



Education, Educational Anthropology in Slovenia, Croatia and Bosnia and Herzegovina – an overview¹

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Introduction

There is a need for a brief social context of the three states covered in this report. Croatia, Slovenia and Bosnia and Herzegovina are states that were formed after the dissolution of Socialist Federal Republic Yugoslavia and the countries share a common social and cultural past that have influenced educational systems in all three countries. However, their distinctive positions in former state (Yugoslavia), as well as their current political arrangements and educational systems, differ significantly.

Although Yugoslavia was a federative republic, providing republics and regions with jurisdictions over education, a strong ideological basis constituted Yugoslavia's educational system (Čačić-Kumpes, 1992). After the 1990ies, in which the new states dealt with the aftermath of the war and the country's break-up in different ways, the respective educational systems evolved in distinctive ways, especially due to language politics and official narration of histories.

Today, Slovenia and Croatia are both Republics and member states of the EU, while Bosnia and Herzegovina is yet to become a member state, having applied for EU membership in 2016. In addition, Bosnia and Herzegovina is divided into the Republic Srpska and the Federation of Bosnia and Herzegovina. This political constitution also has a significant impact on the three educational systems.

Ways of conducting research practices in education, forming pedagogical anthropology, educational anthropology and ethnographic inquiry in education and implementing ethnology and anthropology into educational practices significantly differ across the states, but what they have in common is that anthropology is mostly marginally involved, even when named². This fact comes out of the particularity of ethnology's historical development as a discipline in each of the three countries, especially in Bosnia and Herzegovina where neither ethnology nor cultural anthropology existed as a scientific study until 2018. Furthermore, except a brief period when ethnology was under consideration of becoming a school subject in Croatia, since it was established as a scientific discipline, it has not been a part of formal elementary school or high school education.³

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² Cultural anthropology was first implemented in Croatia in the 2000's, officially the name of the at that time only Department in Zagreb was changed in 2005., from Department of Ethnology to Department of Ethnology and Cultural Anthropology.

³ For more information on the topic check the following, Leček & Petrović Leš (2010).



In Croatia, during two completely different periods, ethnology was shortly implemented into the educational program elementary and high school education was very shortly seriously considered as a part of the educational program. As a result of Radić brothers' pedagogy, activities of *Seljačka sloga*, *Klub ABC*, enthusiasts and other respected ethnologists, after the first Ethnographic convention in 1939, a motion for introducing ethnology as a school subject in high school for teachers has been filed. The motion was accepted and ethnology was being taught as a school subject in duration of one school year. But it the initiative lived very shortly as it was cancelled by new school reforms that came after establishment of a new political system, right after World War II. In another occasion, ethnology was being seriously considered in the school program context during one of the annual meetings of HED (the The Croatian Ethnological Society focused their annually held congress in 2001 on the topic "Ethnology and Education". The congress covered the following topics; historical development of ethnological education in Croatia and the state of undergraduate and graduate studies; retrospective of concurrent initiatives to include the subject of ethnology in the elementary and high school education; the roll of summer schools and folk schools in education. In Slovenia, ethnologists started to focus on assessing the usefulness of anthropology in education, especially schools (Gregorač, 2012), with some success, which will be described in more detail further in the text.

It is particularly difficult to assess the position of educational anthropology/ethnology in Bosnia and Herzegovina as neither anthropology nor ethnology has ever been institutionalized and there has never been a contingent of ethnologist who would address those questions. However, since the 1990ies, Bosnia and Herzegovina has become a major laboratory for social science and humanities. Multitudes of researches, from different fields ranging from political sciences, educational sciences, anthropology, sociology, religious studies to conflict studies, have been carried out mostly by international researchers. Because these studies don't share the same theories, methodologies or focus, have different goals, and are not accountable to any academic institution in the country, we can only tentatively subsume them under the category of Bosnia and Herzegovina studies. There seems to be the need for a separate project to explore the wide range of research on education in Bosnia and Herzegovina.

