | 2008 - 2010   |  |
| Assessment of learning outcomes | <input checked="" type="checkbox"/>     | 2008 - 2010   | The Rule Book on Assessment of Students' Achievements  |

### Adult literacy

| Area                            | Mark when quality criteria are in place | Indicate year when quality criteria were introduced | Specify quality criteria in place   |
|---------------------------------|---|---|---|
| Curricula                       | <input checked="" type="checkbox"/>     | 2008 - 2010   | Primary Adult Education Curricula   |
| Learning materials              | <input checked="" type="checkbox"/>     | 2008 - 2010   |   |
| Facilitators' training          | <input checked="" type="checkbox"/>     | 2008 - 2010   | The Rule Book on the Type and Level of Educational Qualifications of Teachers |
| Teaching/ learning methods      | <input checked="" type="checkbox"/>     | 2008 - 2010   |   |
| Assessment of learning outcomes | <input checked="" type="checkbox"/>     | 2008 - 2010   | The Rule Book on Assessment of Students' Achievements                         |

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

| <b>Adult education</b>        |                                     |                           |                                     |                           |
|-------------------------------|-------------------------------------|---------------------------|-------------------------------------|---------------------------|
| Provider                      | Pre-service                         |                           | In-service                          |                           |
|                               | Mark if yes                         | Typical duration (months) | Mark if yes                         | Typical duration (months) |
| Governmental institution      | <input type="checkbox"/>            |                           | <input type="checkbox"/>            |                           |
| University                    | <input type="checkbox"/>            |                           | <input type="checkbox"/>            |                           |
| Private company               | <input type="checkbox"/>            |                           | <input type="checkbox"/>            |                           |
| Non-governmental organisation | <input checked="" type="checkbox"/> | 3-5 months                | <input checked="" type="checkbox"/> | 3-5 months                |
| <b>Adult literacy</b>         |                                     |                           |                                     |                           |
| Provider                      | Pre-service                         |                           | In-service                          |                           |
|                               | Mark if yes                         | Typical duration (months) | Mark if yes                         | Typical duration (months) |
| Governmental institution      | <input type="checkbox"/>            |                           | <input type="checkbox"/>            |                           |
| University                    | <input type="checkbox"/>            |                           | <input type="checkbox"/>            |                           |
| Private company               | <input type="checkbox"/>            |                           | <input type="checkbox"/>            |                           |
| Non-governmental organisation | <input checked="" type="checkbox"/> | 3-5 months                | <input checked="" type="checkbox"/> | 3-5 months                |

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

| Programme  | Monthly average remuneration if available   | Remarks/source  |
|--|---|---|
| <b>Adult education</b> (excluding literacy programmes) | <p>In the Federation of BiH, teachers' salaries vary from one canton to another.</p> <p>In the Republika Srpska, the teachers' net and gross salary amounts to 885 BAM and 1355 BAM respectively.</p> | <p>The data on the average salary in 2010 are related to the area of general education. There are data on monthly wages for adult education specifically.</p> <p>Source: Statistical data of the Republika Srpska Institute for Statistics.</p> |
| <b>Adult literacy</b>                                  | Same as above.  | Same as above.  |

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

|                        | Mark all that apply                 |
|------------------------|-------------------------------------|
| <b>Adult education</b> | <input checked="" type="checkbox"/> |
| <b>Adult literacy</b>  | <input checked="" type="checkbox"/> |

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| 6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms?<br>(If yes, mark all that apply) |                                     |                          |
|  | Monitoring                          | Evaluation               |
| <b>Adult education</b>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Adult literacy</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <i>Please provide a brief description and references:</i>  |                                     |                          |

|  |                                     |
|--|-------------------------------------|
| 6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009? |                                     |
|  | <i>Mark all that apply</i>          |
| <b>Lifelong learning</b>   | <input checked="" type="checkbox"/> |
| <b>Adult education</b>   | <input checked="" type="checkbox"/> |
| <b>Adult literacy</b>  | <input checked="" type="checkbox"/> |
| <i>If one or more of the boxes is marked, please provide a brief description and references:</i>   |                                     |

|  |
|--|
| 6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
| The initiative referred to in 6.4 is taken over by the competent educational authorities at the level of the entities of the Federation of BiH and the Republika Srpska.               |