Croatia

General overview of the educational system

Kindergartens and preschool institutions, which adhere to national curriculum, enroll children from the age of six months to the age of six years, when elementary school begins. One year of preschool is obligatory before starting school.

Elementary education is compulsory for all children from age six to fifteen, and it lasts for eight years. Parallel elementary school education is possible in art schools, starting from 7 to 9 years of age and it lasts for six years. Enrolment of candidates into the first year of **secondary education** is conducted by the National Information System of Application and Enrolment into Secondary Schools (NISAESS).

Compulsory education, including high schools, is publicly funded. Private schools exist and have been partly publicly funded up until 2009. Only an insignificant number of students attend private elementary

schools (566 students in 2015/2016), and 35 private high schools had a total of 2326 students in year 2015/2016. The right of enrolment into the first year of secondary education has all students on equal terms. The number of places is established by the admission decision, which is annually passed by the Minister of Education.

Secondary educational institutions are, depending on the type of educational programs, divided into **high schools, vocational and artistic secondary schools**. The high school curriculum comprises four years, and students complete their education by passing the state graduation. Education in vocational and art schools can last from one to five years and ends with the final exam. Students who have completed vocational programs can take the state graduation exams, to gain higher level of qualifications for continuing education.

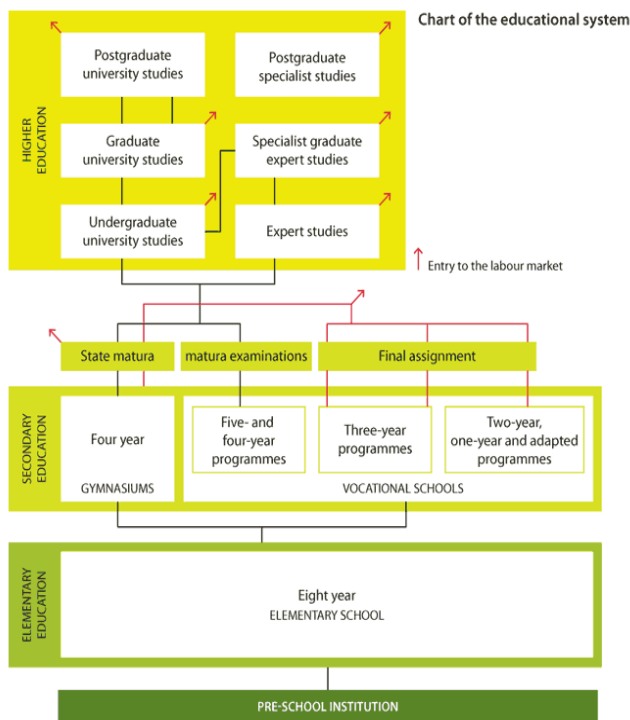


Figure 1 chart of educational system in Croatia

In Croatia lifelong learning is defined as an education of adults from fifteen years of age. The Croatian Agency for Vocational Education and Education of Adults (2017) has demonstrated in a recent research that 34% of Croatian citizens between the age of twenty-five to sixty-five are participating in formal and informal learning programs. Compared to the other EU countries, the number of citizens engaging in lifelong learning in Croatia is low.



Croatian **higher education system** is binary, meaning that prospective students can choose between two types of higher education studies: a) university studies consisting of academic programs that are conducted solely at universities and b) professional studies comprising professional programs conducted at polytechnics or colleges of applied sciences (exceptionally, professional programs can also be implemented at universities).

The higher education system in Croatia has undergone a comprehensive reform within the framework of the Bologna Process. The higher education system is now structured according to three cycles (undergraduate, graduate and postgraduate) and higher education studies in Croatia are organized according to the system of transferable credits (ECTS). While Croatia has both public and private higher education institutions, most universities are public institutions. Almost all polytechnics are public institutions, while most colleges of applied sciences are private institutions.

Curriculum overview

Croatia has one of the lowest annual instruction time in primary and secondary education in Europe, with Croatian students spending below 500 hours a year in primary education (e.g. Denmark, Ireland, Luxemburg, and the Netherlands have 900), and 647 hours in secondary education per year (1000 in Denmark, Spain and Netherlands). Reading, writing, and literature, for example, are the subject areas that have the highest number of hours allocated at primary level in Croatia, amounting to 525 hours a year in average, making it the lowest in Europe.

The importance of social studies increases at secondary level, but the time allocated to this subject area is still lower than for languages, mathematics or natural sciences. The instruction time on religion, ethics and moral education is included in the 'non-compulsory' curriculum. In effect, most primary schools have catholic religious education, while in secondary schools with catholic religious programs, general ethics is sometimes taught.

Lecture is the main method of teaching in primary, secondary and higher education, with other teaching methods deploying, depending on the specific subjects or vocational training. The curriculum is currently under "off and on" reform with a lot of publicity and bursts of civic engagement in the process.

Teacher Education

Initial education of teachers differs, according to the level of education in which they work. Teachers working in kindergartens and preschools are called educators and need to complete at least a bachelor's degree at one of the faculties of teacher education or university departments for teacher education. To become a class teacher and work at the primary level, grade one to four, ongoing teachers have to attain at



least a master degree from one of the educational programs for teachers. Teachers working with pupils from grades four to eight are called primary school subject teachers. They need to have at least a master degree from faculty of teacher education specialized in class work. Subject teachers and subject specialists, who teach in high schools, have a degree in their respective subjects with either pedagogical and psychological training included or by enrolling in an additional program which focuses on these competencies. The exceptions are vocational crafts schools where teachers are not required to have a college or university degree but have to finish one of the programs for attaining pedagogical and psychological competencies.

After attaining their degree, prospective teachers apply for a yearlong expert training, teaching in a school and working under the supervision of a mentor teacher. At the end of the period, prospective teachers must pass the national certification examination (covering subject teaching, policies, and laws). Once certified, they may apply for regular teaching jobs.

Several higher education institutions offer study programs for early and preschool education, and integrated undergraduate and graduate teachers' studies. These are; Department for Education of Teachers and Educators at the University of Zadar, Faculty for Education and Upbringing Sciences at the University of Josip Juraj Strossmayer in Osijek, Faculty of Teachers Education in Rijeka, Faculty of Teachers Education in Zagreb. Interestingly, Faculty of Education and Uprising Sciences has a longstanding degree programs of "ecology and national heritage" that prepares students for understanding questions of education for sustainability and protection of local natural and cultural heritage.

A brief historical outline – history of ethnology in Croatia

As a discipline, ethnology in Croatia started with a strong focus on the peasant culture that was its main focus until the middle of the 20th century. This focus has determined the scope and methodology of the discipline. In 1925, the first department was established, the Department of Ethnology and Ethnography at the University of Zagreb and it remained, for the following 80 years, the only one of its kind. The majority of the ethnology students who graduate work in museums, research institutes, and universities. Celebrating their 85th anniversary, the department issued a statement – during their 85 years, there have been 1200 graduates at all levels of study (undergraduate, graduate and Ph.D.).

In 2005 the Department of Ethnology and Anthropology was established at the University of Zadar, providing students the possibility to pursue academic training either in ethnology or anthropology. At the same time, students can major in two programs, allowing them to finish their education with two vocations, yet during their employment they will continue workin at positions where just one of the two vocations will be needed and encouraged. Because of the specificities of Croatian educational system, a high number of graduates of ethnology and anthropology end up working in schools teaching their second major, while their anthropological "diploma" is neither recognized nor appreciated in the system in which they end up being employed. For this reason, most of the examples of good practices in Croatia can only be identified in museological or NGO settings, where ethnologist are mainly surrounded by other



museological fields, such as archeology, art history, etc. Working mostly in museums and conservator offices, in the public eyes, ethnologists are mainly seen as museum guards of cultural heritage.

Anthropology enters the scene in Croatia as late as early 2000's. Specifically, the Department of Ethnology in Zagreb adopted cultural anthropology to its name in 2003. Until then, ethnology was the dominant discipline focusing on cultural aspects of humans, with the main focus on tradition, customs, etc. The Croatian Ethnological Society as a vocational society, has not yet managed to secure a public image of ethnologists as relevant actors in the socio-cultural process of education.