**7. CONFINTEA VI follow-up: additional activities**

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

|   | <i>Mark if taken place</i>          |
|---|-------------------------------------|
| Advocacy events (conference, forum, etc.)   | <input checked="" type="checkbox"/> |
| Media campaigns   | <input checked="" type="checkbox"/> |
| Publications (booklets, leaflets, posters, etc.)  | <input checked="" type="checkbox"/> |
| Creation of committees to streamline adult education and adult literacy                           | <input checked="" type="checkbox"/> |
| Adult Learners Week/Learning festivals  | <input type="checkbox"/>            |
| Creation of learners' networks and/or fora  | <input checked="" type="checkbox"/> |
| Translation of the <i>Belém Framework for Action</i> into the national language                   | <input checked="" type="checkbox"/> |
| Presenting the <i>Belém Framework for Action</i> to parliament                                    | <input type="checkbox"/>            |
| Elaboration of a funding plan   | <input type="checkbox"/>            |
| Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i> | <input type="checkbox"/>            |
| Other ( <i>please specify below</i> )   | <input type="checkbox"/>            |

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

**8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006**

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

|  | Frequency                |                                     |                                     |                          | Results                  |                                     |                                     |                          |
|--|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
|  | very frequent            | often                               | hardly                              | never                    | excellent                | good                                | modest                              | no results               |
| Advocacy events (conference, forum, etc.)        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Media campaigns                                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Publications (booklets, leaflets, posters, etc.) | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Other (please specify below)                     | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

8.2 Have there been specific initiatives/ activities in support of...?

|   |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
|   | Yes                                 | No                                  |
| ... women and girls?  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <i>If yes, please provide a brief description and references:</i>   |                                     |                                     |
| ... other excluded/ under-represented/underprivileged groups?   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <i>If yes, please provide a brief description and reference:</i>  |                                     |                                     |
| The Project run by Save the Children and entitled "Basic Right to Education" was implemented and it included the training of Roma aged from 15 to 18. |                                     |                                     |

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

|  |   |   |   |
|--|---|---|---|
| It has been extremely helpful<br><input type="checkbox"/>  | It has helped a lot<br><input type="checkbox"/> | It has helped a little<br><input checked="" type="checkbox"/> | It has not helped<br><input type="checkbox"/> |
| <i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i> |   |   |   |

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| 8.4 Have literacy policies changed in your country in the last five years?  | Yes                                 | No                       |
|   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>Two strategies have been adopted: The Strategic Directions for the Development of Education in BiH, with the Implementation Plan 2008-2015 and the Education Development Strategy of Republika Srpska for the period 2010-2014.</p> <p>The educational levels of trainees was increased through the implementation of the Republika Srpska Law on Adult Education and the regular teaching program that they are obliged to attend.</p> |                                     |                          |

|  |                          |                                     |
|--|--------------------------|-------------------------------------|
| 8.5 Have your literacy targets changed over the last five years? | Yes                      | No                                  |
|  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p><i>If yes, please provide below a brief explanation:</i></p>  |                          |                                     |

|  |
|--|
| 8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?  |
| <p>The greatest obstacles with respect to the literacy teaching include the lack of funds and the low demand for such programmes, which is the consequence of inadequate interest in the implementation of these programmes.</p> |

|  |
|--|
| 8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?  |
| <p>The major problem with respect to planning, implementation and administration is the lack of financial resources that would enable the development of the adult education system. Another challenge is reflected in the extremely small job finding opportunities (unemployment rate; youth employment rate), which discourages additionally the potential trainees in various training programmes.</p> <p>Considering that Republika Srpska has the Law on Adult Education, the problem in the Federation of BiH and Brcko District of BiH is related to the incompleteness and the lack of legislation.</p> <p>In the Federation of BiH there is additional problem and it is related to the fragmentation of the education system.</p> |

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?  
Which of these areas, or other areas, requires further research?

How can the illiterate population be encouraged to participate in the literacy teaching process?

How can the financial resources be ensured?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

At the level of Bosnia and Herzegovina, implementation of the Strategic Directions for the Development of Education in BiH, with the Implementation Plan 2008-2015 should continue with the harmonized development of legislation in the adult education area.