Educational anthropology

In the context of Croatia, it is difficult to discern a coherent body of work that can be subsumed under educational anthropology, anthropology of education or pedagogical anthropology. However, this should not infer that no ethnologists and anthropologist work in the field of education and/or pedagogy. The opposite could quite possibly be true as most ethnology and anthropology graduates pursue a career either as a curator or a museum pedagogue, where educational components represent a significant part of the job description.

Museum pedagogues are explicitly employed as “community organizers,” in order to adapt museum's contents to different age groups, organize educational programs, projects, workshops and more, always considering communities' need to preserve local heritage. This could most closely be compared to applied educational anthropology, albeit it is rarely referred to it as such, especially since museum pedagogists started to lobby for its own field of science (Croatian Museum Association). Sociology of education, with pedagogy and educational studies, dominates the educational field in terms of research, while sometimes relying on ethnographic research for their methods of inquiry. Most prominent topics of educational research deal with multiethnic, multireligious, multicultural, intercultural education, health and sex, and special education. Ethnology and anthropology are taught at the university level, and vocation has mainly been oriented toward museology, folklore and heritage studies.

Ethnology/cultural and social anthropology in schools and teacher education

During the 20th century, in several short periods, ethnology was a part of the Croatian educational system. During the period between 1930 and 1939, ethnology was a part of a wider curriculum of geography, and it was taught twice a week in grammar school gymnasiums. The decision on teaching ethnology in schools was carried out in 1940, with *Ethnology with National Ethnography* as the first standalone subject. After 1945, ethnology lost this status, and it was embedded in the lectures within geography, history, sociology and other humanities where it primarily covered a cultural and historical overview of different folk cultures, with focus on the ethnography of Croats. The educational purpose of ethnology



was to promote education about traditional culture and build a society on the foundation of peasants as the carriers of national identity.

Today, anthropology does not have a strong presence within the formal education system in Croatia. Socio-cultural anthropology and ethnology are mainly excluded from the primary and secondary school curriculum, and if considered, subsequently dispersed through compulsory and elective programs. The latter is meant to be addressed as part of the current, slowly progressing educational reform. Almost all educational institutions manage cooperative projects of different kinds and are engaged in programs financed either nationally or, since recently, via EU grants that focus on one of the following topics: inclusion, multiculturalism, cultural heritage, non-violence, ecology, etc.

Slovenia

Educational system

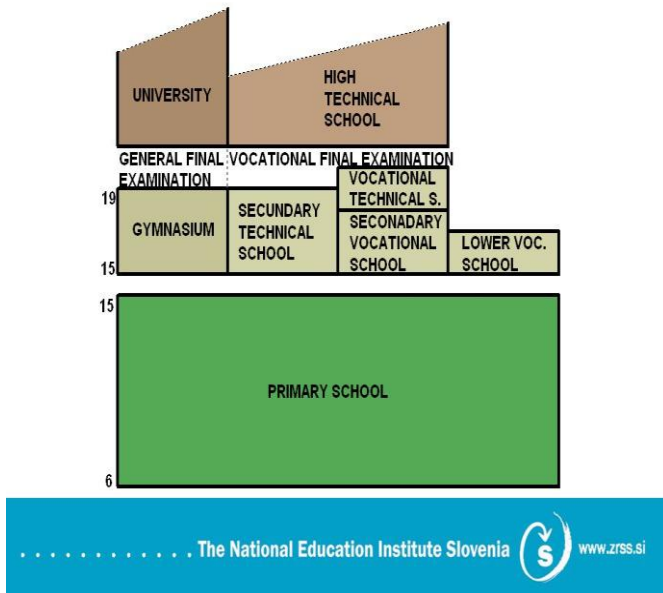
Pre-school education is optional and encompasses the centre-based early general pre-school education and care. Children can enroll at the age of eleven months and attend until compulsory schooling starts. **Elementary education** is mandatory and is organized in a single-structure nine school years, attended by pupils aged six to fifteen years. The duration of elementary education was prolonged to 9 years in school year 1999/2000, and it is divided into three 3-year cycles. The elementary schools consist of compulsory curriculum that is studied by all the students; and an optional curriculum that students may take part depending on their interest.

The **secondary education** in Slovenia lasts two to five years and encompasses **general, vocational and technical, and professional programs**. Students must hold an elementary education certificate to be eligible for upper secondary education. General secondary education prepares pupils for further studies, it last four years and ends with a state exam.



Figure 2 chart of educational system in Slovenia

Educational System in Slovenia



Curriculum overview

Mathematics, science, language, society, art, and sports form separate areas of the curriculum, with specific and defined learning goals and proposed activities for each age group in elementary school. Demands for the inclusion of the religious catholic subject in schools in Slovenia led to the introduction of a secular subject titled “Religion and Ethics”. Since 2009, Slovenia has introduced the elective subject called “Ethnology-Cultural Heritage and Ways of Living” in elementary education.

Teacher Education

Preschool and elementary school teacher may obtain the required education and training at the three state universities. The Central Faculties of Education in Ljubljana, Maribor, and Koper educate and train educators for the pre-primary level and subject teacher level.

Primary school teachers study primary education at one of the three universities offering the program in Slovenia. Elementary school specialist teachers can acquire their degree in educational mathematics and science studies at schools of education or schools of science within universities. They also may complete a degree in mathematics, chemistry, biology, or physics with additional pedagogical coursework.



During university study, prospective teachers gain teaching experience by participating in and teaching actual classroom lessons. In addition, they must pass a practical examination in classroom teaching. After finishing university, prospective teachers apply for a school-year-long induction period of teaching in a school, working under the supervision of mentor teachers. At the end of the induction period, prospective teachers must pass the national certification examination (covering subject teaching, policies, and laws). Once certified, they may apply for regular teaching jobs.

“Only with Others”

The Ministry of Education, Science and Sport of the Republic of Slovenia and the European Social Fund the project "Strengthening the Social and Civic Competences of Professional Workers" (13th May, 2016 – 30th September, 2021), within which two substantive areas are implemented: "Challenges of Intercultural Coexistence" and "Only with Others".

The program "Only with Others," which will be implemented in the course of five years (2016-2021), is aimed at training 10,000 professional and managerial workers, educators in kindergartens, primary and secondary schools, student dormitories, at folk universities in the field of social and civic competences. By raising awareness of the importance of respecting diversity, intercultural cooperation and respectful coexistence in multicultural societies, they aim to strengthen the creation of inclusive school and class communities in educational organizations. They encourage pedagogic workers, workers and adolescent children to work together, with respect and communication, constructive conflict resolution, and intercultural dialogue at school and in society. Through five seminars, they offer the following topics: Living Diversity: Integration of Immigrants, Slovene and Intercultural Dialogue, Lack of Tolerance for Violence: Challenges and Problems, Respectful Communication and Conflict Resolution, Challenges of Modern Society and School, Intercultural Relations and Integration.

A brief historical outline

Andrej Gregorač (2012), Slovenian anthropologist and a school principal, traces the thought of Slovenian ethnologists in education back to the 1990ies when they started to get involved with education and organized a couple of events with the purpose of thinking through their involvement. The Department of Ethnology and Cultural Anthropology engaged in a mission implementing anthropology into school curriculums, and eventually designing/establishing a program for an elective subject “Ethnology – Cultural Heritage and Ways of Living.”

As Gregoč points out, anthropological research has an immense pedagogical potential, which is necessarily involved in different discourses and makes it even more important to integrate anthropological insights into school and other educational contents. More importantly, the content of anthropological insights (and of course knowledge from other fields of social sciences) is not presented as "dogmatic truths," but only as a scientific way of acquiring a piece of knowledge about human existence.



Some of ethnologists and anthropologist who work in education write about educational settings (Baskar 1988) while some have focused on educational histories (Kužnik, 2001) and possibilities of museums for interactive learning (Kužnik, 2006) and role of institutional practices in education on the reproduction of morality (Gregorač, 2006).

Inquiry into the Slovenian case also revealed that the Department of Ethnology and Cultural Anthropology has prepared the program of ethnology for kindergartens that will be implemented this year.

Ethnology/ cultural and social anthropology in schools and teacher education

The elective course “Ethnology – Cultural Heritage and Ways of Living” was developed for eight and ninth grade students and implemented in 2009. Eighth grade students are taught about different ways of life and cultures, and in ninth grade, the focus is shift towards cultural heritage and ways of life. Teachers select at least half the topics that are covered according to the interest of students and topic relevance at a particular time. The main purpose of the subject is to familiarize the students with cultural forms and structures in everyday life. The focus is on familiarization with cultural forms of local cultural setting while comparing it to other parts of Slovenia and cultures of immigrants and national minorities and with other cultures. The subject aims at cultivating students “national consciousness” and “national respect” (Programs).

Bosna And Herzegovina

Education system

The institutional picture of the educational system in Bosnia and Herzegovina reflects the state governance defined by the Constitution of BiH, constitutions of entities and cantons and statue of Brčko District. Full authority over education have the Republic Srpska, ten cantons of the Federation of BiH and Brčko District. From an organizational standpoint, preschool education and upbringing are organized in kindergartens and preschools for kids from six months to three years and from the age of three up until the enrollment into elementary school.

Elementary education in Bosnia and Herzegovina is compulsory for all children from the age of six to the age of fifteen and comprises nine years. This system was first adopted in 2004, as a replacement for the eight-year primary education system, offered to children from six to fourteen years. The Initiative for Monitoring the European Integration of BiH (2015) claims the reform was neither implemented thoroughly nor the system change done simultaneously and identically. As late as 2015, there were cantons where children still attended the eight-year primary school.

Secondary education in Bosnia and Herzegovina is provided by general, technical and vocational, art and religious secondary schools, where studies begin at the age of fifteen (or fourteen, as part of the old education system) and last for three or four years. Most children in BiH finish high school when they are eighteen or nineteen. Students who attend general secondary schools graduate by passing the state exam.



Translating Socio-Cultural Anthropology into Education

Higher education is provided at universities and schools for higher learning. Enrollment is done according to the qualification examinations given by institutions themselves.

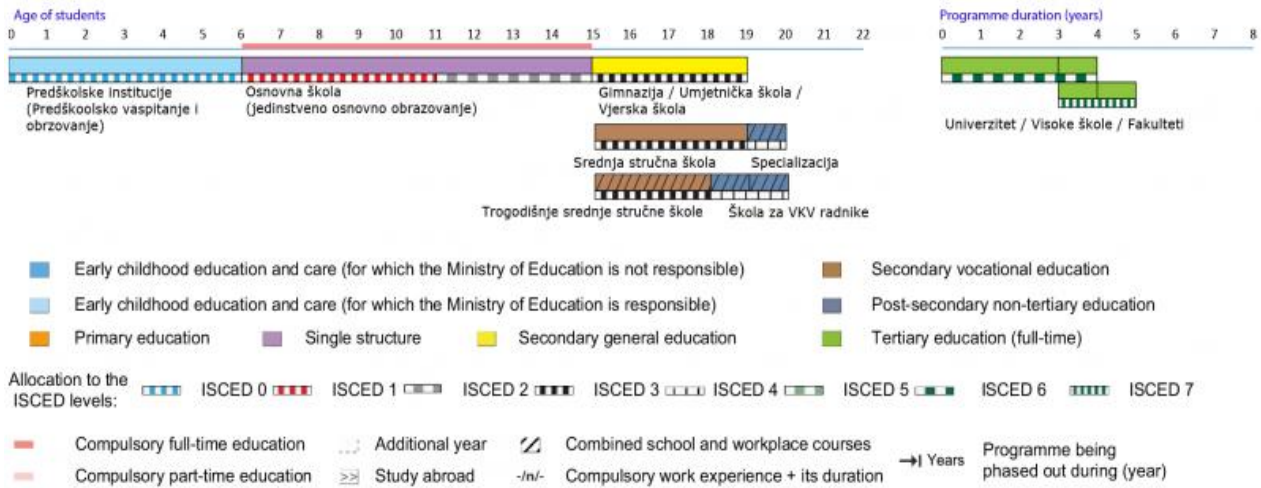


Figure 3 General overview of educational system of Bosnia and Herzegovina

‘Two schools under one roof’ is a term for schools in Bosnia and Herzegovina based on the ethnic segregation of children. Children from two ethnic groups, Bosniaks and Croats, attend classes in the same building but are physically separated from each other and taught separate curricula. Children from one ethnic group enter the school through one door, while children from the other ethnic group enter through a different door. By the latest information from the OSCE reports in December 2018, there are 56 schools operating in this way.

During second research project I participated in, I had an opportunity to talk to an employee of an elementary school in Vareš, I used the opportunity to inform myself on from the first hand on the practice of the above mentioned concept of “two schools under one roof”. The school employee, a Croat, started working as a principal of the Croat part of the school, a few months before our conversation,⁴ but she had been working as a music teacher for more than 15 years. Bosniak part of the school has a different school principal who is in charge with conducting most of the school business. “Two schools under one roof” principle in their case functions in the following way; the school is separated not only physically but also in the aspect of curriculum – program that is being taught to Bosniak pupils and program that is being taught to Croatian pupils. School classrooms are separated, so the students of different ethnicity don’t see each other during classes, and neither do the teachers. On the other hadn, some classrooms, like the biology classroom, are used alternately, and some teachers teach both ethnic groups of students.

⁴ The conversation took place during April, 2019



Extracurricular activities have an important integral part. There are a lot of extracurricular activities in the fields of music, art and biology. School teachers and management work intensively on uniting the school, but the problem is the whole system, according to my informant. The number of students in elementary school in Vareš had reduced by double in the five-year period, which led to smaller classes, and consequently the need for teacher had been decreasing. By sustaining the existing structure, there is a chance that the teachers who just entered the system continue with their work, especially in case BiH joins the EU, that is, depending on how the relevant system will change again.

Curriculum overview

The education system in Bosnia and Herzegovina, is identical across the state, in terms of methodology and structure of the curricula. However, there are three curricula: the Curriculum for Primary Schools in the Republic Srpska, the Framework Curriculum for the Federation of Bosnia and Herzegovina, and the Croatian-Language Curriculum.

Three different curricula are the result of the assigned jurisdictions within the education system – in the Republic Srpska education is placed at the entity level and managed by the corresponding ministry through the Pedagogical Institute of the Republic Srpska. In the Federation of Bosnia and Herzegovina, the jurisdiction is delegated to the cantons. However, the Education Institute in Mostar is in charge of all schools that follow the Croatian-Language Curriculum, whereas the cantons comprised of Bosniak majority use the Framework Curriculum for the Federation of Bosnia and Herzegovina which is adapted, changed and amended.

Teacher Education

Different programs of preschool education in public and private sector is realized by educators with different backgrounds ranging from pedagogy, psychology, speech therapy, social work, and pharmacy. Elementary and high schools enjoy a degree of autonomy that is specifically applied to the teacher employment. Consequently, schools have their own rules regarding the qualification of the teacher, but a higher education degree or other expert degree is often required. The necessary competencies differ depending on the political jurisdiction, leading to different forms of teacher education.



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Figures

Figure 1: Croatia, Vodič kroz sustav obrazovanja u Republici Hrvatskoj

https://mzo.hr/sites/default/files/links/hrvatski_obrazovni_sustav.pdf (accessed 31st January 2019)

Figure 2: Slovenia https://eacea.ec.europa.eu/national-policies/eurydice/content/slovenia_en (accessed 31st January 2019)

Figure 3: Bosnia and Herzegovina <https://epale.ec.europa.eu/hr/node/38330> (accessed 31st January 2019)



For more information on the respective education system see

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8. Okvirni zakon o visokom obrazovanju u Bosni i Hercegovini
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